

## LSHTM Academic Manual 2021-22

# Chapter 1: Quality Assurance Context and Principles

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### Contents

1.1	Principles and Core Practices .....	2
1.2	Academic Governance .....	3
1.3	Aims .....	4
1.4	Legislative and Institutional Compliance .....	4
1.5	Student Representation.....	5
1.6	Admissions .....	6
1.7	External Reference Points .....	6
1.8	Role of Key Staff in Quality Assurance .....	7

### 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.

## 1.1 Principles and Core Practices

- 1.1.1 This document sets out the London School of Hygiene & Tropical Medicine (LSHTM)'s overall approach to the assurance and enhancement of academic quality and standards, describing a framework and broad principles under which more specifically-focused regulations, policies and codes of practice should operate.
- 1.1.2 This framework should apply across all award-bearing teaching and training at LSHTM, including both taught (especially award-bearing) programmes and research degrees, and both face-to-face and distance learning modes of study.
- 1.1.3 It should also apply for all collaborative provision offered by LSHTM, even if specific mechanisms may differ in areas for which a partner institution has responsibility.
- 1.1.4 Quality assurance and enhancement activities will be grounded in the following key principles:
- a. Quality and standards are the individual and collective responsibility of all staff involved in learning & teaching. In their work, staff should always look to uphold LSHTM's academic standards, and support the quality of students' experience.
  - b. LSHTM will offer students suitable opportunities to contribute towards quality improvement, including through individual and collective feedback and representation on appropriate oversight and decision-making bodies.
  - c. LSHTM will maintain procedures to secure consistent academic standards across all teaching and training programmes, whilst encouraging an appropriate diversity of practice that allows these programmes to offer an optimum teaching and learning experience to students.
  - d. LSHTM's teaching quality management structures and procedures should:
    - support effective and efficient quality assurance and enhancement;
    - operate in a consultative and collegiate manner;

- devolve quality responsibilities to those best placed to exercise them;
  - foster a culture of critical review and reflection in a positive and supportive environment; and,
  - encourage the dissemination and adoption of good practice.
- e. LSHTM will take a systematic approach to planning and reviewing quality related developments, in a strategic and institution-wide (rather than reactive or piecemeal) way, so as to determinably improve the quality of learning opportunities for students.
- f. Quality assurance and enhancement activities should be closely linked, so that regular monitoring identifies areas for improvement—particularly with regard to the student experience—and evaluates the success of such improvements. Such links should ensure enhancement developments are embedded, maintained, and can be identified as good practice to extend to other areas.

1.1.5 Furthermore, LSHTM's teaching and training provision as well as its quality assurance and enhancement activities will be grounded in LSHTM's [vision, mission and values](#).

## 1.2 Academic Governance

1.2.1 LSHTM is part of the University of London (UoL) and all credit-bearing degree awards are made under the aegis of the University. As such UoL's [Statutes, Ordinances and Regulations](#) provide a key reference point for LSHTM. Within the federal structure of the University LSHTM is responsible for setting and implementing its own academic quality assurance procedures, consistent with the broad requirements set out by the University (particularly University Regulation 1, contained in [University of London Awards](#)).

1.2.2 LSHTM is led on academic matters by Senate under the oversight of Council who direct the strategy and management of the institution and who have overall responsibility for academic quality assurance. Please go to [Chapter 10, Governance of the LSHTM Academic Manual](#) for full details of terms of reference of academic committees and an organogram of academic governance.

## 1.3 Aims

- 1.3.1 LSHTM will assure itself, its students and other stakeholders that the teaching and training it offers upholds internationally-excellent academic standards and provides an internationally-excellent quality of learning opportunities.
- Such assurance will be achieved through rigorous and effective policies and procedures, that both reflect on and (wherever appropriate) seek to enhance quality and standards.
  - Policies and procedures will draw on and align with key external reference points, particularly the [UK Quality Code for Higher Education](#).
- 1.3.2 Quality assurance and enhancement activities will support LSHTM's vision, mission, values and strategy—specifically the strategy for education.

## 1.4 Legislative and Institutional Compliance

- 1.4.1 Senate will ensure that any changes in:
- a. legislation through the [Higher Education and Research Act 2017](#) and/or [Competitions and Markets Authority](#)
  - b. compliance activity through the [Office for Students](#) (OfS), [UK Quality Code for Higher Education](#) and [Office of the Independent Adjudicator](#) (OIA) will be reflected in the principles and procedures laid out in this handbook.
- 1.4.2 The [OfS](#) is the independent regulator of higher education in England. The OfS is independent from government and from providers. Its approach to regulation is underpinned by the functions, duties and powers given to it in the [Higher Education and Research Act 2017](#). These duties include assessing the quality of, and the standards applied to, higher education.
- 1.4.3 The [OIA](#) provides an independent scheme, which reviews student complaints against providers. This also includes academic appeals.
- 1.4.4 The [UK Standing Committee for Quality Assessment](#) provides sector-led oversight of higher education quality assessment arrangements that continue to be shared across the UK. Its aim is to ensure the provision of

high-quality education across the UK, including higher education qualifications that are available overseas.

- 1.4.5 The [Quality Assurance Agency \(QAA\)](#)'s [UK Quality Code for Higher Education](#) is used as a framework to secure academic standards and the quality of teaching and training provision.
- a. National guidance and benchmarks are adapted into institutional practice in a considered way that fits with both the underlying intentions of the Quality Code and the specific needs of LSHTM.
  - b. Awards offered by LSHTM will align with the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ), as part of the UK Quality Code for HE. This should also ensure equivalence in the threshold standards of all awards made under LSHTM auspices.
  - c. [Standards of achievement and learning outcomes will be set out in programme specifications, aligning with national subject benchmark statements where available. It is worth noting that statements for health professions are now out of date but available on request through the QAA.](#)
  - d. LSHTM's credit-bearing programmes and research degrees use the [QAA degree characteristics statements](#) to help structure them.
  - e. The QAA Quality Code will form a key reference point for ensuring that teaching, support, assessment and learning opportunities for LSHTM students meet national expectations. All programmes of study will be governed by clear procedures for approval, amendment, annual monitoring, and strategic periodic review.
  - f. Alignment with the QAA's Quality Code will ensure alignment with the standards for internal quality assurance of higher education institutions set out in the [European Standards and Guidelines for Quality Assurance in the European Higher Education Area](#).

## 1.5 Student Representation

- 1.5.1 LSHTM has mechanisms and policies for ensuring student representation on key committees and panels, so that students can contribute to quality assurance and enhancement activity.
- 1.5.2 LSHTM has separate policies on [Student Feedback](#) and [Student Representation and Engagement](#).

- 1.5.3 The LSHTM uses a variety of student feedback mechanisms to ensure that there is full student engagement in quality assurance and enhancement procedures, for example surveys, committees, panels and informal feedback.
- 1.5.4 LSHTM has a [Students' Representative Council](#) (SRC), which is an independent, student-led body that represents the interests of master's and research students at LSHTM.
- 1.5.5 All students registered for a programme of study with LSHTM become members of the SRC for the period of their registration unless they specifically opt out.
- 1.5.6 Students must be advised during the induction period of the mechanisms for providing feedback to LSHTM/their Faculty, including opportunities for representation on relevant committees via Student Representatives.

## **1.6 Admissions**

- 1.6.1 All faculties/institutes apply the policies within paragraph 1.5.2 and make clear the entry requirements for each programme. Admissions data is recorded by staff involved in the admissions process and a report is made by the Programme Directors. Exact requirements for entry onto programmes of study will be made explicit in both online and hard copy programme specifications. These policies will be made available via the University website.
- 1.6.2 LSHTM has separate policies on admissions, including:
- [Postgraduate Taught Admissions Policy](#)
  - [Postgraduate Research Degrees Admissions Policy](#)

## **1.7 External Reference Points**

- 1.7.1 All quality-related policies, procedures and developments at LSHTM will pay due regard to appropriate external reference points, including as set out in paragraphs 1.4.2-1.4.5.

- 1.7.2 LSTHM programmes make use of a credit system in line with the [Qualifications and Credit Framework \(QCF\)](#) and the [Higher Education Credit Framework for England](#). LSTHM's credit framework is detailed in [Chapter 2, Qualifications and Taught Credit Framework of the LSHTM Academic Manual](#).
- 1.7.3 The professional development of staff as teachers in higher education will be aligned with the [UK Professional Standards Framework](#), published by [Advance HE](#).
- 1.7.4 The professional development of research degree students as doctoral-level researchers will be aligned with the Researcher Development Framework and the Concordat to Support the Career Development of Researchers both published by [Vitae](#).
- 1.7.5 The requirements of any other professional, statutory, regulatory, funding or accrediting bodies, both in the UK and internationally, that are of relevance to LSHTM's provision will be monitored, understood and engaged with, so as to safeguard and enhance the quality and standards of LSHTM's teaching and training. This forms part of Terms of Reference for key committees and job descriptions for key staff (see section 1.8 below).

## **1.8 Role of Key Staff in Quality Assurance**

- 1.8.1 The Provost acts as chair of Senate and takes strategic responsibility across LSHTM for the management of academic quality and standards, the promotion of quality enhancement, and the direction of LSHTM's education and research strategies.
- 1.8.2 The Pro-Director of Education acts as chair of the Senate Postgraduate Taught Committee and takes operational responsibility for the management of academic quality and standards on LSHTM's programmes of study.
- 1.8.3 The Associate Dean of Education (Quality, Academic Standards & Collaborative Provision) takes operational responsibility for the management of quality and academic standards on LSHTM's taught postgraduate programmes; the Associate Dean takes further

responsibility for the quality of teaching and training provided in collaboration with partner institutions.

- 1.8.4 The Associate Dean of Education (Head of the Doctoral College) acts as chair of the Senate Research Degrees Committee and takes operational responsibility for the management of academic quality and standards on LSHTM's research degree programmes.
- 1.8.5 The Secretary & Registrar is responsible for ensuring that quality assurance procedures are in place on an institutional level.
- 1.8.6 Taught Programme Directors and Faculty Research Degree Directors take operational responsibility for the management and assurance of academic quality and standards within their respective faculties.
- 1.8.7 Programme Directors engage with quality assurance procedures to ensure academic standards are upheld and not compromised on the programme for which they are responsible.
- 1.8.8 Module Organisers engage with quality assurance procedures on a modular basis.
- 1.8.9 The Secretary & Registrar ensures that quality assurance procedures are in place across professional services and operations with delegation to the Head of Quality & Academic Standards, the Head of Registry, the Head of Programme Administration, the Head of Student Experience, and the Head of Technology-enhanced Learning.
- 1.8.10 LSHTM recognises that individual staff, in discharging their responsibilities for teaching, supervision, assessment or student support, play the single most crucial role in assuring academic standards and the quality of students' learning and overall experience. To ensure that staff appreciate and feel ownership of this aspect of their role, LSHTM operates a collegial culture of quality assurance and enhancement. Consultation on proposed developments will take place up, down and across the committee and management structure as appropriate—for example consulting Faculty committees, and where relevant departments or programmes, on proposed School-level policy developments of major significance.



1.8.11 The hierarchy of the key roles for ensuring quality and academic standards at LSHTM is shown in the [Organisational Chart](#) on LSHTM's website.



# LSHTM Academic Manual 2021-22

## Chapter 2: Qualifications and Taught Credit Framework

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### Contents

2.1	Introduction.....	12
2.2	Qualifications of LSHTM .....	13
2.3	Credit Framework .....	15
2.4	Recognition of Prior Learning.....	17
2.5	Award Scheme .....	18

### Annual Review of the Academic Manual

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## **2.1 Introduction**

- 2.1.1 The Qualifications and Taught Credit Framework defines the structures for all modules and programmes leading to taught awards and research higher education qualifications at the London School of Hygiene & Tropical Medicine (LSHTM). This credit system is in line with the [Qualifications and Credit Framework](#) (QCF) and the [Higher Education Credit Framework for England](#). All LSHTM qualifications and programmes of study must be aligned with this framework with the exception of short professional courses. This framework is adhered to in the assessment regulations in [Chapter 8a, Intensive Postgraduate Taught Degree Academic Regulations](#) and [Chapter 8b, Distance Learning Postgraduate Taught Degree Academic Regulations](#) of the LSHTM Academic Manual and in individual programme and module specifications.
- 2.1.2 In addition to taught awards and research degree qualifications, the LSHTM offers credit-bearing short courses. These courses are designed to enable students to gain specialist knowledge to help advance their career. LSHTM credit-bearing short courses are designed, delivered and formally assessed in line with the [Higher Education Credit Framework for England](#) Level 7 and QAA Master's Degree Characteristic statements.
- 2.1.3 The main purposes of this framework are:
- To promote a shared understanding of LSHTM qualifications;
  - To promote consistent use of credit and qualifications across LSHTM faculties and departments;
  - To provide a reference point for setting and assessing academic standards when designing, approving, monitoring and reviewing programmes of study and their constituent modules;
  - To ensure that LSHTM's awards are of an academic standard that is consistent with the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ);
  - To communicate to students and stakeholders the achievements represented by the qualifications of LSHTM;
  - To inform international comparability of academic standards.

## 2.2 Qualifications of LSHTM

2.2.1 The following qualifications are accredited by LSHTM, granted under the ordinances of the University of London and governed by this framework.

### Level 7 of the FHEQ

- Master of Science Control of Infectious Diseases (MSc)
- Master of Science Demography & Health (MSc)
- Master of Science Epidemiology (MSc)
- Master of Science Global Mental Health with Kings College London (MSc)
- Master of Science Health Data Science (MSc)
- Master of Science Health Policy, Planning & Financing (MSc)
- Master of Science Immunology of Infectious Diseases (MSc)
- Master of Science Medical Entomology for Disease Control (MSc)
- Master of Science Medical Microbiology (MSc)
- Master of Science Medical Parasitology (MSc)
- Master of Science Medical Statistics (MSc)
- Master of Science Nutrition for Global Health (MSc)
- Master of Science One Health (Ecosystems, Humans and Animals) with Royal Veterinary College (MSc)
- Master of Science Public Health - Environment & Health Stream (MSc)
- Master of Science Public Health - Health Economics Stream (MSc)
- Master of Science Public Health - Health Promotion Stream (MSc)
- Master of Science Public Health - Health Services Management Stream (MSc)
- Master of Science Public Health - Health Services Research Stream (MSc)
- Master of Science Public Health - Public Health (MSc)
- Master of Science Public Health for Eye Care (MSc)
- Master of Science Public Health for Development (MSc)
- Master of Science Reproductive & Sexual Health Research (MSc)
- Master of Science Tropical Medicine & International Health (MSc)

- Master of Science Veterinary Epidemiology with Royal Veterinary College (MSc)
- Postgraduate Certificate in Learning & Teaching (PGCILT)
- Postgraduate Certificate in Public Health (PGCert)

Taught Master's by distance learning managed by University of London Worldwide Programmes

- Master of Science Clinical Trials (MSc/PGCert/PGDip)
- Master of Science Demography & Health (MSc/PGCert/PGDip)
- Master of Science Epidemiology (MSc/PGCert/PGDip)
- Master of Science Global Health Policy (MSc/PGCert/PGDip)
- Master of Science Infectious Diseases (MSc/PGCert/PGDip)
- Master of Science Public Health (MSc/PGCert/PGDip)

### **Level 8 of the FHEQ**

- Doctor of Philosophy (PhD)
- PhD by Prior Publication (PhD)
- Doctor of Public Health (DrPH)

### **Exit Awards**

2.2.2 An approved programme of study may include one or more exit awards to recognise the achievements of any students unable to complete the full qualification. These are included in the programme specification. Students will only be considered for an exit award where it is an approved component of the programme of study on which they are registered and where they are unable to complete or have failed to meet the requirements for the full qualification. Exit awards are not awarded automatically nor are they a student entitlement.

2.2.3 All LSHTM Master's degrees have exit awards of PGDip, excepting the MSc Health Policy, Planning & Financing, which has no exit awards.

2.2.4 The Doctor of Philosophy (PhD) has an exit award of Master of Philosophy.

2.2.5 The Doctor of Public Health (DrPH) has an exit award of PGCert

## **2.3 Credit Framework**

2.3.1 Credit is awarded to a student on successful completion of the outcomes associated with a particular block of learning at a specified academic level (Level 7). Level 8 qualifications are not credit-rated, except for where taught elements are included as part of the DrPH. Where a student fails to gain credits, they will be required to resit the assessment. The LSHTM Resit regulations can be found in [Chapter 8a](#) (for Intensive students) or [Chapter 8b](#) (for distance learning students) of the LSHTM Academic Manual.

2.3.2 The Credit Accumulation and Transfer Scheme (CATS) is used by many universities in the United Kingdom to monitor and record passage through a programme and enables students to move credits they accumulate from one institution to another. In line with CATS, LSHTM equates one credit to 10 notional learning hours.

2.3.3 The European Credit Transfer and Accumulation System (ECTS) is an arrangement which guarantees the academic recognition of studies taken across collaborating European countries, providing a comparative scale on which to measure academic achievement. Credits must be converted to the European Credit Transfer System (ECTS) using the ratio 1 CATS credit = 0.5 ECTS credits = 10 notional learning hours.

### **Award of Master's (MSc)**

2.3.4 To be awarded an MSc, a student must obtain at least 180 credits from the specific set of modules and project offered by the programme as set out in the Programme Specification. This may include a mix of compulsory and optional modules.

### **Award of Postgraduate Diploma (PGDip)**

2.3.5 If a student fails to pass the MSc Project, they may be eligible for the award of Postgraduate Diploma (PGDip) if they have gained at least 120 credits. A student will need to have passed the Core element and four term 2/3 modules. The PGDip will have the same name as their MSc. However, no stream name will be attached unless they have passed the compulsory modules for the MSc stream, where relevant.

2.3.5a If a student has gained at least 120 credits but does not meet the criteria for a PGDip with the name of the MSc attached, they may be eligible for the award of Postgraduate Diploma of the London School of Hygiene and Tropical Medicine.

### **Award of Postgraduate Certificate (PGCert)**

2.3.6 If a student fails to complete the requirements for the PGDip but they have gained at least the 60 credits for the Core element, they may be eligible for the award of Postgraduate Certificate (PGCert). The PGCert will have the same name as the MSc. However, no stream name will be attached.

2.3.6a If a student has gained at least 60 credits but does not meet the criteria for a PGCert with the name of the MSc attached, they may be eligible for the award of Postgraduate Certificate of the London School of Hygiene and Tropical Medicine.

### **Credit-bearing Short Course**

2.3.7 Credit-bearing short courses do not hold a formal award or qualification. However, students will gain credit upon successful completion of the summative assessment. LSHTM's credit framework for credit-bearing Short Courses is set at a maximum of 30 credits of learning, based on the FHEQs Masters Level 7.

2.3.8 The following table outlines the CATS and ECTS credits and learning hour equivalencies for each LSHTM qualification based on the [FHEQ](#):

<b>Qualification</b>	<b>CATS credits</b>	<b>ECTS credits</b>	<b>Notional Learning hours</b>
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<b>Postgraduate certificate</b>	60	30	600
<b>Postgraduate diploma</b>	120	60	1200
<b>Taught master's</b>	180	90	1800

## Learning Hours

2.3.9 Notional learning hours represent the entirety of student effort required to undertake and complete a module. This includes all aspects of learning and teaching activity: self-directed learning, coursework, classroom-based activity, laboratory work, practical work, preparation for assessments.

## 2.4 Recognition of Prior Learning

2.4.1 Recognition of prior learning (RPL) is the process whereby students are exempted from part of their chosen programme of academic study by recognition of comparable learning and attainment.

2.4.2 RPL may be granted towards particular programmes.

2.4.3a Up to one-third of the total credits of an MSc programme is permitted to be assessed by RPL—e.g. up to 60 UK credits—provided it is at the same level of the FHEQ.

2.4.3 b RPL requirements for the Postgraduate Certificate in Learning and Teaching (PGCiLT) are provided in the programme specification and programme specific regulations.

2.4.4 Students are not permitted to use credit twice, meaning that credit cannot be transferred where it has previously been used for another award.

2.4.5 LSHTM does not recognise experiential learning.

2.4.6 LSHTM has a separate [Recognition of Prior Learning Policy](#).

## 2.5 Award Scheme

### 2.5.1 MSc Award Scheme

2.5.1.1 The MSc Award Scheme sets out rules for making awards for Intensive Master's degrees taught at LSHTM.

2.5.1.2 The MSc Award Scheme covers the following Master of Science (MSc) programmes:

- Control of Infectious Diseases (CID)
- Demography & Health (D&H)
- Epidemiology (EPI)
- Global Mental Health (GMH)\*
- Health Data Science (HDS)
- Immunology of Infectious Diseases (IID)
- Medical Entomology for Disease Control (MEDiC)
- Medical Microbiology (MM)
- Medical Parasitology (MP)
- Medical Statistics (MS)
- Nutrition for Global Health (NGH)
- Public Health (PH)
- Public Health for Eye Care (PHEC)
- Public Health for Development (PH4D)
- Reproductive & Sexual Health Research (RSHR)
- Tropical Medicine & International Health (TMIH)

*\*MSc Global Mental Health is taught jointly with KCL but falls under the LSHTM MSc Awards Scheme.*

### 2.5.1.3 The MSc Award Scheme **does not cover**:

- Joint programmes offered in collaboration with other University of London Colleges, which do not fall under the LSHTM MSc Award Scheme. Individual award schemes and regulations exist for these programmes, maintained by whichever college has been designated as the 'assessment institution' under the collaborative agreement:
  - **MSc Health Policy, Planning & Financing (HPPF)** (Joint with the London School of Economics)
  - **MSc One Health (Infectious Diseases)** (Joint with the Royal Veterinary College).
  - **MSc Veterinary Epidemiology** (Joint with the Royal Veterinary College).
- Distance learning programmes offered in collaboration with University of London Worldwide, for which a separate Award Scheme can be found in [Chapter 8b of the LSHTM Academic Manual](#).

## Structure of MSc Awards

2.5.1.4 LSHTM operates a credit framework whereby the final award is determined on the basis of accumulating the required number of credits.

2.5.1.5 The MSc programme is made up of credit-bearing **modules**, which are grouped into three Elements: Core modules; Compulsory and Elective modules; Project. A Grade Point Average (GPA) will be calculated for each Element.

2.5.1.6 The GPA from each Element is included in the calculation for a final award GPA, as detailed in 2.5.1.8.

2.5.1.7 LSHTM's modules are individually assessed using a Grade Point (GP) matrix. Each module GP contributes to the GPA for each element (as outlined in Table 1). Table 2a shows module assessment framework for all LSHTM MScs except MSc Health Data Science. The module assessment framework for MSc Health Data Science is shown in Table 2b.

Table 1. **Structure of MSc Awards**

<b>Element</b>	<b>Component</b>	<b>Award Element</b>
Core modules (Term 1)	Exam Paper 1 Exam Paper 2 Practical Exams (where required) AND / OR Individual Core module assessments, including Practical Exams where required	Core GPA
Modules (Terms 2 and 3)	Individual module assessments	Module GPA
Research project	Some Projects have components	Project GPA

**Table 2a. Assessment framework for all LSHTM MScs except MSc Health Data Science**



Module type	Delivery	Module GP Assessment	GPA requirement	Compensation
Multiple Compulsory Core modules of various sizes	Term 1 (Oct-Dec)	<p>Unseen written exams in the summer (Papers 1 &amp; 2), plus a practical exam in Term 1 for certain programmes only</p> <p>AND/OR</p> <p>Core modules are assessed individually. The module assessment may be divided into multiple smaller assessments and/or include practical examinations</p>	A minimum mark of 2.00 is required for all components combined, with no component < 1.00	<p><u>Compensation</u> can be applied to <i>one</i> exam paper or certain modules with a mark between 1.00 and 1.99, provided the overall core GPA is <math>\geq 2.00</math></p>
5 Compulsory or Elective modules, 15 credits each	Terms 2 & 3 (Jan-May)	<p>Modules are assessed individually.</p> <p>The module assessment may be divided into multiple smaller assessments</p>	A minimum mark of 2.00 is required for the Module element GPA	<p>Compensation can be applied to one module with a GP mark of 1.00 to 1.99, provided the overall modules GPA for the 5 modules is at least 2.00</p>
Research project	Term 3 (June-Sept)	Project report	A minimum mark	N/A



Module type	Delivery	Module GP Assessment	GPA requirement	Compensation
	Supervised Self- Directed		of 2.00 is required for the project report	

**Table 2b) MSc Health Data Science module assessment framework**

Modules	Delivery	Module GP Assessment	GPA requirement	Compensation
5 Core modules of various sizes	Term 1 (Oct-Dec)  Online and/or On-campus	Core modules are assessed individually.  The module assessment may be divided into multiple smaller assessments and/or include practical examinations	A minimum Core module GPA mark of 2.00 is required for all core modules	N/A
4 Compulsory or Elective modules, 15 credits each	Terms 2 & 3 (Jan-May)  Online and/or On-campus	modules are assessed individually.  The module assessment may be divided into multiple smaller assessments	A minimum mark of 2.00 is required for the module element GPA	Compensation can be applied to one non-compulsory module with a mark of 1.00 to 1.99, provided the overall Modules GPA is at least 2.00
Research project	Term 3 (April-Sept)	Project report	A minimum mark	N/A

Modules	Delivery	Module GP Assessment	GPA requirement	Compensation
	Supervised Self-Directed		of 2.00 is required for the project report	

2.5.1.8 Programme specifications and programme handbooks describe the Compulsory and recommended Elective modules that students may or may not select as part of their programme. Modules have different designations and can be:

**Compulsory** these must be taken in the programme

**Semi-Compulsory** these must be taken in the programme, but students are given a choice of modules to fill this requirement

**Recommended Electives** these are options that can be chosen and are most relevant to the programme content

### Final MSc Award Classification Rules

2.5.1.9 The award GPA is calculated to indicate the student's standard of performance on the programme and assess eligibility for an award classification of distinction or merit.

The award GPA will be calculated as:

Table 3a. All LSHTM MSc Programme *except MSc HDS and, MSc IID where the extended project has been taken*

Core GPA	x 30%	= Overall Award GPA
Module GPA	x 40%	
Project GPA	x 30%	

Table 3b. For **MSc IID**, where the extended project has been taken

Core GPA	x 30%	= Overall Award GPA
Module GPA	x 30%	
Project GPA	x 40%	

Table 3c. **MSc HDS**

Core GPA	x 33.33% recurring	= Overall Award GPA
Module GPA	x 33.33% recurring	
Project GPA	x 33.33% recurring	

2.5.1.10 **Core GPA** is generated from all individual Core modules from Term 1, as assessed through the exams, in-course assessments and any practical examination. *Programme assessment details can be found in [Chapter 8a of the LSHTM Academic Manual](#).*

2.5.1.11 **Module GPA** is calculated as:

- **CID, D&H, MM, MP, MS, PH4D, PHEC, NGH, and TMIH:** The four highest-graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA, and the worst module grade is discounted.
- **MEDiC, EPI, IID, PH, and RSHR:** The average GPA from across the specific module(s) detailed in the table below, plus the two or three highest-graded modules (so that the average is based on four modules) of those remaining from the five modules taken in Terms 2 and 3 contribute to the award GPA. The modules listed below must always contribute to the award GPA, and the lowest grade achieved on other modules is discounted.
- **HDS:** The module GPA is the average grade for all the four modules taken in Term 2.
- **GMH:** The average GPA from across all five modules taken in Terms 2 and 3 (two compulsory and three optional) contribute to the award GPA.



Table 4a. LSHTM MSc Programme Module GPA calculation rules:

<b>MSc Programme</b>	<b>Module GPA calculation must include</b>
MEDiC	3141 Vector Sampling, Identification & Incrimination 3176 Integrated Vector Management
EPI	2400 Study Design: Writing a Study Proposal 2402 Statistical Methods in Epidemiology
IID	3134 Advanced Immunology 1 3144 Advanced Immunology 2
PH (Public Health)	1608 Principles & Practice of Public Health
PH (Environment & Health)	1301 Environmental Epidemiology
PH (Health Promotion)	1807 Health Promotion Approaches and Methods
PH (Health Services Management)	1607 Health Services Management
PH (Health Services Research)	1702 Proposal Development
PH (Health Economics)	1501 Economic Evaluation
RSHR	1804 Sexual Health

Compensation rules can be found in [Chapter 8a of the LSHTM Academic Manual](#).

<b>MSc Programme (GMH)</b>
<p><b>Compulsory Modules in Terms 2 &amp; 3</b></p> <p>2342 Design &amp; Evaluation of Mental Health Programmes</p> <p>KCL Scaling Up Packages of Care for Mental Disorders</p>



Students must achieve a GPA of 2.00 or above in each/either module. Compensation by performance in other modules is not permitted. Grades below 2.00 will result in failure of the module and a requirement to resit any components graded below 2.00.

### **Elective Recommended modules taken in Terms 2 and 3**

Students must normally achieve a GPA of 2.00 or above in each individual module to gain credits for that module. However, compensation may be permitted for one non-compulsory Term 2 or 3 module with a GPA between 1.00 and 1.99, provided an average GPA of 2.00 or above has been achieved across all five modules from Terms 2 and 3 (including the module graded between 1.00 and 1.99). The average GPA across all modules taken in Terms 2 and 3 (which should be equally weighted) constitutes the Module GPA. If it is not possible to compensate a grade between 1.00 and 1.99, that module will be failed with no credits being awarded; any components graded below 2.00 must then be resat.

Compensation rules can be found in [Chapter 8a of the LSHTM Academic Manual](#).

2.5.1.12 **Project GPA** is the overall mark given to the student's project.

2.5.1.13 The **final award classifications are Pass, Merit and Distinction**. This classification is determined as follows. In the case of borderlines, i.e. Consider Distinction or Consider Merit candidates, Exam Boards will decide the final classification (either Pass, Merit or Distinction) using the process laid out in the [Assessment Handbook and Board of Examiner Guidance](#).

<b>Overall GPA</b>	<b>Award</b>	<b>Classification</b>
2.00 to 3.84		<b>Pass</b>
3.70 to 3.84		<i>Consider Merit</i>
3.85 to 4.29		<b>Merit</b>
4.15 to 4.29		<i>Consider Distinction</i>
4.30 to 5.00		<b>Distinction</b>

## 2.5.2 Award Schemes for other Credit-bearing Provision

2.5.2.1 Programme-specific regulations and award schemes for the following awards can be found [here](#):

- Professional Certificate in Pharmacoepidemiology and Pharmacovigilance
- Postgraduate Certificate in Learning & Teaching
- Postgraduate Diploma in Research Methods

## 2.5.3 Award Schemes for Non-credit-bearing Short Courses

2.5.3.1 Regulations and award schemes for the following non-credit-bearing courses can be found [here](#):

- Professional Diploma in Tropical Medicine & Hygiene (DTM&H)
- Professional Diploma in Tropical Medicine & Hygiene (East African Partnership)
- Professional Diploma in Tropical Nursing

## 2.5.4 DrPH Award Scheme

2.5.4.1 A total of 60 credits are awarded upon successful completion of the two compulsory modules. The research element of the DrPH is not credit-rated and will be awarded in accordance with the research degree regulations in [Chapter 9, Research Degree Academic Regulations of the LSHTM Academic Manual](#).

## LSHTM Academic Manual 2021-22

# Chapter 3: Programme & Module Management, Monitoring and Evaluation

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## Contents

3.1 .....	Programme and Module Documentation	29
3.2 ..	Programme Approval, Amendments, Suspension and Discontinuation	32
3.3 .....	Programme development, design and approval	32
3.4 .....	Programme & Module Amendment Procedure	48
3.5 .....	Suspension & Discontinuation of Programmes or Modules	53
3.6 .....	Annual Programme and Module Monitoring	57
3.7 .....	Periodic Programme Review and Evaluation (Revalidation)	60

### 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.

### 3.1 Programme and Module Documentation

3.1.1 Programme and module documentation will inform students on their journey from application through to graduation. It is therefore important that these documents reflect accurate information, which has been approved by means of validation, review and amendment procedures.

3.1.2 To satisfy the London School of Hygiene & Tropical Medicine (LSHTM)'s obligations to its prospective and current students, amendments to programme and module documentation must be made in an appropriate and timely manner. Programme and module documentation that is published on the LSHTM website forms a contractual obligation, concerning current students and applicants, under the jurisdiction of the [Competition and Markets Authority](#) (CMA).

3.1.3 The quality assurance process outlined in this Chapter are applied to the following academic provision offered by LSHTM.

- Award-bearing programmes (credit-bearing and research degrees)
  - LSHTM offers award-bearing programmes at Level 7 and 8 as described by the UK FHEQ. These are credit-bearing taught masters, a professional doctorate and research degrees.
- Professional Diplomas (non-credit-bearing)
  - Professional Diplomas at LSHTM are non-credit-bearing courses that hold a recognised status in the Health Care sector. They are aimed at students who hold higher education qualifications and want to develop knowledge and skill in a specialised field. *For example, Professional Diploma in Tropical Nursing.*
- Credit-Bearing Short Courses
  - A credit-bearing short course at LSHTM is defined as a course at level 7 being equivalent in size to no more than 30 credits of learning.

- Modules
  - Award-bearing programmes are comprised of multiple credit-bearing modules. The aims and intended learning outcomes (ILOs) attached to each module are linked to the award aims and ILOs. The module assessment will be designed to measure achievement of the module ILOs.

#### Programme Specification

- 3.1.4 A programme specification is a concise description of the programme of study that is published externally on LSHTM's webpages as part of the programme information. The programme specification will include, programme aims, objectives and intended learning outcomes; intended audience and entrance requirements; structure and curriculum; mode(s) of study, learning time and how teaching operates; assessment requirements; and credit
- 3.1.5 The document differs from marketing material in that it must also meet external benchmarks and internal expectation and is thus subject to formal approval. LSHTM's standard format takes into account guidance and exemplars produced by the QAA and is available for download [here](#).
- 3.1.6 The primary users of the programme specification will be applicants, current students, External Examiners, professional bodies, potential employers of graduates and placement students, professional, commercial and industrial advisory groups. Internally the document will also be used to ensure accuracy of information on the Student Record System for external reporting, informing the programme details on the web and prospectuses.
- 3.1.7 A programme specification is required for the purpose of validation and periodic review; as well as any proposed changes to the programme structure (including module title changes) made as part of the programme amendment procedure.

#### Module Specification

- 3.1.8 The module specification provides a concise description of the module. All modules specifications are published to current students at the start of the academic year to inform them on the module content; they also act as a guide to indicative programme content for prospective students. The module specification must articulate the module accurately as approved by a validation, review or as part of the amendment procedure. Internally the document will also be used to ensure accuracy of information on the Student Record System.
- 3.1.9 A module specification is required for the purpose of validation and review; as well as any proposed changes made as part of the module amendment procedure.

#### Credit-Bearing Short Course Specification

- 3.1.10 A credit-bearing Short Course specification contains elements of both programme and module specifications to reflect its hybrid nature as a course without sub elements

#### Programme Handbook

- 3.1.11 The programme handbook is the main reference for students in navigating the overview of their programme and overall experience at LSHTM. It is expected that this document is reviewed annually to ensure that the information remains accurate and up to date. Annual operational updates may be made to the programme handbook, however, changes to programme structures, modules, and academic regulations will be expected to have followed the appropriate procedure for approval. Most programmes handbooks will refer to the LSHTM academic regulations as set out in this handbook. Where there are approved programme-specific academic regulations, it will be clearly indicated within the programme handbook.
- 3.1.12 For groups of awards form a cognate group of programmes, it may be judged more appropriate to produce the programme handbooks collectively in a single document to avoid duplication.

## 3.2 Programme Approval, Amendments, Suspension and Discontinuation

3.2.1 The following procedures have been set out to ensure that programmes and modules are designed and approved through validation in accordance with LSHTM policies and procedures; and that existing programmes and modules retain currency in curriculum through an appropriate amendment procedure. Programme and module validation, review and amendment are under the delegated authority of LSHTM's Senate sub-Committees; however, financial approval of new provision is under the auspices of the Finance & Development Committee.

3.2.2 Through programme and module design, development and amendment LSHTM is committed to engaging with external expertise and students as co-creators.

3.2.3 The following procedures apply to proposals and approvals of new award-bearing programmes, credit-bearing modules, credit-bearing short courses, credit-bearing Continuing Professional Development, and Special Programmes. Programme proposals, design and development with external collaborative partners will follow a similar procedure for validation but will require additional stages as set out in [Chapter 6, Collaborative Provision of the LSHTM Academic Manual](#).

## 3.3 Programme development, design and approval

The procedure to develop, design, approve and launch a new [award-bearing programme](#) (e.g. MSc, PGDip or research degree) and [Professional Diploma \(non-credit-bearing\)](#) is divided into five stages with final approval resting with Senate Postgraduate Taught Committee:

- [Stage 1: Strategic, Financial Planning Approval \(Business Case\)](#)
- [Stage 2: Academic Development Proposal](#)
- [Stage 3: Programme and Module Specification and Curriculum Design](#)
- [Stage 4: Validation Panel meeting for Programmes](#)
- [Stage 5: Final Approval for new Programmes](#)



It will take two years prior to the launch date to complete this process, which will include at least one academic year after final approval to market and recruit to the new programme.

### 3.3.1 Stage 1: Strategic, Financial Planning Approval (Business Case)

- i. Proposals for new programmes and any new modules should be considered at faculty level via the Faculty's Annual Budgetary round.
- ii. To develop a new programme proposal relevant LSHTM stakeholders must be consulted (e.g. faculty leadership, marketing, recruitment, finance, Registry, Quality & Academic Standards, University of London Worldwide).
- iii. A business plan for new programmes with any new modules should be drafted and approved by the Faculty Management Group.
- iv. The proposal and business plan for a new programme must be endorsed by the LSHTM [Senior Leadership Team](#) before proceeding to academic development and approval.
- v. For a proposal to be approved the business case will be expected to include:
  - An outline of the new provision
  - A detailed breakdown of costs, income and resource implications with confirmation of the financial approval;
  - Recruitment expectations and opportunities, including a forecast of student demand;
  - Market comparison to major competitor programmes;
- vi. Once the business case is approved, the Dean of the parent Faculty will appoint a lead academic to coordinate the development, design and approval procedure. The lead academic is expected to gain the support of colleagues to form a Development Team, to ensure there is a rounded approach to the curriculum design.

### 3.3.2 Stage 2: Academic Development Proposal

- i. Once strategic approval has been granted a comprehensive programme proposal should be considered and approved by the FPGTC.
- ii. For new programmes, the faculty will then need to seek academic approval at LSHTM level from the delegated Senate sub-Committee. For research provision, Senate Research Degrees Committee (SRDC) will approve the proposal for development. For taught provision, the Programme and Module Review Committee (PMRC) will make a recommendation for development approval to the Senate Postgraduate Taught Committee (SPGTC). In addition, distance learning (DL) programme and module proposals must receive approval through the University of London Worldwide (UoLW) governance structures at set out in the member institution [Quality Assurance Schedule](#).
- iii. All proposals will be expected to include:
  - An outline of the new provision ((from the business case);
  - A detailed breakdown of costs, income and resource implications with confirmation of the financial approval (from the business case);
  - Recruitment expectations and opportunities, including forecast student demand (from the business case);
  - Market comparison to major competitor programmes (from the business case);
  - Distinctive features of the programme/module;
  - The intended learning outcomes;
  - The programme structure (credit framework and mapping to modules) or;
  - The new module rationale (mapping to existing programmes);
  - A teaching, learning and assessment strategy;
  - A list of staff allocated to deliver the programme/subject specialism.
- iv. Guidance should be sought from colleagues who have specific expertise or responsibilities in these areas.

*N.B. If circumstances change in a way that will substantively affect the Programme, Faculty, or LSHTM's finances it may be necessary to suspend or extend the approval procedure.*

### 3.3.3 Stage 3: Programme and Module Specification and Curriculum Design

- i. Once development approval has been granted the programme and module specifications and content can be designed.
- ii. Within the new programme and new module approval process at least six months is set aside for curriculum design and development. The process requires a new programme specification and/or new module specification(s) to be produced, along with an overview of the curriculum. The programme/module aims, learning outcomes and the assessment strategy and method should be mapped and documented.
- iii. Engagement with external expertise, quality assurance and students as co-creators is a core expectation of the curriculum design process. Feedback, advice and guidance from academic, sector and industry peers must also be documented for review at the Validation Panel. There should be academic engagement and scrutiny from:
  - an independent internal academic peer (member of PMRC);
  - an external academic subject expert, or an external examiner;
  - the Quality and Academic Standards team; and
  - current students, typically through a programme committee in the case of an existing programme, or student-staff fora for new developments.
- iv. Academic Leads and development teams designing MSc and research degree programmes are expected to refer to the [QAA supporting resources on degree characteristics](#) and the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ).

- v. Where available the national [Subject Benchmark Statements](#) should be referenced.
- vi. Programme and Module Specifications and curriculum design should go through a robust consultation process within the parent faculty. If content or delivery is shared with another faculty the consultation process should be extended across faculties.
- vii. The programme's FPGTC should approve the documentation before submitting to the Validation Panel via the [Quality and Academic Standards office](#).
- viii. It is recommended that Academic Leads seek advice, guidance and support from the Quality and Academic Standards office throughout the process at [qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

#### 3.3.4 Stage 4: Validation Panel meeting for Programmes

- i. A Validation Panel shall meet to scrutinise the new programme and module documentation and will determine a recommendation for approval. Members are expected to consider the documentation objectively and impartially with respect to the LSHTM [Strategy](#). They will be expected to ensure that:
  - the programme/module aims are addressed through the subject specific content within the curriculum design.
  - the structure, curriculum and content meet the academic standard for the proposed level as set out in FHEQ.
  - the assessment strategy is designed to provide students with the appropriate opportunity to meet the programme/module aims and learning outcomes.
  - contact hours have been appropriately set, taking into account module/programme credit value and assessment type.
  - there are appropriate resources and learning opportunities for students (especially central resources like Library and IT).

The following documents should be presented to the Validation panel:

- New programme business case
  - Academic Development proposal (as approved by SRDC/SPGTC)
  - Programme Specification
  - Module Specification (new modules and existing core modules for new programmes)
  - Summary of feedback from faculty, student and external expert consultation
  - Any other relevant supporting documentation
- ii. The decision of the Validation Panel may be subject to recommendations and conditions that the Academic Lead must respond to following the meeting. The Chair of the Panel will be responsible for ensuring that the conditions have been met and recommendations have been accepted, or justifiably rejected. The Validation Panel will not recommend approval of a programme/module that has not been the subject of external expertise.
- iii. For full Membership and Terms of Reference of the Periodic Review and Validation Panels please see [Chapter 10, Governance of the LSHTM Academic Manual](#).
- iv. The Quality and Academic Standards office will support Academic Leads in arrangements of Validation Panel meetings.  
[qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

### 3.3.5 Stage 5: Final Approval for new Programmes

- i. The outcome report from the Validation Panel meeting will be reviewed at SRDC (for Research) and PMRC (for taught), who will make a recommendation for final approval to SPGTC. The Faculty Operating Officer, Secretary & Registrar and where appropriate the Finance & Development Committee should also be kept informed. If approval is not recommended SRDC or PMRC, SPGTC will determine whether the proposal should be substantially revised or abandoned. Final approval of new programmes must be noted at the next Senate meeting.

- ii. Once formal approval has been confirmed the following action must be completed:
- Notification of approval must be sent to relevant stakeholders including; Deans of Faculty, TPDs, Programme Directors, Head of Marketing and Communication, Head of Registry and Teaching Support Office.
  - Advertising and promotion of the new programme: The Academic Lead will work with marketing and recruitment to develop a webpage and programme prospectus. Programmes must not be advertised to students before formal approval has been granted.
  - Registry Systems: The Academic Lead must liaise with the Registry (and for DL programmes, UoLW) to ensure the relevant systems are set up for admissions and enrolment.
  - Learning and Teaching Materials and schemes of will need to be prepared for programme implementation. For DL programmes, this must be in liaison with Technology Enhanced Learning (TEL) department.
  - Timetabling: The Academic lead will work with timetabling teams to ensure the programme is included in the schedule.
  - Teaching Support Administration: The Academic Lead/Programme Director (PD) must liaise with the Teaching Support Office or Distance Learning Office to ensure that all relevant administrative tasks are in place for the start of the academic year.

*N.B although these activities cannot take place until the programme has been approved it is expected that the programme development team has engaged with the relevant support and professional service teams to prepare for a new programme or modules.*

### 3.3.6 Credit-Bearing Short Course development, design and approval

The development, design and launch of a new credit-bearing Short course will be subject to a similar 5 stage procedure as a new award-bearing programme. However, the timeline and approval level will be adjusted to reflect the size of, and institutional risk attached to, the new offer:

- [Stage 1: Strategic, Financial Planning Approval \(Business Case\)](#)

- [Stage 2: Academic Development Proposal](#)
- [Stage 3: new credit-bearing short course Specification and Curriculum Design](#)
- [Stage 4: Validation Panel meeting for new credit-bearing short course](#)
- [Stage 5: Final Approval for new credit-bearing short course](#)

A credit-bearing Short Course will take at least 6 months to design develop and approve. Academic development approval and Final approval is overseen by the Programme and Module Review Committee.

NB: Where credit-bearing short courses are grouped into an award structure as recognised by the Framework for HE Qualifications the process will be the same as for an award-bearing programme. This would either be a PGCert (60 credits), PGDip (120 credits) or a Masters (180 credits).

#### 3.3.6.1 Stage 1: Strategic, Financial Planning Approval (Business Case)

- i. Proposals for new credit-bearing short courses should be considered at faculty level via the Faculty's Annual Budgetary round.
- ii. To develop a new credit-bearing short course proposal relevant LSHTM stakeholders must be consulted (e.g. faculty leadership, marketing, recruitment, finance, Registry, Quality & Academic Standards, University of London Worldwide).
- iii. A business plan for new credit-bearing short course should be drafted and approved by the Faculty Management Group.
- iv. The proposal and business plan for a new credit-bearing short course must be endorsed by the LSHTM [Senior Leadership Team](#) before proceeding to academic development and approval.



- v. For a proposal to be approved the business case will be expected to include:
  - An outline of the new provision
  - A detailed breakdown of costs, income and resource implications with confirmation of the financial approval;
  - Recruitment expectations and opportunities, including a forecast of student demand;
  - Market comparison to major competitor programmes;
  
- vi. Once the business case is approved, the Taught Programme Director of the parent Faculty will appoint a lead academic to coordinate the development, design and approval procedure. The lead academic is expected to gain the support of colleagues to form a Development Team, to ensure there is a rounded approach to the curriculum design.

#### 3.3.6.2 Stage 2: Academic Development Proposal

- i. Once strategic approval has been granted a comprehensive new credit-bearing short course proposal should be endorsed by the Taught Programme Director.
  
- ii. For a new credit-bearing short course the faculty will then need to seek academic development approval at LSHTM level from Programme and Module Review Committee (PMRC).

All proposals will be expected to include:

- An outline of the new provision ((from the business case);
- A detailed breakdown of costs, income and resource implications with confirmation of the financial approval (from the business case);
- Recruitment expectations and opportunities, including forecast student demand (from the business case);
- Market comparison to major competitor programmes (from the business case);
- Distinctive features of the new credit-bearing short course;
- The intended learning outcomes;



- The course structure
  - A teaching, learning and assessment strategy;
  - A list of staff allocated to deliver the programme/subject specialism.
- iii. Guidance should be sought from colleagues who have specific expertise or responsibilities in these areas.

*N.B. If circumstances change in a way that will substantively affect the Programme, Faculty, or LSHTM's finances it may be necessary to suspend or extend the approval procedure.*

### 3.3.6.3 Stage 3: new Credit-Bearing Short Course Specification and Curriculum Design

- i. Once development approval has been granted the new credit-bearing short course specification and content can be designed.
- ii. At least two months, is set aside for curriculum design and development. The process requires a course specification to be produced, along with an overview of the curriculum. The aims, learning outcomes and the assessment strategy and method should be mapped and documented.
- iii. Engagement with external expertise and students as co-creators is a core expectation of the curriculum design process. Feedback, advice and guidance from academic, sector and industry peers must also be documented for review at the Validation Panel.
- iv. The specification and curriculum design should go through a robust consultation process within the parent faculty. If content or delivery is shared with another faculty the consultation process should be extended across faculties.
- v. Where available the national [Subject Benchmark Statements](#) should be referenced.

- vi. The Taught Programme Director should approve the documentation before submitting to the Validation Panel via the [Quality and Academic Standards office](#).
- vii. It is recommended that Academic Leads seek advice, guidance and support from the Quality and Academic Standards office throughout the process at [qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

#### 3.3.6.4 Stage 4: Validation Panel meeting for new Credit-bearing short course

- i. A Validation Panel shall meet to scrutinise the new credit-bearing short course documentation and will determine a recommendation for approval. Members are expected to consider the documentation objectively and impartially with respect to the LSHTM [Strategy](#). They will be expected to ensure that:
  - the aims are addressed through the subject specific content within the curriculum design.
  - the structure, curriculum and content meets the academic standard for the proposed equivalent level as set out in FHEQ.
  - the assessment strategy is designed to provide students with the appropriate opportunity to meet the aims and learning outcomes.
  - contact hours have been appropriately set, taking into account credit value and assessment type.
  - there are appropriate resources and learning opportunities for students (especially central resources like Library and IT).
- ii. The following documents should be presented to the Validation panel:
  - New credit-bearing short course rationale and business case
  - new credit-bearing short course Specification(s)
  - Summary of feedback from faculty, student and external expert consultation
  - Any other relevant supporting documentation
- iii. The decision of the Validation Panel may be subject to recommendations and conditions that the Academic Lead must respond to following the meeting. The Chair of the Panel will be

responsible for ensuring that the conditions have been met and recommendations have been accepted, or justifiably rejected. The Validation Panel will not recommend approval of a new credit-bearing short course that has not been the subject of external expertise.

- iv. For full Membership and Terms of Reference of the Periodic Review and Validation Panels please see [Chapter 10, Governance of the LSHTM Academic Manual](#).
- v. The Quality and Academic Standards office will support Academic Leads in arrangements of Validation Panel meetings.  
[qualityteam@lshtm.ac.uk](mailto:qualityteam@lshtm.ac.uk)

#### 3.3.6.5 Stage 5: Final Approval for new Credit-bearing short course

- i. The outcome report from the Validation Panel meeting will be reviewed at PMRC who have authority to make a final approval decision on credit-bearing short courses.
- ii. If approval is not recommended the committee will determine whether the proposal should be substantially revised or abandoned.
- iii. Once formal approval has been confirmed the following action must be completed:
  - Notification of approval must be sent to relevant stakeholders including; Deans of Faculty, TPDs, Programme Directors, Head of Marketing and Communication, Head of Registry and Teaching Support Office.
  - Advertising and promotion of the new programme: The Academic Lead will work with marketing and recruitment to develop a webpage and programme prospectus. Programmes must not be advertised to students before formal approval has been granted.
  - Registry Systems: The Academic Lead must liaise with the Registry to ensure the relevant systems are set up for admissions and enrolment.

- Learning and Teaching Materials and schemes of will need to be prepared for programme implementation.
- Timetabling: The Academic lead will work with timetabling teams to ensure the programme is included in the schedule.
- Teaching Support Administration: The Academic Lead/Programme Director (PD) must liaise with the Teaching Support Office or Distance Learning Office to ensure that all relevant administrative tasks are in place for the start of the academic year.

*N.B although these activities cannot take place until the course has been approved it is expected that the programme development team has engaged with the relevant support and professional service teams to prepare for a new programme or modules.*

### 3.3.7 Module development, design and approval

3.3.7.1 New modules are normally approved through the validation of the new programme which has sponsored them ([as described in point 3.3.4 Programme development, design and approval](#)). New modules may also be proposed and implemented through a programme's Periodic Review (see [section 3.7 of this Chapter](#)).

3.3.7.2. At times there may be a need to propose and implement a new module outside of these processes. In this case, the new module must be sponsored by a parent programme and be endorsed by the parent programme's faculty.

3.3.7.3 In line with 3.4 Programme & Module Amendment Procedure:

A new core module will be considered a Major Amendment to the parent programme. Major Amendments to the programme will be considered for final approval at the Programme and Module Review Committee (PMRC). If there are multiple new core modules proposed this will result in a revalidation of the programme (see point 3.4.5.3)

3.3.7.4 New elective modules will be considered a Minor Amendment to the parent programme, and therefore, final approval resides with the Faculty Taught Programme Committee,

3.3.7.5 New modules are resourced by a faculty and will be subject to a 3 stage faculty-based procedure to allow for speedier implementation:

- [Stage 1: Proposal Approval \(Financial and Academic\)](#)
- [Stage 2: Module Specification and Curriculum Design](#)
- [Stage 3: Final Approval of new modules](#)

3.3.7.6 Stage 1: Proposal Approval (Financial and Academic)

- i. Proposals for new modules should be considered at faculty level via the Faculty's Annual Budgetary round.
- ii. A business case for new modules should be drafted and approved by the Faculty Management Group. The business case will be expected to include:
  - An outline and rationale for the new module;
  - A rationale of how the new module benefits the parent programme;
  - A detailed breakdown of costs and resource implications;
- iii. Once financial approval has been granted an academic module proposal should be considered and approved by the Faculty Postgraduate Taught Committee. The proposals will be expected to include:
  - An outline and rationale for the new module
  - A rationale of how the new module benefits the parent programme;
  - Distinctive features of the module;
  - A list of LSHTM staff with subject specialism to deliver the module.

N.B where the module is owned by more than one faculty it will need approval from each of those faculties.

- iv. Endorsement by the faculty to develop a new core module will require subsequent approval by PMRC before it can proceed to development. If multiple core modules are proposed, or if the proposal demonstrates a significant change to the programme, PMRC may recommend revalidation of the programme.
- v. Elective modules can proceed to development after approval at FPGTC.

### 3.3.7.2 Stage 2: Module Specification and Curriculum Design

- i. Once development approval has been granted the module specifications and content can be designed.
- ii. At least two months should be set aside for curriculum design and development. The process requires a module specification(s) to be produced, along with an overview of session content. The module aims, learning outcomes and the assessment strategy and method should be mapped and documented.
- iii. Engagement with external expertise and students as co-creators is a core expectation of the curriculum design process. Feedback, advice and guidance from academic, sector and industry peers must also be documented. Approval of the new module will require evidence of academic engagement and scrutiny from:
  - an independent internal academic peer (member of PMRC);
  - an external academic subject expert, or an external examiner if the module is part of a programme;
  - The Quality and Academic Standards team; and
  - Current students, typically through a programme committee in the case of an existing programme, or student-staff fora for new developments.
- iv. Module Specification and curriculum design should go through a robust consultation process within the parent faculty. If content or delivery is shared with another faculty the consultation process should be extended across faculties.

- v. Where available the national [Subject Benchmark Statements](#) should be referenced.
- vi. It is recommended that Academic Leads seek advice, guidance and support from the Quality and Academic Standards office throughout the process at [qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

#### 3.3.7.3 Stage 3: Final Approval of new modules

- i. The Programme and Module Review Committee (PMRC) will approve core modules, and the Faculty Postgraduate Taught Committee will approve new elective modules, based on the documents provided:
  - the initial proposal and rationale
  - the new module specification
  - a summary of the feedback from the consultation listed in 3.3.6.2
- ii. The Programme and Module Review Committee (PMRC) will note the approval of elective modules.
- iii. Once formal approval has been confirmed the following action must be completed:
  - Notification of approval must be sent to relevant stakeholders including; Deans of Faculty, TPDs, Programme Directors, Head of Marketing and Communication, Quality and Academic Standards, Head of Registry, Head of Distance Learning, and Teaching Support Office.
  - Student Record Systems: The Academic Lead must liaise with the Registry (and for DL programmes, UoLW) to ensure the relevant systems are set up.
  - Learning and Teaching Materials and schemes of will need to be prepared for module implementation.
  - Teaching Support Administration: The Academic Lead/Programme Director (PD) must liaise with the Teaching Support Office or

Distance Learning Office to ensure that all relevant administrative tasks are in place for the start of the academic year.

### **3.4 Programme & Module Amendment Procedure**

3.4.1 LSHTM operates an annual and periodic monitoring and review process which enables programmes and modules to identify if there is a need to update and enhance the offering to reflect the latest developments in subject knowledge, pedagogy, student feedback and accrediting body requirements so as to deliver the most effective student experience.

#### 3.4.2 Programme Specification Amendments

3.4.2.1 LSHTM publishes face-to-face (F2F) programme specifications an academic year prior to a cohort enrolling. For example, September 2018 for the academic year 2019/2020. Therefore, 'Major' programme amendments must be approved by the last Programme and Module Review Committee (PMRC) 15 months prior to implementation (June/July meeting).

3.4.2.2 Distance learning (DL) programme specifications are under the jurisdiction of the University of London's marketing and recruitment. They are published in January for recruitment to the next academic year. To meet the January publication date, the University of London require amendments to programme specifications and the accompanying programme regulations to be submitted by 1 September. DL -programme and module amendments require approval at LSHTM prior to submission to the University of London, therefore 'Major' DL programme amendments must be approved at PMRC in the summer term (June/July).

3.4.2.3 Amended Programme Specifications for Distance Learning provision will apply to the student cohort registering for the first time in the following academic year. Changes that are advantageous to registered Distance Learning students may be applied retroactively.



- 3.4.2.4 For F2F, only typographical error corrections and staffing amendments to programme specifications may be made after the 15-month deadline ahead of a F2F cohort enrolling. Such amendments do not require Committee approval but the updated forms and track-changed documentation should be submitted via the Taught Programme Director (TPD) to the Quality & Academic Standards office (QAS) no later than 3 months prior to a cohort enrolling (July 2019 for 2019/2020), to ensure that the definitive record is accurate. DL programme specifications are overseen by University of London and may not be amended after they are published in January.
- 3.4.2.5 In exceptional circumstances, it may be necessary to amend a programme/module after publication of the Specification. If this occurs, applicants and/or current students must be informed about the changes in writing.

### 3.4.3 Module Specification Amendments

- 3.4.3.1 Module specifications provide students with details of the programme's associated compulsory and recommended option modules. They provide the student with an overview of the module aims and learning outcomes as well as indicative content and the assessment methods. Module specifications are published in the summer (May to August) prior to the start of the academic year.<sup>1</sup>
- 3.4.3.2 Minor module amendments can be made during the academic year prior to a cohort enrolling. Minor module amendments are approved at the FPGTC and should be received and noted by PMRC.
- 3.4.3.3 Minor block E module amendments may be approved by FPGTC via Chair's Action and submitted to PMRC for noting.

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<sup>1</sup> DL Modules are published in May to align with the UoL Recruitment cycle. Ideally Term 1 F2F Module Specifications are published as early as possible to coincide with Short Course recruitment.

- 3.4.3.4 Amendments to modules that have an impact on Programme Specifications (and/or Programme Regulations for Distance Learning) are deemed major amendments. They must be approved by the last Programme and Module Review Committee (PMRC) 15 months prior to implementation (June/July meeting).
- 3.4.3.5 Editorial amendments to module specifications do not require Committee approval and must be submitted via the TPD to QAS during the summer (May to August) prior to the start of the academic year.
- 3.4.3.6 Major and minor amendments to programmes or modules will be informed by a variety of factors as suggested in paragraph 3.4.1 above. These factors should be evidenced in the amendment proposal procedure (for example, PTES results, and attainment figures or in response to student feedback). It is expected that there has been suitable consultation prior to proposals being made with, but not limited to, Programme Committee and FPGTC, the External Examiner, and current students and/or alumni.
- 3.4.3.7 It is recommended that guidance is sought from QAS and the TPD at the start of the process.

#### 3.4.4 Definitions

##### **3.4.4.1 Editorial Amendments**

*Editorial amendments* are defined as editorial updates to programme and module specifications that are routine measures of housekeeping and that do not affect the substantive outcomes of a programme or module.

*Editorial amendments* include, but are not limited to:

- Correcting typographical errors;
- Updating staffing information;
- Augmenting reading lists
- Revising the wording of Module Intended Learning Outcomes in a way that has no bearing on the meaning, as agreed by the Taught Programme Director; and

- Providing additional factual information without implication to the aims and outcomes of the programme or module.

#### 3.4.4.2 Minor Amendments

*Minor amendments* are made to single elements of the learning experience that go further than simple *editorial amendments*. These might include, but are not limited to:

- Changes to module description that steers the module content away from the current module aims and learning outcomes;
- Changes to the aims or learning outcomes of a module, that bear no implication to the overall aims and learning outcomes of the programme;
- Changes to module assessment that do not require changes to Programme Specifications (and/or Programme Regulations for Distance Learning);
- Changes to delivery of a Recommended module, such as term or teaching slot allocation
- Changes to the distribution of teaching methods, such as contact hours; and
- The addition of Recommended modules to the suite within a programme.

#### 3.4.4.3 Major Amendments

Generally occurring at programme-level, *major amendments* are changes that have a bearing on the overall structure, aims and/or outcomes of a programme, and present a material change to the learning experience and associated information provided to students and applicants. Module amendments may fall within the *major* category if the changes have a bearing on a programme's structure. *Major amendments* include, but are not limited to:

- Programme title change;
- Introduction of, or change to, entry and/or exit awards;
- Introduction of a new cohort entry point;
- Introduction of a new, or change to the existing, mode of study;
- Change to the mode of delivery;
- Addition, removal or restructuring of routes within a programme;
- Change to admissions requirements;

- Changes to the programme description that steers the content away from the current programme aims and learning outcomes;
- Changes to delivery of a compulsory module, such as term or teaching slot allocation;
- Amendments to the title of the module;
- Changes to Distance Learning module assessment that is specified in the Programme Specification and/or Programme
- Change to the credit value of a module;
- Change(s) to the diet of compulsory modules; and
- The removal of recommended modules.

#### 3.4.5 Points of Note

- 3.4.5.1 Consultation throughout the process should serve to support the Module Organiser (MO) and/or PD looking to update content. Editorial and minor amendments should be brought to the attention of the PD and the TPD, whilst major amendments should be designed in consultation with the TPD and QAS. It is important to note that the approval of amendments is beyond the remit of this consultative stage, sitting with FPGTC and PMRC for minor and major amendments respectively.
- 3.4.5.2 Multiple minor amendments to a module that have a material effect on the parent programme may be considered a major amendment and therefore will need to be submitted to PMRC for approval.
- 3.4.5.3 If significant change is made to a programme or module that presents a combination of amendments as categorised and defined above, this may result in revalidation. If the change culminates in a new programme offer then the validation procedure would need to be followed.
- 3.4.5.4 Changes that relate only to the MSc Award Scheme or programme-specific Award Scheme will be submitted directly to the Senate Postgraduate Taught Committee for approval.

- 3.4.5.5 FPGTC and PMRC secretaries will send notification of approval for minor and major amendments, respectively, as detailed in [the template emails for approvals for Programme and Module Amendments](#). Following the last PMRC of the academic year, the Secretary to PMRC will provide a summary and accompanying documentation of all approved amendments to Registry, the Teaching Support Office, the Distance Learning Office, and Communications and Engagement.
- 3.4.5.6 In all instances of minor and major amendment, the MO or PD (as appropriate) will ensure that the Committee-approved amendment form and track-changed specification are then submitted to QAS for publication.
- 3.4.5.7 A summary of changes to modules and the parent programme is to be delivered at the corresponding Exam Board, ensuring External Examiners are fully abreast of developments.
- 3.4.5.8 Amendments to provision within the remit of the Doctoral College will follow the same categorisation, with approvals handled by the appropriate Programme Committee and Senate Research Degrees Committee for minor and major amendments, respectively.

### **3.5 Suspension & Discontinuation of Programmes or Modules**

3.5.1 In exceptional circumstances, it may be necessary to suspend recruitment (hereafter suspension) to or discontinue a programme of study and/or an individual module. The decision will be made for operational viability and/or student experience, for example where low numbers of students have applied/registered, or there are constraints due to staffing and/or resources, or there has been a loss of external funding, or substantial restructuring is needed. Generally, suspension will be the first consideration, as a temporary solution; however, this may lead to discontinuation if deemed necessary. This document sets out LSHTM's procedures for suspending or discontinuing programmes and modules, in order to protect the interests of students, applicants, and LSHTM.

- **Suspension** is the temporary closure of a programme or module for recruitment. The decisions may be repealed on the authority of those

who made them. This will involve consultation with all relevant stakeholders. It may be appropriate to undertake a review or re-validation prior to repealing any suspension, depending on the reasons for the original decision and whether circumstances have changed.

- **Discontinuation** is where a programme of study or a module is formally closed.

3.5.2 The proposal to discontinue or suspend a programme or module must come from the Faculty responsible for that programme or module and after consultation with key stakeholders. Throughout the process, students currently registered on the programme or module must be consulted. Consultation must occur with and agreement be obtained from stakeholders in all faculties. For collaborative provision, LSHTM must obtain the agreement of the partner institution to the discontinuation or suspension. In all cases the proposal must cover the following areas:

- The rationale for suspension or discontinuation;
- The impact of suspension or discontinuation on applicants and current students;
- The proposed arrangements for all students currently registered on the programme or module (paying particular consideration to those students on deferrals, interruptions or part-time/flexible modes of study);
- The proposed arrangements for students on any other impacted programmes (particularly where a module crosses programmes);
- The proposed arrangements for applicants and recruitment;
- Evidence that students registered on the programme or module have been consulted (e.g. dates of meetings or correspondence details);
- Proposed arrangements for official communication with applicants and students currently registered on the programme or module once the suspension or discontinuation has been approved by the relevant committee;
- The impact on staffing and evidence that staff have been consulted;
- The level of risk in terms of student experience and the student/LSHTM contractual liabilities (e.g. is the module part of the selling point of a programme or is the module part of another programme).

### 3.5.3 Programme<sup>2</sup> Suspension or Discontinuation

3.5.3.1 Suspension or discontinuation of a programme will be a case of closing a programme to new registrations, and LSHTM will endeavour to limit the impact on students currently registered on the programme with a 'teach-out' plan. A recommendation to suspend or discontinue a programme is made by the relevant Faculty to Senate Postgraduate Taught Committee (SPGTC) or Senate Research Degrees Committee (SRDC)<sup>3</sup>; however, the overriding authority to approve proposals to suspend or discontinue a programme rests with Senate. Through Senate, LSHTM will take account of the contractual liabilities it has with applicants and students and where applicable agree an appropriate 'teach-out' to complete within their maximum period of registration (3-year FT or 5-year PT).

3.5.3.2 Where a programme is taught by distance learning (DL), confirmation of suspension or discontinuation should be sent (via email) from the Chair of Senate to Pro-Vice Chancellor and Chief Executive and/or the Director of Operations & Deputy Chief Executive of University of London Worldwide (UoLW). This email should be copied to the Academic Services Manager and Contracts and Central Services Manager. The notice must include:

- Date for last initial student registration
- Date for final examination
- Date for final awards and programme closure

3.5.3.3 LSHTM is required by the UoL to continue the programme for a period of 5 years to enable students to complete within their maximum period of registration.

### 3.5.4 Module Suspension or Discontinuation

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<sup>2</sup> All award-bearing LSHTM programmes, credit-bearing Continuing Professional Development, 'special' non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

<sup>3</sup> SRDC oversee this stage of the process for Professionals Doctorates programmes with a taught element.

3.5.4.1 The **suspension** of modules may be proposed by the relevant Faculty and will be approved by the Programme and Module Review Committee on behalf of SPGTC. The overriding authority to approve proposals to **discontinue** a module rests with SPGTC.

### 3.5.5 Short Course Suspension or Discontinuation

3.5.5.1 Suspension of non-award-bearing short courses that are not classified under 'Special Programmes' may be approved by the Dean of Faculty for the Faculty responsible for that short course, and the Secretary & Registrar on behalf of the Planning & Finance Committee.

### 3.5.6 Student Consultation

**3.5.6.1 Student consultation** is a key component in the process of programme and module suspension and discontinuation. The Faculty is responsible for communicating the impact of suspension and discontinuation to applicants and students currently registered on the programme or module at the earliest opportunity. It is encouraged that they have open discussions with students on the rationale to suspend or discontinue, the impact it may have on them and the proposed arrangements for those currently registered.

3.5.6.2 Evidence of student consultation must be included in the proposal to suspend or discontinue the programme or module.

3.5.6.3 Students and applicants must also receive in writing confirmation of the suspension and discontinuation once approved by Senate that covers the rationale as well as the impact and arrangements agreed.

### 3.5.7 Timeline

3.5.7.1 The proposal to suspend or discontinue a programme or module should be made in advance of the next recruitment cycle to limit risk of contractual liabilities.



- 3.5.7.2 For **DL programmes**, LSHTM is required by the UoL to give a notice of at least one year if a module is permanently withdrawn and five years' notice if a programme is to be discontinued. Once the proposal for discontinuation is approved, applications and registrations for the programme may continue to be processed for one final session.
- 3.5.7.3 In rare, unforeseeable and unavoidable circumstances, it may be necessary to suspend or discontinue a face-to-face (F2F) programme or module after recruitment has begun and applications have been submitted.
- 3.5.7.4 Once students are enrolled at LSHTM suspension and discontinuation of F2F programmes and modules will, where possible, be avoided; however, in the event that an optional module is undersubscribed it may be necessary to suspend it for an academic year.
- 3.5.7.5 In the case of the circumstances outlined above the rationale to suspend or discontinue a F2F programme or module must be sufficiently strong to justify the disruption, and arrangements should be made to ensure that the applicants and students receive an alternative, comparable experience. Students may be given the opportunity to change programme; where this is not suitable or possible, applicants will receive a full refund of any deposit paid and students currently registered should refer to section 6 'Refunds' in the [Student Tuition Fees Policy](#).

## 3.6 Annual Programme and Module Monitoring

### 3.6.1 Taught Annual Programme Monitoring Procedures

- 3.6.1.1 LSHTM monitors the quality of its academic provision on an annual basis through a mixture of reviews at module, programme and faculty level. Academic staff responsible for the delivery of modules or programmes are asked to reflect on their teaching practice, to respond to student feedback and to ensure that no major difficulties have arisen and identify areas for enhancement. During the process they will draw upon

key datasets from student surveys and student achievement as well as the annual External Examiner Report.

3.6.1.2 Annual programme and module reviews feed into the wider cycle of quality assurance at both faculty and LSHTM level, with the overall aim to enhance the student experience at LSHTM.

3.6.1.3 Annual monitoring is undertaken by module and Programme Directors (PDs) and Module Organisers (MOs). It is the faculties' collective responsibility to ensure that the module or programme review is completed by the end of the academic session. It is a requirement of annual monitoring that detailed action plans are produced, monitored with actions addressed. This should happen through Programme Committees, FPGTC, PMRC and SPGTC on behalf of Senate. There should be a clear audit trail through the committee structure with a series of separate written reports for each module or programme, summary reports and records of discussions noted in the minutes.

3.6.1.4 The main divisions are between programme, module, faculty level. The major elements that feed into the LSHTM's annual monitoring procedure are mapped as follows:

- External Examining process and reporting
- Annual Programme Director Review (APDR)
- University of London Worldwide (UoLW) - Annual Programme Planning and Review (APPR)
- Annual Module Reports and Action Plans (AMRAP)
- Faculty and School summaries of External Examining, APDR and AMRAP
- Internal Moderators' reports
- Student Feedback Surveys (Module and PTES, PRES and UoLW)
- Key data sets from Exam Boards and Registry relating to student admissions, retention, attrition, attainment and student destinations

3.6.2 Annual Module Reports and Action Plans (AMRAP)

3.6.2.1 The [AMRAP](#) is drafted by MOs at the end of the module. MOs gather key data sets from Registry, Exam Boards, Alumni and Student Surveys

to support Module Review. The AMRAP is discussed with relevant Programme Committees and a revised version if necessary will be sent to the Taught Programme Directors (TPDs) for scrutiny and approval through FPGTC.

3.6.2.2 The TPD produces a Module Review Summary for their faculty which will be scrutinised at FPGTC.

3.6.2.3 The AMRAP should be used to inform the Annual Programme Director Review report.

### 3.6.3 Annual Programme Director Review (APDR)

3.6.3.1 The [Annual Programme Director's Review report](#) will be drafted by the PD using key data sets including AMRAPs; student feedback (PTES surveys); admissions, retention, attrition, attainment and student destinations data gathered from Registry and Exam Boards; External Examiner reports; and input as appropriate from partners and /or professional bodies.

3.6.3.2 ADPRs are discussed at Programme Committee before submission to the TPD for scrutiny and approval through the Faculty PG Taught Committee. Following faculty level discussions, a final version will be submitted to the Quality & Academic Standards office (QAS) for submission to PMRC for noting. TPDs will produce a Faculty Programme Review Summary, which will be scrutinised at PMRC.

3.6.3.3 Programmes will be exempt from annual monitoring (APDR) in the year of their periodic review.

### 3.6.4 Research Annual Programme Monitoring Procedures

3.6.4.1 Research degrees monitoring procedures operate differently, because of the individual nature of students' work. The key elements are progress monitoring of individual students (primarily in departments, with potential involvement of Faculty-level staff); consideration of examiners' reports relating to individual students; and consideration of data and

management information (primarily at LSHTM and Faculty level, with departmental involvement where appropriate).

### 3.7 Periodic Programme Review and Evaluation (Revalidation)

#### 3.7.1 Purpose, Scope and Frequency of Periodic (Five-yearly) Reviews

3.7.1.1 All LSHTM programmes are required to undertake a periodic review every five years. This is a more substantial process than annual monitoring which will require scrutiny from external peers as well as internal stakeholders. In the year of Periodic Review programme will be exempt from annual monitoring (APDR)

3.7.1.2 The University of London Worldwide (UoLW) Quality Assurance Framework recommends distance learning (DL) programme periodic review follow the lead school procedures, with a dual monitoring and reporting procedure through the governance structures of both the lead college and UoLW. It is LSHTM's responsibility to keep the UoLW informed of the periodic review timetable and to consult with the UoLW Quality, Standards and Governance Directorate when a review date is being finalised. Depending on the size of the provision and review method, the UoLW requires a **three- to six-month notification period** from LSHTM.

3.7.1.3 Periodic review is an in-depth evidence-based evaluation of the quality and standards of a programme or related programmes. The reviews will consider a programme's aims and intended outcomes, and identify where further improvements need to be made. An internal panel, which will incorporate significant external input via an External Reviewer, will undertake the review. All reviews should have flexible parameters to ensure relevance to the programme(s) involved. Beyond simply confirming the sufficiency of current provision, review reports should provide constructive recommendations on the future enhancement of this provision.

- At minimum, the review should function as a revalidation exercise to monitor and assure the quality of the existing programme model;

- The outcome from the review panel may include commendations on good practice that can be disseminated across LSHTM, and recommendations or conditions for reapproval;
- A review may also serve as an opportunity to consider comprehensive updates to the programme, curriculum or delivery;
- Collaborative or joint programmes may wish to cover specific topics relevant to their individual arrangements.

3.7.1.4 It should be noted that the Review Panel is within its jurisdiction not to recommend revalidation, and that the programme be suspended or discontinued. The committee responsible for quality assurance, Senate Postgraduate Taught Committee (SPGTC), will be responsible for final approval of all revalidations and confirming to Senate that a programme should be suspended or discontinued, or working with the Chair of the review panel to revisit the concern(s) over the programme, and whether conditions can be set for revalidation.

3.7.1.5 **Scope:** For a successful and constructive review, it is important to establish key objectives at an early stage. Programme Directors (PDs), with the support from the Quality & Academic Standards office (QAS), will identify areas of concern or specific themes to address. These topics may arise from consultation with the Programme Committee and through annual monitoring.

3.7.1.6 Through Periodic Review, Programme Directors are expected to undertake critical analysis to measure the health of the programme. This should include:

- Mapping individual modules of study and progression pathways to the programme's overall aims and learning outcomes;
- Review of the assessment model ensuring an appropriate variety of assessment methods are utilised for the level of award.
- Trend analysis of the student profile and outcomes for the period under review.
- Assessing the currency of the curriculum and learning strategy against developments in the discipline as well as pedagogical innovations.

3.7.1.7 In addition to the standard LSHTM purpose and scope for review, DL reviews are expected to meet the following UoLW criteria:

- Assess the currency and overall effectiveness of the learning materials, resources and guidance in relation to the programme specification, in the light of:
  - current research and practice in the relevant discipline;
  - developments in pedagogical methods for effective distance-learning; technological developments for enhancing the distance-learning experience;
- Evaluate the extent to which minimum expectations for the academic guidance and personal support of students learning at a distance are met;
- Ensure that the UoL's Academic Regulations and quality assurance mechanisms of the UoLW and Lead College are implemented effectively, and that any variations in practice are addressed;
- Review the interface between the UoLW and the Lead College in the management and enhancement of the quality of the programme.

3.7.1.8 **Schedule:** LSHTM academic programmes will go through a process of Periodic Review on a five-year cycle. QAS maintain the schedule on behalf of Programme and Module Review Committee (PMRC). The Committee will confirm the schedule and approve any amendments at the summer term meeting. Where there is some concern, the next periodic review date will be set in accordance with the revalidation of the programme; this will be between 1 – 3 years of the last re-approval date.

3.7.1.9 On occasion, it may be appropriate to request a change to a programme's scheduled periodic review. PMRC requires requests to be submitted to the committee along with the justifiable reasons. Deferral of a review to more than six years since the last re-approval date will not be granted.

3.7.1.10 **Types of programme involved:** All award-bearing LSHTM programmes, credit-bearing Continuing Professional Development, and

special programmes<sup>4</sup> undertake periodic review. The procedures set out in this document have been written with a focus on Master's degree programmes; diploma or certificate programmes are normally expected to be reviewed alongside relevant Master's degree(s) as part of a single exercise. Where a diploma or certificate programme functions independently and does not have significant academic overlap with any LSHTM MSc programme, then a standalone review may be undertaken.

3.7.1.11 **Collaborative links:** Collaborative programmes are reviewed according to the relevant Memorandum of Agreement. A list of LSHTM's collaborative programmes can be found on the [Collaborative Provision Register](#).

3.7.1.12 LSHTM DL programmes are reviewed under LSHTM procedures, but reviews should take account of additional UoLW requirements and will also be reported on through the UoLW governance structure.

3.7.2 Periodic Review Procedure Timeline:

- **End of autumn term prior to review year** – QAS notify the Programme Team including the PD, Exam Board Chair, Taught Programme Director (TPD), Teaching Support Office (TSO)/Distance Learning Office (DLO) and Registry that the Periodic Review will take place the following academic year;
- **Spring/summer term prior to review year** – The Programme Team to identify any concerns, issues or amendments they want to raise in the review and start to develop a self-evaluation document (SED);
- **Autumn term of the review year** – the Programme Team:
  - consults with Programme Committee, Exam Board Chair and Dean of Faculty to identify and nominate External, Internal and Student Reviewers for the Review Panel;

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<sup>4</sup> Special Programmes are those non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

- gathers preparatory work and information in the autumn term, in order to finalise a SED and supply further information to the Review Panel;
- Any changes to the programme that will be proposed in the review should undertake programme and faculty consultation;
- **Autumn term of the review year** – QAS liaise with Programme Team and proposed panel to finalise the Review Panel meeting date;
- **Autumn term of the review year** – PMRC confirms the review schedule and the panel nominations
- **Early spring term of the review year** – the Programme Team submits the SED and supporting documentation to the Review Panel via QAS;
- **Spring term of the review year (March-April)** – Review Panel meeting takes place between March and April;
- **2 weeks after the Review meeting** – Secretary returns minutes including conditions, recommended actions and commendations to the Chair
- **Early summer term of the review year** - The External Reviewer returns the independent report 4 weeks after the review meeting;
- **Summer term of Review year** – The PD with support from the Programme Committee considers the **conditions** and **recommendations** as well as the External Reviewer Report and drafts response/action plan;
- **Summer term of Review year** – Programme Team submits their [Review Response Report](#) to FPGTC (this can be conducted via Chair's action where the TPD deems it appropriate)
  - *Programme Team should undertake any additional consultation in relation to the actions taken in response to the recommendations and conditions;*
- **Late summer term of the review year** – The Programme Team submits their final response/action plan to the final PMRC of the academic year. This ensures that any improvements to programmes and modules will be enacted promptly;
  - *If the final review report is submitted after the end of the academic year it will be submitted to the **first PMRC of the next academic year**, however, this may delay the implementation of any amendments to programmes or module Specifications;*
- **Summer term following review year** – the Programme Team submits the one-year follow-up report to PMRC (the review outcomes should



be monitored at Programme Committee and FPGTC level prior to submission).

### 3.7.3 Programme Team

- **Programme Director** – must be a member of the Programme Team, taking responsibility for co-ordinating major activities. Where there are multiple PDs for a programme, only one need be nominated to lead on the review, however, the others must take part. The specific work this will entail during the review year should not necessarily represent a major extra commitment, but may create pressures of time and work intensity at key stages (depending on the size of the programme and the scope chosen for the review). It will be important to consider this when planning for the academic year.
- **Exam Board Chair** – must be a member of the Programme Team, as the senior academic responsible for assuring the academic standards of the programme. However, they may delegate this responsibility to the Deputy Exam Board Chair if necessary, e.g. due to work commitments.
- **Wider Faculty input:** PDs may seek support from their faculty team, including Module Organisers (MOs) that are linked to the programme. The TPD should be kept informed of any significant issues or proposals emerging during review work, so that they have visibility at an early stage and can provide appropriate guidance.
- **Professional Services:** PDs will need to engage the support of Professional Services to gather supporting documentation. It's important to ensure that relevant teams and departments are given advance notice of expected requirements as soon as notice is received of the periodic review taking place.

3.7.3.1 Programme Teams are expected to act in a collegiate way, and may divide responsibilities between themselves as they see fit especially to help reduce the burden on the PD.

3.7.3.2 QAS can provide guidance and advice on the procedure and will be in liaison with the PD at an early stage.

### 3.7.4 Review Panel

3.7.4.1 No member of the Review Panel should be associated or have a conflict of interest with the programme under review (for example, no MOs who have modules attached to the programme, a tutor or supervisor from the programme). Any potential conflicts of interest should be raised with QAS. The PD will identify and nominate individuals to be on the Review Panel, with support and endorsement from the TPD and Programme Committee. PDs should approach colleagues and the External Reviewer informally before they are nominated to the Panel to ensure that they are able to participate. The nominations for the Review Panel are submitted to QAS who will seek final approval at PMRC in the autumn term of the year of the review.

3.7.4.2 PDs should seek guidance from QAS if they are unsure of a nominee's suitability and/or need support seeking panel members.

3.7.4.3 Panel members should be identified as early as possible to ensure a suitable meeting date can be found and confirmed (see paragraph 3.7.4.5).

3.7.4.4 For full Membership and Terms of Reference for the of the Periodic Review and Validation Panels please see [Chapter 10 of the LSHTM Academic Manual](#).

#### **Review Panel meeting:**

3.7.4.5 **Date:** The Review Panel meeting takes place in the spring term between March to April. The PD must liaise with QAS when selecting the meeting date, specifically noting:

- The External Reviewer's availability (they should be contacted at an early stage, to help identify a suitable meeting date);
- The availability of the Internal Reviewer and Student Reviewer;
- **For face-to- programmes**, the visit should take place when current students will be available to meet the Review Panel;
- **For DL programmes**, the Review Panel will not necessarily be expected to meet current students. However, the Programme Team

should aim to set up channels for student input or liaison—such as a live online discussion via Moodle, or a survey run in advance of the visit—so that feedback is available to the Review Panel;

- Colleagues who are required to meet the panel will be available (TPD, MOs, Teaching staff, Supervisors)

3.7.4.6 **Schedule:** The Panel meeting will normally take place over only one day. The standard agenda template below can be adapted to include more sessions at the Panel's discretion.

3.7.4.7 **Final Feedback Session:** During the final session, the Panel will provide their feedback to the Programme Team (PD, Exam Board Chair, and TPD). The Panel will provide commendations, recommended actions and conditions for reapproval. The minutes and shared with the Programme Team to formulate an action plan in response.

#### 3.7.5 Self-evaluation and Further Supporting Information

3.7.5.1 The review should be evidence-based, with relevant information about the programme made available to the Review Panel.

3.7.5.2 **Responsibilities:** The PD will take the lead in preparing information for the review—particularly the SED. The PD is responsible for gathering all supporting documentation. It is advisable to involve Professional Service departments, including the TSO/DLO and the Alumni Relations and Annual Giving team, from as early as possible in the process, so they can start to collate information.

- The SED and material about the programme must be made available to the Review Panel (including the External Reviewer) at least one month before the Review Panel meetings;
- A SharePoint and/or Moodle page will be set up for the Review Panel so that the sharing of documents is effective and efficient;
- QAS will set a deadline for the relevant documents, and/or links to pages must be made available to the Review Panel.
- Review records are kept by QAS for archiving after completion of the review.

3.7.5.3 The following standard documentation should be collated for an MSc review. Fewer or different documents may be relevant or required for Diploma or Certificate reviews.

3.7.5.4 **Self-Evaluation Document (SED)**

- **Purpose:** All programmes undertaking a periodic review produce a SED. This should provide information and a critical analysis of the health of the programme for the Review Panel, as a starting point for their enquiries.
- **Key content:** The SED should indicate the key priorities, challenges, strengths and weaknesses of the programme, and summarise the key issues around delivery of the Programme. It should be evidence-based and provide a balanced and open critical reflection on the quality of curriculum and learning opportunities, and the supporting systems and mechanisms in place. It should highlight areas of concern or for improvement, as well as identifying features of good practice or areas for enhancement. It should include within the document or as appendices:
  - A mapping exercise of individual modules of study and progression pathways to the programme's overall aims and learning outcomes;
  - A review of the assessment model ensuring an appropriate variety of assessment methods are utilised for the level of award.
  - Trend analysis of the student profile and outcomes for the period under review.
  - Assessment of the currency of the curriculum and learning strategy against developments in the discipline as well as pedagogical innovations.

3.7.5.5 **Programme Documents:**

- **Programme specification** – links to the latest version online and a tracked changed version if the Programme Team has identified areas for improvement in the programme. Proposed amendments to programmes should have had faculty consultation and finally be considered at the first PMRC after the review is completed, as per LSHTM's procedure for programme and module amendments contained in [section 3.4 of this document](#);
- **Programme handbook** – latest version of handbook for students on the programme;

- **Programme Readers** – where relevant. [Note that Programme Administrators will need to keep these on file; they may be in hardcopy only due to licensing restrictions on electronic distribution, and it can be hard to track previous versions down once the Library reference copy gets updated];
- **Project guidance** – including handbook and related forms (e.g. approval form, feedback questionnaire) for programmes where this is relevant.

#### 3.7.5.6 Module information:

The Review Panel should be given information about all core Term 1 modules and all compulsory and recommended Term 2 and 3 modules (at least the same core spectrum of modules as allocated to the Exam Board for moderation, and possibly a wider spread beyond those), including:

- **Module Specifications** - links to the latest versions online
- **Annual Module Report and Action Plan (AMRAP) forms** for most recent two years, as completed annually by MOs, plus any related cross-module summary/overview (whether for the specific programme, or prepared by TPDs at Faculty level)
- **Module handbooks** – including any practical handbooks.
- **Assessment details.**
- Any **teaching materials** (from Moodle), lecture outlines etc. as requested by the Panel.

*Periodic reviews of individual programmes should confirm that the modules relevant to the programme remain fit for purpose (compulsory and recommended modules). This is expected to entail scrutiny of how the key elements highlighted in Module Specifications (key areas of content, intended learning outcomes etc.) support intended learning outcomes for the larger programme. In some cases, it may be appropriate to look at particular modules in more depth, but this is not a general requirement; and while not every optional module in LSHTM's portfolio is covered in a programme review, the currency of the curriculum is maintained through standard annual monitoring. However, it is helpful to note how programme staff monitor the appropriateness of student choices.*

### 3.7.5.7 Programme quality and academic standards information:

- **Programme Committee meeting minutes** – for current year and previous year
- **Annual Programme Director’s Review (APDR)** – for most recent two years.
- **External Examiner reports plus responses**– for most recent two years.
- Any **prior review reports**, working group reports or other documents of relevance – from within the last five years.
- **Reports to and from accrediting or other bodies** – from within the last five years.
- **Information from LSHTM-wide student surveys** (e.g. PTES) – for most recent two years, and showing both programme-level and LSHTM-level results. This can be supplied by QAS.
- Further **specific feedback** about the programme should normally be sought for the purpose of the review, from both current students and alumni
- Any other relevant Programme level student evaluations if carried out

*For DL the following additional information is required:*

- The current **programme agreement between LSHTM and UoLW**: comprising Schedule A (distribution of activities); Schedule B (academic decision-making and quality assurance pathways)
- The original **report from External Assessor** dating from when the programme was formally approved or last substantially revised.
- The UoLW **form for adding new award(s) to an existing programme** dating from when any last substantive programme revisions were made.
- **DL Annual Programme Review reports** for the most recent two years (supplementing standard LSHTM Annual Programme Director Reviews).
- Specific **DL Programme Regulations**.

### 3.7.5.8 Student statistics (PD to request information from Registry/UoLW)

- **Applications and admissions** information (numbers, origin, support) – for most recent four years, including current student numbers.
- **Pass rates data** – for most recent four years.
- **First career destinations** data for face-to-face (F2F) alumni, collected by Registry for the HESA “Destination of Leavers from Higher Education” survey.

#### 3.7.5.9 **Student assessed work** (PD to request information from the TSO/DLO)

- An appropriate **sample from the most recent year of projects and module assessments/assignments** should normally be provided. The Review Panel may ask to see further information.
- A list of **project report titles** for the most recent four years should be provided, as appropriate.
- **Exam papers** for the previous two years should normally be provided, as appropriate.
- **Exam Board spreadsheets** may potentially be provided at the request of the Review Panel, i.e. to show module, exam and project grade data (esp. mean Programme GPA) – for the previous year, or possibly up to the last four years.

#### 3.7.5.10 Other information which may be gathered specifically for the review

- **Feedback from employers and/or professional organisations** should be sought where appropriate – e.g. for Programmes which have strong links with particular organisations.
- **Information on competitor programmes** – this can be a challenge for PDs to research, but potentially a worthwhile exercise. The Pro-Director of Education and the Registry may have relevant information collected at LSHTM level. It can also be helpful to check which members of staff (or whether any) have acted in similar External Review or external examining roles on programmes elsewhere.
- **Emerging research areas** in the subject which are yet to be incorporated into the curriculum but may be of (future) relevance – may be worth considering or detailing where appropriate.

3.7.5.11 **Sources of information:** Registry, the Alumni Relations and Annual Giving team and QAS can also assist with provision of centrally-held information.

### 3.7.6 Student and alumni voice

3.7.6.1 Gathering views from past and current students is an important part of the review process. The aim should be to give the Review Panel, and particularly the External Reviewer, an understanding of typical views and opinions about the programme, as well as student destinations after graduating. Potentially useful channels or sources of information include:

- **Direct meetings:** The Review Panel must receive direct feedback from a selection of students and programme reps as part of the Review Panel meeting. It may be desirable, particularly for smaller programmes taught F2F, to arrange an open meeting with all current students. It is also recommended to arrange for the Review Panel to meet some F2F alumni. For DL programmes, VLE discussion channels (e.g. Moodle) may be a helpful channel to obtain feedback from students – e.g. through a protected online discussion forum, primed with questions from the Review Panel and open for a set period; or via a live online ‘chat’ between the Review Panel and students who have agreed to participate at a set time.
- **Past surveys:** Feedback recorded from LSHTM, programme and module surveys will provide useful primary data. Centrally held data from PTES and PRES can be requested from QAS. Module and other programme surveys from the TSO, and the Alumni Relations and Annual Giving team and/or the Registry will hold graduate destination surveys.
- **Specific surveys for the review:** It is recommended that a survey of alumni be undertaken for each periodic review. This allows scope to ask any questions that the Programme Team are particularly keen to have answered. The current student body may also be specifically surveyed. If necessary, survey



exercises can be administered centrally by the Alumni Relations and Annual Giving team. [Further guidance is available.](#)

### 3.7.7 Review Outcome and Reporting

- 3.7.7.1 **Revalidation:** The Panel will make a recommendation to reapprove (revalidate) the programme for another five (5) years which will be considered by **PMRC**, formally approved by SPGTC and noted at Senate. **PMRC** will receive the External Reviewer report, the Review minutes/actions and the Programme Team's response. The reapproval may be subject to conditions set by the Review Panel and PMRC will consider whether these conditions have been met before reporting to SPGTC.
- 3.7.7.2 In exceptional circumstances it may be appropriate to recommend that a programme is suspended or discontinued. The decision to discontinue a programme will ultimately reside with Senate.
- 3.7.7.3 For DL Programmes, a copy of the final review report should be sent to the UoLW Quality Manager.
- 3.7.7.4 [Minutes and Actions from the Review Panel meeting:](#) The secretary will return the recommended actions, conditions and commendation as recorded in the minutes to the Chair within 2 weeks of the Review Panel meeting. Once approved they should be shared with the Programme Team (Programme Director) so that they can respond in a timely manner.
- 3.7.7.5 [External Reviewer's report:](#) The External Reviewer should return a written report within 4 weeks after the Review Panel meeting, via QAS. Approximately one-day's work is estimated for post-visit follow-up and report preparation. The External Reviewer report should reflect their own views; but may refer to material from the SED, or as recorded by the note-taker during the review visit, as they see fit.
- **Overview of main Programme characteristics:** A summary of programme content, approach and notable strengths and weakness.

- **Conclusions on innovation and good practice:** Identifying any current aspects of the programme which are particularly innovative or which represent good practice.
- **Conclusions on quality and standards:** Confirming whether the programme specification for the programme is appropriate and supports achievement of the programme objectives; the quality of learning opportunities available to students; and whether intended learning outcomes are being obtained by students.
- **Conclusions on currency of the curriculum:** Confirming whether the programme remains current and valid in the light of developing knowledge in the discipline, practice in its application, and developments in teaching and learning.
- The External Reviewer should use the [template report provided](#).

#### 3.7.7.6 [Programme Team response report:](#)

- **Conditions:** The Programme Team will be required to respond to any conditions raised within the periodic review by the determined deadline;
- **Recommendations:** The Programme Team will be expected to consider and respond to any recommendations made by the Review Panel. The Programme Team will be required to provide justification where recommendations are being rejected;
- **Programme Amendments and Improvements:** Proposed improvements to programmes, which have been identified, raised and discussed as part of the review, should be included in the response. If amendments to programme or module specifications are submitted to the final PMRC of the academic year the module improvements can be implemented for the next academic year, whereas programme specification amendments will be implemented for the next academic year (plus 1) in line with LSHTM's Programme and Module Amendment procedure (as outlined in [section 3.4 of this document](#)).<sup>5</sup> Other programme improvements should be implemented and monitored through the Programme Committee, FPGTC and annual monitoring procedures;
- The Programme Team should use [template report provided](#).

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<sup>5</sup> Any programme or module amendments proposed through the Periodic Review Procedure must have undergone consultation with relevant stakeholders before being submitted to PMRC for approval.

- 3.7.7.7 **Publication:** Once approved and reviewed at PMRC, final review reports will be made available on the [Academic Quality & Standards pages of LSHTM website](#) – being publicly available, so that prospective students would be able to read them, as per HEFCE recommendations on placing review reports in the public domain. Personal information (as per the GDPR) will be redacted prior to publication.
- 3.7.7.8 **Programme Committee:** The Programme Committee is expected to take on responsibility for monitoring the recommendations and associated actions raised in the review. Where these are not items under the direct control of the Programme Committee, e.g. LSHTM-wide requirements, they should be referred on as appropriate. The PD is responsible for their review action plans and it is recommended that this be incorporated into their general annual monitoring.
- 3.7.7.9 **Experience-sharing:** The Associate Dean of Education (Quality, Academic Standards & Collaborative Provision) will hold an informal meeting for PDs who have undertaken reviews in the previous year to share feedback on their experience with the PDs due for review in the current academic year, who will be starting the preparatory stages.
- 3.7.7.10 **One-year-on reporting:** A brief update is added to the response report on progress of implementing actions. This should be monitored by the Programme Committee and submitted to FPGTC for comment prior to being submitted to PMRC approximately one year after the review. Relevant PDs should complete the follow up report, and may wish to discuss with their TPD.
- 3.7.7.11 **Ongoing work:** Any major recommendations, which have not been implemented by a year after the review should be specifically flagged to PMRC by the Faculty. PDs will be expected to take forward and embed any outstanding/ongoing action points in their Annual Programme Director Review (APDR).



## LSHTM Academic Manual 2021-22

# Chapter 1: Quality Assurance Context and Principles

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### Contents

1.1	Principles and Core Practices .....	2
1.2	Academic Governance .....	3
1.3	Aims .....	4
1.4	Legislative and Institutional Compliance .....	4
1.5	Student Representation.....	5
1.6	Admissions .....	6
1.7	External Reference Points .....	6
1.8	Role of Key Staff in Quality Assurance .....	7

### 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.

## 1.9 Principles and Core Practices

- 1.1.1 This document sets out the London School of Hygiene & Tropical Medicine (LSHTM)'s overall approach to the assurance and enhancement of academic quality and standards, describing a framework and broad principles under which more specifically-focused regulations, policies and codes of practice should operate.
- 1.1.2 This framework should apply across all award-bearing teaching and training at LSHTM, including both taught (especially award-bearing) programmes and research degrees, and both face-to-face and distance learning modes of study.
- 1.1.3 It should also apply for all collaborative provision offered by LSHTM, even if specific mechanisms may differ in areas for which a partner institution has responsibility.
- 1.1.4 Quality assurance and enhancement activities will be grounded in the following key principles:
- a. Quality and standards are the individual and collective responsibility of all staff involved in learning & teaching. In their work, staff should always look to uphold LSHTM's academic standards, and support the quality of students' experience.
  - b. LSHTM will offer students suitable opportunities to contribute towards quality improvement, including through individual and collective feedback and representation on appropriate oversight and decision-making bodies.
  - c. LSHTM will maintain procedures to secure consistent academic standards across all teaching and training programmes, whilst encouraging an appropriate diversity of practice that allows these programmes to offer an optimum teaching and learning experience to students.
  - d. LSHTM's teaching quality management structures and procedures should:
    - support effective and efficient quality assurance and enhancement;
    - operate in a consultative and collegiate manner;

- devolve quality responsibilities to those best placed to exercise them;
  - foster a culture of critical review and reflection in a positive and supportive environment; and,
  - encourage the dissemination and adoption of good practice.
- e. LSHTM will take a systematic approach to planning and reviewing quality related developments, in a strategic and institution-wide (rather than reactive or piecemeal) way, so as to determinably improve the quality of learning opportunities for students.
- f. Quality assurance and enhancement activities should be closely linked, so that regular monitoring identifies areas for improvement—particularly with regard to the student experience—and evaluates the success of such improvements. Such links should ensure enhancement developments are embedded, maintained, and can be identified as good practice to extend to other areas.

1.1.5 Furthermore, LSHTM's teaching and training provision as well as its quality assurance and enhancement activities will be grounded in LSHTM's [vision, mission and values](#).

## 1.10 Academic Governance

1.10.1 LSHTM is part of the University of London (UoL) and all credit-bearing degree awards are made under the aegis of the University. As such UoL's [Statutes, Ordinances and Regulations](#) provide a key reference point for LSHTM. Within the federal structure of the University LSHTM is responsible for setting and implementing its own academic quality assurance procedures, consistent with the broad requirements set out by the University (particularly University Regulation 1, contained in [University of London Awards](#)).

1.10.2 LSHTM is led on academic matters by Senate under the oversight of Council who direct the strategy and management of the institution and who have overall responsibility for academic quality assurance. Please go to [Chapter 10, Governance of the LSHTM Academic Manual](#) for full details of terms of reference of academic committees and an organogram of academic governance.

## 1.11 Aims

- 1.3.1 LSHTM will assure itself, its students and other stakeholders that the teaching and training it offers upholds internationally-excellent academic standards and provides an internationally-excellent quality of learning opportunities.
- Such assurance will be achieved through rigorous and effective policies and procedures, that both reflect on and (wherever appropriate) seek to enhance quality and standards.
  - Policies and procedures will draw on and align with key external reference points, particularly the [UK Quality Code for Higher Education](#).
- 1.3.2 Quality assurance and enhancement activities will support LSHTM's vision, mission, values and strategy—specifically the strategy for education.

## 1.12 Legislative and Institutional Compliance

- 1.4.1 Senate will ensure that any changes in:
- a. legislation through the [Higher Education and Research Act 2017](#) and/or [Competitions and Markets Authority](#)
  - b. compliance activity through the [Office for Students](#) (OfS), [UK Quality Code for Higher Education](#) and [Office of the Independent Adjudicator](#) (OIA) will be reflected in the principles and procedures laid out in this handbook.
- 1.4.2 The [OfS](#) is the independent regulator of higher education in England. The OfS is independent from government and from providers. Its approach to regulation is underpinned by the functions, duties and powers given to it in the [Higher Education and Research Act 2017](#). These duties include assessing the quality of, and the standards applied to, higher education.
- 1.4.3 The [OIA](#) provides an independent scheme, which reviews student complaints against providers. This also includes academic appeals.
- 1.4.4 The [UK Standing Committee for Quality Assessment](#) provides sector-led oversight of higher education quality assessment arrangements that continue to be shared across the UK. Its aim is to ensure the provision of



high-quality education across the UK, including higher education qualifications that are available overseas.

- 1.4.5 The [Quality Assurance Agency \(QAA\)](#)'s [UK Quality Code for Higher Education](#) is used as a framework to secure academic standards and the quality of teaching and training provision.
- a. National guidance and benchmarks are adapted into institutional practice in a considered way that fits with both the underlying intentions of the Quality Code and the specific needs of LSHTM.
  - b. Awards offered by LSHTM will align with the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ), as part of the UK Quality Code for HE. This should also ensure equivalence in the threshold standards of all awards made under LSHTM auspices.
  - c. [Standards of achievement and learning outcomes will be set out in programme specifications, aligning with national subject benchmark statements where available. It is worth noting that statements for health professions are now out of date but available on request through the QAA.](#)
  - d. LSHTM's credit-bearing programmes and research degrees use the [QAA degree characteristics statements](#) to help structure them.
  - e. The QAA Quality Code will form a key reference point for ensuring that teaching, support, assessment and learning opportunities for LSHTM students meet national expectations. All programmes of study will be governed by clear procedures for approval, amendment, annual monitoring, and strategic periodic review.
  - f. Alignment with the QAA's Quality Code will ensure alignment with the standards for internal quality assurance of higher education institutions set out in the [European Standards and Guidelines for Quality Assurance in the European Higher Education Area](#).

## 1.13 Student Representation

1.13.1 LSHTM has mechanisms and policies for ensuring student representation on key committees and panels, so that students can contribute to quality assurance and enhancement activity.

1.13.2 LSHTM has separate policies on [Student Feedback](#) and [Student Representation and Engagement](#).

1.13.3 The LSHTM uses a variety of student feedback mechanisms to ensure that there is full student engagement in quality assurance and enhancement procedures, for example surveys, committees, panels and informal feedback.

1.13.4 LSHTM has a [Students' Representative Council](#) (SRC), which is an independent, student-led body that represents the interests of master's and research students at LSHTM.

1.13.5 All students registered for a programme of study with LSHTM become members of the SRC for the period of their registration unless they specifically opt out.

1.5.6 Students must be advised during the induction period of the mechanisms for providing feedback to LSHTM/their Faculty, including opportunities for representation on relevant committees via Student Representatives.

## **1.14 Admissions**

1.14.1 All faculties/institutes apply the policies within paragraph 1.5.2 and make clear the entry requirements for each programme. Admissions data is recorded by staff involved in the admissions process and a report is made by the Programme Directors. Exact requirements for entry onto programmes of study will be made explicit in both online and hard copy programme specifications. These policies will be made available via the University website.

1.6.2 LSHTM has separate policies on admissions, including:

- [Postgraduate Taught Admissions Policy](#)
- [Postgraduate Research Degrees Admissions Policy](#)

## **1.15 External Reference Points**

1.15.1 All quality-related policies, procedures and developments at LSHTM will pay due regard to appropriate external reference points, including as set out in paragraphs 1.4.2-1.4.5.

- 1.15.2 LSTHM programmes make use of a credit system in line with the [Qualifications and Credit Framework \(QCF\)](#) and the [Higher Education Credit Framework for England](#). LSTHM's credit framework is detailed in [Chapter 2, Qualifications and Taught Credit Framework of the LSHTM Academic Manual](#).
- 1.15.3 The professional development of staff as teachers in higher education will be aligned with the [UK Professional Standards Framework](#), published by [Advance HE](#).
- 1.15.4 The professional development of research degree students as doctoral-level researchers will be aligned with the Researcher Development Framework and the Concordat to Support the Career Development of Researchers both published by [Vitae](#).
- 1.15.5 The requirements of any other professional, statutory, regulatory, funding or accrediting bodies, both in the UK and internationally, that are of relevance to LSHTM's provision will be monitored, understood and engaged with, so as to safeguard and enhance the quality and standards of LSHTM's teaching and training. This forms part of Terms of Reference for key committees and job descriptions for key staff (see section 1.8 below).

## **1.16 Role of Key Staff in Quality Assurance**

- 1.16.1 The Provost acts as chair of Senate and takes strategic responsibility across LSHTM for the management of academic quality and standards, the promotion of quality enhancement, and the direction of LSHTM's education and research strategies.
- 1.16.2 The Pro-Director of Education acts as chair of the Senate Postgraduate Taught Committee and takes operational responsibility for the management of academic quality and standards on LSHTM's programmes of study.
- 1.16.3 The Associate Dean of Education (Quality, Academic Standards & Collaborative Provision) takes operational responsibility for the management of quality and academic standards on LSHTM's taught postgraduate programmes; the Associate Dean takes further

responsibility for the quality of teaching and training provided in collaboration with partner institutions.

- 1.16.4 The Associate Dean of Education (Head of the Doctoral College) acts as chair of the Senate Research Degrees Committee and takes operational responsibility for the management of academic quality and standards on LSHTM's research degree programmes.
- 1.16.5 The Secretary & Registrar is responsible for ensuring that quality assurance procedures are in place on an institutional level.
- 1.16.6 Taught Programme Directors and Faculty Research Degree Directors take operational responsibility for the management and assurance of academic quality and standards within their respective faculties.
- 1.16.7 Programme Directors engage with quality assurance procedures to ensure academic standards are upheld and not compromised on the programme for which they are responsible.
- 1.16.8 Module Organisers engage with quality assurance procedures on a modular basis.
- 1.16.9 The Secretary & Registrar ensures that quality assurance procedures are in place across professional services and operations with delegation to the Head of Quality & Academic Standards, the Head of Registry, the Head of Programme Administration, the Head of Student Experience, and the Head of Technology-enhanced Learning.
- 1.16.10 LSHTM recognises that individual staff, in discharging their responsibilities for teaching, supervision, assessment or student support, play the single most crucial role in assuring academic standards and the quality of students' learning and overall experience. To ensure that staff appreciate and feel ownership of this aspect of their role, LSHTM operates a collegial culture of quality assurance and enhancement. Consultation on proposed developments will take place up, down and across the committee and management structure as appropriate—for example consulting Faculty committees, and where relevant departments or programmes, on proposed School-level policy developments of major significance.

1.8.11 The hierarchy of the key roles for ensuring quality and academic standards at LSHTM is shown in the [Organisational Chart](#) on LSHTM's website.



# LSHTM Academic Manual 2021-22

## Chapter 2: Qualifications and Taught Credit Framework

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### Contents

2.1	Introduction.....	12
2.2	Qualifications of LSHTM .....	13
2.3	Credit Framework .....	15
2.4	Recognition of Prior Learning.....	17
2.5	Award Scheme .....	18

### 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.

## **2.1 Introduction**

- 2.1.1 The Qualifications and Taught Credit Framework defines the structures for all modules and programmes leading to taught awards and research higher education qualifications at the London School of Hygiene & Tropical Medicine (LSHTM). This credit system is in line with the [Qualifications and Credit Framework](#) (QCF) and the [Higher Education Credit Framework for England](#). All LSHTM qualifications and programmes of study must be aligned with this framework with the exception of short professional courses. This framework is adhered to in the assessment regulations in [Chapter 8a, Intensive Postgraduate Taught Degree Academic Regulations](#) and [Chapter 8b, Distance Learning Postgraduate Taught Degree Academic Regulations](#) of the LSHTM Academic Manual and in individual programme and module specifications.
- 2.1.2 In addition to taught awards and research degree qualifications, the LSHTM offers credit-bearing short courses. These courses are designed to enable students to gain specialist knowledge to help advance their career. LSHTM credit-bearing short courses are designed, delivered and formally assessed in line with the [Higher Education Credit Framework for England](#) Level 7 and QAA Master's Degree Characteristic statements.
- 2.1.3 The main purposes of this framework are:
- To promote a shared understanding of LSHTM qualifications;
  - To promote consistent use of credit and qualifications across LSHTM faculties and departments;
  - To provide a reference point for setting and assessing academic standards when designing, approving, monitoring and reviewing programmes of study and their constituent modules;
  - To ensure that LSHTM's awards are of an academic standard that is consistent with the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ);
  - To communicate to students and stakeholders the achievements represented by the qualifications of LSHTM;
  - To inform international comparability of academic standards.



## 2.2 Qualifications of LSHTM

2.2.1 The following qualifications are accredited by LSHTM, granted under the ordinances of the University of London and governed by this framework.

### Level 7 of the FHEQ

- Master of Science Control of Infectious Diseases (MSc)
- Master of Science Demography & Health (MSc)
- Master of Science Epidemiology (MSc)
- Master of Science Global Mental Health with Kings College London (MSc)
- Master of Science Health Data Science (MSc)
- Master of Science Health Policy, Planning & Financing (MSc)
- Master of Science Immunology of Infectious Diseases (MSc)
- Master of Science Medical Entomology for Disease Control (MSc)
- Master of Science Medical Microbiology (MSc)
- Master of Science Medical Parasitology (MSc)
- Master of Science Medical Statistics (MSc)
- Master of Science Nutrition for Global Health (MSc)
- Master of Science One Health (Ecosystems, Humans and Animals) with Royal Veterinary College (MSc)
- Master of Science Public Health - Environment & Health Stream (MSc)
- Master of Science Public Health - Health Economics Stream (MSc)
- Master of Science Public Health - Health Promotion Stream (MSc)
- Master of Science Public Health - Health Services Management Stream (MSc)
- Master of Science Public Health - Health Services Research Stream (MSc)
- Master of Science Public Health - Public Health (MSc)
- Master of Science Public Health for Eye Care (MSc)
- Master of Science Public Health for Development (MSc)
- Master of Science Reproductive & Sexual Health Research (MSc)
- Master of Science Tropical Medicine & International Health (MSc)

- Master of Science Veterinary Epidemiology with Royal Veterinary College (MSc)
- Postgraduate Certificate in Learning & Teaching (PGCILT)
- Postgraduate Certificate in Public Health (PGCert)

Taught Master's by distance learning managed by University of London Worldwide Programmes

- Master of Science Clinical Trials (MSc/PGCert/PGDip)
- Master of Science Demography & Health (MSc/PGCert/PGDip)
- Master of Science Epidemiology (MSc/PGCert/PGDip)
- Master of Science Global Health Policy (MSc/PGCert/PGDip)
- Master of Science Infectious Diseases (MSc/PGCert/PGDip)
- Master of Science Public Health (MSc/PGCert/PGDip)

### **Level 8 of the FHEQ**

- Doctor of Philosophy (PhD)
- PhD by Prior Publication (PhD)
- Doctor of Public Health (DrPH)

### **Exit Awards**

2.2.2 An approved programme of study may include one or more exit awards to recognise the achievements of any students unable to complete the full qualification. These are included in the programme specification. Students will only be considered for an exit award where it is an approved component of the programme of study on which they are registered and where they are unable to complete or have failed to meet the requirements for the full qualification. Exit awards are not awarded automatically nor are they a student entitlement.

2.2.3 All LSHTM Master's degrees have exit awards of PGDip, excepting the MSc Health Policy, Planning & Financing, which has no exit awards.

2.2.4 The Doctor of Philosophy (PhD) has an exit award of Master of Philosophy.

2.2.5 The Doctor of Public Health (DrPH) has an exit award of PGCert

## **2.3 Credit Framework**

2.3.1 Credit is awarded to a student on successful completion of the outcomes associated with a particular block of learning at a specified academic level (Level 7). Level 8 qualifications are not credit-rated, except for where taught elements are included as part of the DrPH. Where a student fails to gain credits, they will be required to resit the assessment. The LSHTM Resit regulations can be found in [Chapter 8a](#) (for Intensive students) or [Chapter 8b](#) (for distance learning students) of the LSHTM Academic Manual.

2.3.2 The Credit Accumulation and Transfer Scheme (CATS) is used by many universities in the United Kingdom to monitor and record passage through a programme and enables students to move credits they accumulate from one institution to another. In line with CATS, LSHTM equates one credit to 10 notional learning hours.

2.3.3 The European Credit Transfer and Accumulation System (ECTS) is an arrangement which guarantees the academic recognition of studies taken across collaborating European countries, providing a comparative scale on which to measure academic achievement. Credits must be converted to the European Credit Transfer System (ECTS) using the ratio 1 CATS credit = 0.5 ECTS credits = 10 notional learning hours.

### **Award of Master's (MSc)**

2.3.4 To be awarded an MSc, a student must obtain at least 180 credits from the specific set of modules and project offered by the programme as set out in the Programme Specification. This may include a mix of compulsory and optional modules.

### **Award of Postgraduate Diploma (PGDip)**

2.3.5 If a student fails to pass the MSc Project, they may be eligible for the award of Postgraduate Diploma (PGDip) if they have gained at least 120 credits. A student will need to have passed the Core element and four term 2/3 modules. The PGDip will have the same name as their MSc. However, no stream name will be attached unless they have passed the compulsory modules for the MSc stream, where relevant.

2.3.5a If a student has gained at least 120 credits but does not meet the criteria for a PGDip with the name of the MSc attached, they may be eligible for the award of Postgraduate Diploma of the London School of Hygiene and Tropical Medicine.

### **Award of Postgraduate Certificate (PGCert)**

2.3.6 If a student fails to complete the requirements for the PGDip but they have gained at least the 60 credits for the Core element, they may be eligible for the award of Postgraduate Certificate (PGCert). The PGCert will have the same name as the MSc. However, no stream name will be attached.

2.3.6a If a student has gained at least 60 credits but does not meet the criteria for a PGCert with the name of the MSc attached, they may be eligible for the award of Postgraduate Certificate of the London School of Hygiene and Tropical Medicine.

### **Credit-bearing Short Course**

2.3.7 Credit-bearing short courses do not hold a formal award or qualification. However, students will gain credit upon successful completion of the summative assessment. LSHTM's credit framework for credit-bearing Short Courses is set at a maximum of 30 credits of learning, based on the FHEQs Masters Level 7.

2.3.8 The following table outlines the CATS and ECTS credits and learning hour equivalencies for each LSHTM qualification based on the [FHEQ](#):

<b>Qualification</b>	<b>CATS credits</b>	<b>ECTS credits</b>	<b>Notional Learning hours</b>
----------------------	---------------------	---------------------	--------------------------------

<b>Postgraduate certificate</b>	60	30	600
<b>Postgraduate diploma</b>	120	60	1200
<b>Taught master's</b>	180	90	1800

## Learning Hours

2.3.9 Notional learning hours represent the entirety of student effort required to undertake and complete a module. This includes all aspects of learning and teaching activity: self-directed learning, coursework, classroom-based activity, laboratory work, practical work, preparation for assessments.

## 2.4 Recognition of Prior Learning

2.4.1 Recognition of prior learning (RPL) is the process whereby students are exempted from part of their chosen programme of academic study by recognition of comparable learning and attainment.

2.4.2 RPL may be granted towards particular programmes.

2.4.3a Up to one-third of the total credits of an MSc programme is permitted to be assessed by RPL—e.g. up to 60 UK credits—provided it is at the same level of the FHEQ.

2.4.3 b RPL requirements for the Postgraduate Certificate in Learning and Teaching (PGCiLT) are provided in the programme specification and programme specific regulations.

2.4.4 Students are not permitted to use credit twice, meaning that credit cannot be transferred where it has previously been used for another award.

2.4.5 LSHTM does not recognise experiential learning.

2.4.6 LSHTM has a separate [Recognition of Prior Learning Policy](#).

## 2.5 Award Scheme

### 2.5.1 MSc Award Scheme

2.5.1.1 The MSc Award Scheme sets out rules for making awards for Intensive Master's degrees taught at LSHTM.

2.5.1.2 The MSc Award Scheme covers the following Master of Science (MSc) programmes:

- Control of Infectious Diseases (CID)
- Demography & Health (D&H)
- Epidemiology (EPI)
- Global Mental Health (GMH)\*
- Health Data Science (HDS)
- Immunology of Infectious Diseases (IID)
- Medical Entomology for Disease Control (MEDiC)
- Medical Microbiology (MM)
- Medical Parasitology (MP)
- Medical Statistics (MS)
- Nutrition for Global Health (NGH)
- Public Health (PH)
- Public Health for Eye Care (PHEC)
- Public Health for Development (PH4D)
- Reproductive & Sexual Health Research (RSHR)
- Tropical Medicine & International Health (TMIH)

*\*MSc Global Mental Health is taught jointly with KCL but falls under the LSHTM MSc Awards Scheme.*

### 2.5.1.3 The MSc Award Scheme **does not cover**:

- Joint programmes offered in collaboration with other University of London Colleges, which do not fall under the LSHTM MSc Award Scheme. Individual award schemes and regulations exist for these programmes, maintained by whichever college has been designated as the 'assessment institution' under the collaborative agreement:
  - **MSc Health Policy, Planning & Financing (HPPF)** (Joint with the London School of Economics)
  - **MSc One Health (Infectious Diseases)** (Joint with the Royal Veterinary College).
  - **MSc Veterinary Epidemiology** (Joint with the Royal Veterinary College).
- Distance learning programmes offered in collaboration with University of London Worldwide, for which a separate Award Scheme can be found in [Chapter 8b of the LSHTM Academic Manual](#).

### **Structure of MSc Awards**

2.5.1.4 LSHTM operates a credit framework whereby the final award is determined on the basis of accumulating the required number of credits.

2.5.1.5 The MSc programme is made up of credit-bearing **modules**, which are grouped into three Elements: Core modules; Compulsory and Elective modules; Project. A Grade Point Average (GPA) will be calculated for each Element.

2.5.1.6 The GPA from each Element is included in the calculation for a final award GPA, as detailed in 2.5.1.8.

2.5.1.7 LSHTM's modules are individually assessed using a Grade Point (GP) matrix. Each module GP contributes to the GPA for each element (as outlined in Table 1). Table 2a shows module assessment framework for all LSHTM MScs except MSc Health Data Science. The module assessment framework for MSc Health Data Science is shown in Table 2b.

Table 1. **Structure of MSc Awards**

<b>Element</b>	<b>Component</b>	<b>Award Element</b>
Core modules (Term 1)	Exam Paper 1 Exam Paper 2 Practical Exams (where required) AND / OR Individual Core module assessments, including Practical Exams where required	Core GPA
Modules (Terms 2 and 3)	Individual module assessments	Module GPA
Research project	Some Projects have components	Project GPA

**Table 2a. Assessment framework for all LSHTM MScs except MSc Health Data Science**



**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

<b>Module type</b>	<b>Delivery</b>	<b>Module GP Assessment</b>	<b>GPA requirement</b>	<b>Compensation</b>
Multiple Compulsory Core modules of various sizes	Term 1 (Oct-Dec)	Unseen written exams in the summer (Papers 1 & 2), plus a practical exam in Term 1 for certain programmes only  AND/OR  Core modules are assessed individually. The module assessment may be divided into multiple smaller assessments and/or include practical examinations	A minimum mark of 2.00 is required for all components combined, with no component < 1.00	<u>Compensation</u> can be applied to <i>one</i> exam paper or certain modules with a mark between 1.00 and 1.99, provided the overall core GPA is $\geq 2.00$
5 Compulsory or Elective modules, 15 credits each	Terms 2 & 3 (Jan-May)	Modules are assessed individually.  The module assessment may be divided into multiple smaller assessments	A minimum mark of 2.00 is required for the Module element GPA	Compensation can be applied to one module with a GP mark of 1.00 to 1.99, provided the overall modules GPA for the 5 modules is at least 2.00
Research project	Term 3 (June-Sept) Supervised Self-Directed	Project report	A minimum mark of 2.00 is required for the project report	N/A

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

**Table 2b) MSc Health Data Science module assessment framework**

<b>Modules</b>	<b>Delivery</b>	<b>Module GP Assessment</b>	<b>GPA requirement</b>	<b>Compensation</b>
5 Core modules of various sizes	Term 1 (Oct-Dec) Online and/or On-campus	Core modules are assessed individually. The module assessment may be divided into multiple smaller assessments and/or include practical examinations	A minimum Core module GPA mark of 2.00 is required for all core modules	N/A
4 Compulsory or Elective modules, 15 credits each	Terms 2 & 3 (Jan-May) Online and/or On-campus	modules are assessed individually. The module assessment may be divided into multiple smaller assessments	A minimum mark of 2.00 is required for the module element GPA	Compensation can be applied to one non-compulsory module with a mark of 1.00 to 1.99, provided the overall Modules GPA is at least 2.00
Research project	Term 3 (April-Sept) Supervised Self-Directed	Project report	A minimum mark of 2.00 is required for the project report	N/A

2.5.1.8 Programme specifications and programme handbooks describe the Compulsory and recommended Elective modules that students may or may not select as part of their programme. Modules have different designations and can be:

**Compulsory** these must be taken in the programme

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

**Semi-Compulsory**            these must be taken in the programme, but students are given a choice of modules to fill this requirement

**Recommended Electives**            these are options that can be chosen and are most relevant to the programme content

**Final MSc Award Classification Rules**

2.5.1.9 The award GPA is calculated to indicate the student’s standard of performance on the programme and assess eligibility for an award classification of distinction or merit.

The award GPA will be calculated as:

Table 3a. All LSHTM MSc Programme *except MSc HDS and, MSc IID where the extended project has been taken*

Core GPA	x 30%	= Overall Award GPA
Module GPA	x 40%	
Project GPA	x 30%	

Table 3b. For **MSc IID**, where the extended project has been taken

Core GPA	x 30%	= Overall Award GPA
Module GPA	x 30%	
Project GPA	x 40%	

Table 3c. **MSc HDS**

Core GPA	x 33.33% recurring	= Overall Award GPA
Module GPA	x 33.33% recurring	
Project GPA	x 33.33% recurring	

2.5.1.10 **Core GPA** is generated from all individual Core modules from Term 1, as assessed through the exams, in-course assessments and any practical

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

examination. Programme assessment details can be found in [Chapter 8a of the LSHTM Academic Manual](#).

2.5.1.11 **Module GPA** is calculated as:

- **CID, D&H, MM, MP, MS, PH4D, PHEC, NGH, and TMIH:** The four highest-graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA, and the worst module grade is discounted.
- **MEDiC, EPI, IID, PH, and RSHR:** The average GPA from across the specific module(s) detailed in the table below, plus the two or three highest-graded modules (so that the average is based on four modules) of those remaining from the five modules taken in Terms 2 and 3 contribute to the award GPA. The modules listed below must always contribute to the award GPA, and the lowest grade achieved on other modules is discounted.
- **HDS:** The module GPA is the average grade for all the four modules taken in Term 2.
- **GMH:** The average GPA from across all five modules taken in Terms 2 and 3 (two compulsory and three optional) contribute to the award GPA.

Table 4a. LSHTM MSc Programme Module GPA calculation rules:

<b>MSc Programme</b>	<b>Module GPA calculation must include</b>
MEDiC	3141 Vector Sampling, Identification & Incrimination 3176 Integrated Vector Management
EPI	2400 Study Design: Writing a Study Proposal 2402 Statistical Methods in Epidemiology
IID	3134 Advanced Immunology 1 3144 Advanced Immunology 2
PH (Public Health)	1608 Principles & Practice of Public Health
PH (Environment & Health)	1301 Environmental Epidemiology

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

<b>MSc Programme</b>	<b>Module GPA calculation must include</b>
PH (Health Promotion)	1807 Health Promotion Approaches and Methods
PH (Health Services Management)	1607 Health Services Management
PH (Health Services Research)	1702 Proposal Development
PH (Health Economics)	1501 Economic Evaluation
RSHR	1804 Sexual Health

*Compensation rules can be found in [Chapter 8a of the LSHTM Academic Manual](#).*

<b>MSc Programme (GMH)</b>
<p><b>Compulsory Modules in Terms 2 &amp; 3</b></p> <p>2342 Design &amp; Evaluation of Mental Health Programmes            KCL Scaling Up Packages of Care for Mental Disorders</p> <p>Students must achieve a GPA of 2.00 or above in each/either module. Compensation by performance in other modules is not permitted. Grades below 2.00 will result in failure of the module and a requirement to resit any components graded below 2.00.</p>
<p><b>Elective Recommended modules taken in Terms 2 and 3</b></p> <p>Students must normally achieve a GPA of 2.00 or above in each individual module to gain credits for that module. However, compensation may be permitted for <u>one</u> non-compulsory Term 2 or 3 module with a GPA between 1.00 and 1.99, provided an average GPA of 2.00 or above has been achieved across all five modules from Terms 2 and 3 (including the module graded between 1.00 and 1.99). The average GPA across all modules taken in Terms 2 and 3 (which should be equally weighted) constitutes the Module GPA. If it is not possible to compensate a grade between 1.00 and 1.99, that module will be failed with no credits being awarded; any components graded below 2.00 must then be resat.</p>

*Compensation rules can be found in [Chapter 8a of the LSHTM Academic Manual](#).*

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

2.5.1.12 **Project GPA** is the overall mark given to the student's project.

2.5.1.13 The **final award classifications are Pass, Merit and Distinction**. This classification is determined as follows. In the case of borderlines, i.e. Consider Distinction or Consider Merit candidates, Exam Boards will decide the final classification (either Pass, Merit or Distinction) using the process laid out in the [Assessment Handbook and Board of Examiner Guidance](#).

Overall GPA	Award	Classification
2.00 to 3.84		<b>Pass</b>
3.70 to 3.84		<i>Consider Merit</i>
3.85 to 4.29		<b>Merit</b>
4.15 to 4.29		<i>Consider Distinction</i>
4.30 to 5.00		<b>Distinction</b>

2.5.2 Award Schemes for other Credit-bearing Provision

2.5.2.1 Programme-specific regulations and award schemes for the following awards can be found [here](#):

- Professional Certificate in Pharmacoepidemiology and Pharmacovigilance
- Postgraduate Certificate in Learning & Teaching
- Postgraduate Diploma in Research Methods

2.5.3 Award Schemes for Non-credit-bearing Short Courses

2.5.3.1 Regulations and award schemes for the following non-credit-bearing courses can be found [here](#):

- Professional Diploma in Tropical Medicine & Hygiene (DTM&H)
- Professional Diploma in Tropical Medicine & Hygiene (East African Partnership)
- Professional Diploma in Tropical Nursing

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

2.5.4 DrPH Award Scheme

2.5.4.1 A total of 60 credits are awarded upon successful completion of the two compulsory modules. The research element of the DrPH is not credit-rated and will be awarded in accordance with the research degree regulations in [Chapter 9, Research Degree Academic Regulations of the LSHTM Academic Manual](#).

## LSHTM Academic Manual 2021-22

### Chapter 3: Programme & Module Management, Monitoring and Evaluation

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#### Contents

3.1 .....	Programme and Module Documentation	29
3.2 ..	Programme Approval, Amendments, Suspension and Discontinuation	32
3.3 .....	Programme development, design and approval	32
3.4 .....	Programme & Module Amendment Procedure	48
3.5 .....	Suspension & Discontinuation of Programmes or Modules	53
3.6 .....	Annual Programme and Module Monitoring	57
3.7 .....	Periodic Programme Review and Evaluation (Revalidation)	60

#### 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.



### **3.1 Programme and Module Documentation**

3.1.1 Programme and module documentation will inform students on their journey from application through to graduation. It is therefore important that these documents reflect accurate information, which has been approved by means of validation, review and amendment procedures.

3.1.2 To satisfy the London School of Hygiene & Tropical Medicine (LSHTM)'s obligations to its prospective and current students, amendments to programme and module documentation must be made in an appropriate and timely manner. Programme and module documentation that is published on the LSHTM website forms a contractual obligation, concerning current students and applicants, under the jurisdiction of the [Competition and Markets Authority](#) (CMA).

3.1.3 The quality assurance process outlined in this Chapter are applied to the following academic provision offered by LSHTM.

- Award-bearing programmes (credit-bearing and research degrees)
  - LSHTM offers award-bearing programmes at Level 7 and 8 as described by the UK FHEQ. These are credit-bearing taught masters, a professional doctorate and research degrees.
  
- Professional Diplomas (non-credit-bearing)
  - Professional Diplomas at LSHTM are non-credit-bearing courses that hold a recognised status in the Health Care sector. They are aimed at students who hold higher education qualifications and want to develop knowledge and skill in a specialised field. *For example, Professional Diploma in Tropical Nursing.*
  
- Credit-Bearing Short Courses
  - A credit-bearing short course at LSHTM it is defined as a course at level 7 being equivalent in size to no more than 30 credits of learning.
  
- Modules
  - Award-bearing programmes are comprised of multiple credit-bearing modules. The aims and intended learning outcomes (ILOs) attached to each module are linked to the award aims and ILOs.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

The module assessment will be designed to measure achievement of the module ILOs.

#### Programme Specification

- 3.1.4 A programme specification is a concise description of the programme of study that is published externally on LSHTM's webpages as part of the programme information. The programme specification will include, programme aims, objectives and intended learning outcomes; intended audience and entrance requirements; structure and curriculum; mode(s) of study, learning time and how teaching operates; assessment requirements; and credit
- 3.1.5 The document differs from marketing material in that it must also meet external benchmarks and internal expectation and is thus subject to formal approval. LSHTM's standard format takes into account guidance and exemplars produced by the QAA and is available for download [here](#).
- 3.1.6 The primary users of the programme specification will be applicants, current students, External Examiners, professional bodies, potential employers of graduates and placement students, professional, commercial and industrial advisory groups. Internally the document will also be used to ensure accuracy of information on the Student Record System for external reporting, informing the programme details on the web and prospectuses.
- 3.1.7 A programme specification is required for the purpose of validation and periodic review; as well as any proposed changes to the programme structure (including module title changes) made as part of the programme amendment procedure.

#### Module Specification

- 3.1.8 The module specification provides a concise description of the module. All modules specifications are published to current students at the start of the academic year to inform them on the module content; they also act as a guide to indicative programme content for prospective students. The module specification must articulate the module accurately as approved by a validation, review or as part of the amendment procedure. Internally

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

the document will also be used to ensure accuracy of information on the Student Record System.

- 3.1.9 A module specification is required for the purpose of validation and review; as well as any proposed changes made as part of the module amendment procedure.

#### Credit-Bearing Short Course Specification

- 3.1.10 A credit-bearing Short Course specification contains elements of both programme and module specifications to reflect its hybrid nature as a course without sub elements

#### Programme Handbook

- 3.1.11 The programme handbook is the main reference for students in navigating the overview of their programme and overall experience at LSHTM. It is expected that this document is reviewed annually to ensure that the information remains accurate and up to date. Annual operational updates may be made to the programme handbook, however, changes to programme structures, modules, and academic regulations will be expected to have followed the appropriate procedure for approval. Most programmes handbooks will refer to the LSHTM academic regulations as set out in this handbook. Where there are approved programme-specific academic regulations, it will be clearly indicated within the programme handbook.

- 3.1.12 For groups of awards form a cognate group of programmes, it may be judged more appropriate to produce the programme handbooks collectively in a single document to avoid duplication.

## 3.2 Programme Approval, Amendments, Suspension and Discontinuation

- 3.2.1 The following procedures have been set out to ensure that programmes and modules are designed and approved through validation in accordance with LSHTM policies and procedures; and that existing programmes and modules retain currency in curriculum through an appropriate amendment procedure. Programme and module validation, review and amendment are under the delegated authority of LSHTM's

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

Senate sub-Committees; however, financial approval of new provision is under the auspices of the Finance & Development Committee.

3.2.2 Through programme and module design, development and amendment LSHTM is committed to engaging with external expertise and students as co-creators.

3.2.3 The following procedures apply to proposals and approvals of new award-bearing programmes, credit-bearing modules, credit-bearing short courses, credit-bearing Continuing Professional Development, and Special Programmes. Programme proposals, design and development with external collaborative partners will follow a similar procedure for validation but will require additional stages as set out in [Chapter 6, Collaborative Provision of the LSHTM Academic Manual](#).

### 3.3 Programme development, design and approval

The procedure to develop, design, approve and launch a new [award-bearing programme](#) (e.g. MSc, PGDip or research degree) and [Professional Diploma \(non-credit-bearing\)](#) is divided into five stages with final approval resting with Senate Postgraduate Taught Committee:

- [Stage 1: Strategic, Financial Planning Approval \(Business Case\)](#)
- [Stage 2: Academic Development Proposal](#)
- [Stage 3: Programme and Module Specification and Curriculum Design](#)
- [Stage 4: Validation Panel meeting for Programmes](#)
- [Stage 5: Final Approval for new Programmes](#)

It will take two years prior to the launch date to complete this process, which will include at least one academic year after final approval to market and recruit to the new programme.

#### 3.3.1 Stage 1: Strategic, Financial Planning Approval (Business Case)

- vii. Proposals for new programmes and any new modules should be considered at faculty level via the Faculty's Annual Budgetary round.
- viii. To develop a new programme proposal relevant LSHTM stakeholders must be consulted (e.g. faculty leadership, marketing, recruitment,

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

finance, Registry, Quality & Academic Standards, University of London Worldwide).

- ix. A business plan for new programmes with any new modules should be drafted and approved by the Faculty Management Group.
- x. The proposal and business plan for a new programme must be endorsed by the LSHTM [Senior Leadership Team](#) before proceeding to academic development and approval.
- xi. For a proposal to be approved the business case will be expected to include:
  - An outline of the new provision
  - A detailed breakdown of costs, income and resource implications with confirmation of the financial approval;
  - Recruitment expectations and opportunities, including a forecast of student demand;
  - Market comparison to major competitor programmes;
- xii. Once the business case is approved, the Dean of the parent Faculty will appoint a lead academic to coordinate the development, design and approval procedure. The lead academic is expected to gain the support of colleagues to form a Development Team, to ensure there is a rounded approach to the curriculum design.

#### 3.3.2 Stage 2: Academic Development Proposal

- v. Once strategic approval has been granted a comprehensive programme proposal should be considered and approved by the FPGTC.
- vi. For new programmes, the faculty will then need to seek academic approval at LSHTM level from the delegated Senate sub-Committee. For research provision, Senate Research Degrees Committee (SRDC) will approve the proposal for development. For taught provision, the Programme and Module Review Committee (PMRC) will make a recommendation for development approval to the Senate Postgraduate Taught Committee (SPGTC). In addition, distance learning (DL) programme and module proposals must receive approval through the

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

University of London Worldwide (UoLW) governance structures at set out in the member institution [Quality Assurance Schedule](#).

- vii. All proposals will be expected to include:
- An outline of the new provision ((from the business case);
  - A detailed breakdown of costs, income and resource implications with confirmation of the financial approval (from the business case);
  - Recruitment expectations and opportunities, including forecast student demand (from the business case);
  - Market comparison to major competitor programmes (from the business case);
  - Distinctive features of the programme/module;
  - The intended learning outcomes;
  - The programme structure (credit framework and mapping to modules) or;
  - The new module rationale (mapping to existing programmes);
  - A teaching, learning and assessment strategy;
  - A list of staff allocated to deliver the programme/subject specialism.
- viii. Guidance should be sought from colleagues who have specific expertise or responsibilities in these areas.

*N.B. If circumstances change in a way that will substantively affect the Programme, Faculty, or LSHTM's finances it may be necessary to suspend or extend the approval procedure.*

#### 3.3.3 Stage 3: Programme and Module Specification and Curriculum Design

- ix. Once development approval has been granted the programme and module specifications and content can be designed.
- x. Within the new programme and new module approval process at least six months is set aside for curriculum design and development. The process requires a new programme specification and/or new module specification(s) to be produced, along with an overview of the

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

curriculum. The programme/module aims, learning outcomes and the assessment strategy and method should be mapped and documented.

- xi. Engagement with external expertise, quality assurance and students as co-creators is a core expectation of the curriculum design process. Feedback, advice and guidance from academic, sector and industry peers must also be documented for review at the Validation Panel. There should be academic engagement and scrutiny from:
- an independent internal academic peer (member of PMRC);
  - an external academic subject expert, or an external examiner;
  - the Quality and Academic Standards team; and
  - current students, typically through a programme committee in the case of an existing programme, or student-staff fora for new developments.
- xii. Academic Leads and development teams designing MSc and research degree programmes are expected to refer to the [QAA supporting resources on degree characteristics](#) and the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ).
- xiii. Where available the national [Subject Benchmark Statements](#) should be referenced.
- xiv. Programme and Module Specifications and curriculum design should go through a robust consultation process within the parent faculty. If content or delivery is shared with another faculty the consultation process should be extended across faculties.
- xv. The programme's FPGTC should approve the documentation before submitting to the Validation Panel via the [Quality and Academic Standards office](#).
- xvi. It is recommended that Academic Leads seek advice, guidance and support from the Quality and Academic Standards office throughout the process at [qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

#### 3.3.4 Stage 4: Validation Panel meeting for Programmes

- v. A Validation Panel shall meet to scrutinise the new programme and module documentation and will determine a recommendation for approval. Members are expected to consider the documentation objectively and impartially with respect to the LSHTM [Strategy](#). They will be expected to ensure that:
- the programme/module aims are addressed through the subject specific content within the curriculum design.
  - the structure, curriculum and content meet the academic standard for the proposed level as set out in FHEQ.
  - the assessment strategy is designed to provide students with the appropriate opportunity to meet the programme/module aims and learning outcomes.
  - contact hours have been appropriately set, taking into account module/programme credit value and assessment type.
  - there are appropriate resources and learning opportunities for students (especially central resources like Library and IT).

The following documents should be presented to the Validation panel:

- New programme business case
  - Academic Development proposal (as approved by SRDC/SPGTC)
  - Programme Specification
  - Module Specification (new modules and existing core modules for new programmes)
  - Summary of feedback from faculty, student and external expert consultation
  - Any other relevant supporting documentation
- vi. The decision of the Validation Panel may be subject to recommendations and conditions that the Academic Lead must respond to following the meeting. The Chair of the Panel will be responsible for ensuring that the conditions have been met and recommendations have been accepted, or justifiably rejected. The Validation Panel will not recommend approval of a programme/module that has not been the subject of external expertise.



**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- vii. For full Membership and Terms of Reference of the Periodic Review and Validation Panels please see [Chapter 10, Governance of the LSHTM Academic Manual](#).
- viii. The Quality and Academic Standards office will support Academic Leads in arrangements of Validation Panel meetings.  
[qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

3.3.5 Stage 5: Final Approval for new Programmes

- iii. The outcome report from the Validation Panel meeting will be reviewed at SRDC (for Research) and PMRC (for taught), who will make a recommendation for final approval to SPGTC. The Faculty Operating Officer, Secretary & Registrar and where appropriate the Finance & Development Committee should also be kept informed. If approval is not recommended SRDC or PMRC, SPGTC will determine whether the proposal should be substantially revised or abandoned. Final approval of new programmes must be noted at the next Senate meeting.
- iv. Once formal approval has been confirmed the following action must be completed:
  - Notification of approval must be sent to relevant stakeholders including; Deans of Faculty, TPDs, Programme Directors, Head of Marketing and Communication, Head of Registry and Teaching Support Office.
  - Advertising and promotion of the new programme: The Academic Lead will work with marketing and recruitment to develop a webpage and programme prospectus. Programmes must not be advertised to students before formal approval has been granted.
  - Registry Systems: The Academic Lead must liaise with the Registry (and for DL programmes, UoLW) to ensure the relevant systems are set up for admissions and enrolment.
  - Learning and Teaching Materials and schemes of will need to be prepared for programme implementation. For DL programmes, this must be in liaison with Technology Enhanced Learning (TEL) department.
  - Timetabling: The Academic lead will work with timetabling teams to ensure the programme is included in the schedule.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- Teaching Support Administration: The Academic Lead/Programme Director (PD) must liaise with the Teaching Support Office or Distance Learning Office to ensure that all relevant administrative tasks are in place for the start of the academic year.

*N.B although these activities cannot take place until the programme has been approved it is expected that the programme development team has engaged with the relevant support and professional service teams to prepare for a new programme or modules.*

#### 3.3.6 Credit-Bearing Short Course development, design and approval

The development, design and launch of a new credit-bearing Short course will be subject to a similar 5 stage procedure as a new award-bearing programme. However, the timeline and approval level will be adjusted to reflect the size of, and institutional risk attached to, the new offer:

- [Stage 1: Strategic, Financial Planning Approval \(Business Case\)](#)
- [Stage 2: Academic Development Proposal](#)
- [Stage 3: new credit-bearing short course Specification and Curriculum Design](#)
- [Stage 4: Validation Panel meeting for new credit-bearing short course](#)
- [Stage 5: Final Approval for new credit-bearing short course](#)

A credit-bearing Short Course will take at least 6 months to design develop and approve. Academic development approval and Final approval is overseen by the Programme and Module Review Committee.

NB: Where credit-bearing short courses are grouped into an award structure as recognised by the Framework for HE Qualifications the process will be the same as for an award-bearing programme. This would either be a PGCert (60 credits), PGDip (120 credits) or a Masters (180 credits).

##### 3.3.6.1 Stage 1: Strategic, Financial Planning Approval (Business Case)

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- vii. Proposals for new credit-bearing short courses should be considered at faculty level via the Faculty's Annual Budgetary round.
- viii. To develop a new credit-bearing short course proposal relevant LSHTM stakeholders must be consulted (e.g. faculty leadership, marketing, recruitment, finance, Registry, Quality & Academic Standards, University of London Worldwide).
- ix. A business plan for new credit-bearing short course should be drafted and approved by the Faculty Management Group.
- x. The proposal and business plan for a new credit-bearing short course must be endorsed by the LSHTM [Senior Leadership Team](#) before proceeding to academic development and approval.
- xi. For a proposal to be approved the business case will be expected to include:
  - An outline of the new provision
  - A detailed breakdown of costs, income and resource implications with confirmation of the financial approval;
  - Recruitment expectations and opportunities, including a forecast of student demand;
  - Market comparison to major competitor programmes;
- xii. Once the business case is approved, the Taught Programme Director of the parent Faculty will appoint a lead academic to coordinate the development, design and approval procedure. The lead academic is expected to gain the support of colleagues to form a Development Team, to ensure there is a rounded approach to the curriculum design.

3.3.6.2 Stage 2: Academic Development Proposal

- iv. Once strategic approval has been granted a comprehensive new credit-bearing short course proposal should be endorsed by the Taught Programme Director.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- v. For a new credit-bearing short course the faculty will then need to seek academic development approval at LSHTM level from Programme and Module Review Committee (PMRC).

All proposals will be expected to include:

- An outline of the new provision ((from the business case);
  - A detailed breakdown of costs, income and resource implications with confirmation of the financial approval (from the business case);
  - Recruitment expectations and opportunities, including forecast student demand (from the business case);
  - Market comparison to major competitor programmes (from the business case);
  - Distinctive features of the new credit-bearing short course;
  - The intended learning outcomes;
  - The course structure
  - A teaching, learning and assessment strategy;
  - A list of staff allocated to deliver the programme/subject specialism.
- vi. Guidance should be sought from colleagues who have specific expertise or responsibilities in these areas.

*N.B. If circumstances change in a way that will substantively affect the Programme, Faculty, or LSHTM's finances it may be necessary to suspend or extend the approval procedure.*

3.3.6.3 Stage 3: new Credit-Bearing Short Course Specification and Curriculum Design

- viii. Once development approval has been granted the new credit-bearing short course specification and content can be designed.
- ix. At least two months, is set aside for curriculum design and development. The process requires a course specification to be produced, along with an overview of the curriculum. The aims, learning outcomes and the assessment strategy and method should be mapped and documented.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- x. Engagement with external expertise and students as co-creators is a core expectation of the curriculum design process. Feedback, advice and guidance from academic, sector and industry peers must also be documented for review at the Validation Panel.
- xi. The specification and curriculum design should go through a robust consultation process within the parent faculty. If content or delivery is shared with another faculty the consultation process should be extended across faculties.
- xii. Where available the national [Subject Benchmark Statements](#) should be referenced.
- xiii. The Taught Programme Director should approve the documentation before submitting to the Validation Panel via the [Quality and Academic Standards office](#).
- xiv. It is recommended that Academic Leads seek advice, guidance and support from the Quality and Academic Standards office throughout the process at [qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

3.3.6.4 Stage 4: Validation Panel meeting for new Credit-bearing short course

- vi. A Validation Panel shall meet to scrutinise the new credit-bearing short course documentation and will determine a recommendation for approval. Members are expected to consider the documentation objectively and impartially with respect to the LSHTM [Strategy](#). They will be expected to ensure that:
  - the aims are addressed through the subject specific content within the curriculum design.
  - the structure, curriculum and content meets the academic standard for the proposed equivalent level as set out in FHEQ.
  - the assessment strategy is designed to provide students with the appropriate opportunity to meet the aims and learning outcomes.
  - contact hours have been appropriately set, taking into account credit value and assessment type.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- there are appropriate resources and learning opportunities for students (especially central resources like Library and IT).
- vii. The following documents should be presented to the Validation panel:
- New credit-bearing short course rationale and business case
  - new credit-bearing short course Specification(s)
  - Summary of feedback from faculty, student and external expert consultation
  - Any other relevant supporting documentation
- viii. The decision of the Validation Panel may be subject to recommendations and conditions that the Academic Lead must respond to following the meeting. The Chair of the Panel will be responsible for ensuring that the conditions have been met and recommendations have been accepted, or justifiably rejected. The Validation Panel will not recommend approval of a new credit-bearing short course that has not been the subject of external expertise.
- ix. For full Membership and Terms of Reference of the Periodic Review and Validation Panels please see [Chapter 10, Governance of the LSHTM Academic Manual](#).
- x. The Quality and Academic Standards office will support Academic Leads in arrangements of Validation Panel meetings.  
[qualityteam@lshtm.ac.uk](mailto:qualityteam@lshtm.ac.uk)

#### 3.3.6.5 Stage 5: Final Approval for new Credit-bearing short course

- iv. The outcome report from the Validation Panel meeting will be reviewed at PMRC who have authority to make a final approval decision on credit-bearing short courses.
- v. If approval is not recommended the committee will determine whether the proposal should be substantially revised or abandoned.
- vi. Once formal approval has been confirmed the following action must be completed:

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- Notification of approval must be sent to relevant stakeholders including; Deans of Faculty, TPDs, Programme Directors, Head of Marketing and Communication, Head of Registry and Teaching Support Office.
- Advertising and promotion of the new programme: The Academic Lead will work with marketing and recruitment to develop a webpage and programme prospectus. Programmes must not be advertised to students before formal approval has been granted.
- Registry Systems: The Academic Lead must liaise with the Registry to ensure the relevant systems are set up for admissions and enrolment.
- Learning and Teaching Materials and schemes of will need to be prepared for programme implementation.
- Timetabling: The Academic lead will work with timetabling teams to ensure the programme is included in the schedule.
- Teaching Support Administration: The Academic Lead/Programme Director (PD) must liaise with the Teaching Support Office or Distance Learning Office to ensure that all relevant administrative tasks are in place for the start of the academic year.

*N.B although these activities cannot take place until the course has been approved it is expected that the programme development team has engaged with the relevant support and professional service teams to prepare for a new programme or modules.*

#### 3.3.7 Module development, design and approval

3.3.7.1 New modules are normally approved through the validation of the new programme which has sponsored them ([as described in point 3.3.4 Programme development, design and approval](#)). New modules may also be proposed and implemented through a programme's Periodic Review (see [section 3.7 of this Chapter](#)).

3.3.7.2. At times there may be a need to propose and implement a new module outside of these processes. In this case, the new module must be sponsored by a parent programme and be endorsed by the parent programme's faculty.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

3.3.7.3 In line with 3.4 Programme & Module Amendment Procedure:

A new core module will be considered a Major Amendment to the parent programme. Major Amendments to the programme will be considered for final approval at the Programme and Module Review Committee (PMRC). If there are multiple new core modules proposed this will result in a revalidation of the programme (see point 3.4.5.3)

3.3.7.4 New elective modules will be considered a Minor Amendment to the parent programme, and therefore, final approval resides with the Faculty Taught Programme Committee,

3.3.7.5 New modules are resourced by a faculty and will be subject to a 3 stage faculty-based procedure to allow for speedier implementation:

- [Stage 1: Proposal Approval \(Financial and Academic\)](#)
- [Stage 2: Module Specification and Curriculum Design](#)
- [Stage 3: Final Approval of new modules](#)

3.3.7.6 Stage 1: Proposal Approval (Financial and Academic)

- vi. Proposals for new modules should be considered at faculty level via the Faculty's Annual Budgetary round.
- vii. A business case for new modules should be drafted and approved by the Faculty Management Group. The business case will be expected to include:
  - An outline and rationale for the new module;
  - A rationale of how the new module benefits the parent programme;
  - A detailed breakdown of costs and resource implications;
- viii. Once financial approval has been granted an academic module proposal should be considered and approved by the Faculty Postgraduate Taught Committee. The proposals will be expected to include:
  - An outline and rationale for the new module
  - A rationale of how the new module benefits the parent programme;
  - Distinctive features of the module;



## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- A list of LSHTM staff with subject specialism to deliver the module.

N.B where the module is owned by more than one faculty it will need approval from each of those faculties.

- ix. Endorsement by the faculty to develop a new core module will require subsequent approval by PMRC before it can proceed to development. If multiple core modules are proposed, or if the proposal demonstrates a significant change to the programme, PMRC may recommend revalidation of the programme.
- x. Elective modules can proceed to development after approval at FPGTC.

#### 3.3.7.2 Stage 2: Module Specification and Curriculum Design

- vii. Once development approval has been granted the module specifications and content can be designed.
- viii. At least two months should be set aside for curriculum design and development. The process requires a module specification(s) to be produced, along with an overview of session content. The module aims, learning outcomes and the assessment strategy and method should be mapped and documented.
- ix. Engagement with external expertise and students as co-creators is a core expectation of the curriculum design process. Feedback, advice and guidance from academic, sector and industry peers must also be documented. Approval of the new module will require evidence of academic engagement and scrutiny from:
  - an independent internal academic peer (member of PMRC);
  - an external academic subject expert, or an external examiner if the module is part of a programme;
  - The Quality and Academic Standards team; and
  - Current students, typically through a programme committee in the case of an existing programme, or student-staff fora for new developments.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- x. Module Specification and curriculum design should go through a robust consultation process within the parent faculty. If content or delivery is shared with another faculty the consultation process should be extended across faculties.
- xi. Where available the national [Subject Benchmark Statements](#) should be referenced.
- xii. It is recommended that Academic Leads seek advice, guidance and support from the Quality and Academic Standards office throughout the process at [qualityteams@lshtm.ac.uk](mailto:qualityteams@lshtm.ac.uk)

#### 3.3.7.3 Stage 3: Final Approval of new modules

- iv. The Programme and Module Review Committee (PMRC) will approve core modules, and the Faculty Postgraduate Taught Committee will approve new elective modules, based on the documents provided:
  - the initial proposal and rationale
  - the new module specification
  - a summary of the feedback from the consultation listed in 3.3.6.2
- v. The Programme and Module Review Committee (PMRC) will note the approval of elective modules.
- vi. Once formal approval has been confirmed the following action must be completed:
  - Notification of approval must be sent to relevant stakeholders including; Deans of Faculty, TPDs, Programme Directors, Head of Marketing and Communication, Quality and Academic Standards, Head of Registry, Head of Distance Learning, and Teaching Support Office.
  - Student Record Systems: The Academic Lead must liaise with the Registry (and for DL programmes, UoLW) to ensure the relevant systems are set up.
  - Learning and Teaching Materials and schemes of will need to be prepared for module implementation.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- Teaching Support Administration: The Academic Lead/Programme Director (PD) must liaise with the Teaching Support Office or Distance Learning Office to ensure that all relevant administrative tasks are in place for the start of the academic year.

### **3.4 Programme & Module Amendment Procedure**

3.4.1 LSHTM operates an annual and periodic monitoring and review process which enables programmes and modules to identify if there is a need to update and enhance the offering to reflect the latest developments in subject knowledge, pedagogy, student feedback and accrediting body requirements so as to deliver the most effective student experience.

#### 3.4.2 Programme Specification Amendments

3.4.2.1 LSHTM publishes face-to-face (F2F) programme specifications an academic year prior to a cohort enrolling. For example, September 2018 for the academic year 2019/2020. Therefore, 'Major' programme amendments must be approved by the last Programme and Module Review Committee (PMRC) 15 months prior to implementation (June/July meeting).

3.4.2.2 Distance learning (DL) programme specifications are under the jurisdiction of the University of London's marketing and recruitment. They are published in January for recruitment to the next academic year. To meet the January publication date, the University of London require amendments to programme specifications and the accompanying programme regulations to be submitted by 1 September. DL -programme and module amendments require approval at LSHTM prior to submission to the University of London, therefore 'Major' DL programme amendments must be approved at PMRC in the summer term (June/July).

3.4.2.3 Amended Programme Specifications for Distance Learning provision will apply to the student cohort registering for the first time in the following academic year. Changes that are advantageous to registered Distance Learning students may be applied retroactively.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- 3.4.2.4 For F2F, only typographical error corrections and staffing amendments to programme specifications may be made after the 15-month deadline ahead of a F2F cohort enrolling. Such amendments do not require Committee approval but the updated forms and track-changed documentation should be submitted via the Taught Programme Director (TPD) to the Quality & Academic Standards office (QAS) no later than 3 months prior to a cohort enrolling (July 2019 for 2019/2020), to ensure that the definitive record is accurate. DL programme specifications are overseen by University of London and may not be amended after they are published in January.
- 3.4.2.5 In exceptional circumstances, it may be necessary to amend a programme/module after publication of the Specification. If this occurs, applicants and/or current students must be informed about the changes in writing.

#### 3.4.3 Module Specification Amendments

- 3.4.3.1 Module specifications provide students with details of the programme's associated compulsory and recommended option modules. They provide the student with an overview of the module aims and learning outcomes as well as indicative content and the assessment methods. Module specifications are published in the summer (May to August) prior to the start of the academic year.<sup>6</sup>
- 3.4.3.2 Minor module amendments can be made during the academic year prior to a cohort enrolling. Minor module amendments are approved at the FPGTC and should be received and noted by PMRC.
- 3.4.3.3 Minor block E module amendments may be approved by FPGTC via Chair's Action and submitted to PMRC for noting.
- 3.4.3.4 Amendments to modules that have an impact on Programme Specifications (and/or Programme Regulations for Distance Learning) are deemed major amendments. They must be approved by the last

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<sup>6</sup> DL Modules are published in May to align with the UoL Recruitment cycle. Ideally Term 1 F2F Module Specifications are published as early as possible to coincide with Short Course recruitment.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

Programme and Module Review Committee (PMRC) 15 months prior to implementation (June/July meeting).

- 3.4.3.5 Editorial amendments to module specifications do not require Committee approval and must be submitted via the TPD to QAS during the summer (May to August) prior to the start of the academic year.
- 3.4.3.6 Major and minor amendments to programmes or modules will be informed by a variety of factors as suggested in paragraph 3.4.1 above. These factors should be evidenced in the amendment proposal procedure (for example, PTES results, and attainment figures or in response to student feedback). It is expected that there has been suitable consultation prior to proposals being made with, but not limited to, Programme Committee and FPGTC, the External Examiner, and current students and/or alumni.
- 3.4.3.7 It is recommended that guidance is sought from QAS and the TPD at the start of the process.

#### 3.4.4 Definitions

##### 3.4.4.1 Editorial Amendments

*Editorial amendments* are defined as editorial updates to programme and module specifications that are routine measures of housekeeping and that do not affect the substantive outcomes of a programme or module.

*Editorial amendments* include, but are not limited to:

- Correcting typographical errors;
- Updating staffing information;
- Augmenting reading lists
- Revising the wording of Module Intended Learning Outcomes in a way that has no bearing on the meaning, as agreed by the Taught Programme Director; and
- Providing additional factual information without implication to the aims and outcomes of the programme or module.

##### 3.4.4.2 Minor Amendments

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

*Minor amendments* are made to single elements of the learning experience that go further than simple *editorial amendments*. These might include, but are not limited to:

- Changes to module description that steers the module content away from the current module aims and learning outcomes;
- Changes to the aims or learning outcomes of a module, that bear no implication to the overall aims and learning outcomes of the programme;
- Changes to module assessment that do not require changes to Programme Specifications (and/or Programme Regulations for Distance Learning);
- Changes to delivery of a Recommended module, such as term or teaching slot allocation
- Changes to the distribution of teaching methods, such as contact hours; and
- The addition of Recommended modules to the suite within a programme.

#### 3.4.4.3 Major Amendments

Generally occurring at programme-level, *major amendments* are changes that have a bearing on the overall structure, aims and/or outcomes of a programme, and present a material change to the learning experience and associated information provided to students and applicants. Module amendments may fall within the *major* category if the changes have a bearing on a programme's structure. *Major amendments* include, but are not limited to:

- Programme title change;
- Introduction of, or change to, entry and/or exit awards;
- Introduction of a new cohort entry point;
- Introduction of a new, or change to the existing, mode of study;
- Change to the mode of delivery;
- Addition, removal or restructuring of routes within a programme;
- Change to admissions requirements;
- Changes to the programme description that steers the content away from the current programme aims and learning outcomes;
- Changes to delivery of a compulsory module, such as term or teaching slot allocation;
- Amendments to the title of the module;

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- Changes to Distance Learning module assessment that is specified in the Programme Specification and/or Programme
- Change to the credit value of a module;
- Change(s) to the diet of compulsory modules; and
- The removal of recommended modules.

3.4.5 Points of Note

- 3.4.5.1 Consultation throughout the process should serve to support the Module Organiser (MO) and/or PD looking to update content. Editorial and minor amendments should be brought to the attention of the PD and the TPD, whilst major amendments should be designed in consultation with the TPD and QAS. It is important to note that the approval of amendments is beyond the remit of this consultative stage, sitting with FPGTC and PMRC for minor and major amendments respectively.
- 3.4.5.2 Multiple minor amendments to a module that have a material effect on the parent programme may be considered a major amendment and therefore will need to be submitted to PMRC for approval.
- 3.4.5.3 If significant change is made to a programme or module that presents a combination of amendments as categorised and defined above, this may result in revalidation. If the change culminates in a new programme offer then the validation procedure would need to be followed.
- 3.4.5.4 Changes that relate only to the MSc Award Scheme or programme-specific Award Scheme will be submitted directly to the Senate Postgraduate Taught Committee for approval.
- 3.4.5.5 FPGTC and PMRC secretaries will send notification of approval for minor and major amendments, respectively, as detailed in [the template emails for approvals for Programme and Module Amendments](#). Following the last PMRC of the academic year, the Secretary to PMRC will provide a summary and accompanying documentation of all approved amendments to Registry, the Teaching Support Office, the Distance Learning Office, and Communications and Engagement.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- 3.4.5.6 In all instances of minor and major amendment, the MO or PD (as appropriate) will ensure that the Committee-approved amendment form and track-changed specification are then submitted to QAS for publication.
- 3.4.5.7 A summary of changes to modules and the parent programme is to be delivered at the corresponding Exam Board, ensuring External Examiners are fully abreast of developments.
- 3.4.5.8 Amendments to provision within the remit of the Doctoral College will follow the same categorisation, with approvals handled by the appropriate Programme Committee and Senate Research Degrees Committee for minor and major amendments, respectively.

### **3.5 Suspension & Discontinuation of Programmes or Modules**

3.5.1 In exceptional circumstances, it may be necessary to suspend recruitment (hereafter suspension) to or discontinue a programme of study and/or an individual module. The decision will be made for operational viability and/or student experience, for example where low numbers of students have applied/registered, or there are constraints due to staffing and/or resources, or there has been a loss of external funding, or substantial restructuring is needed. Generally, suspension will be the first consideration, as a temporary solution; however, this may lead to discontinuation if deemed necessary. This document sets out LSHTM's procedures for suspending or discontinuing programmes and modules, in order to protect the interests of students, applicants, and LSHTM.

- **Suspension** is the temporary closure of a programme or module for recruitment. The decisions may be repealed on the authority of those who made them. This will involve consultation with all relevant stakeholders. It may be appropriate to undertake a review or re-validation prior to repealing any suspension, depending on the reasons for the original decision and whether circumstances have changed.
  
- **Discontinuation** is where a programme of study or a module is formally closed.



## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

3.5.2 The proposal to discontinue or suspend a programme or module must come from the Faculty responsible for that programme or module and after consultation with key stakeholders. Throughout the process, students currently registered on the programme or module must be consulted. Consultation must occur with and agreement be obtained from stakeholders in all faculties. For collaborative provision, LSHTM must obtain the agreement of the partner institution to the discontinuation or suspension. In all cases the proposal must cover the following areas:

- The rationale for suspension or discontinuation;
- The impact of suspension or discontinuation on applicants and current students;
- The proposed arrangements for all students currently registered on the programme or module (paying particular consideration to those students on deferrals, interruptions or part-time/flexible modes of study);
- The proposed arrangements for students on any other impacted programmes (particularly where a module crosses programmes);
- The proposed arrangements for applicants and recruitment;
- Evidence that students registered on the programme or module have been consulted (e.g. dates of meetings or correspondence details);
- Proposed arrangements for official communication with applicants and students currently registered on the programme or module once the suspension or discontinuation has been approved by the relevant committee;
- The impact on staffing and evidence that staff have been consulted;
- The level of risk in terms of student experience and the student/LSHTM contractual liabilities (e.g. is the module part of the selling point of a programme or is the module part of another programme).

#### 3.5.3 Programme<sup>7</sup> Suspension or Discontinuation

3.5.3.1 Suspension or discontinuation of a programme will be a case of closing a programme to new registrations, and LSHTM will endeavour to limit the impact on students currently registered on the programme with a 'teach-out' plan. A recommendation to suspend or discontinue a programme is made by the relevant Faculty to Senate Postgraduate

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<sup>7</sup> All award-bearing LSHTM programmes, credit-bearing Continuing Professional Development, 'special' non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

Taught Committee (SPGTC) or Senate Research Degrees Committee (SRDC)<sup>8</sup>; however, the overriding authority to approve proposals to suspend or discontinue a programme rests with Senate. Through Senate, LSHTM will take account of the contractual liabilities it has with applicants and students and where applicable agree an appropriate 'teach-out' to complete within their maximum period of registration (3-year FT or 5-year PT).

3.5.3.2 Where a programme is taught by distance learning (DL), confirmation of suspension or discontinuation should be sent (via email) from the Chair of Senate to Pro-Vice Chancellor and Chief Executive and/or the Director of Operations & Deputy Chief Executive of University of London Worldwide (UoLW). This email should be copied to the Academic Services Manager and Contracts and Central Services Manager. The notice must include:

- Date for last initial student registration
- Date for final examination
- Date for final awards and programme closure

3.5.3.3 LSHTM is required by the UoL to continue the programme for a period of 5 years to enable students to complete within their maximum period of registration.

#### 3.5.4 Module Suspension or Discontinuation

3.5.4.1 The **suspension** of modules may be proposed by the relevant Faculty and will be approved by the Programme and Module Review Committee on behalf of SPGTC. The overriding authority to approve proposals to **discontinue** a module rests with SPGTC.

#### 3.5.5 Short Course Suspension or Discontinuation

3.5.5.1 Suspension of non-award-bearing short courses that are not classified under 'Special Programmes' may be approved by the Dean of Faculty for the Faculty responsible for that short course, and the Secretary & Registrar on behalf of the Planning & Finance Committee.

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<sup>8</sup> SRDC oversee this stage of the process for Professionals Doctorates programmes with a taught element.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

#### 3.5.6 Student Consultation

**3.5.6.1 Student consultation** is a key component in the process of programme and module suspension and discontinuation. The Faculty is responsible for communicating the impact of suspension and discontinuation to applicants and students currently registered on the programme or module at the earliest opportunity. It is encouraged that they have open discussions with students on the rationale to suspend or discontinue, the impact it may have on them and the proposed arrangements for those currently registered.

3.5.6.2 Evidence of student consultation must be included in the proposal to suspend or discontinue the programme or module.

3.5.6.3 Students and applicants must also receive in writing confirmation of the suspension and discontinuation once approved by Senate that covers the rationale as well as the impact and arrangements agreed.

#### 3.5.7 Timeline

- 3.5.7.1 The proposal to suspend or discontinue a programme or module should be made in advance of the next recruitment cycle to limit risk of contractual liabilities.
- 3.5.7.2 For **DL programmes**, LSHTM is required by the UoL to give a notice of at least one year if a module is permanently withdrawn and five years' notice if a programme is to be discontinued. Once the proposal for discontinuation is approved, applications and registrations for the programme may continue to be processed for one final session.
- 3.5.7.3 In rare, unforeseeable and unavoidable circumstances, it may be necessary to suspend or discontinue a face-to-face (F2F) programme or module after recruitment has begun and applications have been submitted.
- 3.5.7.4 Once students are enrolled at LSHTM suspension and discontinuation of F2F programmes and modules will, where possible, be avoided; however, in the event that an optional module is undersubscribed it may be necessary to suspend it for an academic year.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

3.5.7.5 In the case of the circumstances outlined above the rationale to suspend or discontinue a F2F programme or module must be sufficiently strong to justify the disruption, and arrangements should be made to ensure that the applicants and students receive an alternative, comparable experience. Students may be given the opportunity to change programme; where this is not suitable or possible, applicants will receive a full refund of any deposit paid and students currently registered should refer to section 6 'Refunds' in the [Student Tuition Fees Policy](#).

## **3.6 Annual Programme and Module Monitoring**

### 3.6.1 Taught Annual Programme Monitoring Procedures

3.6.1.1 LSHTM monitors the quality of its academic provision on an annual basis through a mixture of reviews at module, programme and faculty level. Academic staff responsible for the delivery of modules or programmes are asked to reflect on their teaching practice, to respond to student feedback and to ensure that no major difficulties have arisen and identify areas for enhancement. During the process they will draw upon key datasets from student surveys and student achievement as well as the annual External Examiner Report.

3.6.1.2 Annual programme and module reviews feed into the wider cycle of quality assurance at both faculty and LSHTM level, with the overall aim to enhance the student experience at LSHTM.

3.6.1.3 Annual monitoring is undertaken by module and Programme Directors (PDs) and Module Organisers (MOs). It is the faculties' collective responsibility to ensure that the module or programme review is completed by the end of the academic session. It is a requirement of annual monitoring that detailed action plans are produced, monitored with actions addressed. This should happen through Programme Committees, FPGTC, PMRC and SPGTC on behalf of Senate. There should be a clear audit trail through the committee structure with a series of separate written reports for each module or programme, summary reports and records of discussions noted in the minutes.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

3.6.1.4 The main divisions are between programme, module, faculty level. The major elements that feed into the LSHTM's annual monitoring procedure are mapped as follows:

- External Examining process and reporting
- Annual Programme Director Review (APDR)
- University of London Worldwide (UoLW) - Annual Programme Planning and Review (APPR)
- Annual Module Reports and Action Plans (AMRAP)
- Faculty and School summaries of External Examining, APDR and AMRAP
- Internal Moderators' reports
- Student Feedback Surveys (Module and PTES, PRES and UoLW)
- Key data sets from Exam Boards and Registry relating to student admissions, retention, attrition, attainment and student destinations

#### 3.6.2 Annual Module Reports and Action Plans (AMRAP)

3.6.2.1 The [AMRAP](#) is drafted by MOs at the end of the module. MOs gather key data sets from Registry, Exam Boards, Alumni and Student Surveys to support Module Review. The AMRAP is discussed with relevant Programme Committees and a revised version if necessary will be sent to the Taught Programme Directors (TPDs) for scrutiny and approval through FPGTC.

3.6.2.2 The TPD produces a Module Review Summary for their faculty which will be scrutinised at FPGTC.

3.6.2.3 The AMRAP should be used to inform the Annual Programme Director Review report.

#### 3.6.3 Annual Programme Director Review (APDR)

3.6.3.1 The [Annual Programme Director's Review report](#) will be drafted by the PD using key data sets including AMRAPs; student feedback (PTES surveys); admissions, retention, attrition, attainment and student destinations data gathered from Registry and Exam Boards; External Examiner reports; and input as appropriate from partners and /or professional bodies.

## **LSHTM Academic Manual 2021-22**

### **Chapter 6: Collaborative Provision**

3.6.3.2 ADPRs are discussed at Programme Committee before submission to the TPD for scrutiny and approval through the Faculty PG Taught Committee. Following faculty level discussions, a final version will be submitted to the Quality & Academic Standards office (QAS) for submission to PMRC for noting. TPDs will produce a Faculty Programme Review Summary, which will be scrutinised at PMRC.

3.6.3.3 Programmes will be exempt from annual monitoring (APDR) in the year of their periodic review.

#### 3.6.4 Research Annual Programme Monitoring Procedures

3.6.4.1 Research degrees monitoring procedures operate differently, because of the individual nature of students' work. The key elements are progress monitoring of individual students (primarily in departments, with potential involvement of Faculty-level staff); consideration of examiners' reports relating to individual students; and consideration of data and management information (primarily at LSHTM and Faculty level, with departmental involvement where appropriate).

## **3.7 Periodic Programme Review and Evaluation (Revalidation)**

### 3.7.1 Purpose, Scope and Frequency of Periodic (Five-yearly) Reviews

3.7.1.1 All LSHTM programmes are required to undertake a periodic review every five years. This is a more substantial process than annual monitoring which will require scrutiny from external peers as well as internal stakeholders. In the year of Periodic Review programme will be exempt from annual monitoring (APDR)

3.7.1.2 The University of London Worldwide (UoLW) Quality Assurance Framework recommends distance learning (DL) programme periodic review follow the lead school procedures, with a dual monitoring and reporting procedure through the governance structures of both the lead college and UoLW. It is LSHTM's responsibility to keep the UoLW informed of the periodic review timetable and to consult with the UoLW Quality, Standards and Governance Directorate when a review date is being finalised. Depending on the size of the provision and review

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

method, the UoLW requires a **three- to six-month notification period** from LSHTM.

3.7.1.3 Periodic review is an in-depth evidence-based evaluation of the quality and standards of a programme or related programmes. The reviews will consider a programme's aims and intended outcomes, and identify where further improvements need to be made. An internal panel, which will incorporate significant external input via an External Reviewer, will undertake the review. All reviews should have flexible parameters to ensure relevance to the programme(s) involved. Beyond simply confirming the sufficiency of current provision, review reports should provide constructive recommendations on the future enhancement of this provision.

- At minimum, the review should function as a revalidation exercise to monitor and assure the quality of the existing programme model;
- The outcome from the review panel may include commendations on good practice that can be disseminated across LSHTM, and recommendations or conditions for reapproval;
- A review may also serve as an opportunity to consider comprehensive updates to the programme, curriculum or delivery;
- Collaborative or joint programmes may wish to cover specific topics relevant to their individual arrangements.

3.7.1.4 It should be noted that the Review Panel is within its jurisdiction not to recommend revalidation, and that the programme be suspended or discontinued. The committee responsible for quality assurance, Senate Postgraduate Taught Committee (SPGTC), will be responsible for final approval of all revalidations and confirming to Senate that a programme should be suspended or discontinued, or working with the Chair of the review panel to revisit the concern(s) over the programme, and whether conditions can be set for revalidation.

3.7.1.5 **Scope:** For a successful and constructive review, it is important to establish key objectives at an early stage. Programme Directors (PDs), with the support from the Quality & Academic Standards office (QAS), will identify areas of concern or specific themes to address. These topics may arise from consultation with the Programme Committee and through annual monitoring.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

3.7.1.6 Through Periodic Review, Programme Directors are expected to undertake critical analysis to measure the health of the programme. This should include:

- Mapping individual modules of study and progression pathways to the programme's overall aims and learning outcomes;
- Review of the assessment model ensuring an appropriate variety of assessment methods are utilised for the level of award.
- Trend analysis of the student profile and outcomes for the period under review.
- Assessing the currency of the curriculum and learning strategy against developments in the discipline as well as pedagogical innovations.

3.7.1.7 In addition to the standard LSHTM purpose and scope for review, DL reviews are expected to meet the following UoLW criteria:

- Assess the currency and overall effectiveness of the learning materials, resources and guidance in relation to the programme specification, in the light of:
  - current research and practice in the relevant discipline;
  - developments in pedagogical methods for effective distance-learning; technological developments for enhancing the distance-learning experience;
- Evaluate the extent to which minimum expectations for the academic guidance and personal support of students learning at a distance are met;
- Ensure that the UoL's Academic Regulations and quality assurance mechanisms of the UoLW and Lead College are implemented effectively, and that any variations in practice are addressed;
- Review the interface between the UoLW and the Lead College in the management and enhancement of the quality of the programme.

3.7.1.8 **Schedule:** LSHTM academic programmes will go through a process of Periodic Review on a five-year cycle. QAS maintain the schedule on behalf of Programme and Module Review Committee (PMRC). The Committee will confirm the schedule and approve any amendments at the summer term meeting. Where there is some concern, the next periodic review date will be set in accordance with the revalidation of the programme; this will be between 1 – 3 years of the last re-approval date.



**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

3.7.1.9 On occasion, it may be appropriate to request a change to a programme's scheduled periodic review. PMRC requires requests to be submitted to the committee along with the justifiable reasons. Deferral of a review to more than six years since the last re-approval date will not be granted.

3.7.1.10 **Types of programme involved:** All award-bearing LSHTM programmes, credit-bearing Continuing Professional Development, and special programmes<sup>9</sup> undertake periodic review. The procedures set out in this document have been written with a focus on Master's degree programmes; diploma or certificate programmes are normally expected to be reviewed alongside relevant Master's degree(s) as part of a single exercise. Where a diploma or certificate programme functions independently and does not have significant academic overlap with any LSHTM MSc programme, then a standalone review may be undertaken.

3.7.1.11 **Collaborative links:** Collaborative programmes are reviewed according to the relevant Memorandum of Agreement. A list of LSHTM's collaborative programmes can be found on the [Collaborative Provision Register](#).

3.7.1.12 LSHTM DL programmes are reviewed under LSHTM procedures, but reviews should take account of additional UoLW requirements and will also be reported on through the UoLW governance structure.

3.7.2 Periodic Review Procedure Timeline:

- **End of autumn term prior to review year** – QAS notify the Programme Team including the PD, Exam Board Chair, Taught Programme Director (TPD), Teaching Support Office (TSO)/Distance Learning Office (DLO) and Registry that the Periodic Review will take place the following academic year;
- **Spring/summer term prior to review year** – The Programme Team to identify any concerns, issues or amendments they want to raise in the review and start to develop a self-evaluation document (SED);

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<sup>9</sup> Special Programmes are those non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- **Autumn term of the review year** - the Programme Team:
  - consults with Programme Committee, Exam Board Chair and Dean of Faculty to identify and nominate External, Internal and Student Reviewers for the Review Panel;
  - gathers preparatory work and information in the autumn term, in order to finalise a SED and supply further information to the Review Panel;
  - Any changes to the programme that will be proposed in the review should undertake programme and faculty consultation;
- **Autumn term of the review year** – QAS liaise with Programme Team and proposed panel to finalise the Review Panel meeting date;
- **Autumn term of the review year** – PMRC confirms the review schedule and the panel nominations
- **Early spring term of the review year** – the Programme Team submits the SED and supporting documentation to the Review Panel via QAS;
- **Spring term of the review year (March-April)** – Review Panel meeting takes place between March and April;
- **2 weeks after the Review meeting** – Secretary returns minutes including conditions, recommended actions and commendations to the Chair
- **Early summer term of the review year** - The External Reviewer returns the independent report 4 weeks after the review meeting;
- **Summer term of Review year** – The PD with support from the Programme Committee considers the **conditions** and **recommendations** as well as the External Reviewer Report and drafts response/action plan;
- **Summer term of Review year** – Programme Team submits their [Review Response Report](#) to FPGTC (this can be conducted via Chair's action where the TPD deems it appropriate)
  - *Programme Team should undertake any additional consultation in relation to the actions taken in response to the recommendations and conditions;*
- **Late summer term of the review year** – The Programme Team submits their final response/action plan to the final PMRC of the academic year. This ensures that any improvements to programmes and modules will be enacted promptly;
  - *If the final review report is submitted after the end of the academic year it will be submitted to the **first PMRC of the next academic year**, however, this may delay the implementation of any amendments to programmes or module Specifications;*

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- **Summer term following review year** – the Programme Team submits the one-year follow-up report to PMRC (the review outcomes should be monitored at Programme Committee and FPGTC level prior to submission).

3.7.3 Programme Team

- **Programme Director** – must be a member of the Programme Team, taking responsibility for co-ordinating major activities. Where there are multiple PDs for a programme, only one need be nominated to lead on the review, however, the others must take part. The specific work this will entail during the review year should not necessarily represent a major extra commitment, but may create pressures of time and work intensity at key stages (depending on the size of the programme and the scope chosen for the review). It will be important to consider this when planning for the academic year.
- **Exam Board Chair** – must be a member of the Programme Team, as the senior academic responsible for assuring the academic standards of the programme. However, they may delegate this responsibility to the Deputy Exam Board Chair if necessary, e.g. due to work commitments.
- **Wider Faculty input:** PDs may seek support from their faculty team, including Module Organisers (MOs) that are linked to the programme. The TPD should be kept informed of any significant issues or proposals emerging during review work, so that they have visibility at an early stage and can provide appropriate guidance.
- **Professional Services:** PDs will need to engage the support of Professional Services to gather supporting documentation. It's important to ensure that relevant teams and departments are given advance notice of expected requirements as soon as notice is received of the periodic review taking place.

3.7.3.1 Programme Teams are expected to act in a collegiate way, and may divide responsibilities between themselves as they see fit especially to help reduce the burden on the PD.

3.7.3.2 QAS can provide guidance and advice on the procedure and will be in liaison with the PD at an early stage.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

#### 3.7.4 Review Panel

3.7.4.1 No member of the Review Panel should be associated or have a conflict of interest with the programme under review (for example, no MOs who have modules attached to the programme, a tutor or supervisor from the programme). Any potential conflicts of interest should be raised with QAS. The PD will identify and nominate individuals to be on the Review Panel, with support and endorsement from the TPD and Programme Committee. PDs should approach colleagues and the External Reviewer informally before they are nominated to the Panel to ensure that they are able to participate. The nominations for the Review Panel are submitted to QAS who will seek final approval at PMRC in the autumn term of the year of the review.

3.7.4.2 PDs should seek guidance from QAS if they are unsure of a nominee's suitability and/or need support seeking panel members.

3.7.4.3 Panel members should be identified as early as possible to ensure a suitable meeting date can be found and confirmed (see paragraph 3.7.4.5).

3.7.4.4 For full Membership and Terms of Reference for the of the Periodic Review and Validation Panels please see [Chapter 10 of the LSHTM Academic Manual](#).

#### **Review Panel meeting:**

3.7.4.5 **Date:** The Review Panel meeting takes place in the spring term between March to April. The PD must liaise with QAS when selecting the meeting date, specifically noting:

- The External Reviewer's availability (they should be contacted at an early stage, to help identify a suitable meeting date);
- The availability of the Internal Reviewer and Student Reviewer;
- **For face-to- programmes**, the visit should take place when current students will be available to meet the Review Panel;
- **For DL programmes**, the Review Panel will not necessarily be expected to meet current students. However, the Programme Team should aim to set up channels for student input or liaison—such as a live online discussion via Moodle, or a survey run in advance of the visit—so that feedback is available to the Review Panel;

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- Colleagues who are required to meet the panel will be available (TPD, MOs, Teaching staff, Supervisors)

3.7.4.6 **Schedule:** The Panel meeting will normally take place over only one day. The standard agenda template below can be adapted to include more sessions at the Panel's discretion.

3.7.4.7 **Final Feedback Session:** During the final session, the Panel will provide their feedback to the Programme Team (PD, Exam Board Chair, and TPD). The Panel will provide commendations, recommended actions and conditions for reapproval. The minutes and shared with the Programme Team to formulate an action plan in response.

#### 3.7.5 Self-evaluation and Further Supporting Information

3.7.5.1 The review should be evidence-based, with relevant information about the programme made available to the Review Panel.

3.7.5.2 **Responsibilities:** The PD will take the lead in preparing information for the review—particularly the SED. The PD is responsible for gathering all supporting documentation. It is advisable to involve Professional Service departments, including the TSO/DLO and the Alumni Relations and Annual Giving team, from as early as possible in the process, so they can start to collate information.

- The SED and material about the programme must be made available to the Review Panel (including the External Reviewer) at least one month before the Review Panel meetings;
- A SharePoint and/or Moodle page will be set up for the Review Panel so that the sharing of documents is effective and efficient;
- QAS will set a deadline for the relevant documents, and/or links to pages must be made available to the Review Panel.
- Review records are kept by QAS for archiving after completion of the review.

3.7.5.3 The following standard documentation should be collated for an MSc review. Fewer or different documents may be relevant or required for Diploma or Certificate reviews.

#### 3.7.5.4 **Self-Evaluation Document (SED)**

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- **Purpose:** All programmes undertaking a periodic review produce a SED. This should provide information and a critical analysis of the health of the programme for the Review Panel, as a starting point for their enquiries.
- **Key content:** The SED should indicate the key priorities, challenges, strengths and weaknesses of the programme, and summarise the key issues around delivery of the Programme. It should be evidence-based and provide a balanced and open critical reflection on the quality of curriculum and learning opportunities, and the supporting systems and mechanisms in place. It should highlight areas of concern or for improvement, as well as identifying features of good practice or areas for enhancement. It should include within the document or as appendices:
  - A mapping exercise of individual modules of study and progression pathways to the programme's overall aims and learning outcomes;
  - A review of the assessment model ensuring an appropriate variety of assessment methods are utilised for the level of award.
  - Trend analysis of the student profile and outcomes for the period under review.
  - Assessment of the currency of the curriculum and learning strategy against developments in the discipline as well as pedagogical innovations.

#### 3.7.5.5 Programme Documents:

- **Programme specification** – links to the latest version online and a tracked changed version if the Programme Team has identified areas for improvement in the programme. Proposed amendments to programmes should have had faculty consultation and finally be considered at the first PMRC after the review is completed, as per LSHTM's procedure for programme and module amendments contained in [section 3.4 of this document](#);
- **Programme handbook** – latest version of handbook for students on the programme;
- **Programme Readers** – where relevant. [Note that Programme Administrators will need to keep these on file; they may be in hardcopy only due to licensing restrictions on electronic distribution, and it can be hard to track previous versions down once the Library reference copy gets updated];

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- **Project guidance** – including handbook and related forms (e.g. approval form, feedback questionnaire) for programmes where this is relevant.

**3.7.5.6 Module information:**

The Review Panel should be given information about all core Term 1 modules and all compulsory and recommended Term 2 and 3 modules (at least the same core spectrum of modules as allocated to the Exam Board for moderation, and possibly a wider spread beyond those), including:

- **Module Specifications** - links to the latest versions online
- **Annual Module Report and Action Plan (AMRAP) forms** for most recent two years, as completed annually by MOs, plus any related cross-module summary/overview (whether for the specific programme, or prepared by TPDs at Faculty level)
- **Module handbooks** – including any practical handbooks.
- **Assessment details.**
- Any **teaching materials** (from Moodle), lecture outlines etc. as requested by the Panel.

*Periodic reviews of individual programmes should confirm that the modules relevant to the programme remain fit for purpose (compulsory and recommended modules). This is expected to entail scrutiny of how the key elements highlighted in Module Specifications (key areas of content, intended learning outcomes etc.) support intended learning outcomes for the larger programme. In some cases, it may be appropriate to look at particular modules in more depth, but this is not a general requirement; and while not every optional module in LSHTM's portfolio is covered in a programme review, the currency of the curriculum is maintained through standard annual monitoring. However, it is helpful to note how programme staff monitor the appropriateness of student choices.*

**3.7.5.7 Programme quality and academic standards information:**

- **Programme Committee meeting minutes** – for current year and previous year
- **Annual Programme Director's Review (APDR)** – for most recent two years.
- **External Examiner reports plus responses**– for most recent two years.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- Any **prior review reports**, working group reports or other documents of relevance – from within the last five years.
- **Reports to and from accrediting or other bodies** – from within the last five years.
- **Information from LSHTM-wide student surveys** (e.g. PTES) – for most recent two years, and showing both programme-level and LSHTM-level results. This can be supplied by QAS.
- Further **specific feedback** about the programme should normally be sought for the purpose of the review, from both current students and alumni
- Any other relevant Programme level student evaluations if carried out

*For DL the following additional information is required:*

- The current **programme agreement between LSHTM and UoLW**: comprising Schedule A (distribution of activities); Schedule B (academic decision-making and quality assurance pathways)
- The original **report from External Assessor** dating from when the programme was formally approved or last substantially revised.
- The UoLW **form for adding new award(s) to an existing programme** dating from when any last substantive programme revisions were made.
- **DL Annual Programme Review reports** for the most recent two years (supplementing standard LSHTM Annual Programme Director Reviews).
- Specific **DL Programme Regulations**.

3.7.5.8 **Student statistics** (PD to request information from Registry/UoLW)

- **Applications and admissions** information (numbers, origin, support) – for most recent four years, including current student numbers.
- **Pass rates data** – for most recent four years.
- **First career destinations** data for face-to-face (F2F) alumni, collected by Registry for the HESA “Destination of Leavers from Higher Education” survey.

3.7.5.9 **Student assessed work** (PD to request information from the TSO/DLO)



**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- An appropriate **sample from the most recent year of projects and module assessments/assignments** should normally be provided. The Review Panel may ask to see further information.
- A list of **project report titles** for the most recent four years should be provided, as appropriate.
- **Exam papers** for the previous two years should normally be provided, as appropriate.
- **Exam Board spreadsheets** may potentially be provided at the request of the Review Panel, i.e. to show module, exam and project grade data (esp. mean Programme GPA) – for the previous year, or possibly up to the last four years.

3.7.5.10 Other information which may be gathered specifically for the review

- **Feedback from employers and/or professional organisations** should be sought where appropriate – e.g. for Programmes which have strong links with particular organisations.
- **Information on competitor programmes** – this can be a challenge for PDs to research, but potentially a worthwhile exercise. The Pro-Director of Education and the Registry may have relevant information collected at LSHTM level. It can also be helpful to check which members of staff (or whether any) have acted in similar External Review or external examining roles on programmes elsewhere.
- **Emerging research areas** in the subject which are yet to be incorporated into the curriculum but may be of (future) relevance – may be worth considering or detailing where appropriate.

3.7.5.11 **Sources of information:** Registry, the Alumni Relations and Annual Giving team and QAS can also assist with provision of centrally-held information.

3.7.6 Student and alumni voice

3.7.6.1 Gathering views from past and current students is an important part of the review process. The aim should be to give the Review Panel, and particularly the External Reviewer, an understanding of typical views and opinions about the programme, as well as student destinations after graduating. Potentially useful channels or sources of information include:

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- **Direct meetings:** The Review Panel must receive direct feedback from a selection of students and programme reps as part of the Review Panel meeting. It may be desirable, particularly for smaller programmes taught F2F, to arrange an open meeting with all current students. It is also recommended to arrange for the Review Panel to meet some F2F alumni. For DL programmes, VLE discussion channels (e.g. Moodle) may be a helpful channel to obtain feedback from students – e.g. through a protected online discussion forum, primed with questions from the Review Panel and open for a set period; or via a live online ‘chat’ between the Review Panel and students who have agreed to participate at a set time.
- **Past surveys:** Feedback recorded from LSHTM, programme and module surveys will provide useful primary data. Centrally held data from PTES and PRES can be requested from QAS. Module and other programme surveys from the TSO, and the Alumni Relations and Annual Giving team and/or the Registry will hold graduate destination surveys.
- **Specific surveys for the review:** It is recommended that a survey of alumni be undertaken for each periodic review. This allows scope to ask any questions that the Programme Team are particularly keen to have answered. The current student body may also be specifically surveyed. If necessary, survey exercises can be administered centrally by the Alumni Relations and Annual Giving team. [Further guidance is available.](#)

#### 3.7.7 Review Outcome and Reporting

3.7.7.1 **Revalidation:** The Panel will make a recommendation to reapprove (revalidate) the programme for another five (5) years which will be considered by **PMRC**, formally approved by SPGTC and noted at Senate. **PMRC** will receive the External Reviewer report, the Review minutes/actions and the Programme Team’s response. The reapproval may be subject to conditions set by the Review Panel and **PMRC** will consider whether these conditions have been met before reporting to SPGTC.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- 3.7.7.2 In exceptional circumstances it may be appropriate to recommend that a programme is suspended or discontinued. The decision to discontinue a programme will ultimately reside with Senate.
- 3.7.7.3 For DL Programmes, a copy of the final review report should be sent to the UoLW Quality Manager.
- 3.7.7.4 [Minutes and Actions from the Review Panel meeting](#): The secretary will return the recommended actions, conditions and commendation as recorded in the minutes to the Chair within 2 weeks of the Review Panel meeting. Once approved they should be shared with the Programme Team (Programme Director) so that they can respond in a timely manner.
- 3.7.7.5 [External Reviewer's report](#): The External Reviewer should return a written report within 4 weeks after the Review Panel meeting, via QAS. Approximately one-day's work is estimated for post-visit follow-up and report preparation. The External Reviewer report should reflect their own views; but may refer to material from the SED, or as recorded by the note-taker during the review visit, as they see fit.
- **Overview of main Programme characteristics:** A summary of programme content, approach and notable strengths and weakness.
  - **Conclusions on innovation and good practice:** Identifying any current aspects of the programme which are particularly innovative or which represent good practice.
  - **Conclusions on quality and standards:** Confirming whether the programme specification for the programme is appropriate and supports achievement of the programme objectives; the quality of learning opportunities available to students; and whether intended learning outcomes are being obtained by students.
  - **Conclusions on currency of the curriculum:** Confirming whether the programme remains current and valid in the light of developing knowledge in the discipline, practice in its application, and developments in teaching and learning.
  - The External Reviewer should use the [template report provided](#).
- 3.7.7.6 [Programme Team response report](#):

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- **Conditions:** The Programme Team will be required to respond to any conditions raised within the periodic review by the determined deadline;
- **Recommendations:** The Programme Team will be expected to consider and respond to any recommendations made by the Review Panel. The Programme Team will be required to provide justification where recommendations are being rejected;
- **Programme Amendments and Improvements:** Proposed improvements to programmes, which have been identified, raised and discussed as part of the review, should be included in the response. If amendments to programme or module specifications are submitted to the final PMRC of the academic year the module improvements can be implemented for the next academic year, whereas programme specification amendments will be implemented for the next academic year (plus 1) in line with LSHTM's Programme and Module Amendment procedure (as outlined in [section 3.4 of this document](#)).<sup>10</sup> Other programme improvements should be implemented and monitored through the Programme Committee, FPGTC and annual monitoring procedures;
- The Programme Team should use [template report provided](#).

3.7.7.7 **Publication:** Once approved and reviewed at PMRC, final review reports will be made available on the [Academic Quality & Standards pages of LSHTM website](#) – being publicly available, so that prospective students would be able to read them, as per HEFCE recommendations on placing review reports in the public domain. Personal information (as per the GDPR) will be redacted prior to publication.

3.7.7.8 **Programme Committee:** The Programme Committee is expected to take on responsibility for monitoring the recommendations and associated actions raised in the review. Where these are not items under the direct control of the Programme Committee, e.g. LSHTM-wide requirements, they should be referred on as appropriate. The PD is responsible for their review action plans and it is recommended that this be incorporated into their general annual monitoring.

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<sup>10</sup> Any programme or module amendments proposed through the Periodic Review Procedure must have undergone consultation with relevant stakeholders before being submitted to PMRC for approval.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- 3.7.7.9 **Experience-sharing:** The Associate Dean of Education (Quality, Academic Standards & Collaborative Provision) will hold an informal meeting for PDs who have undertaken reviews in the previous year to share feedback on their experience with the PDs due for review in the current academic year, who will be starting the preparatory stages.
- 3.7.7.10 **One-year-on reporting:** A brief update is added to the response report on progress of implementing actions. This should be monitored by the Programme Committee and submitted to FPGTC for comment prior to being submitted to PMRC approximately one year after the review. Relevant PDs should complete the follow up report, and may wish to discuss with their TPD.
- 3.7.7.11 **Ongoing work:** Any major recommendations, which have not been implemented by a year after the review should be specifically flagged to PMRC by the Faculty. PDs will be expected to take forward and embed any outstanding/ongoing action points in their Annual Programme Director Review (APDR).

## LSHTM Academic Manual 2021-22

### Chapter 4: Accreditation

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#### Contents

4.1	Introduction .....	150
4.2	External Accreditors Relevant to LSHTM.....	152
4.3	Accreditation Approval Procedure.....	152
4.4	Monitoring and Renewing Accreditation .....	156

#### 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.

#### 4.1 Introduction

4.1.1 Accreditation is the official recognition awarded by an external professional, statutory or regulatory body (PSRB) as the result of institutions meeting specific standards or criteria. The functions of accreditors may encompass:

- recognition of the quality of a module
- recognition of the quality of a programme, part of a programme, or set of programmes
- recognition of the quality of a Faculty
- accreditation of programmes for professional entry
- accreditation of the quality of an institution

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

4.1.2 The purpose of this chapter is:

- to support the London School of Hygiene & Tropical Medicine (LSHTM) and its Faculties in their preparations for seeking or renewing accreditation;
- to enable an appropriate institutional overview to be maintained of any accreditation by an external body that is being sought in LSHTM's name;
- to ensure no reputational risk is incurred during the accreditation process;
- to outline a procedure for approval of accreditation that may vary depending on the requirements of the accreditors themselves.

4.1.3 This chapter applies to all institutional provision leading to an award of LSHTM (under the aegis of the University of London) and to Faculties/programmes/modules for which accreditation by external bodies is being sought or renewed, including those involving collaborative provision. This includes instances where accreditation is being sought for a module, programme, Faculty or for the entire institution.

4.1.4 Peer review through accreditation supplements LSHTM's own mechanisms for monitoring and review of its programmes. It draws upon and contributes to the related processes detailed in other chapters of the LSHTM Academic Manual, including [Chapter 3, Programme & Module Management, Monitoring and Review](#) and [Chapter 5, External Expertise](#).

#### Principles

4.1.5 An institutional overview of accreditation is maintained. The Faculty takes internal ownership and leadership of accreditation exercises, especially for Faculty/programme/module level accreditation. Nonetheless, the legal entity being accredited is LSHTM and the provision being accredited leads to awards of LSHTM (under the aegis of the University of London).

4.1.6 Whether a programme is accredited, and by whom, constitutes 'material information' about the programme for current and prospective students, in the context of consumer protection law. LSHTM has a legal

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

responsibility to provide clear and accurate information to students about the accreditation status of its programmes.

## 4.2 External Accreditors Relevant to LSHTM

4.2.1 The following PSRBs accredit provision at LSHTM:

- [Advance HE \(formerly Higher Education Academy\)](#)
- [Agency for Public Health Education Accreditation \(APHEA\)](#)
- [Association for Nutrition \(AfN\)](#)
- [Economic and Social Research Council \(ESRC\)](#)
- [Royal College of Pathologists](#)
- [Royal College of Physicians](#)
- [Royal Statistical Society \(RSS\)](#)

4.2.2 For full details of the programmes accredited by these bodies, please see the [Accreditation Register](#).

## 4.3 Accreditation Approval Procedure

4.3.1 The accreditation process usually involves sending documents to an accreditor and then undergoing review and audit (including an institutional visit and an accreditation event) and responding to any conditions set by the accreditor within a timeframe detailed in the report resulting from the review.

4.3.2 All published programme documentation must make clear the accreditation is still subject to approval until written confirmation from the accreditor has been received in writing by LSHTM and the Quality & Academic Standards office (QAS) has been informed.

4.3.3 Throughout the accreditation approval process, advice is available from the following areas:

- For Faculty/programme/module accreditation, the chair of the relevant Faculty Postgraduate Taught Committee (FPGTC) will be the point of contact for advice on the strategic and educational



## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

implications of accreditation. For institutional accreditation, the Pro-Director of Education as the Chair of the Senate Postgraduate Taught Committee (SPGTC) will provide advice on strategy and education.

- QAS is the primary source of guidance on the procedure itself, including advice on preparing accreditation submissions and the signing off process.

4.3.4 To accredit a programme or module, the following stages will normally apply (though the procedure should be adapted according to the requirements of the accreditor concerned):

#### Stage 1 Strategic Approval

4.3.5 In order to avoid reputational risk, all proposals to seek accreditation should obtain preliminary strategic approval before the preparation of any accreditation documentation. This preliminary approval ensures that proposed accreditation has the backing of LSHTM and that institutional overview of accreditation is maintained.

4.3.6 For Faculty/programme/module accreditation, the procedure for accreditation will usually be initiated at a Faculty level where accreditation will be discussed with the relevant Dean of Faculty to ensure that it is consistent with the Faculty's strategy. Once the Dean approves the proposed accreditation and agrees to proceed, the proposed accreditation will then be brought to FPGTC for further scrutiny. FPGTC will then decide whether to approve the proposed accreditation for further development.

4.3.7 For institutional accreditation, any proposed accreditation should be discussed with the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision) and the Pro-Director of Education as the Chair of SPGTC, who will raise the proposed accreditation with the Senior Leadership Team, to ensure that the proposal to seek accreditation has been approved on an institutional level.

4.3.8 At this stage, the Dean of Faculty (for Faculty/programme/module accreditation) or Pro-Director of Education (for institutional accreditation)

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

will appoint a lead academic to coordinate the accreditation approval process, who should seek advice and guidance from QAS.

#### Stage 2 Preparation and Submission of Accreditation Documentation

- 4.3.9 The lead academic will be responsible for preparing the accreditation submission, including drafting the submission and assembling the supporting evidence base. This may entail timely requests for information from other relevant stakeholders (marketing, recruitment, Finance, Registry, Teaching Support Office, Library & Archives Service, University of London Worldwide etc.).
- 4.3.10 Accreditors often have different practices with regard to format (paper or online submission etc.).
- 4.3.11 The lead academic should discuss the proposed accreditation and the specific requirements of the accreditor with their Taught Programme Director.
- 4.3.12 Programmes and modules seeking accreditation must consider any requirements of the relevant external body in their curriculum content and design, and make those requirements clear when preparing the documentation for submission. This will usually include a detailed mapping of the accreditor's requirements against programme or module content and learning outcomes.
- 4.3.13 For Faculty/programme/module accreditation, accreditation documents must be reviewed and approved by FPGTC prior to submission to the accreditor. The Committee may require final amendments to the documentation before its dispatch, as a condition of approval of the submission. Once the documentation has been approved by FPGTC, the approval will be noted at the following committees:
- For programme/module level accreditation, the Programme and Module Review Committee will note the impact of accreditation on the programmes involved, especially in regard to amendments to programme and module specifications. The proposed accreditation will then be noted through the governance structure to Senate.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- Faculty level accreditation will be noted at SPGTC and then subsequently at Senate.

4.3.14 For institutional accreditation, SPGTC will review and approve accreditation documents. The Committee may require final amendments to the documentation before its dispatch, as a condition of approval of the submission. Once the documentation has been approved by SPGTC, the approval will be noted at Senate.

4.3.15 The Taught Programme Director, as representative of the Faculty, is responsible for providing accurate and timely information to LSHTM staff and secretaries of Committees (FPGTC and SPGTC) about upcoming accreditation exercises.

4.3.16 Following approval by the FPGTC, a copy of the final version of the key accreditation documents will be provided to QAS who will check the accuracy of any institutional-level information before returning the accreditation documentation to the academic lead for submission.

4.3.17 Following the approval of the accreditation submission by FPGTC/SPGTC, the academic lead (on behalf of the Faculty for Faculty/programme/module accreditation and on behalf of LSHTM for institutional accreditation) is responsible for the delivery of the accreditation submission to the accreditor, ensuring that these communications are copied to [qualityteam@lshtm.ac.uk](mailto:qualityteam@lshtm.ac.uk).

#### Stage 3 Accreditation Visit

4.3.18 Usually, accreditors will wish to visit LSHTM to undertake a review before accrediting the institution for a period of years.

4.3.19 Where an accreditation visit is required, arrangements are primarily the responsibility of the Faculty in liaison with QAS. A member of QAS will attend to support with questions on institutional quality management issues.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

4.3.20 A number of accreditors expect to meet various members of LSHTM staff, for example a member of the Senior Leadership Team and/or the Head of Quality & Academic Standards. Where this is likely to be a requirement, Faculties are asked to give as much prior notice as possible, and to provide a copy of the key accreditation documentation at least ten working days prior to the visit to relevant staff.

Stage 4 Accreditation Event

4.3.21 The documentation and panel membership requirements for the accreditation event will be as determined by the type of accreditation being sought and the requirements of the accreditors themselves. QAS will work with the Faculty and the accreditor to incorporate these elements into the accreditation event.

4.3.22 If accreditation being sought during a programme's development, the accreditation event may be held concurrently with the validation event. Likewise, if reaccreditation coincides with a programme's periodic review the accreditation and periodic review events may be held together. However the accreditation event should be understood as a distinct event in its own right.

4.3.23 Following the accreditation event, the academic lead (on behalf of the Faculty for Faculty/programme/module accreditation or LSHTM for institutional accreditation) is responsible for coordinating and drafting a response to the accreditation report, and for planning actions in response to any recommendations made by the accreditor. The completed response and action plan will be submitted to FPGTC (for Faculty/programme/module accreditation) or SPGTC (for institutional accreditation) for consideration and approval before despatch.

4.3.24 A Quality & Academic Standards Officer will ensure that the outcomes of all accreditation events are communicated to relevant stakeholders applications and are recorded on the Accreditation Register.

## **4.4 Monitoring and Renewing Accreditation**

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- 4.4.1 The Quality & Academic Standards office monitors the Accreditation Register and notes when re-accreditation is due for renewal. To maintain accreditation, LSHTM will need to undergo review at the end of the period of accreditation. Any documentation required for re-accreditation will follow the procedure outlined in section 4.3.
- 4.4.2 Students and members of staff should use the Accreditation Register to determine when accreditation may expire. In particular Communications & Engagement should consult the register to ensure that accreditation due to expire is not advertised to students.
- 4.4.3 Accreditation status will also appear on programme specifications, highlighting if accreditation is expected to expire mid-academic year.
- 4.4.4 Should the accreditor require them, interim and annual reports will be submitted to the Faculty Postgraduate Taught Committee (for Faculty/programme/module accreditation) and Senate Postgraduate Taught Committee (for institutional accreditation) for consideration and approval before submission to the accreditor by the Faculty. These communications will be copied to [qualityteam@lsh.ac.uk](mailto:qualityteam@lsh.ac.uk).

**LSHTM Academic Manual 2021-22**

**Chapter 5: External Expertise**

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**Contents**

5.1 Introduction .....	158
5.2 External Examiners .....	159
Engaging with Students	160
Assessment Sampling and External Moderation	161
Attendance at Exam Boards	161

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

Submission of an annual report	163
Raising serious concerns	164
Induction	164
Termination of appointment	165
5.3 External Examiner Nomination and Approval Procedure .....	165
5.4 External Reviewer for Periodic Review and Validation .....	168
Identifying and Appointing an External Reviewer	168
5.5 Appointment Criteria for External Examiners and Reviewers .....	169

### 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.

### 5.1 Introduction

5.1.1 **External expertise:** The London School of Hygiene & Tropical Medicine (LSHTM) engages in a variety of sources of external peer expertise to provide independent and impartial comment and input to a programme's design, management, monitoring, evaluation and review.

5.1.2 **External Examiners:** The External Examiner is an independent and impartial adviser with experience and knowledge of UK HE sector practices. They will report on the academic standards set by the institution, confirm that sector benchmarks have been met and that the process of student assessment has been conducted appropriately. All External Examiners to LSHTM are asked to confirm that threshold standards set for the award(s) are consistent with the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ)

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

and any relevant [Subject Benchmark Statements](#). The External Examiner verifies the assessment process and assures overall standards rather than seeking to judge individual student cases. See section 5.2 of this chapter for further detail.

- 5.1.3 **External Reviewers for Validation and Periodic Review:** External Reviewers are employed to participate on Validation and Periodic Review Panels. As a panel member they will use their subject expertise and HE experience to consider the health of a current programme (periodic review) or a new programme proposal (validation). This will be completed through a review of programme related documentation and data, including feedback from students, alumni, prospective employers and External Examiners. They will provide an independent view of the ways in which the programme meets sector-wide subject benchmarks and degree award characteristics. *Detail on the Validation and Periodic Review Procedures can be found in [Chapter 3, Programme Management, Monitoring and Evaluation of the LSHTM Academic Manual](#).*
- 5.1.4 **External Advisors:** Academic staff are encouraged to engage with external advisors during new programme development. Academic advisors will offer advice and guidance on developments in learning and teaching practices across the HE sector. Subject and Industry specialist advisors will offer insight into the current needs and latest developments within the field. There is no formal method to appoint and recruit external advisors and should thus be treated as an informal consultation practice.
- 5.1.5 **Alumni voice:** Gathering views from past students is an important part of the programme periodic review procedure. Alumni can also provide valuable information for the design and development of new programmes or modules. Academic staff are encouraged to gather feedback from alumni in surveys and forums.

## 5.2 External Examiners

- 5.2.1 **An External Examiner to LSHTM is responsible for:**

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

- confirming that the structure, content and academic standards and teaching of LSHTM programmes is comparable with national standards;
- evaluating and ensuring that there is fairness in the LSHTM assessment processes;
- providing feedback on the quality and validity of assessments at the design stage, and ensuring their suitability for the level of study and the learning outcomes being tested.

5.2.2 The External Examiner is full member of the relevant Programme Board of Examiners and should refer to the Board's Terms of Reference (ToR) in [Chapter 10, Academic Governance of the LSHTM Academic Manual](#) for an overview of its official duty.

#### 5.2.3 The External Examiner duties will include:

- providing feedback on Summative draft exam questions and assessment tasks, marking criteria and/or model answers; the programme structure and curriculum and any proposed changes;
- reviewing a representative sample of scripts or other assessed examination materials from the top, middle and bottom of the grading range; plus a full portfolio of assessed work for any students in a borderline classification for an award;
- attending the final Examination Board meeting to confirm grades, ratify awards;
- signing candidate results sheets (REP5 or ER1) directly after results have been agreed at each final Exam Board. These will be used for formal notification of results to students.
- producing a full written annual report within **four weeks** of the final Exam Board meeting.

#### Engaging with Students

5.2.4 External Examiners may request to meet with a selection of students to help to confirm aspects of programme quality and the standard of students. If a programme has more than one External Examiner, they should be invited to meet with student together.



## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

#### Assessment Sampling and External Moderation

(For the full moderation procedure please see the section on External Moderation in [Chapter 8a, Intensive Postgraduate Taught Degree Academic Regulations](#) or [Chapter 8b, Distance Learning Postgraduate Taught Degree Academic Regulations](#) of the LSHTM Academic Manual)

- 5.2.5 The purpose of external moderation by an External Examiner is to give LSHTM confidence in the appropriateness and consistency of its assessment process, and assure that standards are in line with LSHTM and national benchmarks.
- 5.2.6 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 papers and projects are often sent.
- 5.2.7 External Examiners are expected to review a sample of programme module work to provide a clear understanding of programme content, marking standards and student attainment. This is for information purposes as the results for modules are ratified at an earlier Internal Boards of Examiners and cannot be raised or lowered. Ahead of the final Exam Board meeting, Programme Administrators from the Teaching Support Office will provide External Examiners with a sample of assessed material to review.
- 5.2.8 *Although recommendations of External Examiners will be given due weight, they do not have the authority to change marks unilaterally.*
- 5.2.9 Details on External Moderation can be found in [Chapter 8a](#) (for Intensive masters programmes) or [Chapter 8b](#) (for distance learning programmes) of the LSHTM Academic Manual.

#### Attendance at Exam Boards

- 5.2.10 The External Examiner is a full member of the relevant Programme Board of Examiners and should refer to the Board's Terms of Reference

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

(TOR) for an overview of its official duty. The External Examiner is expected to attend the Board of Examiners' meetings where student awards for the relevant programme are ratified.

- 5.2.11 Exam Boards may be conducted in either a physical or online setting or a combination of both, as determined by the Chair. If an External Examiner cannot attend the Board of Examiners in person they can attend virtually, providing that the appropriate equipment is available at both locations.
- 5.2.12 If the External Examiner is not able to attend the meeting in person or virtually due to short term issues (maximum of 10 working days), then the Chair of the Exam Board will postpone the meeting and reschedule (within 5 working days of their return to work). If there is concern that these arrangements would be detrimental to students graduating at their expected time, the matter should be raised with the Head of Registry.
- 5.2.13 In the case where there is more than one External Examiner for the programme then the meeting may go ahead as scheduled providing that the second External Examiner has reviewed an appropriate sample and is able to verify the standards for the cohort in whole.
- 5.2.14 If the reason for absence is medium or long term (longer than 10 days) and there is no second External Examiner for the programme, the following arrangements would apply:
- 5.2.15 Where there is only one External Examiner allocated to a programme, the Chair of the Board of Examiners may seek permission from the Associate Dean of Education (Quality, Academic Standards, and Collaborative Provision) to reallocate duties to a substitute External Examiner (listed in procedural order):
- a. First, attempt to source a substitute External Examiner from LSHTM programmes with a comparable specialism.
  - b. Secondly, attempt to source a substitute External Examiner from any other master's programme at LSHTM to provide a generalist view of quality and academic standards within the broad subject discipline of healthcare.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- c. Thirdly, the School will seek to recruit an external reviewer to act as a temporary external examiner;
- d. In exceptional circumstances (e.g. illness, epidemic, pandemic, terrorism, acts of God (extreme weather), disaster, or industrial action) if a substitute External Examiner cannot be sourced from the existing pool of external examiners employed by the School, then an external senior professional services lead in this area, for the purpose of ensuring that due diligence has occurred, and will be sourced by the QAS department.
- e. If it is not possible to secure an external senior professional services lead in the area of quality and standards then the Head or a representative from the Quality and Academic Standards Office at LSHTM will attend the Board to ensure due diligence has occurred.

N.B If the substitute External Examiner has not been part of the sampling process they must have the opportunity to review all necessary documentation prior to the meeting to be able to confirm that academic standards are appropriate and at the correct level.

- 5.2.16 As a full member of the Board of Examiners the External Examiner will be expected to be part of the discussion at the meeting, ensuring that the decisions made are in line with the LSHTM's regulations and Sector benchmarks. The External Examiner will be expected to make recommendations to the Board of Examiners on borderline cases (including but not limited to, students with approved Extenuating Circumstances).

Submission of an annual report

- 5.2.17 External Examiners are required to submit a detailed written annual report electronically to [pgtexamining@lshtm.ac.uk](mailto:pgtexamining@lshtm.ac.uk) within four weeks of the main examination board. The template report form can be found [here](#). LSHTM will share the annual examiner reports on LSHTM's staff/student Intranet page for enhancement purposes. LSHTM reserves the right to redact information within External Examiner reports prior to publication, solely on the grounds of staff or student confidentiality, or

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

inappropriate comments relating to LSHTM policies, regulations or procedures that are outside the remit of the External Examiner. External Examiners would be informed if any such amendments were to be made to their reports prior to publication.

- 5.2.18 All External Examiner reports are forwarded by the Quality & Academic Standards office (QAS) to the faculty and the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision). An LSHTM-wide report is produced to form part of the institution's annual monitoring.
- 5.2.19 The Programme Director (PD) will also draft a formal response to the External Examiner, outlining the actions taken in response to any recommendations, and either send directly to the External Examiner or send via QAS.
- 5.2.20 The PD will use the External Examiner Report as one of the key sources to inform their Annual Programme Director's Review (APDR).

Raising serious concerns

- 5.2.21 External Examiners are advised to raise matters of significant concern with the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision), who will review the issues and where necessary refer to the LSHTM Senior Leadership Team. LSHTM will provide a considered and timely response to any confidential report received, outlining any actions it will be taking as a result.
- 5.2.22 Alternatively, the External Examiner has the right to raise any serious issue directly to LSHTM's Pro-Director of Education, Deputy Director or Director. If the External Examiner wishes to raise a concern outside of the LSHTM they can do so by notifying the [Office for Students](#) (previously the HEFCE Unsatisfactory Quality Scheme (UQS)).

Induction

- 5.2.23 Exam Board Chairs will provide an initial instruction on the programme and LSHTM regulations as part of a new External Examiner's induction.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

Additionally, the Exam Board Chair will provide an annual refresher to inform the External Examiner of any changes. For distance learning programmes, the University of London Worldwide (UoLW) has delegated induction responsibility to the PD.

- 5.2.24 New External Examiners will be asked to complete an [Induction Checklist](#) and return it to QAS. All External Examiners will have to opportunity to comment on induction and provision of information within their annual report.

#### Termination of appointment

- 5.2.25 In certain circumstances, it may be necessary for the LSHTM to terminate an External Examiner's appointment prematurely. These circumstances might include, but are not limited to: failure to attend an examination board without having had alternative arrangements agreed by the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision), failure to provide a complete annual report within four weeks following the examination board; the emergence of a conflict of interest; breaching confidentiality with regard to personal information of students; unsatisfactory performance/conduct, or bringing the University into disrepute.
- 5.2.26 On occasion, a programme of study may suspend recruitment or close the provision entirely. In these circumstances the External Examiner will be consulted as part of the Programme Suspension and Discontinuation procedure to ensure the appropriate teach-out plan and examination procedure continues whilst students are still expected to complete.

### 5.3 External Examiner Nomination and Approval Procedure

- 5.3.1 *For the appointment criteria see section 5.5.*
- 5.3.2 *External Examiners who do not meet all of the appointment criteria may be appointed provided they are part of a larger number of External Examiners who collectively offer complementary expertise to meet all the criteria for the programme.*

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- 5.3.3 The procedure for nominating External Examiners is the formal responsibility of the Exam Board Chair, but they will liaise with the relevant Programme Director (PD) to identify an appropriate External Examiner. The Quality & Academic Standards office (QAS) will inform the Exam Board Chair when a new External Examiner is required. This will be on the approval of a new programme or 12 months in advance of the expiry of the tenure of the existing Examiner, unless an External Examiner resigns mid-year.
- 5.3.4 Exam Board Chairs should approach potential External Examiners informally in the first instance. External Examiners will be provided with enough information on LSHTM and the programme to enable them to make an informed decision whether to accept nomination. Members of Programme Teams and the Dean / Faculty Postgraduate Taught Committee might be consulted informally if desired, but it is not necessary for proposed nominations to be considered at full Programme Committee or Faculty Postgraduate Taught Committee meetings.
- 5.3.5 Exam Board Chairs will adhere to the External Examiner Appointment Criteria as set out in section 5.5 of this chapter before approaching potential External Examiners. The nominated External Examiner must ensure that they raise any known conflict of interest as set out in 5.5 prior to appointment.
- 5.3.6 Approval of nominations is the delegated responsibility of Senate Postgraduate Taught Committee (SPGTC). QAS provides professional advice. After having obtained an agreement to act in principle from the proposed External Examiner, Exam Board Chairs will initiate the formal nomination and approval procedure. This is by completing in full LSHTM's External Examiner Nomination and CV Forms and returning them to QAS ([pgtexaming@lshtm.ac.uk](mailto:pgtexaming@lshtm.ac.uk)).
- 5.3.7 An additional section of the nomination form will need to be completed for distance learning (DL) Programmes, and submitted to UoLW for final approval.
- 5.3.8 Nominations will be considered and approved by the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision) on behalf of the SPGTC, with reference to the appointment criteria and list of

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

conflict of interests. A report of nominations and appointments will be submitted to each SPGTC throughout the academic year.

5.3.9 QAS send the appointment letter along with the terms of appointment to new and approved External Examiners. They will be directed to the [Induction Checklist for External Examiners](#) as well as relevant regulations, policies and guidance.

5.3.10 External Examiners for distance learning programmes will receive information relating to their appointment, including the appointment letter, conduct of exams and the expense and fee claims information, directly from the University of London.

5.3.11 External Examiners will be appointed for four consecutive academic years. In exceptional cases tenure may be extended for one further academic year providing a rationale found acceptable by the SPGTC is supplied by the Exam Board Chair.

*N.B. If there are delays in identifying a new External, this should not delay the main Board nomination procedure and appointments can be followed up later in-year. However, Chairs are expected to ensure they have at least one External appointed from as early as possible each year.*

5.3.12 An extension into a fifth year will only be considered in exceptional circumstances, for example, if a programme is due to be discontinued, it may be inappropriate to make a replacement nomination for one year only. Requests for extension to an External Examiner's tenure must be made on the standard extension request form with a rationale, to the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision).

5.3.13 Any amendment to an External Examiner's terms of approval (such as a proposed reallocation of duties, or other revision of responsibilities from that stated in an examiner's approval letter) requires formal approval from QAS who will act in consultation with the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision).

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

5.3.14 QAS holds and maintains an External Examiner database which contains contact details, length of contract and payment details for all External Examiners, which is accessible to QAS. QAS monitors the appointments procedure and notifies the SPGTC of progress regarding all External Examiner appointments.

## **5.4 External Reviewer for Periodic Review and Validation**

### Identifying and Appointing an External Reviewer

- 5.4.1 Finding the most appropriate External Reviewer is key to a productive periodic review or validation. External Reviewers must be in a position to provide an impartial and independent comment on the programme. They must have knowledge and experience of teaching and learning at the level of programme under review, as well as relevant subject expertise. The appointee should be UK-based, with an understanding of the UK higher education system, and may be from another UK HEI that offers what is considered a potential 'competitor' programme.
- 5.4.2 As a guide, the appointment criteria, as set out in section 5.5 of this chapter should be adhered to, however, in specialised subject areas, it may be very difficult to find suitable experts without links to LSHTM. In these exceptional cases, advice must be sought from the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision).
- 5.4.3 Payment of fees to the External Reviewer will be made once the report has been received by LSHTM (via the Quality & Academic Standards office [QAS]) and deemed to be of suitable standard. External Reviewers must be able to demonstrate the Right to Work in the UK prior to any work being undertaken.
- 5.4.4 **Appointment:** PDs are responsible for identifying and approaching potential External Reviewers at the start of the process. Nominations must be submitted to QAS in the autumn term of the review/validation year to ensure that the panel meeting dates can be agreed with advance notice. The appointment will be formally approved by the Programme and Module Review Committee.



**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

5.4.5 In addition, distance learning appointments will be made in consultation with the University of London Worldwide (UoLW). The External Reviewer appointed may or may not have prior close experience of distance-based or e-learning provision at postgraduate level. If they do not, then it may again be appropriate to appoint a second External Reviewer with such expertise, even if they are not a subject specialist. As an alternative, a member of staff with appropriate expertise from either the UoLW or any University of London college (including LSHTM) may be co-opted—e.g. a learning technologies adviser.

## **5.5 Appointment Criteria for External Examiners and Reviewers**

5.5.1 External Examiners/Reviewers must have appropriate evidence of the following:

- a. Knowledge and understanding of UK sector-agreed reference points for the maintenance of academic standards and assurance and enhancement of quality.
- b. Competence and experience in the fields covered by the programme of study, or parts thereof.
- c. Relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate.
- d. Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures.
- e. Sufficient standing, credibility and breadth of experience within the discipline
- f. To be able to command the respect of academic peers and, where appropriate, professional peers.
- g. Familiarity with the standard to be expected of students to achieve the award that is to be assessed.
- h. Fluency in English.
- i. Meeting applicable criteria set by professional, statutory or regulatory bodies.
- j. Awareness of current developments in the design and delivery of relevant curricula.

**LSHTM Academic Manual 2021-22**  
**Chapter 6: Collaborative Provision**

- k. Competence and experience in enhancement of the student learning experience.

5.5.2 LSHTM will not appoint anyone in the following categories or circumstances as an External Examiners/Reviewers; individuals must inform the Quality & Academic Standards office if they are or become:

- a. A member of a governing body or committee of either LSHTM or a collaborative partner institution involved in the programme; or a current employee of either LSHTM or a collaborative partner institution involved in the programme.
- b. Engaged in a close professional, contractual or personal relationship with a member of staff or student involved with the programme.
- c. Required to assess colleagues who are recruited as students to the programme.
- d. In a present or likely future position to significantly influence the future of students on the programme (prior to graduation).
- e. Significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question.
- f. Former staff or students of LSHTM, unless a period of five years has elapsed and all students taught by or with the External Examiner have completed their programme(s).
- g. Responsible for cognate programmes at another institution for which an LSHTM staff member is External Examiner.
- h. A member of the same department in the same institution as another current External Examiner for the programme, or another External Examiner who has just stepped down from the programme.
- i. A member of staff at a member institution of the University of London. Such individuals may be appointed as Intercollegiate Examiners in addition to the External Examiner, but not in place of the External Examiner.

## LSHTM Academic Manual 2021-22

### Chapter 6: Collaborative Provision

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#### Contents

6.1	Introduction .....	172
6.2	LSHTM'S Partner Institutions .....	173
6.3	Strategic Development and Proposal of Collaborative Provision Partnerships.....	174
6.4	Collaborative Provision: Design, Development and Approval (Validation).	176
6.5	New Collaborative Provision Memorandum of Agreement (MoA).....	177
6.6	Managing, Monitoring and Evaluating Collaborative Provision.....	180
6.7	Suspension and Discontinuation of Collaborative Provision.....	182

#### 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.

## 6.1 Introduction

- 6.1.1 In line with the London School of Hygiene & Tropical Medicine (LSHTM)'s [Strategy](#), we aim to extend our impact and potential through increased focus on national and international strategic partnerships and collaboration in order to deliver health and socioeconomic benefits across the world.
- 6.1.2 In recent years LSHTM has expanded its portfolio of collaborative courses (i.e. short courses) and programmes (i.e. MSc, PhD, MPhil, DrPH) delivered with partner institutions and bodies. These partners include other colleges of the University of London (UoL), universities in the UK and overseas and other bodies (for example research centres).
- 6.1.3 Collaborative provision is an arrangement between two or more organisations to deliver aspects of teaching, learning, assessment or student support. It refers to collaborative arrangements involving students and/or awards which include those involving guaranteed progression and sharing of services. Partnership arrangements may apply to the delivery of whole courses of study or to elements of courses, individual modules, or self-contained components of study, including alternative sites and contexts for learning or assessment.
- 6.1.4 This chapter is designed to:
- apply to credit-bearing provision and Professional Diplomas offered in collaboration with partner institutions;
  - provide a taxonomy of the various types of collaborative provision LSHTM is involved with and to provide guidance and information on models of design, delivery and awards;
  - provide a procedure so that proposals for new collaborative courses and programmes are designed with appropriate forethought and with the necessary level of planning for the management and development of such provision;
  - provide a framework for ensuring that new and existing collaborative programmes are managed and developed effectively;

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- take account of relevant sections of the Quality Assurance Agency's Quality Code for Higher Education, particularly the advice and guidance on [Partnerships](#) (2018).

6.1.5 It is important to recognise that each collaboration, whilst mapping to one of the categories in these regulations, will be unique. For that reason, it may be necessary to deviate slightly from the procedures set out in this chapter. Any deviations from this chapter will be discussed and detailed in full, usually at design stage, and approved by the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision).

## **6.2 LSHTM'S Partner Institutions**

6.2.1 LSHTM currently engages in joint provision and collaborator supported provision with its partner institutions. For these awards, LSHTM refers to the advice and guidance on [Partnerships](#) published by the QAA.

6.2.2 The following institutions offer award-bearing collaborative provision with LSHTM:

- University of London Worldwide
  - MSc, PGDip and PGCert offered via Distance Learning
- King's College London (Institute of Psychiatry), University of London
  - Joint MSc
- London School of Economics & Political Science, University of London
  - Joint MSc
- Royal Veterinary College, University of London
  - Joint MSc
- Nagasaki University, Japan
  - Joint PhD

6.2.3 For full details of the collaborative provision programmes offered with these institutions, please see the [Collaborative Provision Register](#).

### **6.3 Strategic Development and Proposal of Collaborative Provision Partnerships**

- 6.3.1 Although in practical terms collaborative partnerships involve mainly LSHTM Faculties, they are a formal relationship between the LSHTM and the partner organisation. The Pro-Director Education should be informed early on, and will brief SLT. Once the relevant Dean of Faculty and SLT have approved any proposal of collaborative provision partnerships, governance in terms of mandating and decision-making, sits with Senate.
- 6.3.2 In the first instance, the LSHTM staff member seeking to explore and instigate a collaborative partnership must seek initial endorsement to proceed from the Dean of Faculty and inform the Pro-Director Education and the International Partnerships Officer. Such partnerships must be considered in line with LSHTM Strategy and Mission. The Dean of Faculty may seek advice from the Associate Dean of Education (Quality, Academic Standards & Collaborative Provision) or the Head of the Doctoral School regarding taught provision and Research Degrees, respectively. The LSHTM should contact the University of London Worldwide (UoLW) [quality office](#) in the first instance, for advice and guidance for Collaborative Provision that may be delivered via distance learning.
- 6.3.3 At this stage the faculty should consult with the LSHTM legal department and International Partnerships Officer to identify whether LSHTM has a current standing partnership with the nominated institution. If it is a new relationship the legal department and faculty may wish to form a Memorandum of Understanding (MoU), particularly for partnerships involving international partners, outlining the potential activities LSHTM wishes to explore.
- 6.3.4 As part of the LSHTM strategic development, the Dean of Faculty and Pro-Director Education will present a high-level proposal to the Senior Leadership Team who will decide whether or not to pursue further. The proposal should include risk analysis and consideration of financial implications.
- 6.3.5 The faculty will be required to undertake a due diligence exercise to ensure that any proposed partnership does not pose any legal, financial, or reputational risk to LSHTM. This usually involves
- Undertaking an investigation at the early stages of discussions to verify that the proposed partner has the necessary legal capacity and any required institutional and other approvals to enter into the partnership,

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- Undertaking a [site visit](#) at the early stages of discussions to verify, inter alia, that the proposed partner has appropriate resources and infrastructure to enable the creation of an effective and sustainable partnership.
- Ensuring governance arrangements, legal status, financial status and controls, external accreditation, staff and resources, student support procedures, operational processes and record-keeping, academic standards, quality assurance systems and public reputation all meet the high standards LSHTM expects.
- Identifying the conditions necessary for the success of the proposed provision, and any prospective risks for it or the partnership (including financial, legal, academic and reputational requirements and risks).
- As part of the partner/s' procedures, LSHTM encourages a reciprocal visit to take place.

6.3.6 Responsibility for Due Diligence: Sign off should be by the Audit & Risk Committee, Deputy Director & Provost, Pro-Director of Education, Secretary & Registrar, Head of Legal Services, Head of Finance and Dean within relevant Faculty.

6.3.7 LSHTM has developed a due diligence document to be used at the early stages of planning a new course or programme with a partner.

6.3.8 This scoping exercise is designed to help the faculty to define the responsibilities of LSHTM and its partner/s in delivering and managing the course or programme. It will also help to identify details that should be included in the legal agreement and any other required legal documentation that will need to be drafted and processed by LSHTM's Legal Services and respective partners' legal offices.

6.3.9 The risk analysis, due diligence exercise and any peripheral research will inform the type of collaborative provision that can be developed. This will shape the basis of the new Collaborative Provision proposal which is submitted to Senate, via Senate Postgraduate Taught Committee for taught provision or, Senate Research Degrees Committee for research provision, for strategic development approval.

6.3.10 For a proposal to be approved by Senate it will be expected to include:

- an outline of new collaborative provision;

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- The outcome from the due diligence exercise conducted by the LSHTM Audit Committee, including the due diligence document and associated paperwork and evidence as appendices;
- A detailed breakdown of costs, income and resource implications with confirmation of the financial approval;
- Recruitment expectations and opportunities, including a forecast of student demand;
- Market comparison to major competitor courses;
- A brief outline for the Memorandum of Agreement (for more information please see section 6.5 of this chapter). This is to help inform the validation procedure and will not be confirmed until the process is complete.
- The impact on central resources after consultation with the Registry, Archive & Library Services and IT Services

6.3.11 Once the proposal is approved the Dean of the parent Faculty will appoint a lead academic to coordinate the development, design and approval procedure. The lead academic is expected to gain the support of colleagues to form a Development Team, to ensure there is a rounded approach to the curriculum design. The academic development team are encourage to include key professional service staff (e.g. Registry, Admissions, Marketing, Quality & Academic Standards and the Distance Learning Office if applicable) in the consultation process.

#### **6.4 Collaborative Provision: Design, Development and Approval (Validation)**

6.4.1 LSHTM procedures for the design and approval of new modules and programmes can be viewed in [Chapter 3, Programme Management, Monitoring and Evaluation of the LSHTM Academic Manual](#).

6.4.2 For new collaborative provision that has had strategic, financial and planning approval from Senate (as outlined in section 6.3 of this chapter), [follow Chapter 3 Programme and Module Approval Procedure stage 2: Development Approval, through to Stage 5: Final Approval](#).

6.4.3 Further guidance is provided in the [Course & Module Design Code of Practice](#).



**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- 6.4.4 On the recommendation of the Chair of Senate Postgraduate Taught Committee (Pro-Director of Education) the approval procedures may be varied for proposals involving partner institutions. This should allow aspects of a proposed partner's procedures or standard documentation to be used, to minimise duplication of work. However, the approval procedure must always ensure that sufficient information is available for the Validation Panel to make informed decisions.
- 6.4.5 For approval of new LSHTM distance learning programmes run in collaboration with the University of London Worldwide (UoLW), UoLW documentation and forms may be used in lieu of LSHTM versions. However, it is expected that such documentation will be filled out in a way that covers all the requirements of the LSHTM procedures—these have been written with awareness of UoLW requirements built in, and should be broadly consistent with them. Staff should be aware that approval will be required through both LSHTM and UoLW procedures—the Head of the Distance Learning Office can provide further guidance and help act as a liaison point regarding UoLW procedures.
- 6.4.6 [Chapter 3 of the LSHTM Academic Manual](#) sets out an approximate timeline for the design and approval of new courses and programmes, two years from inception to the first intake. For provision involving significant collaboration this should be lengthened to two to three years, to reflect the complexity of due diligence and legal requirements, comprehensive course/programme design and the need to articulate, in detail, how the course/programme itself and related financial and marketing/advertising and student recruitment aspects will be managed.
- 6.4.7 Staff must contact the [Quality & Academic Standards office](#) (QAS) at the early stages of the programme design and approval procedure so they can support the proposal through its lifecycle.

## **6.5 New Collaborative Provision Memorandum of Agreement (MoA)**

- 6.5.1 In addition to the standard Validation procedure, all collaborative provision is subject to a formal signed fixed-term agreement which sets out the responsibilities of each partner, and provides assurance that both parties understand and agree to fulfil their roles and responsibilities. The form and content of the agreements vary according to the nature and scale of the collaboration. These are agreed to and signed as a Memorandum of Agreement (MoA).

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

6.5.2 The MoA will be based on the new provision proposal submitted to Senate, the scoping and due diligence exercises. It should be considered and drafted alongside the programme design and development procedure. It may also inform the way in which the validation is conducted for example, with cross-institutional panel members, required documents and consideration of resources.

6.5.3 LSHTM's Legal Services Office are responsible for drafting agreements. To successfully develop an agreement requires the involvement of a range of stakeholders, for example:

- The lead academic may be asked to complete a module mapping.
- Finance may be required to draft a financial schedule.
- Registry, the Teaching Support Office and the partner may be required to develop an administrative schedule.
- A Quality Assurance Schedule should be defined with the support of [QAS](#).

All of this information is collated by the Legal Services Office and forms part of the agreements.

6.5.4 Two original versions of the final agreement must be signed by an authorised signatory, one from each institution after validation and **before** collaborative provision can be publicised and recruited to. The authorised signatory at LSHTM is the Director or Deputy Director & Provost.

It will normally include:

- a. Specifying loci of accountability at each partner for the management and oversight of the provision, identifying roles, responsibilities and channels of communication.
- b. Scoping and determining student registration arrangements, student entitlements and student support arrangements with respect to the different partners, as well as safeguards on the long-term interests of students.
- c. Specifying how quality assurance of the provision will operate on an ongoing basis for the future. This will cover areas including (but not limited to) public information, admissions, curriculum, teaching, assessment and certification. Beyond purely academic matters, LSHTM will satisfy itself that controls are in place to ensure the wider integrity of the provision.

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- d. Specifying how each partner will recognise credit, where relevant, for elements of provision delivered; and how LSHTM will assure that this is consistent with internal LSHTM policies and the UK Quality Code on the assignment of credit level and volume.
- e. Confirming whether and how any external accreditation for the provision will be sought and maintained.

6.5.5 As part of the management of collaborative provision arrangements, and in accordance with good practice, LSHTM keeps all signed agreements in a central repository overseen by the International Partnerships Officer.

6.5.6 The [Quality & Academic Standards office](#) (QAS) keeps an up-to-date [Collaborative Provision Register](#). The Register includes information about the partners, type of collaborative provision, agreement start-dates, and when agreements are due to expire and the institutions(s) concerned.

6.5.7 From time to time, it may be necessary to adjust a current collaborative agreement to acknowledge a change in the terms or details of collaboration. This should be done through writing and appending an **addendum** which will need to be signed by both parties and attached to the existing agreement. LSHTM's Legal Services Office is responsible for drafting and finalising addenda in liaison with the partner institution. Two signed original copies of the addendum will be required, one for the partner and one for LSHTM. The final signed version will be filed with the original agreement.

6.5.8 Extensions to an agreement are only applicable in exceptional circumstances. Due to the changing nature of agreement templates, it is necessary to ensure that information is refreshed, current and relevant.

### **Programme Specification**

6.5.9 As indicated in [Chapter 3 of the LSHTM Academic Manual](#), all programmes offered by LSHTM are required to have in place a programme specification prior to recruitment. A programme specification is a concise description of the intended learning outcomes of a course or programme, and the means by which the outcomes are achieved and demonstrated.

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

6.5.10 The Programme Specification for collaborative provision should be drafted in collaboration with the partner institution and must be compliant with LSHTM requirements and made accessible through LSHTM website.

6.5.11 LSHTM's programme specification template is available [here](#) and examples of [existing specifications](#) are also available to view.

6.5.12 Academic Leads should contact [QAS](#) for further guidance on completing the programme specification.

## **6.6 Managing, Monitoring and Evaluating Collaborative Provision**

6.6.1 Courses or programmes with elements of collaboration present a higher risk to LSHTM's reputation and to the student experience than academic provision developed and delivered entirely by LSHTM. To counterbalance these risks it is important that all elements of the management of the course or programme are considered and detailed at design stage and continuously developed and enhanced once the course/programme is underway.

6.6.2 Joint Programme Committees will be constituted as defined by the Memorandum of Agreement (MoA) to facilitate effective communication between partners and to manage the collaborative provision.

6.6.3 LSHTM maintains oversight of its collaborative provision through joint Exam Boards and Programme Committees with partner institutions. LSHTM operates a principle of proportionality with regard to the monitoring and review required for all collaborative programmes and courses. For each category of collaborative provision there are targeted mechanisms that address those principles for each category (see the sections on joint provision and collaborator supported provision below).

6.6.4 Any concerns about an academic partnership or collaborative provision should be referred to the relevant Faculty Taught Programme Director or Faculty Research Degree Director.

### **Joint Provision**

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- 6.6.5 Joint Provision is a programme delivered or provided jointly by two or more organisations, irrespective of the award (whether single, joint, dual/double or multiple). It refers to the education provided rather than the nature of the award.
- 6.6.6 For any programme leading to an award of LSHTM (under the aegis of the University of London), LSHTM retains full responsibility for assuring the quality of the provision and the standards of the award. Joint Provision may delegate responsibility for the delivery of part of the programme or course and the assessment of students outside of LSHTM. Where this occurs clear mechanisms and auditing tools are required to ensure that quality and standards remain appropriate. This is particularly acute where the provision leads to a joint, dual or multiple award.
- 6.6.7 LSHTM's monitoring arrangements for Joint Provision are set out below:
- The nature of a Joint Award necessitates, at design stage, the need to clearly assign responsibilities for all aspects of the management of the course or programme. When it comes to mechanisms for reviewing and monitoring provision this will usually be an agreed adaptation of existing review procedures already in place across all partners. The course or programme will therefore be reviewed in line with the arrangements agreed at design stage and confirmed in MoAs and other legal documents as required;
  - Joint Programme Committee to be established to meet once per term and manage and review the course or programme activities (or as defined in the MoA);
  - Academic Lead for the course or programme to sit on the relevant Faculty Postgraduate Taught Committee and report back to the Joint Programme Committee on LSHTM and Faculty developments;
  - Representation from all partners on the joint Exam Board;
  - A biennial site visit to the partner/s to review facilities for students and to meet with key academic and professional support staff, undertaken by members of Senate as identified by the Chair of Senate.

**Collaborator Supported Provision**

- 6.6.8 Collaborator Supported Provision takes place when an organisation, other than the degree-awarding body supplies support, resources or specialist facilities for student learning opportunities. This partner may be a higher education provider without degree-awarding powers, a degree awarding body other than

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

granting the award (for example, in the context of some federal structures), an employer or another organisation approved by the degree awarding body.

6.6.9 For any course or programme leading to an award of LSHTM (under the aegis of UoL) LSHTM retains full responsibility for assuring the quality of the provision and the standards of its awards. Collaborator Supported Provision does not delegate responsibility for the delivery of the course/programme or the assessment of students outside of LSHTM, but will likely take some aspects or provision of support outside the direct control of LSHTM. Sufficient checks are required prior to and during delivery to ensure that the quality and standards remain appropriate, consistent and comparable to other parts of the programme.

6.6.10 A distinction is drawn between a collaborative provision arrangement that applies to a cohort of students (i.e. to a course or programme as a whole) and to collaborative provision arrangements that are negotiated on an individual student basis. The most common example of the latter category would include taught programme project placements, and arrangements for these are managed in a different way to other forms of Collaborator Supported Provision.

6.6.11 LSHTM's monitoring arrangements for Collaborator Supported Provision are set out below:

- For Courses or Programmes
  - Programme Team to follow LSHTM procedures for annual monitoring as set out in [Chapter 3 of the LSHTM Academic Manual](#);
  - An annual site visit to the partner/s to review facilities for students and to meet with key staff, undertaken by members of the Programme Team.

- For Individual Students

For arrangements relating to individual students, LSHTM's Combined Academic & Risk Assessment Ethics Approval (CARE) Form requires all postgraduate taught students to undertake and articulate a necessary risk assessment. Faculties are responsible for managing arrangements relating to individual research students registered in their Faculty via existing processes and procedures.

## **6.7 Suspension and Discontinuation of Collaborative Provision**

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- 6.7.1 Each Memorandum of Agreement contains information about the procedure to be followed should collaborative provision need to be discontinued or suspended prior to the end of the active agreement period.
  
- 6.7.2 The principles for the suspension and discontinuation of collaborative provision will be the same as for any LSHTM-only provision, detailed in section 3.3 of [Chapter 3 of the LSHTM Academic Manual](#).

## **LSHTM Academic Manual 2021-22**

### **Chapter 7: General Academic Regulations**

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#### **Contents**

7.1	Introduction .....	185
7.2	Academic Integrity (Assessment Irregularities) Policy .....	185
7.3	Special Assessment Arrangements Policy .....	215
7.4	Extenuating Circumstances Policy .....	223
7.5	Interruption of Studies and Withdrawal Policy .....	241
7.6	Termination of Studies Policy .....	249
7.7	Academic Appeals Procedure .....	256
7.8	Student Complaints Procedure .....	270
7.9	Student Disciplinary Procedure .....	270

#### **Annual Review of the Academic Manual**

The LSHTM Academic Manual was introduced in 2019-20 and 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.



**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

## **7.1 Introduction**

7.1.1 These regulations generally apply to all current students registered for professional diplomas and on Level 7 and 8 degrees of the [Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies](#) (FHEQ) at the London School of Hygiene and Tropical Medicine (LSHTM), including students registered for intensive and distance learning programmes. Exceptions are notes at the beginning of each section below.

## **7.2 Academic Integrity (Assessment Irregularities) Policy**

<b>Related Policies &amp; Procedures</b>	<a href="#">Academic Regulations</a> <a href="#">Academic Writing Handbook</a> <a href="#">Assessment Handbook and Board of Examiner Guidance</a>
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### 7.2.1 SCOPE

7.2.1.1 The term assessment irregularity applies to any suspected instance of plagiarism, cheating, fraud, collusion, personation or other dishonest practices identified in connection with an assessment (including essays or other coursework assessments) or formal examination. The term 'irregularity' does not necessarily imply misconduct on the part of a student; judgement as to whether a specific offence has occurred will only be made following investigation of the case under this procedure.

7.2.1.2 This procedure is intended to be fair, consistent and transparent, whilst forming part of a framework that promotes good academic practice in teaching, learning and assessment. Any dispute as to the interpretation of these procedures shall be referred to the Pro-Director of Education.

7.2.1.3 This procedure applies in respect of any alleged assessment irregularity connected with LSHTM students, programmes and modules. In particular, they will apply for all aspects of the assessment of LSHTM taught programmes, Short Courses and Research Degrees. Where Research degree students are taking

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

taught modules, any suspected assessment irregularity must be referred to Module Organiser (MO).

7.2.1.4 For distance learning (DL) students, [the University of London Worldwide Regulations and Procedures](#) will take precedence should there be any conflict or overlap with LSHTM procedures.

7.2.1.5 For students registered with other institutions but undertaking study at LSHTM, any alleged irregularities may first be investigated under LSHTM procedures. For any LSHTM students undertaking study at other institutions, the relevant Taught Programme Director (TPD)/Faculty Research Degree Director (FRDD) should follow up on any allegations reported.

#### 7.2.2 STUDENT RESPONSIBILITIES

7.2.2.1 By submitting work for assessment, the student is confirming that they have familiarised themselves with LSHTM's regulations on assessment irregularities and that the work they have submitted is their own.

#### 7.2.3 STAFF RESPONSIBILITIES

7.2.3.1 All staff should be aware of their responsibilities under these procedures including markers and invigilators; MOs; Programme Directors (PDs); TPDs; Supervisors, Chairs of PhD Upgrading or DrPH Review panels, Department Research Degree Coordinators (DRDCs) and FRDDs.

In the case of the temporary absence or incapacity of any officer named in these procedures, responsibility devolves to their deputy (or nominee). If no deputy has been appointed, the manager responsible for the absent staff member will appoint a nominee.

The Pro-Director of Education may delegate any of their duties assigned under this policy to an Associate Dean or to the Head of the Doctoral College.

#### 7.2.4 DEFINITIONS OF ASSESSMENT IRREGULARITIES

##### 7.2.4.1 **Plagiarism**

## **LSHTM Academic Manual 2021-22**

### **Chapter 7: General Academic Regulations**

Plagiarism is the copying or use of the work of others, whether intentionally or unintentionally, as if it were your own. Such work may come from any source whether published or unpublished, in print or online including words, images, audio recordings, diagrams, formulae, computer code, performances, ideas, judgements, discoveries and results. To avoid plagiarism:

- Any reference to the work of others must be acknowledged.
- A recognised citation system should be used.
- Quotations must accurately refer to and acknowledge the originator(s) of the work.
- Direct quotations, whether extended or short, must always be clearly identified.
- Paraphrasing must be clearly acknowledged.
- Work done in collaboration with others must appropriately refer to their involvement and input.
- Use of your own past work should be referenced as clearly as the work of others.

#### **7.2.4.2 Cheating**

Cheating is a deliberate attempt to deceive in order to gain advantage in an assessed piece of work, including coursework, in-module assessments and examinations. This covers a range of offences, from significant instances of plagiarism to exam misconduct.

#### **7.2.4.3 Fraud**

Fraud is the submission of any work which may cause others to regard as true that which is not true. This covers work which has been fabricated (e.g. with invented data or cases), falsified (e.g. with wilfully distorted data), omits significant items (e.g. ignoring outliers, not admitting that some data are missing, not admitting other relevant post-hoc analyses, omitting data on side effects in a clinical trial, non-disclosure of a conflict of interest, etc.), or in any way misrepresents the work or research carried out. Fraud may be by intention, by disregard of possible consequences (e.g. in failing to adequately describe the input of others), or by negligence (e.g. submission of work based on distorted data due to poor data handling practice). Assessment or research fraud may cross over with a range of other offences, from plagiarism (e.g. unattributed copying of the research data of others) to cheating, collusion or personation.

#### **7.2.4.4 Collusion**

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

Collusion is any form of collaboration with another person, including another student, which has not been clearly acknowledged or permitted for assessment purposes (either in coursework or an examination). Different forms of collusion may be regarded as either plagiarism or cheating.

#### **7.2.4.5 Personation**

Personation is the deliberate submission of work done by another person (e.g. another student, a friend, a relative, a peer, a tutor, or anyone else) as if it were the student's own. Another person's work may cover any source whether published or unpublished, including words, images, audio recordings, diagrams, formulae, computer codes, ideas, judgements, discoveries and results. This may cross over with a range of other offences; submission of another person's work with their knowledge is likely to constitute collusion; doing so without their knowledge may constitute plagiarism; representing a piece of joint or group work as the student's own is likely to constitute fraud; and deliberately procuring work from sources or commercial entities such as essay banks would be very likely considered cheating. Arranging for another person to falsely identify themselves as the student and take an exam on their behalf would be seen as a particularly severe form of personation and cheating.

#### **7.2.4.6 Self Plagiarism**

Students should take care in re-using their own previous work. Presenting work for assessment which was originally completed for other purposes, whether at LSHTM or elsewhere, may be treated as self-plagiarism (or even cheating) under these procedures, unless this work is properly identified or unless instructed otherwise, e.g. if students have been asked to resubmit the work. Students who have previously submitted an original piece of work for assessment at LSHTM or for any other University of London award may not re-submit it, in whole or in part, for consideration towards an LSHTM qualification (i.e. credit can only be given once for a particular piece of assessed work.) It may be possible to build on work done previously, e.g. to take a topic initiated in a module assignment and develop it fully as part of a project report (personal tutors or involved academic staff should be able to advise on what is acceptable); but in such cases students should identify and reference their own previous work as carefully as any other source.

#### **7.2.4.7 Examination Offences**

Conduct in examination rooms or halls is also subject to specific restrictions. This covers written exams, practicals, oral or similar examinations, and assessments taken online. Examination offences include:

## **LSHTM Academic Manual 2021-22**

### **Chapter 7: General Academic Regulations**

- To introduce, handle or consult unauthorised materials, aids, instruments or equipment in the examination, which might be used to the student's advantage, including the use of inappropriate (i.e. programmable) calculators, or other inappropriate devices including mobile phones, Personal Digital Assistants or any wireless devices.
- To annotate books, statutes or other materials permitted in the examination.
- To make unauthorised use of material stored in or communicated to a device such as a calculator, computer or mobile phone, or to make unauthorised use of software or other functions or information stored electronically on such a device. Even if the device itself has been permitted, the use of inappropriate material will not be.
- To communicate (in written, verbal, gestural, electronic or any other form, except where expressly permitted), collude or engage in any other unauthorised activity with any other persons during the examination. This includes copying or reading from the work of another candidate or from another student's books, notes, instruments, computer files or any other materials or aids.
- To offer an inducement of any kind to an invigilator, examiner or other person connected with the assessment.
- Failure to comply with the reasonable request of an invigilator.
- Any conduct of which the result would be an advantage for the student obtained by subterfuge or action contrary to published rules or guidance.
- To remove from the examination room, without prior authorisation, stationery or other materials supplied for examination purposes by LSHTM, University or examination centre.
- Being party to any arrangement whereby a person other than the student fraudulently represents or intends to represent, the student at an examination.

#### 7.2.5 PENALTIES

7.2.5.1 Decisions concerning assessment irregularities should take account of all relevant factors before a penalty is determined. These may include:

- The extent of any academic misconduct or poor practice
- The motivation and intention of the student in respect of the irregularity
- The effect of the intended penalty on the student's progression or overall award

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

- The relation of the assessment(s) in question to the structure of the award
- The effect that the cancellation of the paper(s) or test(s) would have on the student
- The arrangements for re-entry to the examination(s) or assessment(s) in question
- The comparable position of a student who had simply failed assessment(s)
- Whether the student had been found guilty of a previous assessment irregularity at LSHTM
- The stage the student is at in their programme of study and/or their prior academic experience
- If a student's disability or medical condition appears to have a bearing on an assessment irregularity, this may potentially mitigate the severity of the irregularity but should not result in de facto differential treatment. Adjustments for disabilities/medical conditions cannot be made retrospectively.

7.2.5.2 The most significant penalties, which have ramifications beyond the marking of an individual piece of work, may be discussed at any part of the investigations. However, these can only be levied by an Assessment Irregularities Committee (AIC) or Senate.

7.2.5.3 LSHTM reserves the right to inform appropriate external bodies in any upheld cases of assessment irregularities, especially any cases of fraud.

7.2.5.4 Penalties for assessment irregularities should take account of the severity of the offence, and be applied in a consistent way across LSHTM. Penalties may cover any combination of the following:

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

<b>Penalty</b>	<b>Taught Programme</b>	<b>Research Degree</b>	<b>Penalty only to be given by an Assessment Irregularities Committee (AIC)</b>
a) No further action.	✓	✓	n/a
b) Verbal or written reprimand by the TPD/FRDD with a note to this effect added to their student file.	✓	✓	n/a
c) In addition to other penalties, the student be required to attend a training session on good referencing practice and avoiding plagiarism.	✓	✓	n/a
d) The plagiarised or fraudulent section of the work is ignored or revised for re-submission and the remaining portion of the work marked as normal. With regards fraudulent work, the penalty may specify any further restrictions on potential future publication (or requirements for revision prior to such publication) if the work is to be associated with LSHTM.	✓	✓	n/a
e) That the result for the piece of work be reduced which may include being marked down to the minimum pass mark or lower. Where this penalty is a reduction to a fail grade, standard resit procedures apply but the penalty may specify any maximum pass grade achievable in the resit.	✓	✓	n/a

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

<b>Penalty</b>	<b>Taught Programme</b>	<b>Research Degree</b>	<b>Penalty only to be given by an Assessment Irregularities Committee (AIC)</b>
f) That the result for the piece of work be reduced to zero. The student may be permitted to resit under standard procedures (i.e. if the irregularity was a first attempt); but the penalty may specify any maximum pass grade achievable in the resit.	✓		n/a
g) That for serious offences in relation to module assessment only, the result for the piece of work be reduced by a set number of grade points or to grade 0, with a requirement that this piece of work and associated module result must contribute to the outcome of the student's final award. The student may not be permitted to undertake a resit to be counted towards their final award; although standard resit procedures may allow a resit to be taken to demonstrate academic capability, e.g. if the student's award outcome is a borderline case and the Exam Board is required to consider a portfolio of work.	✓	n/a	n/a



**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

<b>Penalty</b>	<b>Taught Programme</b>	<b>Research Degree</b>	<b>Penalty only to be given by an Assessment Irregularities Committee (AIC)</b>
h) That for irregularities identified in formative or draft work prior to formal submission, the candidate be reprimanded in writing, and required to revise the work before submission to the Assessors. At the discretion of the FRDD, the Assessors may also be informed that an irregularity had been identified in previous draft work and given relevant documentation pertaining to it.	n/a	✓	n/a
i) That the students be permitted to continue their studies or proceed to examination, subject to corrections/revisions being specified and approved by Assessors (e.g. PhD Upgrading Panel, DrPH Review Panel, thesis/viva Examiners) who shall be informed of the details of the irregularity and given relevant documentation relating to it. The Assessors may determine how corrections/revisions are to be approved, including the possibility of a second examination of the student.	n/a	✓	n/a

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

Penalty	Taught Programme	Research Degree	Penalty only to be given by an Assessment Irregularities Committee (AIC)
j) Where a serious assessment irregularity has occurred in summative assessments, the work can be judged inadequate for the assessment requirements and withdrawn from consideration. This should count as one attempt at submission; any further revisions and re-submissions may only be permitted in line with the regulations.	n/a	✓	✓
k) The student be required to commence a new project with none of the previous studies taken into account or recognised.	n/a	✓	✓
l) The student not be permitted to re-enter for any or all assessments before the expiry of a stated period.	✓	✓	✓
m) The student be permitted to re-enter for those assessments on the next normal occasion, but that no award be made to the student before the expiry of a stated period.	✓	✓	✓
n) The student be excluded from future assessments for awards of LSHTM.	✓	✓	✓
o) The student be excluded from the award for which they have been registered.	✓	✓	✓
p) That termination of studies proceedings be initiated against the student.	✓	✓	✓

**LSHTM Academic Manual 2021-22**  
**Chapter 7: General Academic Regulations**

<b>Penalty</b>	<b>Taught Programme</b>	<b>Research Degree</b>	<b>Penalty only to be given by an Assessment Irregularities Committee (AIC)</b>
q) That a recommendation be made to Senate for the student's award to be revoked.	✓	✓	✓

7.2.6 INITIAL PROCEEDINGS (STAGE 1)

**Initiation of Proceedings**

7.2.6.1 Online examination scripts will be subject to scrutiny for assessment irregularities using Turnitin software. All scripts with evidence of assessment irregularities will be subject to further review as outlined throughout section 7.2 of this chapter.

7.2.6.2 Cases of suspected assessment irregularity must be reported in the first instance to the appropriate MO, PD or DRDC. They will then inform the appropriate TPD or FRDD who will make an initial investigation of the alleged irregularity and establish whether there is a case to answer.

Assessment	Report to:	Report to:
Module assessment	MO	TPD
MSc Project	MSc PD	TPD
Research degrees	DRDC	FRDDs
Examinations	Associate Dean	TPD

7.2.6.3 Where an irregularity is alleged, no assessment result should be confirmed until a verdict is reached on the allegation.

**Taught Programmes:** If a case is not resolved before the final Board of Examiners, then the student and the relevant Exam Board Chair should be informed and consideration of these results deferred to a subsequent special meeting of the relevant Board of Examiners.

**Research Degrees:** In the event that a case is not resolved before the work is due to be considered by appointed Examiners for the award of a research degree (i.e. following thesis submission and oral examination), then their decision will need to be deferred pending the outcome of the case.

7.2.6.4 Where an irregularity is alleged for an assessment task that forms the basis for a subsequent assessment, then the submission/assessment of the subsequent assessment should be deferred, until an outcome has been reached on the original assessment task.

7.2.6.5 All staff who suspect an assessment irregularity has occurred must report them immediately. Failure to do so may be grounds for any future case to be dismissed. In the rare event that a case is brought subsequent to an award being made or a student having graduated, these procedures will still apply. Such a situation may require that the Board of Examiners reconsider their previous decision, and that Senate amend or rescind grades or awards previously made.

### Initial investigations

7.2.6.6 All investigations shall be carried out as soon as possible. After being notified about the alleged irregularity, the TPD/FRDD should complete their initial investigation within 10 working days.

7.2.6.7 The TPD/FRDD should obtain details from the Registry to confirm whether any prior allegations have been made/taken forward regarding the student in question.

7.2.6.8 If there is evidence that a student's disability/medical condition may have had a bearing on the case, the TPD/FRDD should check with the Student Adviser. However, the Student Adviser will not be in a position to inform the TPD/FRDD if a disability has been declared but permission to inform other staff withheld by the student.

7.2.6.9 If the TPD/FRDD determines that there is no case to answer, they need not record a report on the allegation. If there is evidence of poor practice (e.g. in referencing or citing), the TPD/FRDD may contact the student to remind them of best practice and the need to observe assessment requirements.

7.2.6.10 If the TPD/FRDD determines that there is a case to answer, then the following will apply:

**Taught Programmes:** The TPD must determine whether the case progresses directly to an AIC. If not, it will be appropriate to progress to an Irregularity Investigation Panel (IIP).

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

**Research Degrees:** The FRDD must determine whether it is possible to schedule an IIP or AIC to consider the matter prior to the Upgrading/Review or Thesis Examination meeting taking place. If not, then the Upgrading/Review or Thesis Examination should be deferred until after an IIP or AIC can be scheduled.

- Upgrading/Review work: If it is not feasible to schedule this beforehand, then the IIP may take place as an embedded part of the Upgrading/Review meeting. The FRDD should advise the Student, the Chair of the Upgrading/Review Panel and the relevant DRDC of the details of the case beforehand.
- Thesis: If an IIP or AIC is required then this must take place before the Thesis Examination and thus may require deferral of the viva. However, the Thesis Examiners have discretion to address and discuss any issues of poor academic practice (e.g. problems with referencing) as part of the viva, and may recommend related amendments, provided that these issues are not so serious as to constitute assessment irregularities requiring an IIP or AIC. If issues potentially requiring an IIP or AIC are not identified until the Thesis Examination is in progress, the Examiners must defer their decision until the matter can be reviewed by the FRDD, and if necessary an IIP or AIC held.

7.2.6.11 Initiation of proceedings by the TPD/FRDD will normally result in an invitation for the student to meet with an IIP to discuss the allegations or respond with a written response or any other evidence. The purpose of the IIP is to consider details of the alleged irregularity and the student's response, with the authority to make a final recommendation if the student is prepared to accept this.

7.2.6.12 If the student does not wish the case to be considered through an IIP then it should progress directly to an AIC.

7.2.6.13 Where an IIP or AIC is required, the TPD/FRDD should [contact the student](#):

- Describing the alleged irregularity in writing
- Enclosing a copy of this Procedure
- Requesting the student to explain their conduct and provide any other evidence to the relevant Panel or Committee.

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

It should be made clear that the explanation and evidence from the student may be given either in person at a meeting or in writing. The student should also be encouraged to disclose any disability or medical condition to the Panel that may have a bearing on the alleged irregularity.

- 7.2.6.14 If an initial investigation indicates that there is a case to answer arising from a previous assessment, but the student is at a crucial point in their overall programme of study (e.g. about to take exams or other assessments), then the TPD/FRDD may at their discretion put the case on hold. The student would not be contacted until this immediate juncture had passed to avoid affecting the student's performance in other assessments. However, this may not be appropriate in every case, and decisions may be informed by the type and apparent severity of the irregularity being investigated.

**Contact with students and timescales**

- 7.2.6.15 Contact with students should be via email in the first instance. If no response is received, the Registry can forward the information on to the student's current address.
- 7.2.6.16 Students are required to respond promptly on receipt of all communications about possible assessment irregularities, and to comply with all indicated timescales. Where their circumstances may prevent them from meeting obligations under these procedures, students should notify the relevant staff as soon as possible. In such cases, staff should attempt to make alternative arrangements if reasonable (e.g. adjusting deadlines).
- 7.2.6.17 Students or staff may request extension of any timescales or deadlines given in the procedure, which will be granted at the discretion of the TPD/FRDD, the AIC Chair if one has been convened, or the Appeals Committee Chair if one has been convened.
- 7.2.6.18 There is no expectation that students who are normally based away from London (especially DL students) should be able to attend meetings in London. In these cases, input may be given via email or alternative

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

participation arrangements such as teleconferencing or videoconferencing may be arranged at the discretion of the TPD/FRDD.

7.2.6.19 In the event that a student has indicated their intention to participate in a meeting, but then cannot do so for good reason, an adjournment should be considered.

7.2.6.20 Where reasonable efforts have been made to contact a student but no response has been received, proceedings may take place in their absence.

7.2.7 IRREGULARITY INVESTIGATION PANEL (STAGE 2)

**Composition of Irregularity Investigation Panel (IIP)**

7.2.7.1 For information on the membership and terms of reference of the IIP, please see [Chapter 10, Governance of the LSHTM Academic Manual](#).

**Informal Hearing of the IIP**

7.2.7.2 The meeting may be kept relatively informal. The Panel shall meet within 10 working days from the student being sent notification that there is a case to answer. In exceptional circumstances, this may not be feasible, and the TPD/FRDD may set dates as appropriate.

7.2.7.3 The student may choose to either meet with the Panel to present a further statement in mitigation or choose not to meet with them, having provided relevant information beforehand. If the student is unable or does not wish to attend in person the Panel may reach a decision without a formal meeting (e.g. by email contact) at the discretion of the TPD/FRDD.

7.2.7.4 A friend or representative may accompany the student at the meeting if desired. This can be a fellow-student representative, or an Officer of the Students' Representative Council (SRC). Such an individual should not be



**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

a formal legal counsel, and should not actively participate in the Panel meeting.

- 7.2.7.5 The Panel may have private discussions and request that the student and any other attendees leave the room.
- 7.2.7.6 The Panel should retire for private discussion before deciding any provisional penalty.
- 7.2.7.7 Discussion at the meeting should aim for consensus between the Panel members and the student as to what has occurred, whether it constitutes an assessment irregularity, how severe it is, and what penalty is likely to be most appropriate. The potential impact of this penalty on the student's final award should also be made clear. In the event that the student is absent, or is present but cannot reach agreement with the Panel members, then the Panel must reach a decision and should aim to do so without adjourning to a later date.
- 7.2.7.8 Research Degrees: Where an IIP is to be held as an embedded part of an Upgrading/Review meeting, students should be notified in advance that an allegation has been made and provided with the evidence of the assessment irregularity. They can then choose to either proceed with the investigation as part of the Upgrading/Review meeting or request a postponement of the Upgrading/Review meeting until the matter has been investigated by a separate IIP. For cases where an IIP is to be held as an embedded part of an Upgrading/Review meeting.
- The main meeting should go ahead as normal, focusing on the academic/scientific content of the work.
  - Consideration of the element(s) for which an irregularity has been alleged should be deferred to later in the meeting, if possible. The student should be asked to explain their conduct or give any other evidence about the alleged irregularity. It should be made clear that the Panel has authority to act as an IIP and make a decision on this matter, which may affect the Upgrading/Review outcome.
  - The Panel should retire for private discussion before deciding any provisional penalty, as well as the Upgrading/Review outcome. They should then return to discuss these outcomes with the student.

**Outcome of the IIP**

- 7.2.7.9 At the end of the Panel meeting, the TPD/FRDD should offer the student the option of accepting the Panel's decision, and have the TPD/FRDD make a subsequent decision on the penalty in line with what has been discussed with the Panel. If the student does not accept this option, then the case will be escalated to a formal AIC.
- 7.2.7.10 Research Degrees: Where an IIP has been held as an embedded part of an Upgrading/Review meeting, decisions may be made about both the alleged irregularity and the assessment overall. This may include requirements for revision and re-submission of work, in which case appropriate deadlines should be given and responsibilities assigned for approving the revised or re-submitted work.
- 7.2.7.11 If the student accepts the decision, the TPD/FRDD should then take any advice required to reach a final decision on the case and any penalty. Such advice may include consultation with the Pro-Director of Education or Head of Registry to determine that the penalty is appropriate and in line with LSHTM precedents. This final penalty should usually be as provisionally recommended by the IIP.
- 7.2.7.12 The TPD/FRDD must prepare a brief report detailing the allegation, the evidence considered, and the outcome. This should be done within 5 working days from the date of the IIP. The report should include a standard statement for the student to sign, to say "I agree with this statement of facts concerning my work as indicated above, and agree to the penalty or penalties indicated".
- 7.2.7.13 If no response has been received from the student within 15 working days of their being contacted regarding the Panel's decision, proceedings should be completed without the student's input and the final penalty applied.
- 7.2.7.14 The TPD/FRDD will arrange for signed copies of this report to be sent to (i) the student; and (ii) the Head of Registry for inclusion in the Assessment Irregularities file. No further escalation to a formal AIC should be required.

**LSHTM Academic Manual 2021-22**  
**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

7.2.8 ASSESSMENT IRREGULARITIES COMMITTEE (STAGE 3)

**Composition of Assessment Irregularities Committee (AIC)**

7.2.8.1 For information on the membership and terms of reference of the AIC, please see [Chapter 10 of the LSHTM Academic Manual](#).

7.2.8.2 An AIC shall be established in the following circumstances (either following an IIP, or directly if a need for a formal AIC can be determined at an earlier stage):

- i. If the student requests a formal hearing by an AIC.
- ii. If the student admits to only part of the allegation.
- iii. If the student admits the allegation but contests the penalty.
- iv. If the student admits the allegation but the TPD/FRDD feels it appropriate to refer the matter to an AIC.
- v. If the TPD/FRDD considers the allegations sufficiently serious to warrant a level of penalty that can only be levied by an AIC.
- vi. All repeat cases of assessment irregularity must be referred to an AIC.

7.2.8.3 The AIC should arrange to meet within **15 working days** of the need for an AIC being identified or requested by the student.

**Notification to the Student**

7.2.8.4 If the case has progressed directly to an AIC without an IIP, the Secretary shall contact the student within 5 working days of being notified of the need for an AIC, to request that they provide a written explanation of their conduct with respect to the allegations, and any further evidence for consideration.

7.2.8.5 The Secretary shall send the students a copy of all documents to be presented to the AIC student. Such documents shall include any written statement(s) made by the student and the report of the IIP (if this met) or

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

else report from the initial investigations of the TPD/FRDD. Notice must be given of the purpose of the meeting and details of the time and place at which it will be held. The details of the hearing and documents should be emailed to the student at least 7 working days before the date of the AIC.

**AIC Hearing**

- 7.2.8.6 The AIC shall only be attended by the people involved in the hearing. The student shall have the right to be present at all proceedings of the AIC apart from the provision for the AIC to consider its findings in private. Witnesses may be called.
- 7.2.8.7 The AIC shall not be invalidated through the student being absent from the meeting if documents and notice have been sent to the student within the timeframe outlined in this procedure.
- 7.2.8.8 A friend or representative may accompany the student at the hearing if desired. This can be a fellow-student representative, or an Officer of the SRC. Such an individual should not be a formal legal counsel, and should not actively participate in the Panel meeting.
- 7.2.8.9 Before reaching any decision, the AIC shall consider any written statements submitted to the Committee by the TPD/FRDD or the student.
- 7.2.8.10 The TPD/FRDD shall present their evidence to the AIC. The AIC should not ask the TPD/FRDD to recommend a specific penalty but the TPD/FRDD can provide contextual information on past precedents.
- 7.2.8.11 First, the responsible TPD/FRDD and then the student may call witnesses who may be examined, or may present documentary material. A witness who is an LSHTM student may, with the Chair's permission, be accompanied by any person while giving evidence. Evidence may be admitted which is relevant and fair.

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

- 7.2.8.12 The student shall have the right to examine any documents, reports or written statements that have been used in the case. However, the Chair may anonymise the identity of persons who have provided evidence (e.g. other students reporting an incident).
- 7.2.8.13 The AIC shall have the right to examine any documents, reports or written statements that have been introduced by the student.
- 7.2.8.14 The student may give evidence to the Committee and the TPD/FRDD and members of the AIC may ask the student questions.
- 7.2.8.15 After the evidence has been concluded, the TPD/FRDD and then the student may address the Committee.
- 7.2.8.16 Where the AIC finds that the allegation has been established, then firstly the responsible TPD/FRDD, and secondly the student or their representative, shall have a further opportunity to address the Committee regarding the order to be made.
- 7.2.8.17 The findings and decision of the AIC shall be announced by the Chair at the close of the meeting.
- 7.2.8.18 The Committee may at any time, ask the student, TPD/FRDD and any other attendees to leave the room so that the Committee members can hold private discussions. The Committee shall consider its findings and decision in private and shall if possible reach its finding and decision without adjournment.
- 7.2.8.19 Decisions made by the AIC on a point of procedure will be binding. Any such decisions may be the subject of appeal before the Appeals Committee, subject to the grounds detailed in the appeals procedure.

**Decisions of the AIC**

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

- 7.2.8.20 The decision of the AIC shall be reached by a majority vote of the members of the Committee present. The votes of individual AIC members shall always be confidential.
- 7.2.8.21 If the votes of the AIC are evenly divided then its decision shall always be in favour of the less serious finding or penalty.
- 7.2.8.22 The AIC shall determine whether an offence has been committed and give reasons for its decision.
- 7.2.8.23 The Secretary shall provide the AIC with all relevant information relating to the student's position in LSHTM and their programme of study, including their stage of progress within the structure of that programme, and other components completed or graded which will affect their final qualification and award classification.
- 7.2.8.24 When reaching the decision on the penalty the AIC shall consider all factors determining severity of irregularity, as per the section on applicable penalties.
- 7.2.8.25 The AIC will then agree a penalty (or penalties) in line with the list of applicable penalties. Variations or other appropriate penalties not detailed in these procedures may be ordered, although giving due consideration to the importance of fairness and consistency with policy and precedent.
- 7.2.8.26 The Chair of the AIC shall prepare a report form and report detailing the allegation, the evidence that was considered, and the outcome. This should be sent by email within five working days from the date of the meeting to the student, TPD/FRDD and the Pro-Director of Education. The Head of Registry and the TPD/FRDD shall arrange for the relevant penalty (or penalties) to be applied. Details of the case should be held in the Registry Assessment Irregularities file.
- 7.2.8.27 If the AIC decides that no irregularity has been committed or that there was a genuine mistake with no intention of committing an irregularity,

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

that decision shall also be communicated to any other persons in the case whether as witnesses or otherwise.

**Research Degree students taking modules**

7.2.8.28 In the event of an assessment irregularity allegation concerning a Research Degree student taking an assessed module or Short Course, then the allegation should be raised with the appropriate MO, PD or Short Course Organiser, who will then inform the relevant TPD. The TPD should then investigate the alleged irregularity and initiate an IIP if there is a case to answer. The relevant FRDD may be invited to join the IIP.

7.2.8.29 If the student does not accept the recommendation, or the decision of the Panel would normally require an AIC to be initiated, then the case would be referred to an AIC.

**Students registered with other institutions**

7.2.8.30 In the event of an assessment irregularity allegation concerning a student who is registered for a standalone module (or modules), then the above procedures will apply. However, at the initial investigation stage, the TPD should check with the Registry to determine whether the student is taking the module(s) on a standalone basis, or has been registered to undertake the modules as part of a qualification at another institution.

7.2.8.31 If initial investigation by the TPD identifies that there is a case to answer, then an IIP should be constituted. A member of staff from the student's home institution may also be invited to join the IIP.

7.2.8.32 The report and recommendation from the IIP as prepared by the TPD should always be forwarded to the student's home institution by the Registry.

7.2.8.33 If the student accepts the recommendation of this Panel, that decision will be applied insofar as it affects the grade given to the student by LSHTM. If the IIP recommends a penalty outside the remit of LSHTM to

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

apply to a student registered elsewhere, the student's home institution should be informed of this. If the student's home institution takes further action against the student, they should report any outcome back to LSHTM.

7.2.8.34 If the student's home institution asks that LSHTM determine the outcome or penalty, this should be done as per the LSHTM procedures, with any additional details (e.g. any previous irregularity offences by the student) to be supplied by the home institution. If the student's home institution makes a request for a specific penalty to be given, this may be implemented if practical and reasonably consistent with LSHTM procedures. However, if this conflicts with LSHTM procedures or deviates significantly from the recommendation of the IIP, any decision on the matter should be taken by the responsible LSHTM Exam Board Chair in consultation with the relevant TPD and Head of Registry.

**LSHTM students taking modules at other institutions**

7.2.8.35 In the event of an assessment irregularity allegation concerning an LSHTM student who is taking a module/programme at another institution, then the relevant institution should be asked to make a report on the case for consideration by the relevant TPD/FRDD at LSHTM. The TPD/FRDD should follow up to determine whether there is a case for the student to answer under LSHTM procedures, further to any procedures or penalty already applied by that institution.



7.2.9 APPEALS PROCEDURE (STAGE 4)

**Grounds for Appeal**

7.2.9.1 An appeal may be made on the following grounds:

- i. That the proceedings of the AIC were not carried out in accordance with these Procedures.
- ii. That there is new evidence, which could not reasonably have been, made available to the AIC.
- iii. That the decision of the AIC was perverse in light of the evidence.
- iv. That the penalty imposed by the AIC was out of proportion to the offence committed.

**Notice of Intention to Appeal**

7.2.9.2 The appeal must be submitted by the student in writing to the Secretary to the AIC within 10 working days of the date of notification of the AIC outcome. The notice shall include the grounds for appeal. Where the appeal is on the grounds of new evidence, the student must submit a summary of the evidence to the Secretary to the AIC with the notice of appeal.

7.2.9.3 The Secretary will forward the appeal along with the report from the AIC to the Pro-Director of Education for consideration of whether the grounds for appeal are justified under the procedures.

7.2.9.4 If the appeal is rejected then reasons will be given.

7.2.9.5 If the grounds for appeal are allowed, an Appeals Committee will be organised by the Head of Registry (or nominee). The student shall be notified by the Secretary to the Appeals Committee of the date of the hearing within 15 working days before the date of the Appeals Committee.

7.2.9.6 The students may prepare a written submission to the Appeals Committee, which must be submitted to the Secretary to the Appeals

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

Committee within 7 working days before the date of the Appeals Committee.

**Constitution of the Appeals Committee**

7.2.9.7 For information on the membership and terms of reference of the (Assessment Irregularities) Appeals Committee, please see [Chapter 10 of the LSHTM Academic Manual](#).

**Proceedings of the Appeals Committee**

7.2.9.8 The meeting of the Appeals Committee shall be held in private.

7.2.9.9 Proceedings of the Appeals Committee shall not be invalidated through the absence of the student provided they have been given adequate notice of the meeting as outlined in this procedure.

7.2.9.10 An appeal shall consider the documentation previously received by the Pro-Director of Education in determining that there are adequate grounds for appeal. This documentation should be supplied in full to the Appeals Committee by the Secretary.

7.2.9.11 The appeal shall not take the form of a re-hearing of the case.

7.2.9.12 An Appeals Committee may, at its discretion, hear and take into account new evidence called into account by either side, which could not reasonably have been made available at the hearing of the AIC.

7.2.9.13 The student (or their representative) shall address the Appeals Committee. The TPD/FRDD may then address the Committee if they wish.

7.2.9.14 An Appeals Committee may, at its discretion, at any time during the hearing of an appeal, request that room be vacated for private discussions.

**Decisions of the Appeals Committee**

7.2.9.15 The decision of an Appeals Committee shall be reached by a majority vote of the members of the Committee present at the meeting. The Chair shall have a second or casting vote. The votes of the individual Committee members shall always be treated as confidential.

7.2.9.16 The Appeals Committee shall reach its decision, whether to allow or dismiss the appeal, without adjournment. The Committee shall give reasons for its decision.

7.2.9.17 The Appeals Committee shall have power to reverse or modify the decision or penalty appealed against in any way, including cases where the judgement of irregularity has been accepted but the severity of penalty appealed. However, the Committee shall not have the power to impose a more severe measure than the original one.

7.2.9.18 If an appeal has been allowed, in part or completely, the Appeals Committee may hear further submissions on the question of the appropriate outcome to be made, but no further witnesses shall be heard at this stage.

7.2.9.19 The decisions of the Appeals Committee shall be final.

7.2.9.20 If the Appeals Committee finds that no irregularity has been committed or that there was a genuine mistake with no intention of committing an irregularity, that decision shall also be communicated to any other persons in the case whether as witnesses or otherwise.

7.2.9.21 The Secretary to the Appeals Committee shall submit a report of the hearing to the Pro-Director of Education copied to the TPD/FRDD. A copy of this report shall be emailed to the student within five working days from the date of the Appeals Committee meeting. A copy will be included in the Registry Assessment Irregularities file.

7.2.9.22 Right of review: At the end of LSHTM's Appeal procedure the Student has the right to submit a request for LSHTM's decision to be reviewed by the Office of the Independent Adjudicator (OIA). The OIA provides an independent scheme for the review of student grievances under the Higher Education Act 2004.

7.2.9.23 Completion of Procedures Letter: Once LSHTM's Appeal procedure has been completed LSHTM will issue a Completion of Procedures letter (CoP) informing the student that the internal procedures of LSHTM have been exhausted and of their right to submit a complaint to the OIA in accordance with the guidance from the Office of the Independent Adjudicator (OIA). Further information can be found on the [OIA website](#).

7.2.9.24 Deadline: The OIA Complaint Form must be received by the OIA within twelve months of the date of the Completion of Procedures Letter.

#### 7.2.10 RECORDING & MONITORING ASSESSMENT IRREGULARITIES

### **Data Protection Responsibilities**

7.2.10.1 Information about proven or alleged irregularities constitutes Personal Data under the terms of the Data Protection Act, and all staff involved in cases must take care to ensure safe, secure and appropriate storage and use of this information, including keeping it up-to-date. Data relating to a named individual may need to be released to that individual if they make a formal Subject Access Request.

7.2.10.2 LSHTM will endeavour to limit the disclosure of information as is consistent with conducting an investigation and the provisions of the Human Rights Act 1998, the Data Protection Act 1998, the Freedom of Information Act 2002, and any other relevant legislation.

7.2.10.3 The Registry will act as the main repository of all files in relation to assessment irregularity cases, across both Intensive and DL programmes. All staff seeking further information in relation to a case should contact the Registry who will retain master copies of all

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

documentation in the Assessment Irregularities file (stored by academic year and destroyed five years after the end of each year in question or within five years of a student's completing their programme.)

7.2.10.4 Staff may maintain their own personal files relating to cases but should destroy these when the case is concluded or at the end of the student's programme of study, whichever is later. Definitive records and documents should be maintained only by the Registry.

Staff who may have data storage responsibilities under these procedures include:

- TPDs / FRDDs
- Chairs of Assessment Irregularity Committees
- Other involved staff (including the Pro-Director of Education and members of Assessment Irregularity Committees)
- The University of London Worldwide (UoLW)

**Reporting and Recording of Irregularities**

7.2.10.5 The key stages at which information about an assessment irregularity case must be recorded are as follows:

Irregularity Investigation Panel

- TPD/FRDD completes form plus report including judgement of IIP and subsequent penalty. Report required even if no case to answer.
- If outcome and penalty accepted, TPD/FRDD sends form plus report to: (i) the student and (ii) Registry.
- If outcome and penalty not accepted, case proceeds to AIC and TPD/FRDD sends form plus report to Registry for inclusion in AIC papers.

Assessment Irregularities Committee

- AIC Chair prepares form plus report detailing allegation, evidence and outcome and sends this to Registry.

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

- Registry send copies of the form and report to: (i) the student, (ii) the TPD/FRDD and (iii) the Pro-Director of Education.
- Registry file all paperwork/evidence and minutes from the AIC.

### Appeals

- Secretary to Appeals Committee prepares report on the outcome; sends report to: (i) the student; (ii) the Pro-Director of Education and (iii) the TPD/FRDD.
- Secretary to Appeals Committee also passes all paperwork and evident connected with the appeal to Registry, for inclusion in the Assessments Irregularity file.

7.2.10.6 The [Assessment Irregularity Record Form](#) should be used for recording case details. Full details about the case, established through investigation, should be attached with this form. The responsible TPD/FRDD should record all appropriate details in the full details of case section. However, it would not be appropriate to record the name of another student who has made an allegation.

### Monitoring of Irregularities

7.2.10.7 Towards the end of each academic year, ahead of final Exam Boards, Registry shall check the Assessment Irregularities file for that year and supply all TPDs/FRDDs with a list of names of students for whom an assessment irregularity has been suggested. No further details of allegations or cases need be provided; but the list should be crosschecked to identify any students against whom concerns have been raised in more than one Faculty.

7.2.10.8 Registry shall produce an annual report on assessment irregularities for the Senate Postgraduate Taught Committee (SPGTC) and Senate Research Degrees Committee (SRDC). This should be based on information in the Assessment Irregularities file for the complete preceding academic year (including allegations for which there was found to be no case to answer). Information should include:

- A summary of the number of cases reported, with breakdowns according to Programme/Faculty, type of assessment, and outcome/penalty invoked; and trend data to compare against previous years where possible.

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

- A full set of anonymised details from all cases should also be provided: detailing Faculty, Programme of study, Module(s) involved (where applicable), type of assessment, type of irregularity suggested, summary of case, and action taken. SPGTC and SRDC are expected to scrutinise this data annually, to monitor the level and type of irregularities being identified, and identify any differences between programmes or Faculties.

### 7.3 Special Assessment Arrangements Policy

#### 7.3.1 SCOPE

7.3.1.1 This policy applies to:

- Students registered on Intensive credit-bearing programmes/modules and Professional Diplomas (e.g. Professional Diploma in Tropical Nursing, Professional Diploma in Tropical Medicine & Hygiene)
- Research degree students who are taking summative assessments (e.g. Taught Modules, PhD Upgrading, DrPH Review, or their viva examination)

7.3.1.2 This policy does not apply to distance learning (DL) students. Special Assessment Arrangements for DL students are arranged by University of London Worldwide (UoLW). Please see their [Inclusive Practice / Access Arrangements webpage](#) for more information.

7.3.1.3 Special assessment arrangements apply to all forms of summative assessment (which count towards awards). It does not apply to formative assessments (which do not count towards awards).

7.3.1.4 This policy does not apply to Research Degree submission deadlines, which are handled under the [Research Degrees Extensions Policy & Procedure](#).

7.3.1.5 Students who are eligible for special assessment arrangements include:

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

- Disabled students (as defined by the Equality Act 2010)  
A person has a disability if they i) have a physical or mental impairment and ii) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities
- Students with a temporary medical condition or injury
- Students who are pregnant
- Students who are breastfeeding

7.3.2 PURPOSE AND OVERVIEW

7.3.2.1 Special assessment arrangements are defined as either Standard or Non-Standard.

7.3.2.2 The Equality Act 2010 requires higher education institutions to make reasonable adjustments and to avoid as far as possible by reasonable means the disadvantage which a disabled student experiences because of their impairment. Similarly, the Equality Act (2010) provides protection against discrimination for persons with one or more protected characteristic, which includes pregnancy and maternity.

7.3.2.3 LSHTM is committed to supporting students so that they can participate fully in academic life at LSHTM. This includes taking account of the impact of disability, significant short-term illness or injury, pregnancy or maternity by making reasonable adjustments to assessments so that they are not put at a disadvantage by their impairment/circumstances.

7.3.3 POLICY

7.3.3.1 Special assessment arrangements are agreed via a Learning Support Agreement (LSA), which will be in place for either:

- i. the duration of the programme of study (disabilities or long-term health conditions)
- ii. for a defined time-period (short-term conditions including pregnancy and breastfeeding young babies); such LSAs will be denoted as 'temporary'



**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

It is possible for a student to have both types of LSA in place. Please see [section 7.3.4 of this policy](#) for information of how to request special assessment arrangements.

7.3.3.2 LSHTM publishes a deadline prior to each assessment period, by which students should submit a request for any special assessment arrangements. Students will receive email notifications from Student Support Services with a reminder of the official deadline at the beginning of each term/module block. Students are expected to take responsibility for their own learning experience and to request special arrangements by the deadline. Further details, including an indication of when the deadlines are likely to fall, are available in the [Student Disability Handbook](#).

7.3.3.3 Requests for special assessment arrangements submitted after the deadline will be considered on a case-by-case basis by a Student Advisor, but arrangements will only be considered if there was good reason for the request not being made by the deadline.

7.3.3.4 Even if late requests for special assessment arrangements are agreed in principle, LSHTM cannot guarantee that such arrangements will be put in place in time for the affected assessment(s), as this depends on logistical and practical considerations.

7.3.3.5 Students who face unforeseen circumstances (including illness) immediately before or during an assessment should follow the procedure for extenuating circumstances set out in [section 7.4 of this chapter](#). This includes students who may already have special assessment arrangements, who experience a change in condition or other new circumstances which are not reflected in their LSA.

7.3.3.6 Students who obtain evidence after an assessment, which shows that at the time of the assessment the student had a condition which may have affected their performance may choose to pursue an Extenuating Circumstances Claim (please see [section 7.4 of this chapter](#)) or an Academic Appeal ([section 7.7 of this chapter](#)) depending on the specifics.

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

7.3.3.7 Requests for special assessment arrangements must be accompanied by appropriate supporting evidence (see paragraph 7.3.4.8 below).

7.3.4 PROCEDURE FOR REQUESTING SPECIAL ASSESSMENT ARRANGEMENTS

7.3.4.1 Applications for special assessment arrangements should be made in discussion with the Student Support Services team within the [Student Support Service](#). Students will be notified of deadlines in advance.

7.3.4.2 Research Degree students requiring special assessment arrangements for formal submission deadlines should request this via the [Research Degrees Extensions Policy & Procedure](#).

**Standard Arrangements**

7.3.4.3 The following standard special assessment arrangements may be made at the discretion of the Student Adviser:

- Additional time (up to 25%)
- Up to 50% additional time for a visual impairment (where this is specifically recommended in the medical evidence)
- Rest breaks in exam (up to 10 minutes extra time per hour)
- Extra time for taught module written assignments (up to one week)
- Use of a laptop or PC (provided by LSHTM) to complete a timed assessment
- Special seating arrangements (for example, being seated near an exit)
- Exam in accessible location
- Specialist furniture
- Permission to take food/drink and/or medication into an assessment
- The provision of Braille/enlarged papers
- Provision of BSL interpreter (for viva examinations or similar)

7.3.4.4 Combinations of the arrangements listed above can be approved as standard up to a total additional time of 25% extra (for example if rest breaks and additional time are requested). Where additional time equates

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

to more than 25% the special arrangement is deemed to be a non-standard arrangement.

**Non-standard Arrangements**

7.3.4.5 Non-standard special assessment arrangements include (but are not restricted to) the following:

- Use of an amanuensis (scribe) or speech-to-text software
- Use of a reader or text-to-speech software
- Additional time in a timed assessment beyond 25% (except for visual impairments)
- Rest breaks over 10 minutes per hour
- Combination of additional time and rest breaks where the total extra time is more than 25%
- Separate room alone

7.3.4.6 Requests for non-standard arrangements will be co-ordinated by the Senior Student Adviser and agreed by the Special Assessment Arrangements Panel (SAAP).

7.3.4.7 For information on the membership and terms of reference of the SAAP, please see [Chapter 10 of the LSHTM Academic Manual](#).

**Acceptable Evidence**

7.3.4.8 Supporting evidence for special assessment arrangements requests should come from an appropriate healthcare professional who is qualified to comment on the student's condition(s), including:

- General Practitioner (GP) / Physician
- Occupational Physician
- Consultant
- Psychiatrist
- Clinical Nurse Specialist
- Occupational Therapist

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

- Educational Psychologist
- Clinical Psychologist

7.3.4.9 Supporting evidence from the following will not be considered satisfactory:

- Physiotherapist
- Psychotherapist
- Counsellor
- Osteopath
- Other complementary / alternative health practitioners
- Previous institution's paperwork relating to adjustments

7.3.4.10 The supporting evidence should:

- Be recent (ordinarily no older than two years; more recent evidence may be requested for fluctuating conditions)
- Be printed on headed paper, signed and dated (scanned PDF copies are acceptable)
- Provide confirmation of the diagnosis or impairment
- Indicate whether the condition is long-term or temporary (if the latter, then indicate likely duration)
- Describe the impact of the condition on the student and their studies
- Where possible, provide specific recommendations for reasonable adjustments to assessments

7.3.4.11 The evidence must be in English or a certified translation of the original.

7.3.4.12 Multiple conditions requiring special assessment arrangements will require supporting evidence for each condition.

7.3.4.13 Evidence of a specific learning disability (SpLD) must be a full diagnostic assessment report from an Educational Psychologist or a suitably qualified specialist teacher.

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

7.3.4.14 Medical evidence will be used for guidance only and LSHTM will make an assessment of what it considers to be a reasonable adjustment.

7.3.5 REVIEWS AND COMPLAINTS

7.3.5.1 Standard arrangements: Students can request that standard arrangement decisions made by the Student Adviser are reviewed, by submitting a request to [studentadvice@lshtm.ac.uk](mailto:studentadvice@lshtm.ac.uk) within 5 working days of the decision being notified. The request should outline the reason for requesting a review, and include additional evidence, if available and where appropriate. Decisions will be reviewed within the [Student Support Service](#).

7.3.5.2 Non-standard arrangements: Students can request that non-standard arrangement decisions made by the SAAP are reviewed, by submitting a request to [studentadvice@lshtm.ac.uk](mailto:studentadvice@lshtm.ac.uk) within 5 working days of the decision being notified. The request should outline the reason for requesting a review, and include additional evidence, if available and where appropriate. Decisions will be reviewed by the SAAP.

7.3.5.3 Students who are not satisfied with the outcome of a review should follow LSHTM's [Student Complaints Procedure](#).

7.3.6 RECORDING AND APPLYING ARRANGEMENTS

7.3.6.1 Subject to the student's consent the LSA will be shared with (in addition to the [Student Support Services](#)):

<b>MSc students</b>	<b>Short courses students</b>	<b>Individual module students</b>	<b>Research Degree (RD) students</b>	<b>DrPH students</b>
Personal Tutor, Programme Director(s),	Course Director	Module Organiser(s)	RD Supervisor, Department Research	DrPH supervisor and Programme Director for

**LSHTM Academic Manual 2021-22**

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

<b>MSc students</b>	<b>Short courses students</b>	<b>Individual module students</b>	<b>Research Degree (RD) students</b>	<b>DrPH students</b>
<p>                     Taught Programme Director                 </p>			<p>                     Degree Coordinator.                 </p>	<p>                     DrPH                 </p>

7.3.6.2 The special assessment arrangement details will be shared with:

<b>MSc students</b>	<b>Short courses students</b>	<b>Individual module students</b>	<b>Research Degree (RD) students</b>	<b>DrPH students</b>
<p>                     Teaching Support Office (TSO) and Registry                 </p>	<p>                     TSO and Registry                 </p>	<p>                     TSO and Registry                 </p>	<p>                     TSO and Registry for taught module assessments.                      Relevant staff in the RD Department and Examiners for viva assessments and PhD upgrade                 </p>	<p>                     TSO and Registry for taught module assessments.                      Relevant staff in the DrPH Department and Examiners for DrPH review / viva                 </p>

NOTE: On rare occasions it may be necessary to share a student’s LSA or special assessment arrangements details with other parties if there are any risk management concerns; the student’s consent will be sought before information is shared in this way.

7.3.6.3 Once approved, LSHTM will ensure that a student’s special assessment arrangements are implemented appropriately.

7.3.6.4 Approved special assessment arrangements will be implemented by:

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

- TSO for module assessments, MSc summer project and short course assessments
- Registry for the main MSc examinations and short course assessments
- Relevant staff in the research degree department for PhD upgrading/viva examination and DrPH review/viva examination

### 7.4 Extenuating Circumstances Policy

<b>Related Policies &amp; Procedures</b>	<a href="#">Intensive Postgraduate Taught Degree Regulations</a> <a href="#">DL Postgraduate Taught Degree Regulations</a> <a href="#">Postgraduate Research Degree Regulations</a> <a href="#">Research Degrees Extensions Policy &amp; Procedure</a> <a href="#">Academic Appeals Policy &amp; Procedure</a>
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#### 7.4.1 SCOPE

7.4.1.1 LSHTM recognises that students may have their ability to take or perform in assessments affected by extenuating circumstances. LSHTM operates an evidence-based approach to extenuating circumstances, to ensure that all claims are dealt with fairly, consistently and transparently so that no student is advantaged or disadvantaged by this process.

7.4.1.2 Extenuating circumstances are defined as unforeseen, exceptional, short-term events, which are outside of a student's control and have a negative impact on their ability to prepare for or take an assessment. These events will normally occur shortly before or during an assessment.

7.4.1.3 Extenuating circumstances cannot be claimed for circumstances that are not deemed exceptional and which could have been prevented or foreseen by the student.

7.4.1.4 The process allows for sufficient flexibility to address the breadth and complexity of circumstances which may arise.

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

7.4.1.5 The process allows for sufficient flexibility to address the breadth and complexity of circumstances which may arise.

- **Students** enrolled on Intensive credit-bearing awards/modules and Professional Diplomas (e.g. Professional Diploma in Tropical Nursing, Professional Diploma in Tropical Medicine & Hygiene).
- **Distance learning (DL) postgraduate students** enrolled on credit-bearing awards/modules (as permitted by the [University of London Worldwide regulations](#))
- **Research Degree students** who are taking summative assessments (e.g. Taught Modules, Upgrade, DrPH Review, and Viva.) **Note:** It does not cover extensions for Research Degree students. This is covered by the [Research Degrees Extensions Policy & Procedure](#).

7.4.1.6 Extenuating circumstances apply to all forms of summative assessment (which count towards awards) and does not apply to formative assessments (which do not count towards awards).

7.4.1.7 Extenuating circumstances provide a framework for students to submit claims where they believe their ability to take an assessment has been seriously impaired by mitigating circumstances. This can result in:

- Assessment taken but performance affected
- Deferral of assessment to the next opportunity\*
- Extension request (for coursework/projects)\*

\*Research Degree Students should refer to the [Research Degree Extensions Policy & Procedure](#)

7.4.1.8 Extenuating circumstances requests will apply to individual students. However, where problems affect a group of students, e.g. a problem in the exam room, this will be raised by the relevant member of staff with the Extenuating Circumstances Committee (ECC)—the committee which makes decisions on extenuating circumstances claims—who will take appropriate action.

7.4.1.9 Decisions about extenuating circumstances and extensions can only be made by the ECC. As a minimum, this will involve the Chair plus one other member of the ECC. **No other staff can make such decisions.**



7.4.2 PURPOSE AND OVERVIEW

7.4.2.1 The same principles apply across all types of provision, although practice will differ slightly between Intensive and DL programmes where assessment processes vary. For example:

- **Missed assessment:** students on Intensive programmes who miss an assessment without extenuating circumstances will fail it, whereas DL students may choose whether to take an assessment or not.
- **Assessment types:** For DL students, extenuating circumstances will most commonly apply for exams and projects. It will be rare for extenuating circumstances to apply for DL coursework, for which it would normally be possible for the student to have foreseen problems and/or chosen not to submit, which entails no penalty.

7.4.2.2 The potential impact on assessment can be:

- **Attempted but performance has been affected:** Student attempts the assessment but believes that their performance has been affected due to extenuating circumstances. This can include missing a coursework/project deadline.
- **Deferral of assessment to the next opportunity\*:** Student misses the assessment or requests to defer the assessment to the next opportunity. This can happen in advance of or on the day of an assessment.
- **Extension\*:** This applies to coursework and projects only. Students who experience extenuating circumstances in the lead up to an assessment deadline may apply for an extension. The maximum extension given is **3 calendar weeks** for coursework and **6 calendar weeks** for projects.

\*Research Degree Students should refer to the [Research Degree Extensions Policy & Procedure](#)

7.4.3 Extenuating Circumstances/Extensions

7.4.3.1 It is each student's responsibility to submit extenuating circumstances promptly in accordance with the deadlines in paragraph 7.4.3.2. It is recommended that students submit an extenuating circumstances claim for any cases where they took an assessment but feel that extenuating circumstances have put them at a disadvantage. For information about

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

how to submit an extenuating circumstances claim, please see [section 7.4.4 of this policy below](#).

7.4.3.2 Extenuating circumstances requests must be submitted by the following deadlines:

- **Extensions:** Prior to the deadline for submitting the assessed work
- **Extenuating circumstances:** Within **3 calendar weeks** of the affected exam or assessment deadline

7.4.3.3 Extenuating circumstances requests received after these deadlines will be rejected. Students who believe they have a valid reason for not submitting an extenuating circumstances claim at the time the circumstances occurred, must follow LSHTM's Academic Appeals Procedure in [section 7.7 of this chapter](#).

7.4.3.4 Where students are allowed a new attempt or a resit, this will normally be taken at the next scheduled opportunity, of which students will be informed.

7.4.3.5 Extenuating circumstances will apply to individual sub-components of assessment even if the module/exam component is passed overall due to the other grades awarded (e.g. where the assessment is one of two that contributes to a module grade or one exam paper of two). The student will be entitled to a further attempt at the assessment sub-component affected by extenuating circumstances (if it has been missed or failed).

7.4.3.6 Students will have the right to a new attempt at any missed or failed assessment for which they had acceptable extenuating circumstances, but if this result can be compensated, they may choose not to make a new attempt. The outcome of any new attempt will differ depending on whether the assessment was a first sit or a resit:

- **First sit:** The mark for the re-attempt will not be capped.
- **Resit:** The mark for the re-attempt will be capped.

7.4.3.7 Where students have taken an assessment more than once, the best result achieved for this assessment will be counted. The exception will be

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

where a specific requirement for a particular result to be counted has been applied, e.g. due to an assessment irregularity.

- 7.4.3.8 An extension is the opportunity to hand in a coursework assessment or project slightly after the standard deadline. The amount of extra time granted for an extension will generally correspond to the amount of time the student was unable to work on the assessment; e.g. if a student is ill for two days then the extension would normally be for two days. If the student missed a period of key learning or teaching before the assessment task had been issued but which would affect their ability to complete the task, then an extension may be granted depending on the scope for catch-up and the relevance of the missed sessions to the assessment.
- 7.4.3.9 If accepted extenuating circumstances results in a student taking an assessment after their registration has expired, LSHTM (and where relevant, the University of London Worldwide [UoLW] Office) would normally waive any re-registration fee in respect of this. Local examination hall fees may still be payable. Final authority to waive re-registration fees or similar shall rest for students on Intensive programmes with LSHTM's Chief Operating Officer, and for DL students with the UoLW Office.
- 7.4.3.10 If extenuating circumstances are submitted close to an assessment deadline, it may not be possible for the ECC to make a decision prior to the assessment occurring. Students should be assured that **if extenuating circumstances are submitted and meet the requirements outlined in this policy, then they will be accepted.**
- 7.4.3.11 Students should be able to start planning for their next assessment attempt once they know their results and the outcome of their extenuating circumstances request. Definitive requirements will be communicated to students after the Boards of Examiners has met.

**Disabilities/Long-term Conditions/Pregnancy**

- 7.4.3.12 Any disability, long-term health condition, or other personal circumstances (e.g. pregnancy) are not in themselves considered a basis

for extenuating circumstances. If required, such students should make staff aware at the earliest possible opportunity if they require special arrangements. Please see [section 7.3 of this chapter](#) for more information about special assessment arrangements.

7.4.3.13 Such students may become eligible to submit extenuating circumstances if they experience a serious unforeseen change to their condition or if they experience extenuating circumstances based on factors not connected with their condition, as documented in paragraph 7.4.3.19.

7.4.3.14 Where a Learning Support Agreement or Special Arrangements Agreement is in place, the same cannot be claimed as extenuating circumstances, unless there is a serious, unforeseen change to their condition or if they experience extenuating circumstances based on factors not connected with their condition, as documented in paragraph 7.4.3.19.

### **Circumstances Affecting Groups of Students**

7.4.3.15 Group extenuating circumstances may be considered (e.g. significant disruption in an exam hall, DL materials are dispatched late etc.) Students who have a shared concern should raise this with the member of staff responsible for the assessment (e.g. the Module Organiser (MO) responsible for a coursework task or the UoLW Office for DL exams).

7.4.3.16 When staff become aware of such problems, they should ask the Chair of the ECC to investigate the issue. Alternatively, students may nominate a representative to raise this with the ECC by submitting a collective Extenuating Circumstances Form (students do not need to submit individual requests in such cases).

7.4.3.17 The ECC Chair will liaise with appropriate staff to establish details of the case and the students affected. The evidence will be reviewed by the ECC. If the circumstances are accepted, the ECC should recommend what course of action to take. It may be more appropriate to provide guidance on how marking should operate for affected students rather than recommend that the students make new attempts.

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

7.4.3.18 All affected students should be informed of the outcome and any action being taken by the Secretary to the ECC.

7.4.3.19 Students may submit a self-certified claim for valid extenuating circumstances for an extension of up to 7 calendar days for an assessment. This excludes students taking in-module or summer examinations. Evidence should be provided where possible.

**Acceptable/Unacceptable Circumstances**

7.4.3.20 The following is a non-exhaustive list of extenuating circumstances that are **likely to be accepted** along with acceptable forms of evidence required.

A1	<p><b>Illness or hospitalisation</b></p> <p>Circumstances entailing acute illness, physical trauma or extended medical care. Note that any long-term illnesses should have been notified ahead of time (see paragraphs 7.4.3.12 – 7.4.3.14)</p> <p><u>Evidence</u></p> <p>Original medical certificate or letter from an appropriate medical professional. This should confirm the nature and timing of the illness and its impact on the student’s ability to undertake the assessment.</p>
A2	<p><b>Illness of a family member/dependant</b></p> <p>Acute illness in a close family member or dependant.</p> <p><u>Evidence</u></p> <p>Original medical certificate or letter from an appropriate medical professional confirming the nature and timing of the illness.</p>
A3	<p><b>Bereavement</b></p> <p>The recent death of a partner, family member or close friend (i.e. someone to whom the student has a demonstrably close relationship).</p> <p><u>Evidence</u></p> <p>Appropriate documentary evidence should be provided; this need not be a death certificate, but could be a signed statement from an involved professional</p>

<p>A4</p>	<p><b>Acute emotional or psychological distress</b></p> <p>This can include a range of issues including separation from a spouse/partner, conflict with others etc. The statement must verify what impact this had upon assessment. Where this applies, students are encouraged to speak to an appropriate medical practitioner or mental health professional (this can include the LSHTM Student Counsellors and Student Advisers for students on Intensive programmes.)</p> <p><u>Evidence</u></p> <p>A medical certificate or counsellor’s letter, confirming the nature of the illness and/or circumstances and the likely impact it has had on the student’s ability to undertake the assessment, should be provided. Students may also, or alternatively, wish to request special examination arrangements if such circumstances arise prior to an assessment and are likely to affect it.</p>
<p>A5</p>	<p><b>Victim of crime</b></p> <p><u>Evidence</u></p> <p>A written statement of events plus a crime reference number, or other official evidence from the police. LSHTM acknowledges that in certain circumstances, victims of crime may not want to contact the Police. In such situations, evidence from a counsellor, victim support agency or medical practitioner will be acceptable.</p>
<p>A6</p>	<p><b>Maternity or paternity (where a birth has occurred earlier or later than expected)</b> If the due date coincides with the assessment deadline then an extension or deferral should be requested in advance. Where a birth has occurred earlier or later than expected, such that it coincides with an assessment date.</p> <p><u>Evidence</u></p> <p>A confirmatory note from an appropriate medical professional should be obtained.</p>
<p>A7</p>	<p><b>Delays/problems caused by staff</b></p> <p>This covers circumstances where the ability to complete an assessment has been negatively affected by delays/problems caused by staff.</p> <p><u>Evidence</u></p> <p>A statement from the member of staff (or the Taught Programme Director) outlining the circumstances and the impact they have had.</p>

A8	<p><b>Problems with overseas fieldwork</b></p> <p>Difficulties can arise when students are conducting fieldwork overseas which are beyond their control.</p> <p><u>Evidence</u></p> <p>Confirmation from supervisor that the delays have occurred and were beyond the control of the student. The supervisor should also confirm how much time impact the extenuating circumstances have had.</p>
A9	<p><b>Court attendance</b></p> <p>This can include jury service, attendance at tribunals and the requirement to attend court as a witness, defendant or plaintiff. It is normally possible to apply for deferral of jury service if it clashes with an examination</p> <p><u>Evidence</u></p> <p>Documentary evidence from the relevant Court official must be produced to show that the clash cannot be avoided.</p>
A10	<p><b>Change to employment (Part-time students only)</b></p> <p>LSHTM appreciates that many students work to help finance their studies, however fulltime students are not eligible to claim for work-related extenuating circumstances. Part-time students may submit an extenuating circumstances claim based on work commitments if the work requirement is unexpected and/or non-negotiable (e.g. redundancy, redeployment etc.)</p> <p><u>Evidence</u></p> <p>Signed and dated letter from employer confirming the change of employment and its duration.</p>
A11	<p><b>Accommodation issues</b></p> <p>Students must ensure that they have access to suitable accommodation during any period of assessment. However, acute circumstances beyond the student's control may be accepted if it can be demonstrated that they were unforeseeable.</p> <p><u>Evidence</u></p> <p>Signed and dated letter from landlord or housing support agencies.</p>
A12	<p><b>Technical Issues</b></p> <p>IT issues impacting learning and assessment will be considered on a case-by-case basis. Internet/Wi-Fi access problems will be considered an Extenuating Circumstance.</p> <p><u>Evidence</u></p>

	Appropriate evidence should be provided where available; for example dated documentary evidence of IT issues or WiFi interruptions, such as screenshots .
A13	<p><b>Other personal circumstances</b></p> <p>The list above is not exhaustive. All extenuating circumstances requests should be considered individually on their own merits and will be considered on a case-by-case basis.</p> <p><u>Evidence</u></p> <p>Appropriate original documentary evidence in line with the standards set down in paragraph 7.4.4.4.</p>

7.4.3.21 The following is a non-exhaustive list of extenuating circumstances that are **likely to be rejected**.

B1	<p><b>IT and/or computer failure</b></p> <p>Loss or corruption of files is not an acceptable extenuating circumstance. It is each student's responsibility to ensure that all electronically generated, stored and/or submitted work is reliably backed up. IT failures may be accepted where there is a failure of LSHTM systems, which occurs immediately prior to submission, and is documented by IT Services.</p>
B2	<p><b>Misreading the timetable/submission date</b></p> <p>It is each student's responsibility to be familiar with the exam timetable/deadline, location and duration of all formal assessments.</p>
B3	<p><b>Paid employment or voluntary work</b></p> <p>Students are expected to ensure that any paid employment or voluntary work does not interfere with their ability to engage with their studies or assessments. Part-time students may be able to submit an extenuating circumstances claim under A10.</p>
B4	<p><b>Holidays (including weddings)</b></p> <p>It is each student's responsibility to be available for all assessments. All holidays should take place at a time that will not affect the student's ability to undertake or prepare for assessments.</p>



B5	<b>Religious observance</b> This would be classed under foreseeable circumstances. If an assessment clashes with religious holidays or other activities, including fasting, this will be known about in advance.
B6	<b>Transport problems</b> Students are expected to arrive on time for assessments, irrespective of the form of transport used. However, an inability to travel because of circumstances beyond the student's control may be accepted if it can be documented.

### Fit to Sit

7.4.3.22 LSHTM operates a “fit to sit” policy, which means that by attempting an examination—e.g. by entering the exam room or downloading the exam paper online—the student is declaring themselves fit to take that examination.

7.4.3.23 If a student feels that due to the nature of their circumstances they were unable to determine whether they were fit to be assessed when deciding to submit or present for an examination, then an extenuating circumstances claim may be submitted where this can be supported by independent documentary evidence.

7.4.3.24 Such claims must demonstrate that not only was the student unfit to undertake the assessment, but also that the student was unfit to appreciate that fact at the time.

7.4.3.25 The LSHTM will not uphold an extenuating circumstance claim of this nature without independent documentary evidence.

7.4.3.26 This fit-to-sit policy does not apply to coursework and other long-term assessments. Groupwork and individual presentations remain under the Extenuating Circumstances arrangements detailed in this policy.

### Possible outcomes

7.4.3.27 Possible outcomes from this process will affect students differently depending on:

## LSHTM Academic Manual 2021-22

### Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

- a) Whether the extenuating circumstances have been accepted, rejected or deferred (pending further information).
- b) Whether the student had taken and passed the assessment, missed the assessment, failed the assessment or requested an extension.

7.4.3.28 Summary of possible outcomes that the Board of Examiners can take:

7.4.3.29 Possible outcomes for assessments (Intensive programmes)

Assessment	Grade	Extenuating circumstances accepted	Extenuating circumstances rejected
<b>Attempted but performance affected</b>	Pass	Extenuating circumstances <i>may</i> be taken into consideration by the Exam Board if overall degree GPA is borderline pass or distinction.	No action.
<b>Attempted but performance affected</b>	Fail	Take the assessment at the next available opportunity as a first attempt without grade capping (unless this is already a resit then grade capping will apply.) If the failed attempt can be compensated, the student may choose not to make a new attempt.	<p><b>First attempt:</b> Take the assessment at the next available opportunity as a resit with grade capped.</p> <p><b>Resit:</b> Fail assessment. No further attempts. This may mean failure of the overall award.</p>
<b>Not attempted</b>	N/A	Take the assessment at the next available opportunity as a first attempt without grade capping (unless this is already a resit then grade capping will apply.)	<p><b>First attempt:</b> Take the assessment at the next available opportunity as a resit with grade capped.</p> <p><b>Resit:</b> Fail assessment. No further attempts.</p>

LSHTM Academic Manual 2021-22

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

			This may mean failure of the overall award.
<b>Coursework / Project submitted late (No approved extension)</b>	Pass	Assessment marked <u>without</u> late penalties applied. Extenuating circumstances <i>may</i> later be taken into consideration by the Exam Board if overall degree GPA is borderline pass or distinction.	<p><b>First attempt:</b> Assessment marked <u>with</u> late penalty applied. If the final grade is a fail, re-attempt the assessment at the next available opportunity as a resit.</p> <p><b>Resit:</b> Assessment marked <u>with</u> late penalty applied. If the final grade is a fail, no further attempts. This may mean failure of the overall award.</p>
<b>Coursework / Project submitted late (No approved extension)</b>	Fail	Assessment marked as normal, <u>without</u> late penalty. Re-attempt the assessment at the next available opportunity as a first attempt without grade capping (unless this is already a resit then grade capping will apply.) If the failed attempt can be compensated, the student may choose not to make a new attempt.	Assessment marked <u>with</u> late penalty applied. (Late projects will be automatically awarded zero). If final grade is a fail, student should re-attempt the assessment at the next available opportunity as a resit. (If this is a resit and the final grade is a fail, no further attempts allowed. This may mean failure of the overall award.)
<b>Extension requested*</b>	N/A	Assessment marked <u>without</u> late penalty applied.	Assessment marked <u>with</u> late penalty applied.

## LSHTM Academic Manual 2021-22

### Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

\* Research Degree Students should refer to the [Research Degree Extensions Policy & Procedure](#)

#### 7.4.3.30 Possible outcomes for DL assessments

Assessment	Grade	Extenuating circumstances accepted	Extenuating circumstances rejected
<b>Attempted but performance affected</b>	Pass	Extenuating circumstances <i>may</i> be taken into consideration by the Board of Examiners if overall degree GPA is in 'consider Distinction' band.	No action.
<b>Attempted but performance affected</b>	Fail	Take the assessment at the next available opportunity as a first attempt without grade capping (if this is already a resit then grade capping will apply.) If the failed attempt can be compensated, the student may choose not to make a new attempt.	<p><b>First attempt:</b> Take the assessment at the next available opportunity as a resit with grade capped.</p> <p><b>Resit:</b> Fail assessment. No further attempts. This may mean failure of the overall award.</p>
<b>Not attempted</b>	N/A	<p>Student should attempt the assessment at the next available opportunity.</p> <ul style="list-style-type: none"> <li>• First attempt: The new attempt will be a first sit.</li> <li>• Resit: The new attempt will be a resit.</li> </ul>	
<b>Extension requested</b>	N/A	Assessment marked <u>without</u> late penalty applied.	Assessment marked <u>with</u> late penalty applied.

#### Validity of Claims

7.4.3.31 By submitting an extenuating circumstances claim, students are declaring these an accurate and complete description of their circumstances and a true reflection of how this affected their assessment.

**Any alteration or falsification of evidence would be treated as a serious disciplinary offence, in addition to invalidating the extenuating circumstances claim.**

7.4.3.32 LSHTM or UoLW, may seek to verify any evidence submitted, and claims may be rejected if they are unable to authenticate material to their satisfaction.

### **Confidentiality of Cases**

7.4.3.33 LSHTM expects all staff to maintain an appropriate level of confidentiality, sympathy and understanding towards students disclosing extenuating circumstances.

7.4.3.34 The only staff with visibility of personal case details should normally be relevant professional staff in the LSHTM Registry, the UoLW Office and/or the LSHTM Distance Learning Office (DLO) and members of the Extenuating Circumstances Committee (ECC).

7.4.3.35 Students may wish to discuss their circumstances with members of staff prior to submitting an extenuating circumstances claim. Once an extenuating circumstances claim has been submitted staff will not be informed of the details of cases, but may be informed if a request has been accepted. **Please note that discussing extenuating circumstances with staff does not constitute a formal submission of extenuating circumstances . Only extenuating circumstances that have been submitted on an Extenuating Circumstances Form will be considered.**

7.4.3.36 Students who disclose personal information to staff such as the Student Counsellors or Student Advisers will usually need to give them permission to disclose this information in support of any extenuating circumstances claim. The [Student Support Services](#) will not need to pass on the details of

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

the case, but just to confirm to the ECC that the student has presented extenuating circumstances that would be acceptable under.

7.4.3.37 Boards of Examiners will only be informed if the extenuating circumstances have been accepted or rejected. Boards of Examiners will not be informed of the details of the circumstances and all assessment results are considered anonymously.

**Appeals**

7.4.3.38 If students are unable to submit extenuating circumstances by the published deadline, these can only be raised via the relevant Appeals Procedure. Students will need to demonstrate a valid and overriding reason why they were unable to submit their extenuating circumstances by the deadline.

7.4.3.39 If the ECC rejects a claim for extenuating circumstances, the student has the right to appeal against the decision on one or more of the grounds outlined in the LSHTM Appeals Policy & Procedure in [section 7.7 of this chapter](#).

7.4.3.40 The LSHTM Appeals Policy & Procedure in [section 7.7 of this chapter](#) will apply for students on Intensive programmes. The [University of London Student Complaints and Academic Appeals Procedure](#) will apply for DL students.

**7.4.4 Submission of claims**

7.4.4.1 Students who want to make a claim for extenuating circumstances or request an extension must complete the [Extenuating Circumstances Form](#) (ECF), and provide relevant documentary evidence to support the claim. This must be submitted by the deadlines in paragraph 7.4.3.2.

7.4.4.2 Extenuating circumstances claims must be submitted electronically to the following email addresses:

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

- **Intensive programmes:** LSHTM Registry, via [assessments@lshtm.ac.uk](mailto:assessments@lshtm.ac.uk)
- **DL programmes (Exams):** The UoLW Office, via “Ask a question” in the Student Portal
- **DL programmes (Coursework):** The LSHTM DLO, via [distance@lshtm.ac.uk](mailto:distance@lshtm.ac.uk)

7.4.4.3 The email header should contain the following information (select the appropriate option):

- **EXTENSION\_firstname\_surname**
- **ECs\_firstname\_surname**

### Standard of Evidence

7.4.4.4 The burden of proof to support a request for extenuating circumstances rests with the student and must meet the following requirements:

- **Written by appropriately qualified professionals**, without a personal conflict of interest with the student (e.g. if a student's spouse were also their doctor).
- **On headed paper, signed and dated by the author.** Email evidence may be acceptable if the email has been sent by the author from the official domain name of the author's organisation, and should include the author's formal email signature with physical address and telephone details.
- **An unaltered scanned copy of the original document.** Students should retain the original document, and send LSHTM a complete and unaltered scanned copy as an email attachment (preferably in PDF format). The Extenuating Circumstance Committee may later request the original hard-copy document. If the evidence is an email, full 'header' details should be included, i.e. the senders' name and email address, date sent, address sent to, and subject line.
- **Written in English or a certified translation.** If a translation is submitted, the original must also be provided.
- **Provide a factual statement of the circumstances**, which the author knows or understands to have affected the student.
- **Provide the dates and times** when the circumstances affected the student.

7.4.4.5 If the evidence provided does not meet all of these criteria, students must explain why this is the case on the ECF.

7.4.4.6 LSHTM will not obtain evidence on behalf of the student. Students must also cover all costs for any documentary evidence provided.

### **Consideration of Requests**

7.4.4.7 ECFs will be logged by the appropriate administration office. Extenuating circumstances requests and supporting evidence will be passed to the next meeting of the ECC for a decision. If an urgent decision is required, this can be taken by the ECC as long as a minimum of two members of the ECC are involved.

7.4.4.8 For information on the membership and terms of reference of the ECC, please see [Chapter 10 of the LSHTM Academic Manual](#).

7.4.4.9 If supporting evidence cannot be obtained at the time the circumstances occur, this should not delay the submission of the ECF. Students can indicate on the form that the evidence is to follow. The ECF will be held until all relevant evidence has been received, and go to the next ECC meeting. However, in urgent cases, a decision can be taken pending receipt of the evidence. If the evidence is not forthcoming, the extenuating circumstances decision will be overturned by the ECC.

7.4.4.10 The ECC will endeavour to make decisions in a timely manner, and wherever possible, prior to the next meeting of the Exam Board. In urgent cases, it is possible for decisions to be agreed by email, as long as two members of the ECC are involved.

7.4.4.11 ECC meetings will consider each request plus supporting evidence to determine whether to accept or reject the extenuating circumstances claim. Consideration will not be anonymous. However, all decisions should be made on a fair, impartial and consistent basis. No reference will be made to the assessment grades achieved. The ECC will record one of the following decisions:



**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

- Extenuating circumstances accepted
- Extenuating circumstances rejected (and the reasons why)
- Decision deferred (more details required)

7.4.4.12 The Secretary to the ECC will send the relevant administration office a record of outcomes from each meeting. [Decisions will be communicated back to students by the relevant administration office](#). Where decisions have been deferred, the Secretary to the ECC will ask for specific further evidence or answers to queries; and the matter will be brought back to the ECC once such details have been provided.

**7.5 Interruption of Studies and Withdrawal Policy**

<p><b>Related Policies &amp; Procedures</b></p>	<p><a href="#">Academic Appeals Policy &amp; Procedure</a>  <a href="#">Extenuating Circumstances Policy</a>  <a href="#">Research Degree Regulations</a>  <a href="#">Research Degree Extensions Policy &amp; Procedure</a>  <a href="#">Student Engagement Policy</a>  <a href="#">Student Cause for Concern Policy</a>  <a href="#">Student Tuition Fees Policy</a>  <a href="#">Taught Postgraduate Regulations</a>  <a href="#">Termination of Studies Policy</a></p>
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7.5.1 SCOPE

7.5.1.1 This policy applies to all students on Intensive taught and research degree programmes at the LSHTM. This includes research degree students who are no longer in attendance but still have to submit their thesis for examination. DL students who wish to interrupt their studies or withdraw should contact the [Distance Learning Office](#).

7.5.1.2 This policy covers voluntary Interruptions of Studies and Withdrawals that are initiated by the student. If LSHTM wishes to terminate a student's registration due to good cause, the Termination of Studies procedure in [section 7.6 of this chapter](#) should be followed.

7.5.2 PURPOSE AND OVERVIEW

**General**

7.5.2.1 There may be occasions when students feel unable to continue with their programme of studies. This can be due to a variety of reasons including financial problems, personal issues, family issues, academic problems, ill health (physical and/or mental), pregnancy, caring responsibilities or simply because the course they have chosen is not right for them. There are two options available to students in these circumstances:

**Interruption of Studies:** This is a temporary withdrawal from the programme for an agreed period. This suspends a student's enrolment at LSHTM.

**Withdrawal:** This is a voluntary permanent withdrawal from the programme of studies. This ends the student's enrolment at LSHTM.

7.5.2.2 Taught Master's students on an interruption of studies are not entitled to continue working towards their degree, i.e. by taking assessments or conducting project work. Research Degree Supervisors will not be expected to provide contact, support or advice to Research Degree Students during a period of interruption. However, where it is deemed important that a degree of contact is maintained with the student, this can be agreed on a case-by-case basis.

7.5.2.3 During a period of interruption, a student's registration with LSHTM is suspended and students are not liable to pay tuition fees during the period of interruption. Access to LSHTM services, such as email, Moodle and the Library, will be maintained. However, these privileges will be removed if the student does not return after their period of interruption ends. Research degree students should not collect data whilst on interruption of studies and should not enter laboratories. Research Degree students will not usually be entitled to the use of an allocated desk whilst on interruption.

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

7.5.2.4 Taught Students who interrupt their studies will change cohort when they return to LSHTM. Students who interrupt will normally register under the regulations in place at the time of their re-registration. Any changes to regulations will be highlighted at the start of each academic year.

7.5.2.5 Research Degree students who wish to extend their deadlines to upgrading and/or submission for valid reasons, but do not wish to interrupt their studies, should refer to the [Research Degrees Extensions Policy and Procedure](#) and not this Interruption of Studies and Withdrawal Procedure.

7.5.2.6 If a student withdraws from their programme of studies, they cannot return without reapplying to LSHTM and being accepted onto a programme of study via the standard admissions procedures.

**Support for Students**

7.5.2.7 Students who want to interrupt or withdraw from their studies, should discuss this with a member of LSHTM staff at the earliest opportunity, to ascertain what this will entail and whether there are other options available to them.

7.5.2.8 Talking to someone else can help to clarify whether interruption or withdrawal is the right option or whether, with some help from LSHTM, it would be best to continue with the programme. Students are advised to discuss their reasons for interrupting/withdrawing with a member of staff such as:

**Taught Students:** Programme Director (PD), Faculty Taught Programme Director (TPD), Personal Tutor, [Student Support Services](#).

**Research Degree Students:** Research Degree Supervisor, Departmental Research Degree Coordinator (DRDC), Faculty Research Degrees Managers or the [Student Support Services](#).

7.5.2.9 Staff should consider whether the difficulties a student may be experiencing should be reviewed under a different procedure such as the [Student Cause for Concern Policy](#).

## Financial Issues

7.5.2.10 Students should be aware that interrupting or withdrawing from their studies could have financial implications. It is the student's responsibility to ensure that they understand the consequences of this and can contact LSHTM's [Student Support Services](#) for further information.

7.5.2.11 Students in receipt of funds from the Student Loan Company will need to inform them of their interruption / withdrawal. Funding from a government body or funding agency is likely to be suspended during a period of interruption.

7.5.2.12 Where students are being funded by external bodies, they must consult the funder to ascertain what the consequences of interrupting or withdrawing from their studies might be. In some circumstances, interruption of studies may not be permitted by the external funder. The external funder may have different regulations to LSHTM. Where there is conflict between LSHTM policy and the external funder's policy, the terms and conditions of the external funder will take precedence. Students must agree the interruption/withdrawal with the funder in writing and submit this in support of their application to interrupt/withdraw from their programme.

7.5.2.13 Students should check with their local Council to ascertain if they are eligible for Council Tax exemptions during their period of interruption.

## Visas

7.5.2.14 International students should be aware that interrupting or withdrawing from their studies could have serious consequence for their immigration status. LSHTM may be required to report this to the Home Office, which may lead to the curtailment of their visa. Tier 4 students may be required to leave the UK, even if their interruption is due to extenuating circumstances. It is the student's responsibility to ensure that they understand the consequences of interrupting or withdrawing from their studies and can contact LSHTM's [Immigration Advisory Service](#) for

further information. Students must read the guidance on [Tier 4 Responsibilities](#).

7.5.3 POLICY

**Periods of Interruption**

7.5.3.1 Periods of interruption of studies do not count towards the minimum or maximum periods of registration as outlined in [Chapter 8a, Intensive Postgraduate Taught Degree Academic Regulations](#) and [Chapter 9, Research Degree Academic Regulations](#) of the LSHTM Academic Manual.

7.5.3.2 The following periods of Interruption are permitted:

**Taught Master's Students**

- may apply for one year of interruption at a time. Students who interrupt partway through an academic year are expected to return a calendar year after the date of interruption;
- may interrupt for a maximum of two years in total.

**Research Degree Students**

- prior to submission: May interrupt for a minimum of one month and a maximum of one year at a time. The total maximum allowed interruption is normally two years in total;
- post viva whilst resubmitting amendments: To be determined on a case-by-case basis.

7.5.3.3 Applications that exceed the maximum total period of interruption will only be granted with the approval of the Pro-Director (Education) or Head of the Doctoral College.

7.5.3.4 Retrospective interruptions will not be approved unless there are valid and overriding reasons that prevented the student from applying for interruption at the time. Where such an application is made, the Faculty TPD or Faculty Research Degrees Director (FRDD) should consult with the Head of Registry, who will in turn consult the Pro Director (Education) for

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

taught programmes or the Head of the Doctoral College for Research Degrees and a Suspension of Regulations may be granted.

### Reasons for Agreeing to Interruptions

7.5.3.5 LSHTM will consider the following when making its decision on requests to interrupt studies:

- a) The reasons cited by the student demonstrate that it would be in their best academic, financial and personal interest to interrupt their studies.
- b) For research students, the logistics and sustainability of the research programme and the availability of the Supervisory Team when the student returns from interruption.

7.5.3.6 Where students have interrupted their studies on health grounds, they will be required to provide confirmation from a medical professional, that they are fit and well enough to return to studies

### Timing of Interruptions

7.5.3.7 An interruption of studies will normally begin as follows:

**Taught Master's Students:** At the end of a teaching slot (AB1, C1-C2, D1-D2, E)

**Research Degree Students:** At the beginning of the following month

7.5.3.8 LSHTM recognises that in exceptional circumstances it may be necessary for a student to interrupt their studies immediately. This will be dealt with on a case-by-case basis.

### Appeals

7.5.3.9 Students have the right to make an appeal against decisions made under the Interruption of Studies and Withdrawal Procedure. They should follow the requirements set out in LSHTM's Academic Appeals Policy & Procedure in [section 7.7 of this chapter](#) and ensure they submit their appeal by the deadline.

**LSHTM Academic Manual 2021-22**  
**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

7.5.4 PROCEDURE

**Application for Interruption or Withdrawal**

7.5.4.1 If, after seeking advice and support, a student feels that the best option is to interrupt or withdraw from their studies at the LSHTM, they will need to complete the Interruption of Studies or Withdrawal form, further information is available [here](#).

The student must obtain all appropriate approvals as outlined on the form and then submit/return this to the Registry by the effective date of interruption or withdrawal. If the form is submitted later than this, the effective date of interruption or withdrawal will be the date the form is received by the Registry, not the date stated on the form.

The student must return all library books and pay any outstanding library fines.

Students wishing to withdraw should transfer any emails they wish to retain from their LSHTM email account to a personal email account.

7.5.4.2 Once the form has been received and processed, Registry will do the following within seven working days of the effective date on the form:

- confirm to the student that their request has been approved. They will also notify Research Degree students of their revised deadlines;
- notify the Programme Director/Research Degree Supervisor and Faculty Research Degree Manager;
- where applicable, notify the intercollegiate hall of residence, Transport for London, Student Loans Company, US Federal Loans and the Home Office of the change of circumstances.

In addition to the above, the following will also be completed upon withdrawal only:

- notify Reception to cancel the ID card;

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

- notify IT Services to suspend/close LSHTM email account and access to IT services.

7.5.4.3 Tuition fee refunds are processed by Registry in accordance with the Student [Tuition Fees Policy](#) (London-based).

### Resumption of studies after a period of interruption

7.5.4.4 Students who are returning to LSHTM after a period of interruption must notify the [Registry](#) at least one month prior to their expected date of return. This will enable the Registry to reinstate the student's record and access to facilities at LSHTM. The Registry will inform the appropriate people as follows:

- **Taught Master's Students:** Programme Administration Manager, Programme Director and Taught Programme Director
- **Research Degree Students:** Supervisor, Departmental Research Degree Coordinator, Faculty Research Degree Manager and Faculty Research Degree Director.

7.5.4.5 Before they can re-register, students must have paid the appropriate fees, or provided evidence of sponsorship, to the Registry. Students re-registering must provide evidence of the appropriate visa to continue studying in the UK.

7.5.4.6 Students must re-register within two weeks of their expected date of return.

7.5.4.7 If a student requires an extension to an interruption of studies, they must submit a new Interruption of Studies form and supporting evidence at least a month before the period of interruption is due to expire.

7.5.4.8 Students who wish to return earlier than the expected date specified on their Interruption of Studies form should contact the [Registry](#) who will contact the appropriate staff for approval.



### Failure to return from a period of interruption

7.5.4.9 Where the student fails to return to the programme of study at the end of their period of interruption, they will be contacted by the Registry to:

- a) submit a new Interruption of Studies form if they can demonstrate a valid and overriding reason for not submitting this prior to their return (the students must not have exceeded the maximum criteria for periods of interruption as outlined in paragraph 7.5.3.2);
- b) submit a Withdrawal form.

If neither (a) or (b) are received within 2 weeks of the planned return, the Registry will follow the procedure outlined in the Termination of Studies Policy.

## 7.6 Termination of Studies Policy

<p><b>Related Policies &amp; Procedures</b></p>	<p><a href="#">Academic Appeals Policy &amp; Procedure</a></p> <p><a href="#">Research Degree Handbook</a></p> <p><a href="#">Research Degree Regulations</a></p> <p><a href="#">Student Engagement Policy</a></p> <p><a href="#">Student Cause for Concern Policy</a></p> <p><a href="#">Student Disciplinary Procedure</a></p> <p><a href="#">Taught Postgraduate Regulations</a></p>
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### 7.6.1 SCOPE

7.6.1.1 This policy applies to students on intensive taught and research degree programmes. This includes research degree students who are no longer in attendance but still have to submit their thesis for examination. The School's DL students are registered with the University of London Worldwide and should therefore refer to Statutes, Ordinances and Regulations of University of London.

7.6.1.2 **This policy does not apply to students whose studies are terminated due to academic failure.** This will include decisions taken by Boards of

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

Examiners, PhD Upgrade/DrPH Review Panels and Research Degree Viva Voce examinations.

7.6.1.3 This policy covers LSHTM-initiated termination of studies for good reason. If a student wishes to initiate withdrawal from their studies, they should follow the Interruption of Studies and Withdrawal Policy in [section 7.5 of this chapter](#).

7.6.2 PURPOSE AND OVERVIEW

7.6.2.1 This policy outlines the procedure that must be followed in order to terminate a student's registration at LSHTM. Termination of registration can be initiated on academic grounds or non-academic grounds:

- Academic grounds: Unsatisfactory attendance and/or academic progress.
- Non-academic grounds: Non-payment of tuition fees or failure to complete (re-)registration).

7.6.2.2 Termination of Studies may also be enacted as the result of a decision reached through the application of the Assessment Irregularities Policy or Student Disciplinary Policy. The Assessment Irregularities Policy permits an Assessments Irregularity Committee to apply a sanction of termination of studies (Section 7.2.5.4p). The Student Disciplinary Policy permits a Student Disciplinary Committee to apply a sanction of termination of studies for gross misconduct (Section 6.11c). Termination of study under these policies will be enacted by Registry under the relevant policy following the notification of the Committee decision or at the conclusion of any subsequent appeal, whichever is later.

7.6.2.3 It is important that staff follow up on any concerns that may result in a student's registration being terminated, as early as possible. This will ensure that sufficient opportunity is provided for the student to address the concerns raised.

7.6.2.4 Any post holder named in this procedure may appoint a nominee to act in their absence.

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

7.6.2.5 Staff should consider whether the difficulties a student may be experiencing should be reviewed under a different procedure such as the [Student Cause for Concern Policy](#).

7.6.3 POLICY - General

7.6.3.1 The termination of a student's registration is a serious matter and LSHTM will only ever seek to do so as a last resort or where, through the Assessment Irregularities Policy or Student Disciplinary Policy, an appropriate body has determined that a student is guilty of an offence which warrants their removal.

7.6.3.2 The decision to terminate a student's registration may be taken at any time during a student's programme of study. A student may also choose to withdraw from the School voluntarily, at any stage during the formal termination of studies procedure, by following the Interruption of Studies and Withdrawal Policy.

7.6.3.3 If there are concerns about a student that may result in termination of studies on Academic grounds, the Programme Director or Research Degree Supervisor should seek to speak to the student about the concerns within 2 weeks of the concern being raised. They should signpost to the student any relevant support or services and clearly highlight to the student that if the concern is not addressed, termination of study is a possible outcome. This should be followed up in writing. Any correspondence from the Faculty must be copied to the Registry so that this can be stored on the student's record.

7.6.3.4 If a student is subject to action under the Assessment Irregularities Policy or Student Disciplinary Policy they will be informed of the possible sanctions they may face as set out within the Policy.

7.6.3.5 If a student believes that their engagement with their studies has been affected by extenuating circumstances, they must raise this with

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

their Programme Director / Research Degree Supervisor at the earliest opportunity. The Programme Director / Research Degree Supervisor will then be able to guide them to the appropriate process and/or signpost them to available support.

### Reasons for Terminating Studies

#### 7.6.3.6 Unsatisfactory Academic Progress/Attendance

- **Taught postgraduate students.** Unsatisfactory progress is usually identified when a student fails to attend classes/teaching activities or does not submit or take assessments without having been granted an extension, deferral or other extenuating circumstances.
- **Research degree students.** Unsatisfactory progress is usually identified when the student has not met the requirements as set out in the [Research Degrees Handbook](#). This may include, but is not limited to, repeated failures to provide draft work to their supervisory committee as agreed, repeated failure to act on advice and guidance from the supervisory committee or on-going failure to maintain regular contact with the supervisory committee.

#### 7.6.3.7 Tuition Fee Debts

Failure to pay tuition fees or other financial debts to the School as outlined in the School's [Tuition Fees Policy](#).

#### 7.6.3.8 Failure to complete (re-)registration

A student who fails to produce the required documentary evidence to verify admission and registration requirements of the School or who secures admission or registration on the basis of documents, statements or alleged qualifications which are subsequently found to be false or fraudulent will have their registration at LSHTM terminated.

Any returning student who fails to re-enrol within 28 days of the start of each academic year will have their registration at LSHTM terminated.

#### 7.6.3.9 Found to have committed an assessment offence

In accordance with the Assessment Irregularities Policy, where the Assessment Irregularities Committee concludes that an assessment

## LSHTM Academic Manual 2021-22

### Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

offence has taken place and, after considering all of the factors (such as severity and whether it constitutes a repeat offence), the Committee may direct the termination of the student's studies as a sanction.

#### 7.6.3.10 Found to have committed gross misconduct

In accordance with the Student Disciplinary Procedure, where gross misconduct is proven to have taken place by the School Disciplinary Committee, the Committee may direct the termination of the student's studies as a sanction.

#### 7.6.3.11 Failure to complete studies within the maximum time period from initial registration.

In accordance with the Academic Regulations, where maximum time period from initial registration is exceeded, and an exit award is not applicable, Head of Registry will direct that the student's studies be terminated.

### Appeals

#### 7.6.3.12 Students have the right to make an appeal against the decision to terminate their studies. They should follow the requirements set out in LSHTM's Academic Appeals Policy & Procedure in [section 7.7 of this chapter](#) and ensure they submit their appeal by the deadline.

#### 7.6.3.13 The Assessment Irregularities Policy and Student Disciplinary Policy include an appeal process which students should utilise should they be dissatisfied with the decision or sanction applied. A sanction of termination of studies appealed against under the Assessment Irregularity Policy or the Student Discipline Policy may not be appealed further under the Termination of Studies Policy.

#### 7.6.4 PROCEDURE

### Unsatisfactory Academic Progress/Attendance

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

- 7.6.4.1 If a Faculty wishes to invoke termination of studies, they must set a realistic target that the student must meet and give a clear deadline. For taught postgraduate students, this target must be agreed by the student's Programme Director and relevant Faculty Taught Programme Director (TPD). For research degree students, this target should be agreed by the student's Supervisory Team, Departmental Research Degree Coordinator (DRDC) and Faculty Research Degree Director (FRDD).
- 7.6.4.2 The target should provide evidence of a student's ability to meet a sufficient quality threshold in a timely fashion, demonstrate satisfactory academic progress or that they are now actively engaging with their studies. This may consist of a deadline to submit outstanding work, a target for regular attendance (taught programmes) or contact with their supervisory committee (research students), a test under examination conditions, a piece of written work suitable for publication (more suitable for Research Degree students) or another form of assessment.
- 7.6.4.3 The timescale for meeting this target should be **at least 4 weeks for taught postgraduate** and **a minimum of 3 months for full-time research degree students** (including full-time students who have yet to pass an MPhil/PhD upgrading or DrPH review). Part-time students should have the minimum timescale adjusted accordingly on a pro-rata basis.
- 7.6.4.4 Notice of this target and timescale will be given to the student **in person** by their Programme Director (taught postgraduate students) or the Supervisory Team (research degree students). The Programme Director / Supervisory Team will then inform Registry who will confirm the decision to the student in writing.
- 7.6.4.5 Reasonable effort should be made to contact the student to arrange a meeting in person to discuss the target and timescale. This will normally include multiple efforts (4 or more attempts) through at least two mechanism (email, phone, text, letter etc.) over a period of four weeks. Should a student not respond to any of these contact attempts, then it may be concluded that the student has ceased to study. The Programme Director or Supervisor may then, with approval from the relevant Taught Programme Director or Faculty Research Degree Director, request for Registry to terminate the student's studies.

7.6.4.6 When the timescale for this target has elapsed, a Termination of Studies Panel will be convened to determine whether the student has met the required target and the appropriate course of action to take. The student will be offered the opportunity to meet with the Panel, at which they have the right to be accompanied by a supporter which may be another student, a staff member family member, a friend or member of the Student Representatives' Council (SRC). The student should be given **at least 7 working days' notice of the Panel meeting**. The panel may consult with other colleagues, as necessary. The panel can be convened in person but members will be allowed to join the panel by Skype if they are unable to attend in person. The Panel will be minuted by a member of Registry staff and will be comprised as follows:

**Taught postgraduate students:** relevant Programme Director and Faculty Taught Programme Director;

**Research degree students:** one member of the Supervisory Team and Faculty Research Degree Director.

7.6.4.7 If the panel determines that the student has not met the agreed target, the student's registration will be terminated and they will be required to leave LSHTM. If the panel determines that the student has met the agreed target, they may be permitted to continue their studies at LSHTM.

#### **Failure to complete (re-)registration / Tuition Fee Debts**

7.6.4.8 The relevant section of Registry will contact the student in writing to inform them of their failure to enrol, re-enrol or of an outstanding tuition fee debt. The student will be provided with a deadline of at least two weeks by which they need to act to resolve the issue.

7.6.4.9 Students experiencing difficulties are strongly encouraged to inform their Programme Director or Supervisor or to contact Student Support Services for advice.

7.6.4.10 If the student does not resolve said issue prior to the deadline set, then the Head of Student Records will inform the Head of Registry who will normally direct that the student's studies be terminated. The student will be informed in writing that their studies have been terminated.

## 7.7 Academic Appeals Procedure

<b>Related Policies &amp; Procedures</b>	<a href="#">Assessment Handbook and Board of Examiner Guidance</a> <a href="#">Extenuating Circumstances Policy</a> <a href="#">Termination of Studies Policy</a> <a href="#">Student Complaints Procedure</a> <a href="#">Assessment Irregularities Policy</a> <a href="#">Research Degree Extensions Policy &amp; Procedure</a>
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### 7.7.1 SCOPE

#### 7.7.1.1 Who does this policy apply to?

- a) This policy and associated procedure applies to all current students registered for on-campus programmes or modules at LSHTM, who want to appeal against an assessment, progression or withdrawal decision made by an academic body at LSHTM (known as the “decision-making body”). This includes Distance-Learning students who are registered for LSHTM hybrid modules. However, it does not include distance-learning modules that are governed by the [University of London Worldwide General Regulations](#).
- b) A current student includes those registered on programmes or modules, those on an interruption of studies, those on a temporary suspension/exclusion from LSHTM and those who have recently left LSHTM and are within the time limit for making an appeal.
- c) Students who are withdrawn for non-academic reasons, such as not registering on time for not following procedures, cannot use the appeal procedure. They must follow LSHTM's [Student Complaints Procedure](#).

#### 7.7.1.2 LSHTM decision-making body



## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

For the purposes of this policy, an LSHTM academic decision-making body is limited to the following:

- LSHTM Board of Examiners
- PhD Upgrade / DrPH Review / Supervision Committee
- PhD / DrPH / MPhil Viva Examination Panel
- Termination of Studies Panel

### 7.7.1.3 OIA Guidance on Appeals

The policy has been produced with reference to the Office of the Independent Adjudicator's guidance document entitled [The good practice framework: handling complaints and academic appeals](#) published in December 2014 and most recently updated in December 2016.

### 7.7.1.4 Deadlines for completing appeals

LSHTM aims to complete the appeals process in a timely manner. The OIA recommends that the procedure, including the review stage, should be completed within 90 calendar days of the appeal being submitted by the student. This is dependent on the student meeting any LSHTM deadlines for the submission of appeals and/or evidence. There may be occasions where this timeframe may need to be extended with good reason. Where this occurs, LSHTM will aim to keep the student updated on the appeal's progress.

### 7.7.1.5 Decisions against which an appeal can be submitted

Students may appeal against one or more of the following decisions:

- a) Examination or assessment result (i.e. module results, degree awards, research degree viva outcome.)
- b) Progression decision (i.e. progress from one year of a degree programme to the next, upgrade from MPhil to PhD, or progression between components of the DrPH).
- c) Termination of registration from a programme of study on academic grounds (i.e. student's registration on the programme of study is terminated due to not meeting progression requirements. If a student's registration is terminated for non-academic reasons, such as failing to register, they must follow LSHTM's [Student Complaints Procedure](#) and not the Academic Appeals Procedure).

#### 7.7.1.6 Legal representation

LSHTM's Appeals Procedure is an internal process the purpose of which is to establish the facts in light of evidence and on the balance of probabilities. The procedure is not an adversarial one, therefore legal representation is not required by any of the parties involved and will not be permitted.

#### 7.7.1.7 Appeals form

The procedure requires the student to make their case on LSHTM's [Academic Appeals Form](#), outlining their grounds for appeal and providing sufficient and adequate documentary evidence in support of their appeal

#### 7.7.1.8 Appeals procedure or complaints procedure

Where a student submits an appeal that would be more appropriately dealt with under LSHTM's [Student Complaints Procedure](#) (or vice versa), LSHTM will transfer the appeal or complaint to the correct procedure and inform the student that this has happened.

#### 7.7.1.9 Advice

Students who are considering submitting an appeal may seek advice from the Registry on the procedure involved and the procedures to be followed. Students who are seeking advice and support with making their appeal should contact the Students' Representative Council (SRC).

#### 7.7.1.10 Stages of the appeals procedure

There are three stages to the Appeals Procedure:

- Formal Stage 1: Investigation
- Formal Stage 2: Appeals Panel
- Review Stage: Confirms whether due process has been followed and is not a re-examination of the case

### 7.7.2 GROUNDS FOR APPEAL

#### 7.7.2.1 Permissible Grounds

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

The responsibility is on the student to establish their case. Only appeals based on one or more of the following grounds will be considered:

a) Administrative or procedural irregularity/error

There is evidence that there was a procedural irregularity or administrative error in the conduct of assessment or in the process of reaching a progression, withdrawal or assessment decision.

*Evidence: The student must set out clearly and fully what they consider the irregularity/error to be, how and when this occurred and how it may have or did affect the assessment, progression or withdrawal decision.*

b) The presentation of new evidence of extenuating circumstances where, for good reason, the decision-making body was not made aware of these

The student must explain what the extenuating circumstances were and what their impact was. They must also provide a valid and over-riding reason why this evidence was not made available to the decision-making body via LSHTM's procedures at the time the circumstances occurred.

*Evidence: Taught and research students should follow the guidance in LSHTM's Extenuating Circumstances Policy in [section 7.4 of this chapter for acceptable evidence](#).*

c) Prejudice or bias (actual or perceived) that can be proven

That there is evidence of prejudice or bias or the perception of prejudice or bias on behalf of the examiners and/or the decision-making body such that the result of the assessment, progression or withdrawal decision should not stand.

*Evidence: The student must set out clearly and fully the reasons for the claim of bias or perception of bias. This may include comments from a third party that record the comments or remarks made by others.*

### 7.7.2.2 Non-permissible grounds

The following circumstances will not be considered as valid grounds for appeal:

a) Academic judgement

Appeals against academic judgement are not permitted. Students cannot appeal against a decision simply because they are unhappy with the outcome. It has to be demonstrated that there are grounds for the appeal as set out in 7.7.11. If a student believes that there has been an error in

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

calculating or recording marks, they can request a clerical check of marks via the Teaching Support Office.

### b) Programme management

Problems that arise during the course of a student's studies, including problems with supervision, tuition or information provided, should be dealt with at the time they occur. Such matters should be raised through LSHTM's [Student Complaints Procedure](#). An appeal can be submitted if it can be demonstrated that LSHTM has not followed its procedures in dealing with the problem or the student had a valid and over-riding reason for not raising the matter at the time it occurred.

### c) Vexatious appeals

Appeals that are vexatious will be rejected. In line with the [OIA's guidance](#), vexatious appeals include:

- Appeals that are obsessive, harassing or repetitive
- Pursuing appeals that do not meet the grounds for appeal outlined in 2.1 and/or demanding unrealistic, unreasonable outcomes
- Pursuing appeals in an unreasonable manner, even where these may be meritorious
- Appeals that are designed to cause disruption or annoyance
- Demands for redress that lack any purpose or value.

The decision on whether an appeal is deemed to be vexatious will be made by the Head of Registry..

### d) Provisional marks

Appeals regarding provisional marks for any assessments will not be considered.

## 7.7.3 PROCEDURE FOR MAKING AN APPEAL

### 7.7.3.1 Deadline for submission of appeal

The student must submit their appeal within 21 calendar days of the formal notification from the Registry of the assessment/progression/withdrawal decision. This will be the date of the formal notification of your results from the Registry either by email or letter. Appeals received after this deadline must include a statement from the student explaining the reason(s) for lateness. Late appeals will only be considered if the reasons are found to be acceptable by the Head of Registry. If not, the student will be written to explaining why their appeal

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

has been rejected and they can request a review of that decision via the review stage ([see section 7.7.6 of this policy](#)).

### 7.7.3.2 Appeals and third parties

Appeals must be made by the student and not by third parties unless there are extenuating circumstances that prevent the student from making the appeal. In order to comply with Data Protection legislation, LSHTM will not engage in correspondence with third parties regarding the appeal unless the student has given written permission for them to do so. LSHTM will then communicate with either the student or the third party but not both.

### 7.7.3.3 Appeals form

Appeals must be submitted on LSHTM's [Academic Appeals Form](#) and clearly state the grounds for the appeal, a summary of the issues and the preferred outcome from the appeal. Sufficient and adequate documentary evidence must be provided if appropriate. The appeal must also be accompanied by a copy of the official letter/email confirming the outcome that the student is appealing against. Appeals not submitted in accordance with this procedure will be rejected by the Head of Registry.

### 7.7.3.4 How to submit the appeal

The appeal must be submitted to the Assessments team in the Registry.

### 7.7.3.5 Invalid appeals

If it is clear that the circumstances claimed by the student do not constitute sufficient grounds for an appeal, the case will be rejected immediately by the Head of Registry. This includes instances where:

- a) The student has provided no substantial, relevant evidence of a procedural irregularity or of prejudice.
- b) The procedural irregularity claimed by the student clearly could not have affected the decision against which the appeal is being made to an extent that would have led to a different decision.
- c) The student has provided no valid reasons for not disclosing the details of their extenuating circumstances at the time of the events.

7.7.4 FORMAL STAGE: PART 1 (INVESTIGATION)

**7.7.4.1 Initial evaluation criteria**

Upon receipt of an appeal the Head of Registry (or their nominee) will undertake an initial evaluation to check that the appeal:

- Has been submitted on the [Academic Appeals Form](#) by the deadline
- Falls within the valid grounds of appeal
- Contains sufficient and adequate documentary evidence
- Includes evidence to justify the late submission of the appeal (if appropriate)

**7.7.4.2 Immediate rectifying action**

Where the initial evaluation demonstrates that there is overwhelming evidence in support of the appeal or that a procedural error has occurred, the Head of Registry (or their nominee) can refer the matter directly to the decision-making body with a recommended course of action. If the decision-making body disagrees with that course of action, the appeal should be referred to an Investigating Officer as outlined in 7.7.21.

**7.7.4.3 Appeals not meeting the initial evaluation criteria**

If the appeal does not meet the initial evaluation criteria, the student will be informed within 14 calendar days outlining the reasons for this. The student will be permitted the opportunity of resubmitting the appeal within 7 calendar days if they can provide clear grounds for the appeal, further documentary evidence or a valid and over-riding reason why the appeal was not submitted on time. The start of the procedure will begin from the date that an appeal has been resubmitted.

The Head of Registry (or their nominee) will undertake a further initial evaluation check based on the criteria above in 7.7.18. If the appeal does not meet these criteria for a second time, the appeal will be rejected and the Head of Registry (or their nominee) will inform the student within 14 calendar days outlining the reasons for this. The student has the right to request a review of this decision under the Review Stage of this procedure in 7.7.41 – 7.7.46.

**7.7.4.4 Investigating officer**

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

If the appeal meets the initial evaluation criteria and immediate rectifying action has not been taken then the appeal will be passed to an Investigating Officer. The Investigating Officer will be appointed by the Head of Registry (or their nominee) and will normally be a senior member of academic staff who is outside the student's Faculty (if this is possible) and has no previous involvement in the case.

### 7.7.4.5 Investigation process

The Investigating Officer will review the appeal paperwork and may need to contact the decision-making body or other key staff involved in the case for written feedback if this is deemed necessary (i.e. Exam Board Chair, Chair of Extenuating Circumstances Committee, Module Organiser [MO], PhD Supervisors, PhD Examiners, etc.) If reports are required from External Examiners in relation to vivas, this should be requested via the Assessments team in the Registry.

### 7.7.4.6 Timeline for investigation process

The Head of Registry (or their nominee) will ask the Investigating Officer to respond within an appropriate timeframe so that the Registry can inform the student of the outcome within 30 calendar days or sooner if the appeal requires swift action (i.e. where the student has severe health issues or there are external deadlines such as professional body requirements).

### 7.7.4.7 Decisions from the investigation process

The Investigating Officer will make one of the following decisions and report this back to the Registry:

- a) Reject the appeal due to insufficient grounds. The reasons will be communicated to the student by the Head of Registry and they will be advised of their right to request a review of the decision via the Review Stage of this procedure (see [section 7.7.6 of this policy](#)).
- b) Make a recommendation on the appeal for the decision-making body to consider. The decision-making body can:
  - i. Uphold the appeal
  - ii. Partially uphold the appeal (possibly offering a revised outcome)
  - iii. Reject the appeal

*Outcome (i):* LSHTM will consider the appeal closed and the student's preferred appeal outcome will be actioned, where appropriate.

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

*Outcomes (ii) and (iii):* If the student is unhappy with the outcome, they may request a review of the decision via the Review Stage of this procedure (see [section 7.7.6 of this policy](#)).

- c) Refer the appeal to an Appeals Panel. This will happen where the case is complex and/or contains inconclusive and/or contradictory evidence. (See [section 7.7.5 of this policy](#) for the conduct of the Appeals Panel).

### 7.7.4.8 Communication of the decision to the student

The Head of Registry (or their nominee) will communicate the decision to the student along with information about what next steps they can take in the process.

#### 7.7.5 FORMAL STAGE: PART 2 (APPEALS PANEL)

7.7.5.1 For information on the membership and terms of reference of the Appeals Panel, please see [Chapter 10 of the LSHTM Academic Manual](#).

### 7.7.5.2 Student companion at the appeals panel

The student may be accompanied to the Appeals Panel by a companion who can be a family member, a friend or member of the SRC who is there to provide moral support but is not permitted to address the panel. The student is expected to present their own case and answer the Panel's questions. The name and details of the companion must be sent to the Head of Registry (or their nominee) at least 7 calendar days before the meeting of the Appeals Panel.

### 7.7.5.3 Dates for the panel

If there are dates on which it is impossible for a student to attend a meeting, they should inform the Head of Registry (or their nominee) as soon as possible. Every attempt will be made to arrange a date that is convenient to all involved parties, however, if the student is unable to attend the meeting in person it may be possible to arrange for the appeal to be conducted via Skype during LSHTM working hours. If neither option is possible then the appeal will be conducted in the student's absence.

### 7.7.5.4 Decision-making body representative(s)



**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

The Appeals Panel will request the attendance of representatives from the decision-making body to respond to the appeal. This will be a maximum of 2 people and may include External Examiners in the case of appeals against PhD examinations (although the External Examiners are not obliged to attend).

**7.7.5.5 Confirmation of attendance at the appeal panel**

Once the date and time of the appeal hearing has been agreed, formal notification will be sent to the student by the Secretary at least 14 calendar days prior to the appeal hearing and will include the names and roles of the Panel members and the decision-making body representative(s). The student will be asked to confirm their attendance at the hearing and they should inform the Secretary at the earliest opportunity if they believe there is a conflict of interest with any of the Panel members.

If such a conflict of interest exists, an alternative panel member will be found. This may require the appeal hearing to be re-scheduled to a later date.

**7.7.5.6 Right to call witnesses**

The student and the decision-making body representative(s) have the right to call other people to attend the hearing to present evidence only if they have obtained the approval of the Chair of the Appeals Panel in advance. The names and details of any witnesses should be sent to the Head of Registry (or their nominee) at least 7 calendar days before the meeting of the Appeals Panel.

**7.7.5.7 Documentation**

The same documentation will be sent to all of those involved in the appeal hearing, i.e. the Panel members, the student and the decision-making body representative(s), as follows:

- The written submission from the student (see 5.9)
- The written submission of the decision-making body representative(s) (see 5.9)
- PhD/DrPH Appeals only (not examinations) - The abstract of the thesis or the Upgrading/Review Document (to give the Panel some idea of the subject matter of the thesis)

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

- PhD/DrPH/MPhil Appeals only (examinations) - The final report(s) and the preliminary independent reports of the examiners
- Any other documentation the Appeals Panel considers relevant to the appeal

### 7.7.5.8 Further written evidence

After receiving the documentation, the student and the decision-making body representative(s) may provide further written evidence in response to the documentation but this must be received by the Panel Secretary at least 7 calendar days before the hearing. The additional paperwork will be sent electronically to all those listed in 7.7.32.

### 7.7.5.9 Absence of appeal panel member

If any member of the Appeals Panel is absent on the day of the hearing due to unforeseen circumstances, the student will be asked if they wish to proceed with the hearing or if they would like to reschedule the hearing to an alternative date.

### 7.7.5.10 Absence of student/decision-making body representative(s)

The absence of the student and/or the decision-making body representative(s) at the appeal hearing will not invalidate the proceedings and the appeal will be heard in their absence.

### 7.7.5.11 Panel conducted in the presence of all parties

If both the students and the decision-making body representative(s) are present the Appeals Panel will be conducted in the presence of both parties and the student's companion until the Panel retires to consider its findings.

### 7.7.5.12 Appeals panel procedure

The procedure for the meeting is as follows:

- a) The Appeals Panel members will meet for an hour prior to the start of the appeal to agree the questions they would like to put to the student and the decision-making body representative(s).
- b) The Chair explains the purpose of the hearing and asks all those present to introduce themselves (**5 minutes maximum**).

**Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

- c) The Chair invites the student to give a brief summary of the main grounds for their appeal (**10 minutes maximum**).
- d) The Chair invites the decision-making body representative(s) to give a brief summary of their position on the appeal (**10 minutes maximum**).
- e) If the student or decision-making body representative(s) have asked to call other people to present evidence, the Chair will decide when and if it is appropriate to call them into the hearing. They will only be permitted to attend the Panel when asked to give evidence and may not stay for the entire proceedings.
- f) The Appeals Panel will put questions to both the student and the decision-making body representative(s) as appropriate (**40 minutes for the student and 40 minutes for the decision-making body representative(s) maximum**).
- g) The Chair may permit either the student or the decision-making body representative(s) to put questions to each other at any stage of the hearing, however, all questions must be put through the Chair.
- h) The Chair will ask the student if they want to make any concluding remarks before the Panel retires to consider its findings (**10 minutes maximum**).
- i) The Chair will draw matters to a close and the panel will retire to make its decision (**5 minutes maximum**).
- j) The Chair has the discretion to vary the procedure in any case where they consider it appropriate and just to do so. Any variation must be recorded in the notes of the meeting and must be in accordance with the Appeals Procedure.
- k) The Chair has the right to adjourn the hearing until a future date or time in exceptional circumstances.

**7.7.5.13 Appeals panel decisions**

The Appeals Panel can make one of the following decisions:

- a) Uphold the appeal and action the student's preferred outcome, where appropriate
- b) Partially uphold the appeal
- c) Reject the appeal

**7.7.5.14 Communication of the appeal panel's decision**

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

The outcome of the formal stage of the procedure must be communicated to the student and the decision-making body representative(s) in writing by the Head of Registry (or their nominee) within 7 calendar days. Clear and concise reasons for each decision will be provided along with a copy of the notes from the hearing. The student and/or the decision-making body representative(s) may inform the Secretary of any errors/omissions in the notes and an amended copy of the notes will be provided if the amendments are approved by the Chair. Outcomes (b) and (c). The Head of Registry (or their nominee) will advise the student of:

- Their right to take the appeal to the review stage (see [section 7.7.6 of this policy](#))
- The grounds on which they can request a review
- The time limit for requesting a review and the procedure to follow

### 7.7.5.15 PhD / DrPH / MPhil Viva Examinations

Where appeals against the viva examination panel are upheld then a new examination should be conducted by examiners who did not take part in the original examination and were not involved in the appeal. The examination will be conducted in accordance with the Regulations in place at the time the student was originally entered for the examination. The examiners may make any of the decisions open to the original examiners. The new examiners will not be given any information about the previous examination except that they are conducting a new examination following an appeal.

## 7.7.6 REVIEW STAGE

### 7.7.6.1 Deadline for submission of the review request

A student who believes they have grounds for a review as set out in 6.2 may request a review of the formal stage within 14 calendar days of receiving the formal notification of the appeal outcome. They must submit this to the Assessments team in the Registry, outlining the grounds for the review. The Head of Registry will forward the appeal to the Review Stage along with all documentation associated with the appeal.

### 7.7.6.2 Grounds for review

## Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

The grounds for the review of the appeal are limited to the following:

- a) A review of the procedures followed at the formal stage of the appeal
- b) A consideration of whether the outcome was reasonable
- c) New material evidence that the student was unable to provide, for valid and over-riding reasons, for the original appeal

### 7.7.6.3 Aim of the review

The Review stage will not reconsider the appeal afresh or conduct a further investigation. The aim of the review will be to establish whether LSHTM followed its procedures correctly and the outcome was reasonable under the circumstances.

### 7.7.6.4 The Reviewer

The Reviewer will normally be the Pro-Director of Education, or their nominee, and will not have been involved in the appeal previously.

### 7.7.6.5 Review decisions

The reviewer can make one of the following decisions:

- a) Reject the review due to insufficient grounds.
- b) Refer the matter back to the appropriate formal stage for reconsideration (this will be the stage at which the appeal was rejected or partially upheld).

### 7.7.6.6 Communication of the reviewer's decision

The outcome of the Review Stage of the procedure must be communicated to the student in writing by the Pro-Director of Education, or their nominee, within 21 calendar days giving the reasons for each decision clearly and concisely. The student will also be advised of:

- Their right to make a complaint to the Office of the Independent Adjudicator (see [section 7.7.7 of this policy](#))
- The time limit for submitting the complaint

### 7.7.7 OFFICE OF THE INDEPENDENT ADJUDICATOR (OIA)

7.7.7.1 **Right of review by the OIA**

At the end of LSHTM's Appeal procedure the Student has the right to submit a request for LSHTM's decision to be reviewed by the Office of the Independent Adjudicator (OIA). The OIA provides an independent scheme for the review of student grievances under the Higher Education Act 2004.

7.7.7.2 **Completion of Procedures Letter**

Once LSHTM's Appeal procedure has been completed LSHTM will issue a Completion of Procedures letter (CoP) informing the student that the internal procedures of LSHTM have been exhausted and of their right to submit a complaint to the OIA in accordance with the guidance from the Office of the Independent Adjudicator (OIA). Further information can be found on the [OIA website](#).

7.7.7.3 **Deadline**

The OIA Complaint Form must be received by the OIA **within twelve months** of the date of the Completion of Procedures Letter.

**7.8 Student Complaints Procedure**

**7.9 Student Disciplinary Procedure**

7.9.1 LSHTM's [Student Disciplinary Procedure](#) is used by LSHTM to consider allegations of non-academic misconduct by students.

## **LSHTM Academic Manual 2021- 2022**

### **Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations**

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#### **Contents**

8a.1 Introduction .....	273
8a.2 The Admission of Students to Taught Postgraduate Programmes.....	273
8a.3 Registration for Taught Postgraduate Programmes.....	274
8a.4 Periods of Registration and Modes of Study .....	274
8a.5 Attendance .....	275
8a.6 Assessment .....	276
Assessment structures & methods (based on LSHTM Award Scheme)	
278	
Alternative Assessment Arrangements	282
Marking and Feedback	282
8a.7 Regulations for Examinations .....	285
8a.8 Internal Moderation .....	287
8a.9 External Moderation .....	297
8a.10 Boards of Examiners.....	300
8a.11 Decisions of the Board of Examiners .....	306
8a.11.7 Compensation (based on the LSHTM Award Scheme)	308
8a.11.9 Deferred Assessments and Extensions	310
8a.12 Re-sits of Assessments .....	311
8a.13 Confirmation of Grades and Notification of Final Results .....	313
8a.14 Appeals Against the Decision of Board of Examiners .....	317
8a.15 Revoking Awards .....	317

**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 requirement, 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 Part time/split study: 16 months	Full time: 36 months Part time/split study: 48 months
Postgraduate Certificate	Full time: 4 months Part time/split study: 8 months	Full time: 24 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). Exemptions must be made to the relevant Faculty Taught Programme Director (TPD).

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 assessment strategy sets out 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.
- v. Interfere as little as possible with other important, but ungraded, aspects of students' educational experience.
- vi. Identify those students achieving the highest standards so that they can be considered for a Distinction.

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 (although the awards of Distinction and Merit may take into account the proportion of students achieving higher grades). 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 (based on LSHTM Award Scheme)

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 programmes are based on the standard Award Scheme described in [Chapter 2 of the LSHTM Academic Manual](#). Whereby, all programmes will be composed of 3 distinct GPA elements, 1) Core module components assessed by in-module assessments and/or examinations; 2) Elective and Compulsory module components assessed by in-module assessments, and 3) Final research project.

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 an indicative credit rating, although, for most programmes credit will be given for Term 1 as a whole and not for individual modules.

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:

**MScs HDS, MEDiC, MM, MP, IID and TMIH:** Term 1 is assessed summatively through core module written assessments and/or practical exams taken at the end of Term 1.

**MScs CID, D&H, EPI, GMH, NGH, PH, PH4D and RSHR:** Term 1 is assessed summatively solely through two unseen written examinations, known as Paper 1 and Paper 2, during the summer examination period. The overall GPA for this element of the award (the Core module GPA) is based on an average of the two paper GPAs, weighted equally.

**MSc PHEC:** Term 1 is assessed summatively through both module assessments and an unseen written examination, known as Paper 1 during the summer examination period. Modules 3400, 3401 and 3402 are assessed as individual modules during Term 1. A minimum mark of 2.0 is required for the unseen written exam for the three linear modules (2001: Basic Epidemiology, 1121: Basic Statistics for Public Health & Policy and 1103: Introduction to Health Economics). A minimum mark of 2.0 is required for each of the three individual modules: 3400: Epidemiological Methods Applied to Eye Diseases, 3401: Skills for Field Projects in Eye Care and 3402: Public Health Programmes in Eye Care.

**MSc MS:** Term 1 is assessed summatively through the summer exams and through a practical exam taken during Term 1. The practical exam may be a single component (usually assessed with an integer GP), or several distinct tests (grades from which may be combined into a practical GPA). Any grade may be achieved in the practical exam provided the overall Core GPA is 2.00 or above. For this programme, the overall core GPA is calculated as follows:

<b>Programme</b>	<b>Core element GPA algorithm</b>
MS	$[2.5 \times (\text{Paper 1 GPA} + \text{Paper 2 GPA}) + (\text{Practical GPA})] \div 6$ <i>i.e. a 5:1 weighting between summer exams and the practical</i>

**MSc GMH:** This will be adapted where appropriate to also align with [KCL assessment practices](#).

### **N.B. Paper 1 & 2 examinations**



8a.6.23 Paper 1 examines the content of term 1 teaching. It usually comprises questions relating to each of the modules taken in Term 1, which may be core to multiple programmes; the same questions (for individual modules) may be shared across Paper 1 exams for different MSc programmes.

8a.6.24 Paper 2 tests candidates' ability to integrate the knowledge and skills acquired across the whole of the MSc programme. As a whole, it should examine the key knowledge and skills which a candidate graduating with that particular MSc is expected to possess. Questions should require integration of knowledge/skills acquired in different parts of the MSc, and should generally be focused on material from compulsory modules, rather than optional ones which only some of the class may have taken. Where a module is considered central to the award of an MSc, questions about material in that module may be included in the final examination provided that students are specifically informed of this. For paper 1 & 2 examinations one individual Core component may have a GPA between 1.00 and 1.99 provided the overall Core element GPA is 2.00 or above.

### **Term 2 and Term 3 Modules (Block C-E) 15 credits each**

8a.6.25 Modules taken during Term 2 or 3 are assessed through a variety of methods including coursework assignments (e.g. essays or reports), short written exams, multiple-choice tests, practical exams, group work, presentations.

8a.6.26 To gain credits for an individual Term 2 or 3 module, students must normally achieve a GPA of 2.00 or above. See section 8a.11.7 Compensation for exceptions to this rule.

**MSc IID:** Students can elect to take three modules, in Term 2, plus an extended research project (see 8a.6.27 below). If one of these modules is graded between 1.00 and 1.99, credits may still be granted provided the average GPA across all three modules is 2.00 or above.

**Research Project Reports - 45 credits for all MScs except HDS which has a 60 credit project, and MSc IID which has the option of a 75 credit project**

8a.6.27 The research project is assessed as a single piece of work. Students must pass the project with a grade of 2.00 or above in order to gain credits. The overall mark may either be an integer grade point, based on LSHTM's standard grading scale, or a non-integer GPA, calculated from sub-components of the project as defined in the marking scheme.

**MSc IID:** Students can elect to take an extended project, worth **75 credits**.

8a.6.28 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.6.29 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.6.30 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.6.31 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.6.32 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.6.33 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.6.34 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.6.35 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.6.36 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.

- 8a.6.37 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.6.38 Except where stipulated in individual programme Handbooks, no assessed work, including examination scripts, coursework, dissertations, are returnable to students.
- 8a.6.39 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.6.40 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.6.41 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:

<b>Grade point</b>	<b>Descriptor</b>	<b>Typical work should include evidence of...</b>
<b>5</b>	Excellent	<p>Excellent engagement with the topic, excellent depth of understanding &amp; insight, excellent argument &amp; analysis. Generally, this work will be 'distinction standard'.</p> <p>➤ NB that excellent work does not have to be 'outstanding' or exceptional by comparison with other students; these grades should not be capped to</p>

		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.
<b>4</b>	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.
<b>3</b>	Good	Good (but not necessarily comprehensive) engagement with the topic, clear understanding & insight, reasonable argument & analysis, but may have some inaccuracies or omissions.
<b>2</b>	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.
<b>1</b>	Unsatisfactory / poor (fail)	Inadequate engagement with the topic, gaps in understanding, poor argument & analysis.
<b>0</b>	Very poor (fail)	Poor engagement with the topic, limited understanding, very poor argument & analysis.
<b>0</b>	Not submitted (null)	Null mark may be given where work has not been submitted, or is in serious breach of assessment criteria/regulations.

8a.6.42 The MSc Global and Mental Health Programme Handbook details how the percentage marks used by Kings College London are converted to the LSHTM grading system.

## 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 stated 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 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 . 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

<b>Related Policies &amp; Procedures</b>	<a href="#">Assessment Handbook and Board of Examiner Guidance</a> <a href="#">External Moderation</a>
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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 and in the [Assessment Handbook and Board of Examiner Guidance](#).

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 [Assessment Handbook and Board of Examiner Guidance](#)). The allocation of modules to Boards is agreed annually by the SPGTC, and details for the current academic year can be found [here](#). 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 Teaching Support Office (TSO) 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 will be applied for late submissions and for 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 apply to all summative assessments, both module assessments and including research projects.

8a.8.22 For Assessments that exceed the maximum word count the following penalties will be applied by the Taught Programme Directors (TPDs).

- Assessment > 2% and up to and including 10% over length will be graded using the full GP criteria, and **1 grade point will be deducted;** for a standard 2000-word essay this will be a maximum of 200 words.
- Assessment > 10% over length will not be marked and be given an automatic zero; the Board of Examiners will consider this a failed attempt at assessment and a resit opportunity will be granted where applicable.

8a.8.23 The regulation allows a 2% margin of error for variation in automated word counts, i.e. for a maximum word count of 2,000 that is 40 words to allow for different software results.

8a.8.24 Where word count limits are set for examinations, the word count sanctions described above will not apply. Instead, markers will grade only the portion of the answer that falls within the word limit.

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 TSO, the relevant Module Administrator or other member of TSO 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.

TSO 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 TSO, Module Record Forms **should be checked, signed and dated** by the MO, then returned to the Module Administrator in the TSO. If the MO has any queries or identifies any potential problems, they should follow up with TSO.

**8a.8.31 Action by Module Administrators – disseminating grades:** After confirmation of the Module Record Form by the MO, TSO 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 TSO 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 TSO until the student has graduated.

**8a.8.32** As set out in the [Assessment Handbook and Board of Examiner Guidance](#), all 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 TSO 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 TSO have any difficulties in meeting such a request, either the Programme Administration Manager for the Faculty or the Head of the TSO 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. As outlined in the Code of Practice on Assessment, 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, TSO 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. Further guidance about this is given in the LSHTM [Course & Module Design Code of Practice](#).
  - 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 ahead 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 Moderation

- 8a.9.1 The purpose of external moderation 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. External Examiners may make recommendations to be discussed at to the Board of Examiners, especially relating to borderline cases.
- 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.

External Examiners are expected to review a sample of programme module work to provide a clear understanding of programme content, marking standards and student attainment. Ahead of the final Exam Board meeting, Programme Administrators from the Teaching Support Office will provide External Examiners with a sample of assessed material to review.

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.9.4 For programmes with more than one External Examiner, assessment moderation 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.9.5 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.9.6 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.9.7 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.9.8 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.9.9 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.9.10 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.9.11 **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.9.12 **Note on Project reports**

- a) 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. Full terms of reference for Exam Boards and standing orders for the conduct of meetings are set out in the [Assessment Handbook and Board of Examiner Guidance](#).

**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.

8a.10.10 Separate [Assessment Handbook and Board of Examiner Guidance](#) provides information about how LSHTM's Boards of Examiners should operate. This is supplemented by section 8a.8 Internal Moderation, which sets out formal procedures for moderating module grades after they have been double-marked and before they are considered by Exam Boards.

**General Appointment Criteria**

8a.10.11 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) cannot serve as Chair, Deputy Chair or Internal Examiners.

- 8a.10.12 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.10.13 Staff may serve as Internal Examiners of multiple Exam Boards at the same time.
- 8a.10.14 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.10.15 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.10.16 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.10.17 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.10.18 Detailed criteria regarding conflicts of interest in External Examiner appointments are set out in [Chapter 5 of the LSHTM Academic Manual](#).
- 8a.10.19 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.10.20 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.10.21 Appointment of Chairs and Deputy Chairs normally start in September and end in December on the 4<sup>th</sup> year after the Board of Examiners meeting. Internal examiner roles may remain valid until a replacement is appointed.

8a.10.22 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.10.23 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.10.24 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.10.25 New internal members: Following the final Board of Examiners the Secretary to the Board will forward nominations for the internal



membership to the Assessments Manager (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.10.26 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.10.27 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.10.28 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.10.29 The Assessment Manager will confirm full membership lists to each Exam Board Chair and Secretary plus Faculty TPDs; and send out links to the [Assessment Handbook and Board of Examiner Guidance](#) and Postgraduate Taught Regulations to all staff involved in assessment processes.

8a.10.30 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.10.31 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.10.32 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.10.33 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 degree elements 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 with extenuating circumstances whose final degree GPA falls into a borderline classification range, the Exam Board should determine the final classification based on review of a portfolio of the student's work by a sub-group of members (as per standard rules for deciding borderline cases in the [Assessment Handbook and Board of Examiners Guidance](#)).
- v. If a student with extenuating circumstances does not fall into a borderline range, Boards should not consider such circumstances in determining their degree outcome.
- vi. 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;
- vii. 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 following limits and conditions:

### **Term 1 Modules**

8a.11.7.3 **MSc IID**, compensation can be applied to the Analysis & Design of Research Studies module (3196) only, with a mark between 1.00 and 1.99, provided the overall core GPA is  $\geq 2$ .

8a.11.7.4 **MSc MEDiC and MP**, compensation can be applied to the Analysis & Design of Research Studies module (3196) OR to one module assessment subcomponent for the core module Parasitology and Entomology (3122), if the mark is between 1.00 and 1.99, as long as the overall 3122 module GPA and the core GPA are both  $\geq 2$ .

8a.11.7.5 **MSc MM**, compensation can be applied to the Analysis & Design of Research Studies module (3196), OR to one module assessment subcomponent for the core module Bacteriology and Virology (3121), if the mark is with a mark between 1.00 and 1.99, as long as the overall 3121 module GPA and the core GPA are both  $\geq 2$ .

8a.11.7.6 **MSc TMIH**, compensation can be applied to one of the two in-module assessments, with a mark between 1.00 and 1.99, provided the overall GPA for the core module Tropical Medicine, Parasitology and Public Health (3463) is  $\geq 2$ ."

8a.11.7.7 **MSc PHEC**, A minimum mark of 2.0 is required for the unseen written summer exam. A minimum mark of 2.0 is also required for each of the individual Term 1 module assessments.

### **Paper 1 & 2**

8a.11.7.8 Where the overall paper 1+2 examination GPA is less than 2.00 and an increase of one integer grade on one question on one paper could raise the overall result up to 2.00 or above, the Boards of Examiners will use its discretion to determine a pass/fail outcome. Please see guidance in

the [Assessment Handbook and Board of Examiners Guidance](#) for further information.

## Term 2 Modules

8a.11.7.9 Compensation may be permitted for one Term 2 or 3 module with a GPA between 1.00 and 1.99, provided an average GPA of 2.00 or above has been achieved across four or five modules from Terms 2 and 3 (including the module graded between 1.00 and 1.99). If it is not possible to compensate a grade between 1.00 and 1.99, the element will be failed; any components graded below 2.00 must then be resat.

8a.11.7.10 A GPA of at least 1.00 must be achieved for each module from Terms 2 and 3. Grades below 1.00 cannot be compensated and will result in failure of the module, with no credits being awarded, and a requirement to re-sit any components graded below 2.00.

8a.11.7.11 **MSc RSHR**, Compensation is not permitted for Module 1804. Compensation may be permitted for one other Term 2 or 3 module with a GPA between 1.00 and 1.99, provided an average GPA of 2.00 or above has been achieved across all five modules from Terms 2 and 3 (including the module graded between 1.00 and 1.99). If it is not possible to compensate a grade between 1.00 and 1.99, the element will be failed; any components graded below 2.00 must then be resat (as described in section 8a.11.12 below).

8a.11.8.12 **MSc GMH**: For modules led by KCL, grade capping will follow [KCL policy](#).

### 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**, which 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. This is possible for Project and coursework only;

**A deferred assessment** means 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 extension and deferred assessment requirements or options, being given suitable advance notice of key dates and deadlines.

## 8a.12 Re-sits of Assessments

<b>Related Policies &amp; Procedures</b>	<a href="#">Award Schemes</a> <a href="#">Assessment Regulations</a> <a href="#">Chapter 7: General Academic regulations</a>
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8a.12.1 If a student fails a summative assessment at the first attempt, they will be permitted one re-sit/resubmission attempt.

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 Assessments which have been passed may not be re-sat. Students may not re-sit/resubmit an assessment element (whatever its mark) if they have passed the programme overall.
- 8a.12.6 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.12.7 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.12.8 Re-sit grades do not need to be specifically moderated or further-scrutinised before being brought back to Exam Boards for ratification.
- 8a.12.9 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.12.10 Students' highest grade from either their original attempt or any re-sit should be used in determining progression or awards.
- 8a.12.11 For students who meet the resit/resubmission pass mark, the credit-bearing element (Core, Term 2/3 Modules or the Research Project) will be capped at a GPA of 3.00.
- 8a.12.12 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.12.13 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 (University-based programmes: CID, D&H, HPPF, IID, MM, MP, PH4D, RSHR, TMIH and programmes with the Royal Veterinary College)**

8a.13.4 The Candidate Entry List are completed by the Board of Examiners providing the grades awarded for each individual component, credits achieved and the overall result. The REP 5 form must be signed by the Chair and the External Examiner(s), to confirm their agreement to the grades entered on the Candidate Entry List.

8a.13.5 The originals (including results for failures, deferrals and debtors) will be sent to the University of London via Registry.

8a.13.6 UoL sends Notification of Results to students.

8a.13.7 UoL send a pass list to LSHTM Registry and enter and confirm results on the student database for transcript reporting purposes.

**Formal communication of results (LSHTM-based programmes: EPI, GMH, MS, PH and PHEC)**

8a.13.8 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.13.9 Once completed, Registry produces a pass list, which is signed by the Director and submitted to Senate House.

8a.13.10 The Registry enter and confirm results on the student database for transcript reporting purposes.

8a.13.11 Students on LSHTM-based programmes are sent a copy of their transcript from LSHTM, rather than receiving a separate Notification of Results letter from UoL.

### **Transcripts**

8a.13.12 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.13.13 Requests for further copies of transcripts (e.g. to replace a lost copy) should be made to the Registry.

### **Degree certificates**

8a.13.14 Degree certificates are issued by the UoL Diploma Production Office, for both University-based and LSHTM-based programmes.

8a.13.15 Degree Certificates are usually posted to students by the end of February.

### **Prize winners**

8a.13.16 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.13.17 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.13.18 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.13.19 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.13.20 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.13.21 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.13.22 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.

## **LSHTM Academic Manual 2021-22**

# **Chapter 8b: Distance Learning Postgraduate Taught Degree Academic Regulations**

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## **Contents**

8b.1 Introduction .....	320
8b.2 The Admission of Students to Taught Postgraduate Programmes.....	320
8b.3 Registration for Distance Learning Programmes.....	321
8b.4 Assessment and Award Scheme.....	321
8b.5 Regulations for Examinations .....	335
8b.6 Internal Moderation.....	337
8b.6.1 SCOPE (i.e. who does this affect) 337	
8b.6.3 MODERATION FOR DL MODULES 339	
8b.6.4 NOMINATIONS OF MODERATORS FOR DL MODULES 340	
8b.6.5 MARKING PROCEDURE TO GENERATE PROVISION GRADES 341	
8b.6.6 MODERATION PROCEDURE FOR DL MODULES 344	
8b.6.7 REPORTING ON THE MODERATION PROCESS 346	
8b.6.8 CONFIRMATION OF GRADES TO STUDENTS 347	
8b.7 External Moderation .....	347
8b.8 Boards of Examiners.....	348
8b.9 Decisions of the Board of Examiners .....	354
8b.9.8 Compensation 359	
8b.9.10 Deferred Assessments and Extensions 362	
8b.9.11 Re-sits of Assessments 362	
8b.10 Confirmation of Grades and Notification of Final Results .....	367

8b.11 Revoking Awards.....367

### **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 the relevant forms on the [Quality & Academic Standards webpages](#).**

## 8b.1 Introduction

8b.1.1 These regulations apply to students registered on Distance Learning 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.

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

8b.1.3 All students register for the award and re-register annually for the modules they are studying. Students are bound by the regulations in force each year of registration.

8b.1.4 This chapter sets out principles of assessment and rules for making awards for the following programmes offered by the University of London Worldwide under the academic direction of the LSHTM:

- Clinical Trials (CT)
- Demography and Health (DH)
- Epidemiology (EP)
- Global Health Policy (GHP)
- Infectious Diseases (ID)
- Public Health (PH)

## 8b.2 The Admission of Students to Taught Postgraduate Programmes

8b.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](#).



8b.2.2 Application for admission to a programme and registration shall be undertaken in accordance with procedures specified by LSHTM and the University of London Worldwide.

8b.2.3 Satisfaction of the criteria referred to in paragraphs 8b.2.1 to 8b.2.2 does not guarantee admission to LSHTM and the University of London Worldwide.

8b.2.4 Further to these regulations, LSHTM and the University of London Worldwide have a separate [Postgraduate Taught Admissions Policy](#) and [English Language Requirements Policy](#).

### **8b.3 Registration for Distance Learning Programmes**

8b.3.1 Refer to the Registration section within the [University of London General Regulations](#).

### **8b.4 Assessment and Award Scheme**

8b.4.1 In the context of these regulations, 'assessment' refers to all types of assessed work within a Distance Learning (DL) taught postgraduate programme of study at LSHTM. This includes all varieties of module assessments including formal LSHTM examinations and Project Reports. Where the word 'examination' is used, this will refer explicitly to formal written examinations.

8b.4.2 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 assessment strategy sets out 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.
- v. Interfere as little as possible with other important, but ungraded, aspects of students' educational experience.
- vi. Identify those students achieving the highest standards so that they can be considered for a Distinction.

8b.4.3 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](#) – testing and rewarding critical appreciation and the ability to apply what has been learnt, rather than the passive reproduction of memorised facts.

8b.4.4 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.

8b.4.5 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.

8b.4.6 Assessment grading will be criterion-referenced, testing achievement against a specified set of abilities, skills and behaviours (although the awards of Distinction and Merit may take into account the proportion of students achieving higher grades). 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.

- 8b.4.7 Grading criteria should ensure that all students achieving a minimum standard will pass the relevant programme or module, subject to full participation.
- 8b.4.8 Feedback to students about in-course assessment performance is provided to students in sufficient detail to help students learn and improve for the future.
- 8b.4.9 The assessment process is subject to rigorous quality assurance procedures, including moderation by nominated internal moderators and sampling by External Examiners.
- 8b.4.10 Any suspected assessment irregularities (including, plagiarism, cheating or fraud, as defined by LSHTM) will be subject to procedures and penalties as detailed in the [Plagiarism and Assessment Irregularities Policy in Chapter 7, General Academic Regulations of the LSHTM Academic Manual](#).
- 8b.4.11 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 Policy in Chapter 7 of the LSHTM Academic Manual](#).
- 8b.4.12 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 Policy for Distance Learning Students detailed in](#) section 8b.9.11 of this chapter.
- Assessment structures and methods**
- 8b.4.13 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](#).

- 8b.4.14 For degrees delivered by DL all programmes offers awards of Master of Science (MSc), Postgraduate Diploma (PGDip), and Postgraduate Certificate (PGCert).
- 8b.4.15 For degrees delivered by DL, all programmes will be composed of modules, which may be assessed by either examinations taken under formal conditions, coursework or a combination of both. Some programmes may also include a final project report.
- 8b.4.16 The Board of Examiners will set marking criteria/schemes for examinations and the research project.
- 8b.4.17 Oversight of individual module assessment is delegated by the relevant Boards of Examiners to individual Module Organisers, who will set and agree specific marking schemes for their modules in advance.

### **General assessment principles**

- 8b.4.18 Grading scales and criteria
- LSHTM uses a standard assessment system, marking against six integer grade points (GPs) on a scale from 0 to 5. Grades 2 and above are pass grades, whilst grades below 2 are fail grades. Table 1 outlines the standard descriptors which describe the level of work required to attain each grade.
- 8b.4.19 Marking schemes
- More detailed criteria ('marking schemes') may be set for individual assessments to enable the placing of assessment in each grade category. The descriptors in Table 1 are intended as a general reference point to ensure consistency, but more specific requirements may differ from assessment to assessment.

#### 8b.4.20 Double-marking

All summative assessed work will be double-marked and any discrepancies between markers resolved before a grade is agreed. Pairs of markers must agree any grades which are formally reported to students.

#### 8b.4.21 Principles for combining grades

Where an assessment has a number of elements which are individually double-marked, these element grades may be averaged together (according to a weighting set out in the marking scheme) to generate a grade point average (GPA). Calculations and record-keeping systems should mathematically combine and bring forward data without rounding where possible; results should be reported to students (and if necessary, rounded) to two decimal places.

#### 8b.4.22 Award components and elements

The major components of each programme or award are modules. Award components may be split into different elements – for example, an ‘assessed assignment’ element and an ‘examination’ element for a particular module.

**Table 1: Standard descriptors for each grade\***

<b>Grade point</b>	<b>Descriptor</b>	<b>Typical work should include evidence of...</b>	<b>Simple general criteria for qualitative work</b>	<b>Simple general criteria for quantitative work</b>
5	Excellent	Excellent engagement with the topic, excellent depth of understanding and insight, excellent argument and analysis. Generally, this work will be ‘distinction standard’.  NB that excellent work does not have to be ‘outstanding’ or	A comprehensive discussion of the topic giving all relevant information, showing in-depth critical understanding of the topic,	All correct.

LSHTM Academic Manual 2021-22  
Chapter 9: Research Degree Academic Regulations 2021-22

		exceptional by comparison with other students; these grades should not be capped to a limited number of students per class or cohort. Nor should such work be expected to be 100% perfect – some minor inaccuracies or omissions may be permissible.	going beyond conventional answers, and bringing in additional relevant ideas or material.	
4	Very good	Very good engagement with the topic, very good depth of understanding and insight, very good argument and 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.	A full discussion of the topic that includes all relevant information and critical evaluation.	Almost all correct, none incorrect.
3	Good	Good (but not necessarily comprehensive) engagement with the topic, clear understanding and insight, reasonable argument and analysis, but may have inaccuracies or omissions.	The major points are discussed, but relevant, though less important considerations, are omitted.	Most correct, a few incorrect allowed.
2	Satisfactor y	Adequate evidence of engagement with the topic but some gaps in understanding or insight, routine argument and	Sufficient relevant information is included but not all major points are discussed,	Essential parts correct (to be defined for each task),

LSHTM Academic Manual 2021-22  
Chapter 9: Research Degree Academic Regulations 2021-22

		analysis, and may have inaccuracies or omissions.	and there may be some errors in interpretation.	some incorrect.
1	Unsatisfactory / poor (fail)	Inadequate engagement with the topic, gaps in understanding, poor argument and analysis.	A few points are included, but lack of understanding is shown together with use of irrelevant points.	Some correct but essential part (to be defined for each task) incorrect or unknown.
0	Very poor (fail)	Poor engagement with the topic, limited understanding, very poor argument and analysis.	None of the major points present; many irrelevant points included and a serious lack of understanding	Very few (or none) correct, essential parts incorrect.
0	Not submitted (null)	Null mark may be given where work has not been submitted, or is in serious breach of assessment criteria/regulations.	Not submitted	Not attempted

\* See Table 3 for the conversion table used by Clinical Trials.

### Specific assessment rules

#### 8b.4.23 Grades for module assignments

8b.4.23.1 Module assessed assignments will be graded by two markers, who should assign an agreed GP (5, 4, 3, 2, 1 or 0).

8b.4.23.2 Percentage or numeric marking schemes may be used for some elements of work. In such cases, percentages or numeric mark totals should be converted to a GP on the standard scale, which can be taken forward for combination with other GPs or GPAs. (See Table 3 for the conversion table used by Clinical Trials.)

#### 8b.4.24 Grades for unseen written examinations

8b.4.24.1 Exam Boards must approve specific marking schemes for each exam paper at the point where the exam questions are approved. In most cases, individual exam questions should be marked as a single unit of assessment on the integer grading scale. However, exam questions may be based on numeric marking schemes, producing numeric results which are then converted to a GPA using an appropriate specific conversion scheme.

8b.4.24.2 Where a question is being marked with an overall integer GP, if the two markers have awarded different grades, then the difference must be reconciled by discussion between them, not in some way averaged away. Where a question is marked using a numeric marking scheme (see paragraph 8b.4.24.3 below), the two marks may be averaged and then converted to a GP, provided that the marks do not differ by more than 20% of the available marks – in which case the markers must discuss and reconcile to a final mark.

8b.4.24.3 Where a numeric marking scheme is used, and the exam paper marking scheme requires that an integer GP be awarded for the question, the two markers will agree a final mark for each question – to be converted to a GP using the agreed scheme for that paper (see Table 4 for the scheme used by Epidemiology, and IDM101 of the Infectious Diseases programme). Where the exam paper marking scheme does not require an integer GP to be awarded for individual questions, the procedure outlined in paragraph 8b.4.24.5 below should be followed.

8b.4.24.4 After paragraph 8b.4.24.2 or 8b.4.24.3 above have been applied, the final GPs for each question in the paper will be combined and the mean calculated to provide the final GPA for that paper, in line with question weightings in the agreed marking scheme for the paper, as follows:

$$\sum (\text{Question GP} \times \text{Question weighting}) = \text{GPA for whole paper.}$$

8b.4.24.5 As an alternative to paragraphs 8b.4.24.2, 8b.4.24.3 and 8b.4.24.4 above, approved marking schemes may specify that individual exam questions be marked numerically, and scores combined into a numeric



result for the overall paper which is then converted to a GPA for the paper (this conversion should produce a GPA and should not round to an integer GP). Numeric marks should be reconciled between markers for each individual question (as per 2.1 above), such that a single agreed numeric mark can be calculated for the paper as a whole and then converted to a GPA. (See Table 3 for the conversion table used by Clinical Trials.)

#### 8b.4.25 Grades for modules overall

8b.4.25.1 Module assessment is summarised in Table 2.

8b.4.25.2 Where a module is assessed solely by an assessed assignment (AA), the module will be graded as outlined in paragraphs 8b.4.23.1 and 8b.4.23.2 above.

8b.4.25.3 Where a module is assessed solely by an unseen written exam, the module will be graded as outlined in Section 8b.4.24 above.

8b.4.25.4 Where a module is assessed by two elements of assessment, the module will be graded with an overall GPA calculated as outlined in Table 2.

8b.4.25.5 Where a module has changed assessment method and students registered in a previous year for the module have not completed all elements of assessment for the module or are required to resit some/all of the module assessment, such students will normally be required to sit the assessment method set in the year they first entered to be examined in the module.

**Table 2: Module assessment summary**

<b>Modules</b>	<b>Assessment and GPA calculation</b>
CTM101, CTM102 and CTM104	Unseen written examination (100%)
CTM103	AA (100%)

LSHTM Academic Manual 2021-22  
Chapter 9: Research Degree Academic Regulations 2021-22

<b>Modules</b>	<b>Assessment and GPA calculation</b>
CTM202, CTM204, CTM207, CTM208	$(20\% \times \text{AA GP}) + (80\% \times \text{exam GPA}) = \text{module GPA}$
CTM201	$(80\% \times \text{AA GP}) + (20\% \times \text{group work contribution}) = \text{module GPA}$
CTM205 and	AA (100%)
CTM210	Written report (100%)
CTM203	$(30\% \times \text{AA1 GP}) + (70\% \times \text{AA2 GP}) = \text{module GPA}$
CTM206, CTM209	$(50\% \times \text{AA1 GP}) + (50\% \times \text{AA2 GP}) = \text{module GPA}$
DEM1, DEM2	$(30\% \times \text{AA GP}) + (70\% \times \text{exam GPA}) = \text{module GPA}$
EPM101, EPM102, EPM103	Unseen written examination (100%)
EPM105, EPM201, EPM202, EPM304	AA (100%)
EPM202, EPM301, EPM307	$(30\% \times \text{AA GP}) + (70\% \times \text{exam GPA}) = \text{module GPA}$
EPM500	Written report (100%)
GHM101, GHM102, GHM103	Unseen written examination (100%)
GHM104, GHM204	$(30\% \times \text{AA GP}) + (70\% \times \text{exam GPA}) = \text{module GPA}$
GHM201	$(50\% \times \text{AA1 GP}) + (50\% \times \text{AA2 GP}) = \text{module GPA}$
GHM202, GHM203	$(30\% \times \text{AA1 GP}) + (70\% \times \text{AA2 GP}) = \text{module GPA}$
GHM300	Written report (100%)
IDM101, IDM103, IDM104	Unseen written examination (100%)
IDM102	$(50\% \times \text{AA1 GP}) + (50\% \times \text{AA2 GP}) = \text{module GPA}$
IDM2, IDM3, IDM5, IDM601	$(30\% \times \text{AA GP}) + (70\% \times \text{exam GPA}) = \text{module GPA}$
IDM600	Written report (100%)
PHM1	Unseen written examination (100%)
PHM201	For continuing students registered in or before 2020/21: $(30\% \times \text{AA GP}) + (70\% \times \text{exam GPA}) = \text{module GPA}$  For new students registering in 2021/22:

Modules	Assessment and GPA calculation
	AA (100%)
PHM203, PHM205, PHM206, PHM207, PHM209, PHM210, PHM2011, PHM212, PHM213, PHM214, PHM215, PHM216, PHM218 PHM219	$(30\% \times \text{AA GP}) + (70\% \times \text{exam GPA}) = \text{module GPA}$
PHM305	Written report (100%)
PHM204	$(30\% \times \text{AA1 GP}) + (70\% \times \text{AA2 GP}) = \text{module GPA}$

#### 8b.4.26 Project Reports

8b.4.26.1 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 LSHTM and 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.

8b.4.26.2 MSc projects (assessed wholly by a Project Report) will be marked by two markers who will award an agreed GP (5, 4, 3, 2, 1 or 0).

8b.4.26.3 MSc projects for Infectious Diseases will be marked by two markers using a 3 component marking scheme. The average of the three agreed component marks will be the final GPA

#### 8b.4.27 Qualifying examination (EP only)

8b.4.27.1 For the MSc EP programme, the additional qualifying examination EPM400 (Final Examination) will be marked by an unseen written paper as set out in paragraph 8b.4.24 above.

### **Award scheme**

8b.4.28 Credits will be awarded for the successful completion of programme components (which may be offered by individual courses on a compulsory or elective basis), as follows:

- PHM1 modules [*known as 'core' modules*] – 10 credits each
- CTM1, DEM1, EPM1, GHM1 and IDM1 modules [*known as 'core' modules*] – 15 credits each
- CTM2, DEM2, EPM2, EPM3, GHM2, IDM2, IDM3, IDM5, IDM6, PHM2 modules [*known as 'elective' modules*] – 15 credits each
- CTM210 (integrating module) – 30 credits
- DH, EP, GHP, ID and PH project reports – 45 credits\*

*\* Where the previous shorter project option has already been taken by MSc PH students registered prior to 1 September 2011 who transfer into the credit framework, this will be assigned 30 credits.*

8b.4.29 In order to gain credits for a particular award component, students must normally pass that component with an overall GP or GPA of at least 2.00. Otherwise, credit may only be awarded using the credit compensation rules in section 8b.9.8 below.

8b.4.30 Students cannot gain credits for a particular award component if they obtain an overall GP or GPA of less than 1.00 for any of:

- The award component overall
- The assessed assignment element (where there is an assessed assignment)

8b.4.31 Students cannot gain credits for any of the following specific award components if they obtain an overall GP or GPA of less than 2.00:

- The Project Report (DH, EP, GHP, ID or PH MSc students)
- CTM210 Integrating Module (CT MSc students only)
- CTM101 Fundamentals of Clinical Trials (CT students only)
- DEM101 Introduction to Demographic Analysis (DH students only)
- DEM102 Population Studies (DH students only)
- EPM101 Fundamentals of Epidemiology (EP students only)
- EPM102 Statistics for Epidemiology (EP students only)
- PHM206 Environmental Health Policy (only for MSc Public Health students registered on the Environment & Health stream)
- PHM212 Organisational Management (only for MSc Public Health students registered on the Health Services Management stream)
- PHM213 Principles and Practice of Health Promotion (only for MSc Public Health students registered on the Health Promotion stream)

These are known as 'uncompensatable' award components. (See also Table 8 below.)

8b.4.32 Where a student fails to gain credits for a module, they have the option to either resit the failed component of the module assessment, as outlined in the Resits Policy for Distance Learning Students in section 8b.9.11 below, or substitute the failed module with an alternative elective module, as outlined in paragraph 8b.9.11.2 below in order to gain credit.

8b.4.33 DH, GHP, ID and PH students choosing to study the Project report must pass the Project report with a grade of 2.00 or above. Students who have failed the Project report once have the option to re-submit it. Alternatively, students have the option to substitute three further elective modules in place of the report in order to gain credits. For PH students who have taken the shorter project option (not available for students registered for the project after 2010-11), then two further elective modules should be substituted rather than three.

**Table 3: Conversion table used by Clinical Trials**

<b>Mark (out of 100)</b>	<b>GP/GPA</b>	<b>Descriptor</b>	<b>Typical work should include evidence of...</b>
76 up	4.6 - 5	Excellent	<p>Excellent engagement with the topic, excellent depth of understanding and insight, excellent argument and analysis. Generally, this work will be 'distinction standard'.</p> <p>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 or cohort. Nor should such work be expected to be 100% perfect – some minor inaccuracies or omissions may be permissible.</p>
66.5 - 75.99	3.65 - 4.59	Very good	<p>Very good engagement with the topic, very good depth of understanding and insight, very good argument and analysis. This work may be 'borderline distinction standard'.</p> <p>Note that very good work may have some inaccuracies or omissions but not enough to question the understanding of the subject matter.</p>
56.5 - 66.49	2.65 - 3.64	Good	<p>Good (but not necessarily comprehensive) engagement with the topic, clear understanding and insight, reasonable argument and analysis, but may have inaccuracies or omissions.</p>
50 - 56.49	2 - 2.64	Satisfactory	<p>Adequate evidence of engagement with the topic but some gaps in understanding or insight, routine argument and analysis, and may have inaccuracies or omissions.</p>

40 - 49.99	1 - 1.99	Unsatisfactory /poor (fail)	Inadequate engagement with the topic, gaps in understanding, poor argument and analysis.
0 - 39.99	0 - 0.99	Very poor (fail) / not submitted (null)	Poor engagement with the topic, limited understanding, very poor argument and analysis. Null mark may be given where work has not been submitted, or is in serious breach of assessment criteria/regulations.

**Table 4 Conversion scheme used by Epidemiology, Infectious Diseases IDM101**

The mean percentage of all questions for an exam paper is calculated, and the following formula is used, subject to the discretion of the Board of Examiners, to convert this mean percentage to an overall grade point for the module exam paper:

Mean percentage (P)	Grade point (GP)
If $P \geq 80\%$	GP = 5
If $40\% \leq P \leq 79\%$	$GP = (P - 30)/10$
If $P < 40\%$	GP= 0

## 8b.5 Regulations for Examinations

8b.5.1 Information about Distance Learning (DL) Examinations at the University of London (UoL) can be found at <https://london.ac.uk/current-students/examinations>

8b.5.2 DL Students are notified of their admissions notice by the UOL which is downloadable from the UOL Student Portal. Information about examination entry can be found at <https://london.ac.uk/current-students/examinations/examination-entry-deadlines>

- 8b.5.3 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. Upon entry to the 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.
- 8b.5.4 Except as provided in paragraph 8b.5.3 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.
- 8b.5.5 Where electronic calculators are permitted they may be pre-programmable calculators. Personal digital assistants (PDAs), mobile phones or other devices which may have a wireless or internet connection are strictly forbidden.
- 8b.5.6 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.
- 8b.5.7 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.
- 8b.5.8 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.

8b.5.9 Failure to observe any of the provisions of paragraphs 8b.5.1 – 8b.5.8 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 of the LSHTM Academic Manual](#). Under these regulations students found to have committed an offence may be excluded from all further examinations of LSHTM.

8b.5.10 All answers to examination questions must be written in English.

8b.5.11 Examination scripts are the property of UoL and will not be returned to students.

## 8b.6 Internal Moderation

### Distance Learning Module Moderation Policy

<b>Related Policies &amp; Procedures</b>	<a href="#">Assessment Handbook and Board of Examiner Guidance</a> <a href="#">External Moderation</a>
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8b.6.1 SCOPE (i.e. who does this affect)

8b.6.1.1 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.

8b.6.1.2 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).

8b.6.1.3 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).

#### 8b.6.2 MARKING POLICY

8b.6.2.1 All staff involved in the moderation process should be aware of the LSHTM's marking practices and procedures, contained in section 8b.4 of this chapter and in the [Assessment Handbook and Board of Examiner Guidance](#).

8b.6.2.2 **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 [Board of Examiners Guidance](#)). The allocation of modules to Boards is agreed annually by the SPGTC, and details for the current academic year can be found [here](#). Individual Intensive 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.

8b.6.2.3 **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.

**8b.6.2.4 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 8b.6.6.2 and 8b.6.7.1 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.

**8b.6.2.5** 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.

### 8b.6.3 MODERATION FOR DL MODULES

**8b.6.3.1 Scope:** Procedures for moderation of DL module grades should apply equally to coursework assignments and to exams, although it will be at the discretion of individual Boards or Moderators as to whether these are looked at together or separately.

**8b.6.3.2 Allocation of responsibility:** Chairs of the Boards of Examiners will normally carry out the moderation, or will delegate this task to a nominee

who is another member of the Board of Examiners, of the different modules under their remit. This is to ensure an appropriate spread of workload, so as not to overburden individual members of the Board, and to ensure that modules are reviewed by a subject expert.

**8b.6.3.3 Role and responsibilities of Moderators:** Moderators' specific responsibilities are to scrutinise the consistency and standard of assessment marking for both assessed assignment scripts and exam scripts from their designated module(s).

- Moderators may not alter marks. Moderator may make recommendations to the Board of Examiners to revisit marking if they have sufficient justification for doing so.
- The role of the Moderator does not in any way replace the responsibilities of the Board of Examiners or External Examiners, who still have ultimate oversight of all assessments for a programme so as to assure overall standards. Rather, moderation provides a mechanism for thorough quality assurance of assessment, at the same time spreading the workload amongst a number of individuals.

**8b.6.3.4 Moderation timescales:** DL module moderation is expected to be completed **between the end of exam marking and the Boards of Examiners sitting in July or in the autumn to ratify module grades.** While this is a short window, it is generally consistent with deadlines for Intensive modules.

- Moderation should ideally be completed before meetings of any Board of Examiners for programmes which included students who took the module that year; and should always be completed ahead of the meeting of the Board responsible for the module.
- Moderation of DL coursework assignments may be undertaken separately, and ahead of, moderation of DL exam scripts. This can help reduce the workload required during the peak period between exams and Board of Examiners meetings.

#### 8b.6.4 NOMINATIONS OF MODERATORS FOR DL MODULES

**8b.6.4.1** The Exam Board Chair will normally carry out the moderation of modules or will delegate this task to a nominee who is another member of the Board.

8b.6.4.2 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. External Examiners are not involved in the module moderation process.

8b.6.4.3 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.

8b.6.4.4 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.

8b.6.4.5 The Exam Board Chair should advise the Distance Learning Office (DLO) of who the Moderator for each module will be, ahead of the process commencing.

#### 8b.6.5 MARKING PROCEDURE TO GENERATE PROVISION GRADES

8b.6.5.1 **Action by Markers:** All assessed work for the module must be double-marked and reconciled in line with formal LSHTM policy. Marks are entered online, and the agreed mark confirmed by both markers, via the Assignment Management System (AMS). First markers also write feedback about each candidate's performance in coursework tasks.

8b.6.5.2 Penalties will be applied for late submissions and for assessments exceeding the maximum word count. The penalties will be applied at marking and approved by the Taught Programme Directors (TPDs).

#### **Exceeding the Word count**

8b.6.5.3 The maximum word count for individual assessments will be determined by the Programme Director (PD) or MO and made known to students in advance.

8b.6.5.4 Penalties for exceeding the maximum word count apply to all summative assessments, both module assessments and research projects.

8b.6.5.5 For assessments that exceed the maximum word count the following penalties will be applied by the Taught Programme Directors (TPDs).

- Assessment > 2% and up to and including 10% over length will be marked and graded using the full GP criteria, however, the Board of Examiners will deduct 1 grade point; for a standard 2000 word essay this will be a maximum of 200 words.
- Assessment >10% over length will not be marked and be given an automatic zero; the Board of Examiners will consider this a failed attempt at assessment and a resit opportunity will be granted where applicable.

8b.6.5.6 The regulation allows a 2% margin of error for variation in automated word counts, i.e., a maximum word count of 2,000 words is 40 words to allow for different software word counts.

8b.6.5.7 Where word count limits are set for examinations, the word count sanctions **above** will not apply. Instead, markers will grade only the portion of the answer that falls within the word limit.

8b.6.5.8 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**

8b.6.5.9 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.

8b.6.5.10 For assessments that are submitted late the following penalties will be applied by the Taught Programme Directors (TPDs).

- Assessments that are < 48 hours 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 accepted and the student will be required to submit a new assessment for the module the following year or a later year;
- Projects submitted over 48 hours late by students in their second year of the project will not be accepted and will count as an attempt. A zero grade will be awarded. The student will be required to re-submit their project as a resit.

8b.6.5.11 **Action by MOs – monitoring grades:** Grades entered via the AMS will flow through to the DL student database. The DLO will ensure systems allow MOs to be kept informed of provisional module marks as they come in over the course of the year, and/or to be able to review up-to-date lists of grades at any point.

- Unlike for Intensive programmes, DL MOs are not expected to conduct preliminary checks before students are sent their provisional grades. This is due to the large number of assignments involved, and the fact that these are marked and fed back to students as they come in rather than being held until a set point after the assignment deadline.
- However, MOs may wish to check or sample grades at a preliminary stage, as they see fit – e.g. to consider whether there is consistency between pairs of markers or whether some are more lenient/strict than others. Occasionally, at this stage the MO may identify a need for work to be re-marked.
- MOs are also encouraged to review samples of assessment feedback written by markers – particularly new markers – to assure its quality and consistency. This may be done before final agreed feedback is uploaded to the AMS and made available to students.

8b.6.5.12 **Disseminating grades to students:** Students will be able to access their provisional grades and assessment feedback (as written by first-markers) via the AMS.

8b.6.5.13 All module marking should normally be completed, so that overall module grades are available for each student who has completed the necessary assessments, usually within 4-6 weeks of the last exam or hand-in deadline. All materials required for moderation should thus be available within three weeks of this date, and be forwarded to the relevant Moderator as soon as possible thereafter.

#### 8b.6.6 MODERATION PROCEDURE FOR DL MODULES

##### 8b.6.6.1 **Action by Module Administrators – despatching moderation**

**material:** For each module, after all relevant work has been graded, the Programme Administrator or other appropriate member of DLO staff must **send materials for moderation** to the Moderator (cc the MO, if they have not already seen a final list of provisional grades for the module).

- The [list of standard material](#) to be sent should serve as a checklist both for the Programme Administrator in despatching materials, and the Moderator on receiving them. Examples of all the materials on this list must be sent for moderation.
- Note that for DL modules, 'module grade sheets' normally take the form of Excel spreadsheets based on a download from the AMS; while the cover sheet with the sample of assessment scripts should usually give Student Numbers rather than Candidate Numbers (since the latter are only used for examinations in DL).
- The Moderator may also request additional material from the Programme Administrator, either before or after receiving the standard set of materials. Should the DLO have any difficulties in meeting such a request, the Programme Administration Manager should report back on this to the Moderator.

8b.6.6.2 **Action by Moderator:** The moderation process, namely scrutiny and confirmation by the Moderator, may be divided into five distinct tasks as follows:

Moderators should **review the distribution of grades** for the module. As outlined in the Code of Practice on Assessment, if this deviates significantly from other grade distributions at Programme 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, the DLO 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 Head of Programme Administration on request, e.g. for individual modules or groups of modules.

- i) 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.
- ii) Moderators may recommend the re-marking and re-grading of the assessed work. Any re-marking must be equitable, and the work of all students who may have been similarly affected should be reviewed for potential re-marking, whilst ensuring that no student is disadvantaged by this process. 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 ratifying any re-marking.
- iii) 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. Further guidance about this is given in the LSHTM [Course & Module Design Code of Practice](#).
  - 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.
- iv) Moderators should then **complete and sign the [Moderator's Report form](#)** and return it to the appropriate TPD.

- For DL modules, moderation is intended to act as a quality assurance check on the consistency, standard and validity of marking – but note that it does *not* change the status of relevant grades from ‘provisional’ to ‘confirmed’. **Module grades should not be confirmed prior to the Boards of Examiners.**
- Since most DL modules are assessed through substantive module exams in addition to any coursework, final module grades should only be confirmed at the Board of Examiners’ meetings and may still be subject to alteration by the Board at that point. **Once grades have been confirmed by the designated Board of Examiners, they may not be subsequently altered by either this or any other Board.**

8b.6.6.3 **Moderation deadline:** As noted earlier, moderation is expected to be completed between the end of exam marking and Boards of Examiners sitting in July to ratify module grades, although coursework assignments may be moderated earlier.

- **The deadline for the completion of moderation for DL modules is a week prior to the Board of Examiners or pre-Board meeting, whichever is the earliest.**

#### 8b.6.7 REPORTING ON THE MODERATION PROCESS

8b.6.7.1 **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.

8b.6.7.2 **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.

**8b.6.7.3 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.

#### 8b.6.8 CONFIRMATION OF GRADES TO STUDENTS

**8b.6.8.1 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".

**8b.6.8.2 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.

**8b.6.8.3 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.

**8b.6.8.4 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.

### 8b.7 External Moderation

8b.7.1 The purpose of external moderation by an External Examiner is to give LSHTM confidence in the appropriateness and consistency of assessment process and assurance that standards are in line with the LSHTM's expectations. External Examiners may make recommendations to be discussed at to the Board of Examiners, especially relating to borderline cases.

8b.7.2 External Examiners will be provided with samples of exam scripts, assignments and projects, to review prior to the final Exam Board, along with grades sheet covering all candidates from the programme.

8b.7.3 For further information on the External Examining procedure for Distance Learning Programme see the University of London Worldwide website page: [About External Examiners](#)

## **8b.8 Boards of Examiners**

8b.8.1 University of London Worldwide (UoLW) shall set up Boards of Examiners for each programme in consultation with LSHTM.

8b.8.2 Each Board shall include examiners who are not members of staff of LSHTM and UoLW. 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 UoLW and LSHTM each year, and shall comment specifically on the validity and integrity of the assessment process and the standard of student attainment.

8b.8.3 Each Board of Examiners shall refer to [LSHTM's Distance Learning Award Scheme and Programme Regulations](#) to ensure that assessment regulations and associated procedures have been carried out appropriately; with fairness, impartiality and transparency.

8b.8.4 The Board of Examiners will meet to confirm grades and determine progression at 2 point during the academic year to confirm module grades and ratify awards:

- July Board of Examiners meeting to consider and confirm module grades and recommendations for resits
- November Board of Examiners meeting to consider and confirm examination and project grades and to ratify final awards or, progression/resit recommendations.

8b.8.5 On occasion it may be appropriate for the Board of Examiners to consider exit awards via circulation and approved by Chair's Action.

8b.8.6 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.

8b.8.7 Assessment for each award or set of awards (relating to a programme) comes under the authority of a specific Exam Board. 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.

8b.8.8 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 exam questions, marking all types of assessed work, and take part in final Board meetings.

8b.8.9 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**

- 8b.8.10 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) cannot serve as Chair, Deputy Chair or Internal Examiners.
- 8b.8.11 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.
- 8b.8.12 Staff may serve as Internal Examiners of multiple Exam Boards at the same time.
- 8b.8.13 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.
- 8b.8.14 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**

- 8b.8.15 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 LSHTM Registry and UoLW of any conflict(s) of interest in this regard, as soon as they become aware of any conflict.
- 8b.8.16 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.

8b.8.17 Detailed criteria regarding conflicts of interest in External Examiner appointments are set out in [Chapter 5 of the LSHTM Academic Manual](#) or can be referred to UoLW.

8b.8.18 If a declaration is made, the Head of Registry or UoLW 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**

8b.8.19 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.

8b.8.20 Appointment of Chairs and Deputy Chairs normally start in September and end in December on the 4<sup>th</sup> year after the Board of Examiners meeting. Internal examiner roles may remain valid until a replacement is appointed.

8b.8.21 Chairs and Deputy Chairs will be appointed for four consecutive academic years. 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). This is in alignment with the length of an External Examiner tenure, however, where possible these three roles should be staggered to maintain a level of continuity at the Board of Examiners.

### **Appointment and Approval Procedure**

8b.8.22 Re/approving Membership: The Board of Examiners membership must be submitted to the Senate Postgraduate Taught Committee SPGTC and UoLW for approval; if no nominations are received, the previous year's membership list will be put forward by the Assessments Manager for re-approval.

8b.8.23 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.

8b.8.25 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 and UoL 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;

8b.8.26 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 procedure and it is recommended that any nominees are approached informally in the first instance.

8b.8.27 The Quality & Academic Standards office have oversight of the nomination, approval and appointment procedure for External Examiners (for more information please see [Chapter 5 of the LSHTM Academic Manual](#));

8b.8.28 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.

8b.8.29 The Assessment Manager will confirm full membership lists to each Exam Board Chair and Secretary plus Faculty TPDs; and send out links to the [Assessment and Exam Board Handbook](#) to all staff involved in examinations processes.

8b.8.30 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**

8b.8.31 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.

8b.8.32 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.

8b.8.33 The appointment of External Examiners and internal members is approved as per the procedure set out in paragraph in paragraphs 8b.8.25 or 8b.8.27 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

## **8b.9 Decisions of the Board of Examiners**

8b.9.1 The Board of Examiners review and confirm candidates' grades and ratify final degree awards based on the agreed Award Scheme for each programme.

8b.9.2 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 degree elements amounting to at least the minimum number of credits specified below.

8b.9.3 The Board will:

- vii. Receive confirmation that module grades have been moderated.
- viii. Receive confirmation that External Examiners have reviewed sample exam and project work, as well as sample module work. Associated External Examiner Exam/Project Moderation Forms may be tabled.
- ix. Review any relevant data on grade distributions, which may further inform any decisions about scaling of grades.
- x. Confirm all relevant grades not previously confirmed.
- xi. Note any penalties to grades as reported to the Board of Examiners and in accordance with the penalty regulations in section 8b.9.9.
- xii. Follow the rules on Compensation in section 8b.9.8 of this chapter

8b.9.4 Review and ratification of awards

- iv. 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:
- v. 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.
- vi. The Board should decide on any candidates to be awarded a prize in line with set criteria for each prize.

8b.9.5 The number of credits that must be obtained to achieve each award is outlined in Table 5.

**Table 5: Number of credits required for an award**

Award	Number of credits required
Postgraduate Certificate	60
Postgraduate Diploma	120
MSc	180

8b.9.6 For an award to be made, credits must be gained from an approved list of required components. These are listed in the detailed Programme Regulations.

**8b.9.7 Final award classification rules**

8b.9.7.1 Where all elements of an award have been completed and any compensation rules applied, an 'award GPA' should be calculated to assess eligibility for an award with distinction or merit. The relevant formulae for different programmes and awards are outlined in Table 6:

**Table 6: Determination of final award GPA**

Programme	Award	Final GPA algorithm
CT	PGCert	= Average GPA across 4 CTM1 modules.
CT	PGDip	= [(3/7) x (average GPA across 4 CTM1 modules)] + [(4/7) x (average GPA across 4 elective modules)]
CT	MSc	= [30% x (average GPA across 4 CTM1 modules)] + [50% x (average GPA across CTM201 and best 4 other elective modules)] + [20% x (CTM210 GPA)]
DH	PGCert	= Average GPA across DEM101, DEM102, EPM101 and EPM102 modules
DH	PGDip	= [(3/7) x (average GPA across DEM101, DEM102, EPM101 and EPM102 modules)] + [(4/7) x (average GPA across 4 elective modules)]

LSHTM Academic Manual 2021-22  
Chapter 9: Research Degree Academic Regulations 2021-22

<b>DH</b>	MSc	<p><i>where no project is taken:</i> = [30% x (average GPA across DEM101, DEM102, EPM101 and EPM102 modules) + [70% x (average GPA across best 7 elective modules)]</p> <p><i>where a project is taken:</i> = [30% x (average GPA across DEM101, DEM102, EPM101 and EPM102 modules)] + [40% x (average GPA across best 4 elective modules)] + [30% x (project GPA)]</p> <p><i>if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00:</i> = [30% x (average GPA across DEM101, DEM102, EPM101 and EPM102 modules)] + [50% x (average GPA across all 5 elective modules)] + [20% x (project GPA)]</p>
<b>EP</b>	PGCert	= Average GPA across 4 EPM1 modules
<b>EP</b>	PGDip	= [(3/7) x (average GPA across 4 EPM1 modules)] + [(4/7) x (average GPA across EP201, EP202 and 2 elective modules)]
<b>EP</b>	MSc	= [20% x (average GPA across 4 EPM1 modules)] + [40% x (average GPA across EPM201, EPM202 and best 2 other elective modules)] + [30% x (project GPA)] + [10% x (EPM400 GPA)]
<b>GHP</b>	PGCert	= Average GPA across 4 GHM1 modules
<b>GHP</b>	PGDip	= [(3/7) x (average GPA across 4 GHM1 modules)] + [(4/7) x (average GPA across 4 elective modules)]
<b>GHP</b>	MSc	<p><i>where no project is taken:</i> = [30% x (average GPA across 4 GHM1 modules) + [70% x (average GPA across best 7 elective modules)]</p> <p><i>where a project is taken:</i> = [30% x (average GPA across 4 GHM1 modules)] + [40% x (average GPA across best 4 elective modules)] + [30% x (project GPA)]</p> <p><i>if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00:</i> = [30% x (average GPA across 4 GHM1 modules)] +</p>

LSHTM Academic Manual 2021-22  
Chapter 9: Research Degree Academic Regulations 2021-22

		[50% x (average GPA across all 5 elective modules)] + [20% x (project GPA)]
<b>ID</b>	PGCert	= Average GPA across 4 IDM1 modules.
<b>ID</b>	PGDip	= [(3/7) x (average GPA across 4 IDM1 modules)] + [(4/7) x (average GPA across 4 elective modules)]
<b>ID</b>	MSc	<i>where no project is taken:</i> = [30% x (average GPA across 4 IDM1 modules)] + [70% x (average GPA across best 7 elective modules)] <i>where a project is taken:</i> = [30% x (average GPA across 4 IDM1 modules)] + [40% x (average GPA across best 4 elective modules)] + [30% x (project GPA)] <i>where a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00:</i> = [30% x (average GPA across 4 IDM1 modules)] + [50% x (average GPA across all 5 elective modules)] + [20% x (project GPA)]
<b>PH</b>	PGCert	= Average GPA across 6 PHM1 modules
<b>PH</b>	PGDip	= [(3/7) x (average GPA across 6 PHM1 modules)] + [(4/7) x (average GPA across 4 elective modules)]
<b>PH</b>	MSc	<i>where no project is taken:</i> = [30% x (average GPA across 6 PHM1 modules) + [70% x (average GPA across best 7 further elective modules)] <i>where a project is taken:</i> = [30% x (average GPA across 6 PHM1 modules)] + [40% x (average GPA across best 4 further elective modules)] + [30% x (project GPA)] <i>where a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00:</i> = [30% x (average GPA across 6 PHM1 modules) + [50% x (average GPA across all 5 further elective modules)] + [20% x (project GPA)] <i>where the project was/is completed at the previous weighting:</i>

		<p>= [30% x (average GPA across 6 PHM1 modules)] + [50% x (average GPA across best 5 further elective modules)] + [20% x (project GPA)]</p> <p><i>where the project was/is completed at the previous weighting, graded lower than that for any elective module, but not lower than 2.00:</i></p> <p>= [30% x (average GPA across 6 PHM1 modules)] + [60% x (average GPA across all 6 elective modules)] + [10% x (project GPA)]</p> <p><i>For students who have HSM core module credits, references to '6 PHM1 modules' in any of the formulae above should be substituted with '4 HS1 modules'.</i></p>
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8b.9.6.2 Where a student has gained more than the requisite amount of credits for an award, the set of components with the best grades should normally be included in the final award GPA.

8b.9.6.3 The final award classification should then be determined as outlined in Table 7:

**Table 7: Determination of final award classification**

Award GPA	Classification
<b>2.00 - 3.84</b>	Pass
<b>3.70 - 3.84</b>	Consider merit
<b>3.85 - 4.29</b>	Merit
<b>4.15 - 4.29</b>	Consider distinction
<b>4.30 - 5.00</b>	Distinction

8b.9.6.4 In the case of 'Consider Merit' or 'Consider Distinction' candidates, Exam Boards will decide the final classification (either Pass, Merit or Distinction) using the scrutiny procedure laid out in the [Assessment Handbook and Board of Examiner Guidance](#).

### 8b.9.7 **Exit awards on expiry of registration**

8b.9.7.1 If a student's registration expires and is not renewed before they have completed the award they initially registered for, the Exam Board should consider whether they satisfy the requirements for an alternative award (e.g. a PGDip or PGCert) and award this accordingly.

8b.9.7.2 Progression rules governing how and when students may proceed through different stages of their programme and be given permission to study further or elective modules, or transfer to another award within the programme, are set out in the Detailed Regulations.

### 8b.9.8 Compensation

8b.9.8.1 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 Professional, Statutory or Regulatory Body (PSRB) requirement.

8b.9.8.2 Compensation can only be awarded by a Board of Examiners and must be applied within the limits and conditions as stated below:

8b.9.8.3 While credit is normally given for successful completion of award components with a grade of 2.00 or above, credit may also under certain very limited circumstances be given where a grade between 1.00 and 1.99 is obtained. This is known as compensation. Compensation requires that the student achieves higher grades across a designated range of other modules and award components so as to 'compensate' a poorer grade.

8b.9.8.4 If a student receives grades between 1.00 and 1.99 for modules other than the uncompensatable modules listed in paragraph 8b.4.31 above, these may be treated as 'compensatable' until sufficient other modules or award components have been taken.

8b.9.8.5 Students may choose to resit any failed but compensatable module(s) or element(s), as described in section 8b.9.11 below.

8b.9.8.6 Compensation should be determined i.e. either approved or denied, as set out in Tables 8 and 9. Table 8 summarises what must be taken into account for this (i.e. that to compensate a specific component, performance across a wider set of components must be considered). Table 9 describes precisely how to calculate the associated 'compensation GPA' (which is different from the 'award GPA' described in paragraph 8b.9.6 of this chapter), weighting the award components involved (e.g. modules, project, integrating module) according to their credit values.

8b.9.8.7 MSc EP only: if a GPA between 1.00 and 1.99 is obtained for the EPM400 qualifying exam, then it may be compensated provided no more than one module has been compensated, and the 'compensation GPA' (calculated against all components contributing to the award, as per Table 9) is at least 2.00.

**Table 8: Determination of compensation**

<b>Award</b>	<b>Compensatable element</b>	<b>Components used to consider compensation</b>	<b>Decision to allow compensation</b>
<b>PGCert</b>	One core module (i.e. from CTM1, EPM1, GHM1, IDM1, PHM1) with GPA 1.00-1.99	All core modules	If overall GPA across all components considered $\geq 2$ : allow compensation.
<b>PGDip</b>	One module from across any of those taken (core or elective) with GPA 1.00-1.99	All modules taken for PGDip	If overall GPA across all award components $\geq 2$ : allow compensation.



<b>MSc</b>	<p>One core module (i.e. from CTM1, EPM1, GHM1, IDM1, PHM1) with GPA 1.00-1.99</p> <p><u>and/or</u></p> <p>One further module (i.e. from CTM2 (not CTM210), DEM2, EPM2, EPM3, GHM2, IDM2, IDM3, IDM5, IDM6, PHM2) with GPA 1.00-1.99</p> <p>[Or, for MSc EP only: an EPM400 GPA between 1.00 and 1.99 may be compensated, along with one other core or elective module.]</p>	<p>All core modules <u>and/or</u></p> <p>All credit-bearing components of the award taken after the core stage (i.e. elective-stage modules and any project or integrating report).</p> <p>[For MSc EP only, if compensating EPM400: All components of the total award, also factoring in EPM400.]</p>	<p>If overall GPA across 'core' components <math>\geq 2</math>: allow compensation</p> <p><u>and/or</u></p> <p>If overall GPA across remaining components of the award <math>\geq 2</math>: allow compensation.</p> <p>[For MSc EP only, if compensating EPM400: If overall GPA across all components &amp; elements of the award <math>\geq 2</math>: allow compensation.]</p>
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**Table 9: Determining compensation GPA**

Award and component for which compensation is to be applied	Algorithm for 'compensation GPA' (formulae below must produce a GPA of 2.0 or above to allow compensation)
<b>A PGCert module</b>	<p>= (100% x average GPA for all core modules)</p> <p>[ i.e. <math>\sum (\text{GPAs for all core modules}) \div (\text{no. of core modules}) ]</math></p>
<b>A PGDip module</b>	<p>= (50% x average GPA for all core modules) + (50% x average GPA for 4 best elective modules)</p> <p>[Note that it is possible that more than 4 elective modules will have been taken; if so only the best 4 should be counted.]</p>
<b>A core MSc module</b>	<p>= (100% x average GPA for all core modules)</p> <p>[ i.e. <math>\sum (\text{GPAs for all core modules}) \div (\text{no. of core modules}) ]</math></p>

<b>An elective-stage MSc module</b>	<p>For CT: = (75% x average GPA for CTM201 and 5 elective modules) + (25% x GPA for integrating report)</p> <p>For EP: = (62.5% x average GPA for EPM201, EPM202 and 3 other elective modules) + (37.5% x project GPA)</p> <p>For DH, GHP, ID or PH where no project is taken: = (100% x average GPA for all 8 elective modules)</p> <p>For DH, GHP, ID or PH where a project <u>is</u> taken: = (62.5% x average GPA for all 5 elective modules) + (37.5% x project GPA)</p> <p>For PH where the shorter project is taken (<i>2011-12 only</i>): = (75% x average GPA for all 6 elective modules) + (25% x project GPA)</p>
<b>MSc qualifying exam (EP only, if EPM400 GPA is 1.00 to 1.99)</b>	<p>For EP: = [20% x (average GPA across 4 EPM1 modules)] + [40% x (average GPA across EPM201, EPM202 and 3 other elective modules)] + [30% x (project GPA)] + [10% x (EPM400 GPA)]</p>

8b.9.8.8 Once compensation has been calculated and approved it will normally be possible to make an award immediately (or where an MSc student is compensated for a core module, to confirm permission to continue to elective studies). If compensation is not approved, then either the student may need to resit in order to be re-considered for the award, or they may be considered for exit from the programme with an alternative award (see paragraph 8b.9.11.4 of the Resits Policy for DL Students below).

#### 8b.9.10 Deferred Assessments and Extensions

8b.9.10.1 Students will be clearly notified of extension and deferred assessment requirements or options, being given suitable advance notice of key dates and deadlines.

#### 8b.9.11 Re-sits of Assessments

8b.9.11.1 If a student fails to gain credits for a particular award component on the first attempt (after applying the rules in paragraphs 8b.4.28 to 8b.4.33 and section 8b.9.8 above), they will be permitted one further attempt, as a 'resit'. Only failed elements of failed award components, i.e. those with GPA below 2.00, may be re-sat – as determined by the Exam Board. Where a component has a single assessment which is not divided into further elements (e.g. as is generally the case for projects), this component must be re-sat as a whole. Where any element has been re-sat, the overall component GPA will be capped to 3.00 – although a higher GPA may be achieved, and reported back to the student, for the specific elements which have been re-sat.

8b.9.11.2 Where an elective component is failed once, the student may choose not to resit and instead register for (and pay for) a substitute elective component, provided further choices remain available. Only three elective modules may be changed in this way. The substitute component is not considered to be a resit and the standard number of attempts will be permitted.

8b.9.11.3 Determination of awards may include compensation of failed modules, as described in section 8b.9.8 above. Provided sufficient credit has been achieved to make an award, any additional modules which have been taken and failed will not affect or be included in the final award calculation.

8b.9.11.4 If a student fails to gain credits for a required award component on the second attempt, they will be ineligible for the award and will be withdrawn from the programme. However, the student will retain credits for components which have otherwise been passed or appropriately compensated. If the components they have completed to date (excluding the twice-failed component) satisfy the requirements for an alternative award, then their eligibility for the alternative may be assessed, with any compensation re-calculated. The student may then exit the programme with this alternative award, as outlined in Table 10:

**Table 10: Eligibility for an award when exiting programme**

Stage of study	Element failed twice (credits denied)	Credits already gained from	Outcome for student

		<b>other elements passed</b>	
<b>Core modules</b>	Core module – i.e. CTM1, DEM1, EPM1, GHM1, IDM1, PHM1	Up to 45 credits from other core modules	No award
<b>Elective modules</b>	Elective module – i.e. CTM2, DEM2, EPM2, EPM3, GHM2, IDM2, IDM3, IDM5, IDM6, PHM2; project or integrating report.	All 60 core credits; but less than 60 further credits  All 60 core credits, and 60 or more further credits	May exit with PGCert  May exit with PGDip

8b.9.11.5 The right to re-sit/resubmit an assessment will be subject to the agreement of the Board of Examiners of LSHTM. Students will receive notification from UoLW.

8b.9.11.6 For distance learning (DL) programmes, the re-sits regulations should also be consistent with the requirements of the University of London Worldwide [Guidelines for Examinations](#).

8b.9.11.7 Re-sit/resubmission will normally take place at the next available opportunity. This may vary depending on the nature of the task (e.g. coursework or exam), and the type and mode of provision.

8b.9.11.8 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.

8b.9.11.9 Assessments which have been passed may not be re-sat. Students may not re-sit/resubmit an assessment element (whatever its mark) if they have passed the programme overall.

8b.9.11.10 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.

8b.9.11.11 The resit/resubmission will be marked using the full GP range. Grades will be reconciled in line with standard double-marking practice and timescales.

8b.9.11.12 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

8b.9.11.13 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. The minimum and maximum periods of registration to complete the programme from the student's effective date of registration are:

<b>Degree</b>	<b>Minimum</b>	<b>Maximum</b>
MSc	Two years	Five years
PG Dip	Two years	Five years
PG Cert	One year	Five years
Individual credit bearing module	One year	Two years

8b.9.11.14 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.

8b.9.11.15 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. 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.

8b.9.11.16 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 the re-sit regulations, save where rules for individual joint programmes specify otherwise.

### **TIMING AND CONDUCT OF RESITS**

8b.9.11.17 Whether a re-sit is required, when it is scheduled and what it entails doing may vary depending on the nature of the task and the type of provision – e.g. the standard timing and structure of assessment differs between Intensive and DL modes of study, entailing similar differences for re-sits. Re-sits will largely be scheduled as follows:

- **For DL modules:** students who need to re-sit should do so in a subsequent year, attempting the same standard paper/task as that year's cohort – i.e. either submitting coursework by the annual deadline or sitting relevant formal unseen written exams in the summer (typically June). A resit fee is payable to the University, and exam hall fees will apply for written exams.
- **For DL projects:** depending on the recommendation of the Exam Board, re-sits may require both 'revision and resubmission' within a timescale determined by the Board of Examiners, or extensive new work for submission by the following year's standard project deadline.

8b.9.11.18 Note that new or first attempts at assessments following extenuating circumstances or deferrals will be scheduled on the same basis.

8b.9.11.19 All coursework-type re-sit tasks and project re-sits must be submitted via the DL Assignment Management System

- **For all DL module coursework** re-sits or project re-sits, standard submission criteria and arrangements will apply.

## **8b.10 Confirmation of Grades and Notification of Final Results**

8b.10.1 Award results must be agreed by the Board of Examiners and signed off by the Chair and the External Examiner(s).

8b.10.2 The University of London (UoL) and the LSHTM will advise candidates of their award results in line with the [UoL General Regulations](#).

## **8b.11 Revoking Awards**

8b.11.1 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:

- d) 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;
- e) 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
- f) That in exceptional circumstances, the award should be revoked for any other good cause, after consultation with the Secretary & Registrar.

## LSHTM Academic Manual 2021-22

### Chapter 9: Research Degree Academic Regulations

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#### Contents

9.1 Award Framework .....	370
9.2 Entrance Requirements .....	372
9.3 Registration for Research Degrees .....	374
9.3.1 Registration and Re-registration: All Research Degrees .....	374
9.3.2 MPhil and PhD Degrees .....	375
9.3.3 Special Schemes .....	376
9.3.4 Interruption, Withdrawal & Termination of Registration .....	381
9.4 Attendance and Programme of Study.....	381
9.4.1 General .....	381
9.4.2 DrPH Programme Elements .....	382
9.5 Research Integrity.....	382
9.6 Requirements of a Thesis or Portfolio.....	383
9.6.1 General Requirements for all Theses or Portfolios Submitted.....	383
9.6.2 MPhil .....	384
9.6.3 PhD.....	385
9.6.4 DrPH.....	386
9.6.5 PhD by Prior Publication .....	387
9.7 Examination Entry & Submission of Thesis/Portfolio .....	388
9.8 Availability of Thesis/Portfolio.....	389
9.9 Conduct of Examinations.....	389
9.9.1 General .....	389
9.9.2 Method of Examination for the PhD Degree .....	391



LSHTM Academic Manual 2021-22  
Chapter 9: Research Degree Academic Regulations 2021-22

9.9.3	Conduct of the PhD Examination.....	391
9.9.4	Method of Examination for the MPhil Degree.....	394
9.9.5	Conduct of the MPhil Examination .....	394
9.9.6	Method of Examination for the DrPH Degree .....	396
9.9.7	Conduct of the DrPH Examination.....	396
9.10	Notification of Examination Result.....	398

*These regulations are one of a set of documents that make up the RD framework at LSHTM and should be viewed alongside:*

1. [The Research Degree Code of Practice](#)
2. [The Research Degree Handbook](#)
3. [DrPH Marking Scheme](#)
4. [Research Degrees Extensions Policy and Procedure](#)
5. [Policy and Procedure for Progress Monitoring Research Degrees](#)
6. [Electronic Research Degree Thesis Submission Policy](#)
7. [Procedure for Appointing an Independent Chair for Research Degrees Oral Examinations](#)
8. [Viva by Video Conferencing Procedure](#)

### **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.

## Abbreviations

DrPH	Doctor of Public Health
MPhil	Master of Philosophy
PhD	Doctor of Philosophy

## 9.1 Award Framework

- 9.1.1 The table overleaf summarises the research degree awards examined by the London School of Hygiene & Tropical Medicine (LSHTM), the minimum, normal and maximum periods of registration, and the length of the written thesis or portfolio.
- 9.1.2 Chapter 2, *Qualifications and Taught Credit Framework* of the LSHTM Academic Manual provides details of the credit contained within the award of a research degree.
- 9.1.3 Exceptionally, and where there is evidence that a student is progressing ahead of schedule, the Senate Research Degrees Committee may approve a shorter registration period.
- 9.1.4 Where a student is permitted to change their mode of study from full-time to part-time or vice versa, their minimum and maximum registration periods will be calculated pro rata, taking into account the time already spent on study in a different mode. Changes to the mode of study cannot be approved in retrospect.
- 9.1.5 Application for exemption from part of the programme of study may be considered by use of the Recognition of Prior Learning Policy if the programme of study to be followed at LSHTM is of a minimum of one calendar year.

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.1.6 The maximum period of registration encompasses the date of first registration through to first submission of the thesis. After the prescribed time-period, the student will be de-registered unless an extension has been granted (see [Research Degrees Extensions Policy](#)).

9.1.7 After examination of the thesis, if amendments are required, the maximum period permitted for resubmission will be set. After the prescribed time-period, the student will be de-registered unless an extension has been granted (see [Research Degrees Extensions Policy](#)).

<b>Research Degree</b>	<b>Abbrev.</b>	<b>Minimum registration period</b>	<b>Normal registration Period</b>	<b>Maximum registration period <sup>(a)</sup></b>	<b>Maximum word length of thesis <sup>(b)</sup></b>
Doctor of Philosophy (via transfer from Master of Philosophy, including the period of MPhil registration)	PhD	24 months full-time 36 months part-time	36 months full-time 72 months part-time	48 months full-time 96 months part-time	100,000
Doctor of Philosophy (Economic and Social Research Council [ESRC] '+4' special scheme) and concurrent Postgraduate Diploma	PhD	36 months full-time 54 months part-time	48 months full-time 96 months part-time	48 months full-time 96 months part-time	100,000
Doctor of Philosophy by Prior Publication	PhD	6 months part-time	12 months part-time	18 months part-time	100,000 words in total, including: 15,000 for analytic commentary; prior publications; and any

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

<b>Research Degree</b>	<b>Abbrev.</b>	<b>Minimum registration period</b>	<b>Normal registration Period</b>	<b>Maximum registration period <sup>(a)</sup></b>	<b>Maximum word length of thesis <sup>(b)</sup></b>
					accompanying documents
Professional Doctorate: Doctor of Public Health	DrPH	36 months full-time 48 months part-time	Not specified	48 months full-time 96 months part-time	15,000 (RSI) and 60,000 (RSII)
Master of Philosophy	MPhil	24 months fulltime 36 months part-time	24 months full-time 72 months part-time	48 months full-time 96 months part-time	60,000

(a) Students who first registered for their current research degree before the commencement of the 2012-13 academic year will not be subject to the maximum period of registration.

(b) The reference list is excluded from the word count; footnotes are included in the word count; appendices are excluded from the word count and should only include material, which the Examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.

## **9.2 Entrance Requirements**

9.2.1 The normal minimum entrance qualification for registration can be found in in the Postgraduate Research Degrees Admissions Policy.

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

- 9.2.2 In some instances, students may be required to register for a related Master of Science (MSc) programme at LSHTM before being allowed to register for a research degree. In such cases, registration for the research degree will be dependent upon a satisfactory level of achievement in the MSc programme, usually well above the minimum required to pass the MSc.
- 9.2.3 In some areas of clinical research, General Medical Council registration and medical defence cover may also be required.
- 9.2.4 Students will be required to obtain an acceptable score in an English language test approved by LSHTM if:
- Their first language is not English
  - Their previous studies at university have not been conducted wholly in the medium of English, or
  - The Programme Director, Departmental Research Degree Coordinator or Faculty Research Degree Director requires a test to be taken.
- 9.2.5 An applicant must provide original documentary evidence of their qualifications. A student will be registered in the names as they appear on the documentary evidence of their qualifications. However, if the names shown on the documentary evidence of qualifications are in an abbreviated form or incomplete form, or if the names have subsequently been changed, in order to establish their identity, the applicant must produce for inspection one of the following documents: passport, birth certificate, marriage certificate, certificate from the awarding body, statutory declaration or a deed poll and, provided that the document produced establishes beyond doubt that the names refer to the person named on the documentary evidence of qualifications and that the person is the student, the student will be registered in the names shown on the document produced in order to establish identity. Subsequent to registration, a change of name will only be made after inspection of a marriage certificate, statutory declaration or deed poll.
- 9.2.6 Any exemption from the minimum entrance requirement stated in the Postgraduate Research Degrees Admissions Policy must be agreed by the relevant Faculty Research Degree Director and the Head of the Doctoral College or their nominee.

## **9.3 Registration for Research Degrees**

### 9.3.1 Registration and Re-registration: All Research Degrees

9.3.1.1 LSHTM may register students to undertake research degrees in fields of study (topic and methodology) for which an appropriate Supervisory Team can be appointed. Change is permitted to the student's intended field of study only if it is still possible for LSHTM to appoint an appropriate Supervisory Team.

9.3.1.2 Applications for study must be made by the deadline published on the website. Backdated registration for a programme of study will not be permitted.

9.3.1.3 New and continuing students will register with the set of regulations approved and in place for the academic year at the time of their (re-)registration unless they opt to remain on the regulations they have previously been registered on. They will be informed of the regulations and any changes that have been approved. Their completed registration will confirm their agreement with the regulations as part of the terms and conditions of their offer to study at LSHTM on their chosen programme of study. Note that any student who has previously requested to remain on an old set of regulations will remain registered against those regulations for the remainder of their studies, unless Registry is notified accordingly.

9.3.1.4 Initial registration for a research degree will be at one of the advertised initial registration points:

- MPhil & PhD degrees: at the beginning of the autumn, spring or summer term.
- DrPH: at the beginning of the autumn term.

9.3.1.5 All continuing students must re-register at the beginning of each autumn term. Permission to reregister will be granted unless circumstances warranting termination of registration apply (see Section 9.3.4).

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.3.2 MPhil and PhD Degrees

9.3.2.1 Students for the PhD will initially register for the degree of MPhil, unless regulation 1.5 (transfer from another university PhD registration) or regulation 3.3.5 (PhD by Prior Publication) applies, or they are part of the Joint PhD scheme with Nagasaki University.

**9.3.2.2 Transfer of Registration to MPhil and PhD Degrees**

See also subsequent sections relating to special schemes ([Section 9.3.3](#)) and to the Doctor of Public Health degree ([Section 9.4.2](#))

9.3.2.2.1 Transfer from a Postgraduate Taught degree to the MPhil degree, or from the MPhil degree to the PhD degree will be permitted only if the transfer occurs before entry to the examination for either of these degrees is made. Registration for the degree to which transfer has been made may date from the initial registration for the degree from which the transfer has been made.

9.3.2.2.2 Transfer from MPhil to PhD, through a formal review process known as upgrading, will be permitted only after the research study has been assessed to be of PhD standard and the student has been assessed as developing satisfactorily towards PhD standard in the context of the time remaining until the maximum period of registration.

9.3.2.2.3 All students are entitled to two attempts at upgrading.

9.3.2.2.4 The first attempt to upgrade should be undertaken within the first 7 to 11 months of full-time study or the first 22 months of part-time study.

9.3.2.2.4 Students who have not successfully completed all requirements for upgrade from MPhil to PhD registration within 18 months of full-time registration (or 36 months of part-time registration) will not be permitted further attempts at upgrading, unless an extension has been granted or an appeal is upheld (see the [Research Degrees Extension Policy](#) and section 7.7 of [Chapter 7, General Academic Regulations](#) of the LSHTM Academic Manual).

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.3.2.2.5 On transfer of registration, the registration for the original degree will lapse.

9.3.3 Special Schemes

9.3.3.1 Except insofar as the following paragraphs make special provision for a student registered under a special scheme, the student will be required to comply with the Regulations for the Degrees of MPhil, PhD and DrPH as applicable.

**9.3.3.2 Registration as internal students under the Public Research Institutions (PRI) and Industrial Research Laboratories (IRL) Schemes**

9.3.3.2.1 A person engaged in research in a government or other public research institution or in an industrial research laboratory, shall be eligible to apply for part-time registration as an internal student at LSHTM for the degree of MPhil, PhD or DrPH. If accepted, they will carry out the major part or whole of their research for the degree at the research centre concerned, subject to the special provisions in paragraphs (9.3.3.2.2) – (9.3.3.2.8) below.

9.3.3.2.2 LSHTM may accept as an internal student a person engaged in research in a government or other public research institution or in an industrial research laboratory, which is on the list of institutions and laboratories drawn up by Senate Research Degrees Committee.

9.3.3.2.3 Application may be made to LSHTM for consideration by Senate Research Degrees Committee for the registration of a person engaged in research in a government or other public research institution or in an industrial research laboratory, which is not on the list of approved institutions.

9.3.3.2.4 The research shall be carried out under the primary supervision of an external Supervisor at the institution or laboratory at which the student is based with a LSHTM Supervisor being appointed who will maintain close contact with the external Supervisor concerning the general strategy of the research.



**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.3.3.2.5 In order that the student may acquire background knowledge relevant to their research, the programme of study should include elements requiring formal participation by the student such as attendance at lectures, tutorials, seminars and appropriate consultation with the LSHTM Supervisor. It is expected that this will normally require attendance at LSHTM in London for a minimum period of 40 days per year.

9.3.3.2.6 The acquisition of further background knowledge may also be acquired by other means such as submission of critical essays, directed reading or attendance at lectures or meetings held outside LSHTM.

9.3.3.2.7 The application for registration as an internal student must have the support of the authorities of the institution or laboratory at which the research is conducted, who shall confirm that:

- (a) The student will be able to attend LSHTM for the prescribed programme of study.
- (b) No restriction will be placed upon presentation for examination of the thesis.
- (c) A successful thesis shall be made available in accordance with Section 9.8 of the regulations for the degrees of MPhil, PhD and DrPH.
- (d) An External Supervisor from the institution or laboratory will be appointed to supervise, jointly with the LSHTM Supervisor, the research study and other elements of the prescribed programme of study.

9.3.3.2.8 Where a student ceases to work at the centre for which their registration has been approved, their registration as an internal student for the degree shall cease at the same time. Where the new place of employment satisfies the requirements for registration under these regulations, the student may apply to LSHTM for transfer of registration.

**9.3.3.3 Registration as a student under the Capacity Strengthening Research Degree (CSRD) scholarship programme**

9.3.3.3.1 A person engaged in research through a Capacity Strengthening Research Degree (CSRD) Institution shall be eligible to apply for registration as an internal student at LSHTM for the part-time degree of MPhil, PhD, DrPH and,

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

if accepted, carry out the major part or whole of their research for the degree at the CSRD institution.

9.3.3.3.2 LSHTM will maintain a list of approved CSRD institutions, criteria for inclusion on this list and set a limit for the total number of students registered under this special scheme.

9.3.3.3.3 To be accepted a student under the CSRD scheme, students must be linked to a research project in which LSHTM is a collaborator (i.e. where the funding either flows via LSHTM or LSHTM is a partner on the grant held at the institution).

9.3.3.3.4 Applications must be endorsed by the Principal Investigator of the grant and/or the Head of the CSRD institution by provision of a statement detailing how this research degree registration would contribute strategically and to capacity building of the institution.

9.3.3.3.5 One of the two referees should be a LSHTM staff member with sufficient knowledge of the applicant and the research project(s) on which the applicant is employed. The second referee should be from another institution, and familiar with the applicant's current work, or who has interacted with the applicant in a research or professional capacity in the preceding five years.

9.3.3.3.6 In deciding whether to accept an applicant, departments will consider how well the project is defined and funded and will need assurance that the project has ethical approval. Students should usually develop their thesis within an existing project, often with preliminary fieldwork or data collection having been undertaken prior to registration. Applications should address what the student's original contribution to this area of research will be.

9.3.3.3.7 Written confirmation must be obtained prior to registration that funding is available to cover the costs of travel and subsistence for the time required in London.

9.3.3.3.8 The research shall be carried out under the primary supervision of a CSRD institution-based Supervisor at which the student is based, with a

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

London-based Supervisor being appointed who will maintain close contact with the CSRD institution-based Supervisor concerning the general strategy of the research. In order that the student may acquire background knowledge relevant to their research, the programme of study should include elements requiring formal participation by the student such as attendance at lectures, tutorials, seminars and appropriate consultation with the London-based Supervisor.

9.3.3.3.9 In instances where the London-based Supervisor is a frequent visitor to the CSRD site they could serve as the primary Supervisor if this was more appropriate than the CSRD institution-based Supervisor.

9.3.3.3.10 The application for registration as an internal student must have the support of the authorities of the institution at which the research is conducted, who shall confirm that:

- The student will be able to attend LSHTM for the prescribed programme of study.
- No restriction will be placed upon presentation for examination of the thesis.
- A successful thesis shall be made available in accordance with [Section 9.8](#) of the Regulations for the degrees of MPhil, PhD and DrPH.
- A CSRD institution-based Supervisor from the CSRD institution will be appointed to supervise the research jointly with the internal Supervisor to supervise the prescribed programme of study.

9.3.3.3.11 Where a student ceases to work at the CSRD institution for which their registration has been approved, they shall opt to:

- Transfer their registration to an alternative CSRD institution that satisfies the requirements for registration under these regulations.
- Transfer their registration to a standard LSHTM PhD student; or withdraw their registration entirely.

9.3.3.3.12 The student must fulfil the same requirements for research and transferable skills training as other LSHTM research degree students. Timing of visits should coincide with the availability of such training. Equivalent training may be carried out locally if approved by the Head of the Doctoral College.

#### **9.3.3.4 Registration under the Economic and Social Research Council (ESRC) '+4 scheme (concurrent PhD and PGDip)**

9.3.3.4.1 The structure of this programme can be found in the [Programme Specification](#).

#### **9.3.3.5 Registration for the PhD by Prior Publication (part-time only)**

9.3.3.5.1 Applicants must meet all of the following criteria:

- (a) Be a member of staff at LSHTM
- (b) Have successfully completed any probation requirements
- (c) Be an established researcher with a series of significant research publications, whether developed through employment at LSHTM or elsewhere

9.3.3.5.2 Applicants must establish a case for registration by submitting a prescribed set of documents (see [Programme Specification](#)). A panel will be established to review the application and make an academic judgement of the materials submitted by the applicant in respect of the case for developing a PhD by Prior Publication portfolio within the permitted period of registration. The panel will include one of the three Faculty Research Degree Directors, the Head of Doctoral College and, if required, another academic member of staff with expertise in the student's field. The applicant will give a seminar, followed by a panel interview (analogous to an upgrading). If the Panel considers there is a strong case for admission to the PhD by Prior Publication route, the applicant may be admitted provided an appropriate Supervisory Team can be identified. If the Panel considers that there is not a strong case for admission, the applicant may submit an updated application only after a period of 12 months has elapsed.

#### **9.3.3.6 Collaborative PhD programme with the School of Tropical Medicine & Global Health, Nagasaki University**

9.3.3.6.1 The structure of this programme, which includes direct entry to PhD registration, can be found in the [Programme Specification](#).

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.3.4 Interruption, Withdrawal & Termination of Registration

9.3.4.1 A student may interrupt or withdraw their research degree registration by following the procedure in section 7.5 of Chapter 7 of the LSHTM Academic Manual.

9.3.4.2 LSHTM may terminate a research degree registration, in accordance with the procedure outlined in section 7.6 of Chapter 7 of the LSHTM Academic Manual.

## **9.4 Attendance and Programme of Study**

9.4.1 General

9.4.1.1 All students are required to pursue a prescribed programme of study at LSHTM (or elsewhere if approved under a Special Scheme, see 3.3 above), under the supervision of an approved Supervisory Team.

9.4.1.2 The programme of study for the DrPH requires attendance at lectures; the programme of study for the MPhil or PhD may require attendance at lectures as prescribed by the academic department.

9.4.1.3 Students and Supervisors will abide by the Research Degrees Codes of Practice and the guidance offered in the Research Degrees Handbook for the same academic year as the regulations under which they are registered.

9.4.1.4 A programme must be pursued continuously except by an approved Interruption of Studies (please see Chapter 7 of the LSHTM Academic Manual).

9.4.1.5 The minimum period that must be spent at LSHTM in London is nine months unless registered under any Special Scheme (see 3.3 above). This is to enable students to benefit from LSHTM's academic environment and gain any training required for successful completion of their doctoral work. It is expected that the first 3 months after registration will be spent at LSHTM in London. Spending the first 3 months in London is also strongly

## LSHTM Academic Manual 2021-222

### Chapter 10: Academic Governance

recommended for part-time students. In some cases, notably for CSRD students and those based in MRC units in The Gambia and Uganda, a request can be made to reduce this minimum residency period if students and Supervisors can demonstrate that they will receive the necessary training and support, and/or if personal or financial circumstances make residency challenging. Such a request should be made by the student and their first Supervisor to the Faculty Research Degrees Director. All requests will be considered on a case by case basis. For students on the joint LSHTM-Nagasaki PhD scheme the minimum period in London is six months.

9.4.1.6 A student is expected to centre their academic activities on LSHTM and to attend personally for their studies at such times as Supervisors may require. For further information on attendance requirements for research degree students, please see the [Student Engagement Policy](#).

9.4.1.7 LSHTM may permit a student to spend part of their programme in off-campus study, called Research Study Leave, which shall include regular communication with their Supervisor.

9.4.1.8 The registration of students, the nomination and appointment of Supervisors and the monitoring of student progress, which involves off-campus study, shall be subject to the same arrangements as are made for students studying on-campus.

9.4.1.9 After completing an approved programme of study, students will normally be required to present themselves for examination within one calendar year.

#### 9.4.2 DrPH Programme Elements

9.4.2.1 The programme of study for the DrPH degree consists of three elements: a taught component; Research Study I (organisational and/or policy analysis); Research Study II (Thesis) (see [Programme Specification](#)). Each element must be passed.

## 9.5 Research Integrity

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

- 9.5.1 All research studies must be conducted with integrity, in line with the principles of the [Good Research Practice Policy](#).
- 9.5.2 The work submitted in the thesis by the student must be their own work and any quotation from the published or unpublished works of other persons must be duly acknowledged. Failure to observe this provision will constitute an examination offence and fail to be considered under the Assessment Irregularities Procedure in section 7.2 of [Chapter 7 of the LSHTM Academic Manual](#). Allegations of plagiarism, fraud or ethical irregularity during a programme of study will be considered under this procedure.
- 9.5.3 Students and Supervisors must adhere to the LSHTM [Intellectual Property Policy](#). They must ensure that they implement an adhere to this policy throughout their research and in any interactions, whether in person or through electronic media, with parties external to LSHTM.
- 9.5.4 All Supervisors and students are required to consult the guidance on [ethics approvals for research degrees](#). If students and Supervisors are unclear about what approvals are needed, they should consult the Research Governance and Integrity Office. If scrutiny from the LSHTM Research Ethics Committee is required, the student must submit a research ethics application and obtain Ethics Committee Approval before proceeding with data collection or data analysis. All students are responsible for applying for and obtaining ethical approval prior to recruiting participants and collecting data for their research.

## **9.6 Requirements of a Thesis or Portfolio**

### 9.6.1 General Requirements for all Theses or Portfolios Submitted

9.6.1.1 The greater proportion of the work submitted in a thesis or portfolio must have been done after the initial registration for a research degree, except in the following cases:

- A student accepted under paragraph 9.1.5, where there shall be allowance for the fact that the student commenced their registration at another institution in the UK.

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

- A student accepted to the PhD by Prior Publication (paragraph 9.3.3.5)

9.6.1.2 A student will not be permitted to submit as their thesis or portfolio one which has been submitted for a degree or comparable award of this or any other university or institution. A student shall not be precluded from incorporating into a thesis or portfolio, background material covering a wider field of work which they have already submitted for a degree or comparable award of this or any other university or institution, provided that they indicate on their entry form and also on their thesis or portfolio any work which has been incorporated.

9.6.1.3 A student may submit the results of work done in conjunction with their Supervisor and/or with fellow research workers if the student states clearly their own personal share in the investigation and that the statement is certified by a member of the Supervisory Team.

9.6.1.4 A student must have their title of thesis or portfolio approved by their First Supervisor.

9.6.1.5 The decision to submit a thesis or portfolio in any particular form rests with the student alone and the outcome of the examination is determined by two or more Examiners acting jointly.

9.6.1.6 A thesis or portfolio must be presented for examination in a final form in digital format and in typescript or print in accordance with the guidance in the Research Degrees Handbook.

9.6.1.7 After the examination has been completed and before the degree is awarded, successful students are required to submit a digital copy of their thesis/portfolio to the LSHTM Registry, in accordance with guidance in the Research Degrees Handbook. A digital copy of the abstract must also be provided.

9.6.2 MPhil



**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.6.2.1 The scope of the thesis shall be what might reasonably be expected after two, or at most three years of full-time study.

9.6.2.2 The thesis shall meet the following criteria:

- (a) Consist of a student's own account of their investigations.
- (b) Be a record of original work or an ordered and critical exposition of existing knowledge in any field. There should be evidence that the field has been surveyed thoroughly.
- (c) Be an integrated whole and present a coherent argument.

*[Relevant work by the student prepared for publication or already published may be included together with linking material. Linking material must be solely the work of the student and should include elements undertaken as part of the thesis research but which are not normally published (for example, description of lab-assay work-up, formative work to design data collection instruments). A general literature review and a concluding summary would normally be expected. Each element of work prepared for publication or already published which is included in the thesis must be accompanied by a statement, certified by the Supervisor, to indicate the role of the student in the work and the contributions of others. Work for which there are multiple authors, including that for which the student is not first author, is permitted in specific circumstances but the student must state the aspects of the work for which they had lead responsibility].*

- (d) Give a critical assessment of the relevant literature, describe the method of research and its findings and include a discussion on those findings.
- (e) Be written in English with satisfactory literary presentation.
- (f) Include a full reference list.
- (g) Demonstrate the student meets the threshold standards for the award of a master's degree in the UK (See Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ)).

9.6.3 PhD

9.6.3.1 The scope of the thesis shall be what might reasonably be expected after three years of full-time study.

9.6.3.2 The thesis shall meet the following criteria:

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

- (a) Consist of the student's own account of their investigations and indicate how they advance the study/knowledge of the subject.
- (b) Form a distinct contribution to the knowledge of the subject and afford evidence of originality shown by the discovery of new facts and/or the exercise of independent critical power.
- (c) Be an integrated whole and present a coherent argument.

*[Relevant work by the student prepared for publication or already published may be included together with linking material. Linking material must be solely the work of the student and should include elements undertaken as part of the thesis research but which are not normally published (for example, description of lab-assay work-up, formative work to design data collection instruments). A general literature review and a concluding summary would normally be expected. Each element of work prepared for publication or already published which is included in the thesis must be accompanied by a statement, certified by the Supervisor, to indicate the role of the student in the work and the contributions of others. Work for which there are multiple authors, including that for which the student is not first author, is permitted in specific circumstances but the student must state the aspects of the work for which they had lead responsibility. Work published prior to registration may be included provided that a substantial majority of the work is done after registration for the research degree].*

- (d) Give a critical assessment of the relevant literature, describe the method of research and its findings, and include a discussion on those findings, and indicate in what respects they appear to the student to advance the study/knowledge of the subject.
- (e) Be written in English with satisfactory literary presentation.
- (f) Include a full reference list.
- (g) Demonstrate the student meets the threshold standards for the award of a doctoral degree in the UK (See Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ)).

9.6.4 DrPH

9.6.4.1 DrPH students are expected to spend 18-21 months conducting and writing up the research thesis element. The scope of the thesis shall be what might reasonably be expected after eighteen months of full-time study.

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.6.4.2 The thesis shall meet the following criteria:

- (a) Consist of the student's own account of their investigations and must indicate in what respects they appear to them to advance the study of the subject.
- (b) Be written in English with satisfactory literary presentation.
- (c) Demonstrate the student meets the threshold standards for the award of a doctoral degree in the UK (See Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ)).

*[Relevant work by the student prepared for publication or already published may be included together with linking material. Linking material must be solely the work of the student and should include elements undertaken as part of the thesis research but which are not normally published (for example, description of lab-assay work-up, formative work to design data collection instruments). A general literature review and a concluding summary would normally be expected. Each element of work prepared for publication or already published which is included in the thesis must be accompanied by a statement, certified by the Supervisor, to indicate the role of the student in the work and the contributions of others. Work for which there are multiple authors, including that for which the student is not first author, is permitted in specific circumstances but the student must state the aspects of the work for which they had lead responsibility. Work published prior to registration may be included provided that a substantial majority of the work is done after registration for the research degree].*

9.6.5 PhD by Prior Publication

9.6.5.1 A PhD by Prior Publication is a portfolio that should include three elements.

- (a) A 15,000 words (maximum) analytic commentary outlining:
  - the overarching objective(s) of the research presented in publications contained in the portfolio
  - a coherent argument linking these publications
  - the original contribution to knowledge that the publications have made in a defined area of research, with reference to existing literature

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

- (b) A minimum of four interconnected, peer-reviewed publications written in English. Papers should be in the public domain and traceable in bibliographic or other public databases. For multi-authored publications, the student is expected to be the first author or to clearly define the importance of their academic contribution.
- (c) A statement describing the student's contribution to each publication and underlying research. This statement should be signed by the student and counter-signed by the lead co-author and/or Principal Investigator.

9.6.5.2 Students will not be permitted to submit Prior Publication for examination for the award of MPhil.

## **9.7 Examination Entry & Submission of Thesis/Portfolio**

9.7.1 A student shall be examined in accordance with the regulations in force at the time of their entry or re-entry.

9.7.2 The examination entry form may not be submitted earlier than six months before the completion of the prescribed programme of study and should not be submitted later than four months before the submission of the thesis/portfolio.

9.7.3 A student is required to submit a short description of the content of the thesis/portfolio with their examination entry form to assist in the appointment of suitable Examiners.

9.7.4 If the student has not submitted their thesis/portfolio for examination within 18 months of the submission of the examination entry form, the entry will be cancelled unless LSHTM requests otherwise.

9.7.5 A student will be required to submit two soft-bound copies of their thesis/portfolio and an identical digital copy for examination. The soft-bound copies must either be typewritten or printed, in accordance with instructions in the Research Degrees Handbook.

## **9.8 Availability of Thesis/Portfolio**

- 9.8.1 It is a requirement that a digital copy of the successful thesis/portfolio is deposited in the LSHTM research repository – LSHTM Research Online.
- 9.8.2 Subject to paragraph 9.8.3 below, students for the MPhil, PhD and DrPH degrees will be required to sign a declaration form authorising the reproduction of their thesis at the time of entry to the examination.
- 9.8.3 A student may apply for restriction of access to their thesis/portfolio, abstract or discrete sections of the thesis/portfolio on the grounds of commercial exploitation or patenting or in other necessary circumstances for a period not normally exceeding two years. Applications for restriction should be made in accordance with the [Electronic Doctoral Degree Thesis Submission Policy](#).

## **9.9 Conduct of Examinations**

### 9.9.1 General

- 9.9.1.1 Examiners will be appointed by LSHTM for each student in accordance with the Research Degrees Code of Practice for the Degrees of MPhil, PhD and DrPH.
- 9.9.1.2 All matters relating to the examination must be treated as confidential. Examiners are not permitted to divulge the content of previously unpublished material contained in a student's thesis until any restrictions on access to the thesis, which have been granted by LSHTM, are removed.
- 9.9.1.3 Prior to the oral examination, the Examiners shall prepare independent preliminary written reports on the thesis to assist in conducting the oral examination. Copies of the preliminary reports should be submitted to the LSHTM Registry prior to the oral examination. The preliminary reports will not normally be released to students but will be

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

made available to the members of an appellate committee in the case of an appeal against the result of the examination. In such an event, the preliminary reports will also be provided to the student. After oral examination, a joint final report shall be prepared for submission to the LSHTM Registry. The joint final report will be released routinely to students for their personal information.

9.9.1.4 Students are required to present themselves for oral examinations at such place and times as LSHTM may direct and to bring with them to the oral examination an additional copy of their thesis/portfolio, paginated in the same way as the copies submitted to the LSHTM Registry.

9.9.1.5 The joint final report of the Examiners shall indicate whether the thesis/portfolio meets the requirements specified in Section 9.6 of this document, as appropriate, and shall include a reasoned statement of the Examiners' judgement of the student's performance.

9.9.1.6 Examiners have the right to make comments in confidence to LSHTM in a separate report. Such comments should not normally be concerned with the performance of the student but may cover, for example, general procedural or other matters, which they wish to draw to the attention of LSHTM.

9.9.1.7 One of the student's Supervisors shall be invited, unless the student indicates otherwise on their entry form, to attend the oral examination as an observer. The Supervisor does not have the right to participate in the oral examination of the student. An Independent Chair may be appointed by LSHTM.

9.9.1.8 The oral examination is normally held in London. LSHTM may exceptionally agree that the examination be conducted elsewhere if there are circumstances that make this expedient. Vivas may be held by video-conferencing if the candidate and examiners agree. Vivas held by video-conference should follow the current guidelines for procedures. Both parties must have appropriate facilities to hold a private viva by video-conferencing (e.g. a private room and compatible video-conferencing software and equipment).

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.9.2 Method of Examination for the PhD Degree

9.9.2.1 A student for the PhD degree must submit a thesis and be examined orally.

9.9.3 Conduct of the PhD Examination

9.9.3.1 The Examiners, after reading the thesis, shall examine the student orally on the subject of the thesis and, if they see fit, on subjects relevant thereto.

9.9.3.2 There are seven options open to PhD Examiners in determining the result of the examination:

- (a) If the thesis fulfils the criteria set out in 1.1 and 6.3.2 and the student satisfies the Examiners in all other parts of the examination, the Examiners will report that the student has satisfied them in the examination for the PhD degree.
- (b) If the thesis otherwise fulfils the criteria but requires minor amendments and if the student satisfies the Examiners in all other parts of the examination, the Examiners may require the student to make within three months amendments specified by them. The amended thesis shall be submitted to the Examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the Examiners may determine that the student be permitted to re-present their thesis in a revised form within 6 months. Examiners shall not make such a decision without submitting the student to an oral examination. The Examiners may at their discretion exempt from a further oral examination, on re-presentation of their thesis, a student who under this regulation has been permitted to re-present it in a revised form.
- (d) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the Examiners may determine that the student be permitted to re-present their thesis in a revised form within 18 months. Examiners shall not make such a decision without submitting the student to an oral examination. The Examiners may at their discretion exempt from a further oral examination, on re-presentation of their thesis, a student

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

who under this regulation has been permitted to re-present it in a revised form.

- (e) If the thesis satisfies the criteria for the degree but the student fails to satisfy the Examiners at the oral examination, the Examiners may determine that the student be permitted to submit to a further oral examination within a period specified by them and not exceeding 18 months.
- (f) If, after completion of the examination including the oral examination or re-examination for the PhD degree, the Examiners determine that a student has not reached the standard required for the award of the degree nor for the re-presentation of the thesis in a revised form for that degree, they shall consider whether the thesis does or might be able to satisfy the criteria for the award of the MPhil degree. If they so decide, the Examiners shall submit a report which demonstrates either (a) how the criteria for the MPhil degree are satisfied, or (b) what action would need to be taken in order for these criteria to be satisfied. In reporting, they shall have regard to the different normal maximum lengths of the thesis for the PhD and MPhil degrees but shall have discretion to waive the thesis length for the MPhil degree if appropriate. Thereafter, the following conditions and procedures apply:
  - (g) The student will be informed that they have been unsuccessful at the examinations for the PhD degree, but that their Examiners have indicated that they have reached a standard required for the award of the MPhil degree or with amendment to their thesis they may be able to satisfy the criteria for the degree, and that they may be considered for the award of the MPhil degree if the student indicates within two months that they wish to be so considered.
    - i. A student who indicates that they wish to be considered for the award of the MPhil degree under this Regulation will not be required to submit the thesis reformatted and shortened as may be required under the Regulations for the MPhil degree or to undergo an oral examination, but will be required to fulfil the requirements for the MPhil examination in all other respects.
    - ii. A student who applies for the award of the MPhil degree under these regulations must make any amendments that may be required by the Examiners within a period specified by them, but not exceeding twelve months. If amendments are required the amended thesis shall be submitted to the Examiners for



**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

determination as to whether the amendments have been completed to their satisfaction.

- iii. A student who has reached the standard for the award of the MPhil degree or with amendment to their thesis could reach the requisite standard who does not indicate that they wish to be considered for the award of that degree within the period given in paragraph (i) above will be informed that they have failed to satisfy the Examiners for the PhD degree and that they may no longer be considered for the award of the MPhil degree, and the Examiners may determine that the student has not satisfied them in the examination. The Examiners shall not, save in very exceptional circumstances, make such a decision without submitting the student to an oral examination.

9.9.3.3 If the Examiners are unable to reach agreement, their reports shall be referred to the Head of Doctoral College, who shall determine the action to be taken.

9.9.3.4 A student who fails to satisfy the Examiners will not be permitted to re-enter for the examination, but they may submit an application for a new period of study leading to the submission of a thesis on a different topic.

### **9.9.3.5 Conduct of the examination for the PhD by Prior Publication**

9.9.3.5.1 The student and portfolio will be examined in the same way as a traditional PhD, including a *viva voce* examination. The examiners should include an Independent Chair internal to LSHTM but external to the Supervisory Team, and two examiners independent from the student's Supervisor Team.

9.9.3.5.2 The Examiners will make academic judgements on the portfolio and oral examination about whether they are satisfied that:

- The student and their portfolio have met the criteria for award of a doctorate;

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

- The student and their portfolio have made a coherent contribution to a defined area of research equivalent to a traditional PhD study, in terms of quality, originality, and depth.

9.9.3.5.3 There are five options available to Examiners of the PhD by Prior Publication:

- i. Pass
- ii. Pass subject to minor amendments to the portfolio within three months
- iii. Not passed, the student is permitted to revise and resubmit the portfolio within six months, and to submit to a further oral examination
- iv. Not passed, the portfolio is satisfactory but the oral defence was not; the student is permitted to participate in one further *viva voce* examination within six months
- v. Fail

9.9.3.5.4 If the Examiners are unable to reach agreement, their reports shall be referred to the Head of Doctoral College, who shall determine the action to be taken.

9.9.3.5.5 A student who fails to satisfy the Examiners will not be permitted to re-enter for the examination through the PhD by Prior Publication route.

#### 9.9.4 Method of Examination for the MPhil Degree

9.9.4.1 A student for the MPhil degree, must submit a thesis and be examined orally.

#### 9.9.5 Conduct of the MPhil Examination

9.9.5.1 Students are required to present themselves for oral examinations at such place and times as LSHTM may direct and to bring with them to the oral examination an additional copy of their thesis, paginated in the same way as the copies submitted to the LSHTM Registry.

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.9.5.2 The Examiners, after reading the thesis, shall examine the student orally on the subject of the thesis and, if they see fit, on subjects relevant thereto.

9.9.5.3 There are five options open to Examiners in determining the result of the examination as follows:

- (a) If the thesis fulfils the criteria (see paragraphs 9.1.1 and 9.6.2) and the student satisfies the Examiners in all other parts of the examination, the Examiners will report that the student has satisfied them in the examination for the degree of MPhil.
- (b) If the thesis otherwise fulfils the criteria but requires minor amendments and if the student satisfies the Examiners in all other parts of the examination, the Examiners may require the student to make within one month amendments specified by them. The amended thesis shall be submitted to the examiners or one of their number nominated by them for confirmation that the amendments are satisfactory.
- (c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the Examiners may determine that the student be permitted to re-present their thesis in a revised form within 12 months. Examiners shall not make such a decision without submitting the student to oral examination. The Examiners may at their discretion exempt from a further oral examination, on representation of their thesis, a student who under this Regulation has been permitted to re-present it in a revised form.
- (d) If the thesis fulfils the criteria, but the student fails to satisfy the Examiners at the oral examination, the Examiners may determine that the student be permitted to submit to a further oral examination within a period specified by them and not exceeding 12 months.
- (e) The Examiners may determine that the student has not satisfied them in the examination. The Examiners shall not, save in very exceptional circumstances, make such a decision without submitting the student to an oral examination.

9.9.5.4 If the Examiners are unable to reach agreement, their reports shall be referred to the Head of Doctoral College, who shall determine the action to be taken.

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

9.9.5.5 A student who fails to satisfy the Examiners will not be permitted to re-enter for the examination, but they may submit an application for a new period of study leading to the submission of a thesis on a different topic.

9.9.6 Method of Examination for the DrPH Degree

9.9.6.1 A student for the DrPH degree must:

- Satisfy the Board of Examiners with regard to the two taught modules.
- Submit the Research Study I report (normally up to 15,000 words), and Research Study II (normally up to 60,000) as a portfolio for an oral examination.

9.9.6.2 The oral examination of the portfolio cannot occur before the student has satisfied the Examiners for the taught element of the degree.

9.9.7 Conduct of the DrPH Examination

9.9.7.1 The Examiners, after reading the thesis, shall examine the student orally on the subject of the portfolio and, if they see fit, on subjects relevant thereto.

9.9.7.2 Students are required to present themselves for oral examinations at such place and times as LSHTM may direct and to bring with them to the oral examination an additional copy of their portfolio, paginated in the same way as the copies submitted to the LSHTM Registry.

9.9.7.3 There are five options open to Examiners in determining the result of the examination as follows:

- (a) If the thesis fulfils the criteria set out in 1.1 and 6.4.2 and the student satisfies the Examiners in all other parts of the examination, the Examiners will report that the student has satisfied them in the examination for the DrPH degree.
- (b) If the thesis otherwise fulfils the criteria but requires minor amendments and if the student satisfies the Examiners in all other parts of the examination, the Examiners may require the student to make, within three months, amendments specified by them. The amended thesis shall

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

be submitted to the Examiners, or one of their number nominated by them for confirmation that the amendments are satisfactory.

- (c) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the Examiners may determine that the student be permitted to re-present their thesis in a revised form within 6 months. Examiners shall not make such a decision without submitting the student to an oral examination. The Examiners may at their discretion exempt from a further oral examination, on re-presentation of their thesis, a student who under this regulation has been permitted to re-present it in a revised form.
- (d) If the thesis, though inadequate, shall seem of sufficient merit to justify such action, the Examiners may determine that the student be permitted to re-present their thesis in a revised form within 18 months. Examiners shall not make such a decision without submitting the student to an oral examination. The Examiners may at their discretion exempt from a further oral examination, on re-presentation of their thesis, a student who under this regulation has been permitted to re-present it in a revised form.
- (e) If the thesis satisfies the criteria for the degree, but the student fails to satisfy the Examiners at the oral examination, the Examiners may determine that the student be permitted to submit to a further oral examination within a period specified by them and not exceeding 18 months.
- (f) The Examiners may determine that the student has not satisfied them in the examination. The Examiners shall not, however, save in very exceptional circumstances, make such a decision without submitting the student to an oral examination. Following resubmission, the Examiners may determine that the student has not satisfied them in the examination and will not be permitted to re-enter for the examination of the DrPH degree.

9.9.7.4 If the Examiners are unable to reach agreement, their reports shall be referred to the Head of Doctoral College, who shall determine the action to be taken.

9.9.7.5 A student who fails to satisfy the Examiners will not be permitted to re-enter for the examination, but they may submit an application for a new period of study leading to the submission of a thesis on a different topic.

## **9.10 Notification of Examination Result**

- 9.10.1 After the Examiners have reached a decision, every student will be formally notified of their result by the LSHTM Registry, unless regulation 9.10.2 applies.
- 9.10.2 If a student has entered the examination for the MPhil, PhD or DrPH degree, but has outstanding tuition fees, no official report will be made on the result of the examination until payment has been made in full by the student or sponsor.
- 9.10.3 Subsequently, a degree certificate under the seal of the University of London will be issued to each student who has been awarded a degree.
- 9.10.4 The degree certificate will bear the formal names of the student in accordance with their official LSHTM record.
- 9.10.5 Academic Appeals against decisions of Examiners should be submitted in accordance with the Academic Appeals Procedure outlined in section 7.7 of Chapter 7 of the LSHTM Academic Manual.

## **LSHTM Academic Manual 2021-22**

### **Chapter 10: Academic Governance**

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ContentsLSHTM Academic Manual.....	399
Chapter 10: Academic Governance .....	399
10.1 Academic Governance Structure.....	401
10.2 Membership and Terms of Reference of Council.....	402
10.3 Membership and Terms of Reference of Senate.....	410
10.4 Membership and Terms of Reference of the Senate Postgraduate Taught Committee .....	414
10.5 Membership and Terms of Reference of the Senate Research Degrees Committee .....	421
10.6 Membership and Terms of Reference of the Senate Student Experience Committee .....	426
10.7 Membership and Terms of Reference of the Programme and Module Review Committee .....	430
10.8 Membership, Terms of Reference and Standing Orders of Boards of Examiners .....	434
10.9 Membership and Terms of Reference of the Faculty Postgraduate Taught Committees.....	442
10.10 Membership and Terms of Reference of the Faculty Research Degree Committees.....	446
10.11 Membership and Terms of Reference of the Programme Postgraduate Taught Committees.....	450
10.12 Membership of the Periodic Review and Validation Panel.....	455
10.13 Membership of the Irregularities Investigation Panel (IIP) .....	457
10.14 Membership of the Assessment Irregularities Committee (AIC) .....	458
10.15 Membership of the (Assessment Irregularities) Appeals Committee ...	460
10.16 Membership of the Special Assessment Arrangements Panel (SAAP) ..	461

**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

10.17 Membership and Terms of Reference of the Extenuating Circumstances Committee .....	462
10.18 Membership of the Termination of Studies Panel .....	468
10.19 Membership of the (Academic) Appeals Panel .....	469
Appendix 1: Senate Delegation Framework .....	470
Appendix 2: Approval Routes for Key Academic Decisions – Up to & Including Level 7 Awards.....	473

**Annual Review of the Academic Manual**

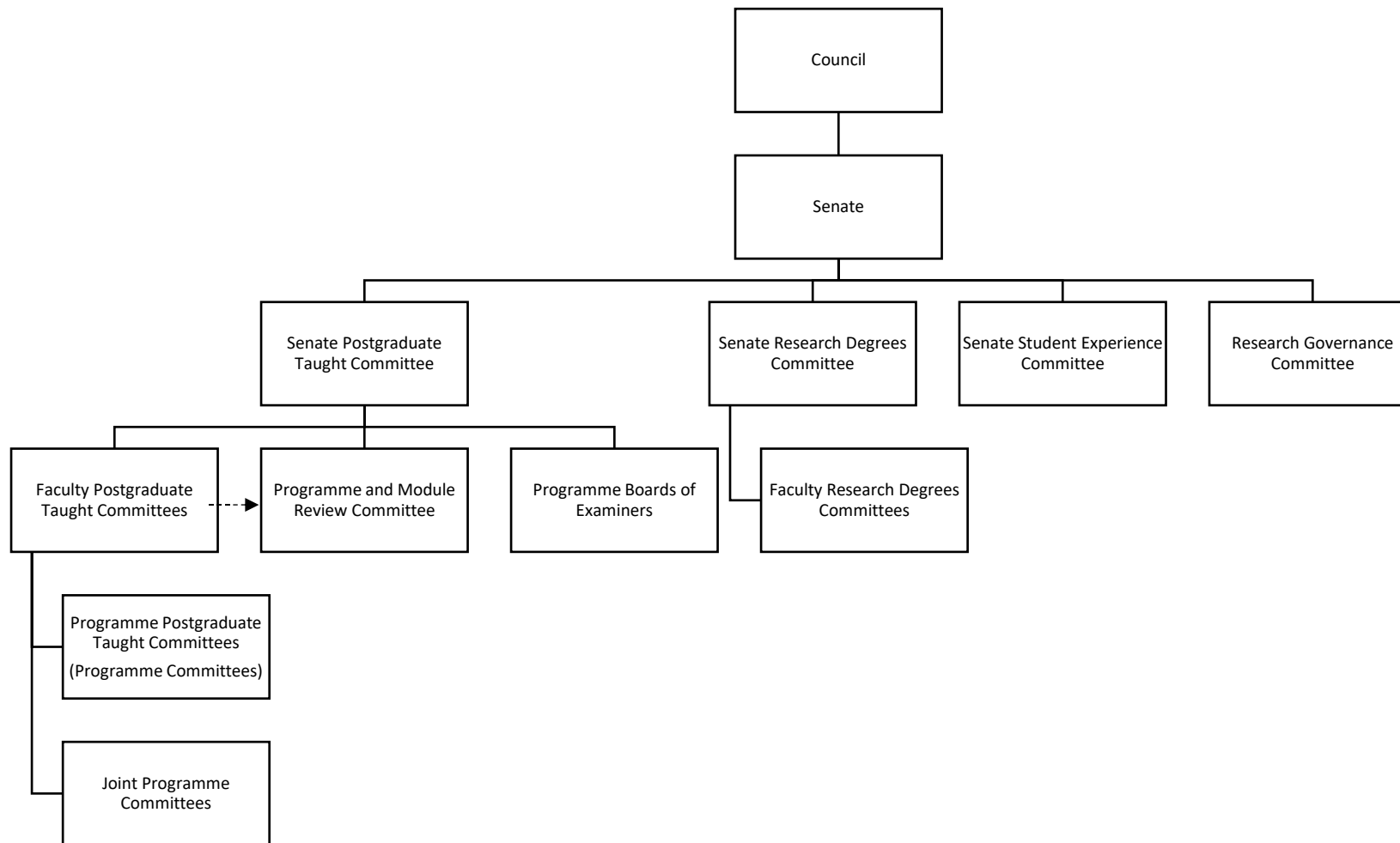
The LSHTM Academic Manual was introduced in 2019-20 bringing together all the academic regulations and procedures which constitute LSHTM's framework for quality and standards for credit-bearing taught provision, research degrees and special programmes. The Academic Manual consists of 11 Chapters all 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.



**LSHTM Academic Manual 2021-222**  
**Chapter 10: Academic Governance**

**10.1 Academic Governance Structure**

The table below represents the London School of Hygiene & Tropical Medicine (LSHTM)'s academic governance structure, showing LSHTM's standing committees and their reporting responsibilities



## **10.2 Membership and Terms of Reference of Council**

**PURPOSE:** Council is the governing body of LSHTM and has overall responsibility for its operational and strategic management.

### **STATEMENT OF PRIMARY RESPONSIBILITIES**

- To approve the mission and strategic vision of the School, long-term academic and business plans and key performance indicators, and to ensure that these meet the interests of stakeholders;
- To ensure that processes are in place to monitor and evaluate the performance and effectiveness of the School against the plans and approved key performance indicators, which should be—where possible and appropriate—benchmarked against other comparable institutions;
- To appoint the Director of the School as chief executive, and to put in place suitable arrangements for monitoring his/her performance;
- To delegate authority to the Director for the academic, corporate, financial, estate and human resource management of the School. To establish and keep under regular review the policies, procedures and limits of such delegated management functions;
- To ensure the establishment and monitoring of systems of control and accountability, including financial, human resources and other operational controls and risk assessment, and procedures for handling internal grievances and for managing conflicts of interest;
- To have the ultimate financial and business responsibility for the School, to ensure that proper books of account are kept, to approve the annual budget and financial statements, and to have overall responsibility for the School's assets, property and estates. This ultimate financial and business responsibility recognises that the Director has delegated powers from Council;
- To be assured that the students' experience (including welfare) is maintained at a high level;
- To safeguard the reputation and values of the School;

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- To be the School's ultimate legal authority and as such, to ensure that systems are in place for meeting all the School's legal obligations and that the School's constitution is always followed;
- To ensure that good governance operates including conducting Council's business in accordance with the best practice in higher education corporate governance (including adherence to Office for Students "Conditions of Registration" and the Committee of University Chairs' "Higher Education Code of Governance"
- To adhere to the principles of public life drawn up by the Committee on Standards in Public Life – i.e. *Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership*;
- To provide formal annual assurances to Office for Students on the reliability of degree standards and the continuous improvement of the student academic experience and of student outcomes;
- To act as trustee for any property, legacy, endowment, bequest or gift in support of the School; and
- To appoint a Secretary & Registrar to act as clerk to the Council ensuring that he/she is solely accountable to the Chairman of the Council for this governance role and that they have access to all information they require to ensure good governance operates.
- To establish the following Committees required by Office for Students , the HE Code of Governance or the Charter & Statutes: - an Audit Committee, a Nominations Committee, a Remuneration Committee and Court.

**Committee evaluation**

- To review the Committee's effectiveness and the suitability of its terms of reference annually.

**COMPOSITION**

The composition of the Council is set out in Clause 8 of the Charter. The Council comprises a maximum of 16 persons of whom the Director of the School and the Chair of the Student Representative Council are ex officio members and the independent members who are neither members of staff or students must comprise the majority of all members of Council.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Membership**

- External members (10)
- Elected Staff members (4: 3 Academic Staff, 1 Professional Services)
- Director
- Student Representative Council President

In attendance:

- Deputy Director & Provost
- Secretary & Registrar

**Quorum:**

a) Council

The Charter states that 'the Council shall be deemed to be quorate when: at least 7 members are present; and the majority of those members present at any meeting are persons who are neither students nor members of staff of LSHTM. No business of Council shall be transacted at any inquorate meeting except the adjournment of the meeting. At a reconvened meeting following an adjournment for lack of quorum then the business for which the original meeting was called may be completed in the absence of a quorum'.

b) Council Committees

The quorum for Council Committees is a minimum of two independent members of Council with a conference call counting as attendance with the exception of:

- Senate – the quorum is 10 staff and student members
- Safety Committee – the quorum is one third of the membership

The independent members should normally be in the majority.

Where there is no quorum the meeting may proceed but no decisions can be taken. However, decisions can be taken by the Committee by telephone, correspondence or by email provided all members are invited to

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

participate and vote and the minimum quorum numbers do vote. So an inquorate meeting may propose a decision which can then be approved by a telephone, correspondence or email exchange.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Decisions**

a) Council

Our legal advice is that the Charter requires that Council may only take decisions at a meeting of Council unless it has taken a decision at a meeting to delegate the decision to a member of Council, the Director or a Council Committee.

b) Council Committees

Decisions can be taken by the Committee by telephone, correspondence or by email provided all members are invited to participate and vote and the minimum quorum numbers do vote.

**Secretary**

LSHTM's Secretary & Registrar or nominee will act as Secretary to Council and all Council Committees.

**Chairman's Action**

The Chairmen of Council Committees, including Senate, have the authority to act on behalf of their Committee in matters of urgency, if this power has been delegated to them by their Committee. The exercise of this power will be reported to the following meeting of the Committee. The Chairman of Council powers of action are covered in Ordinance B3.

**Additional Meetings**

a) Council

An additional meeting of Council may be convened at any time by the Chairman of Council or on receipt of a written or email request from at least a third of the current Council membership. The members requesting the meeting must set out in a statement the matters they wish to be discussed at the additional meeting.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

b) Council Committees

An additional meeting of a Committee may be convened at any time by its Chairman or the Chairman of Council. Members of Senate may request a meeting provided they comply with the terms set out in Senate's Terms of Reference.

**Cancelling or Rearranging Scheduled Meetings**

The Chairman has the power to cancel a scheduled meeting if in their view there is insufficient business to be transacted and should normally do so with one week's notice. The Chairman also has the power to re-arrange a scheduled meeting if in their view this is necessary.

**Agendas and Minutes**

- i. The Secretary & Registrar is responsible for drawing up the Agenda for Council and Committee meetings with the approval of the relevant Chairman and ensuring adequate supporting information. Any Council or Committee member wishing to request that an item is placed on the agenda should communicate with the Secretary & Registrar;
- ii. The Agenda for a meeting and the Minutes of the previous meeting shall normally be dispatched to each member seven days in advance. The Minutes the previous meeting will be approved at the next meeting of the Council or Committee and any agreed alterations will be minuted at that meeting;
- iii. Decisions and the reasons leading to those decisions are recorded in the minutes and would normally be released if there was a Freedom of Information Request except where the Council or Committee agrees matters are confidential for commercial, personal or other reasons permitted by the legislation; and
- iv. Minutes shall be kept by the Secretary, who shall be responsible for retaining all minutes, agendas and papers in an archive.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Conduct of Meetings**

- i. The Chairman has discretion to determine the conduct of discussion and debate at meetings and how business is to be brought to conclusion;
- ii. Every matter for decision shall be determined after due deliberation by those present, the Chairman taking the sense of the meeting. Any member may request that the matter be put to a vote. Only the Chairman can approve that a proposal or motion proposed during the course of the meeting shall be put to the meeting for resolution;
- iii. All those present and eligible shall vote and the result shall be determined by simple majority;
- iv. If the vote shall be equally divided for and against, the Chairman shall have a second and casting vote; and
- v. Members must support collective decisions once made. They may, if they choose, indicate that the reason for their disagreeing with the decision should be noted in the Minutes.

**Attendance to Observe**

- i. The Chairman of Council will determine who attends Council meetings other than Council Members and the Secretary & Registrar.
- i. Any member of the Council may, with approval of the relevant Committee Chairman, attend a Committee meeting as an observer, unless they have a conflict of interest.

**Effectiveness Reviews**

- i. Council and all its Committees should annually carry out a brief review of their operations and terms of reference in accordance



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

with any guidelines established by the Institutional Principles & Policies Committee.

- i. At approximately three-year intervals, Council and its Committees will carry out a more rigorous review of their effectiveness (using external support where appropriate), in accordance with the programme and guidelines developed by Institutional Principles & Policies Committee.

### **10.3 Membership and Terms of Reference of Senate**

**PARENT BODY:** Council

**PURPOSE:** Senate is the key forum in LSHTM for academics to come together and take responsibility for the enhancement of academic quality and assurance of academic standards. It is responsible to the Council for setting the academic framework for research, teaching, learning and training. It keeps the student experience (including welfare) under review and ensures that this is maintained at a high level. It takes responsibility and provides assurance to the Council on the effectiveness of academic governance including the reliability of degree standards and the continuous improvement of the student academic experience and of student outcomes. It also ensures that equity, diversity and inclusion considerations are integrated into all aspects of its business.

#### **1. Academic Standards and Quality Assurance**

- 1.1. Regulate the academic work of LSHTM in both research and education by approving Senate Regulations and approving related policies and procedures;
- 1.2. Regulate research and enterprise activities ensuring that there are high ethical standards, good governance and that research quality is of a high standard commensurate with the reputation of LSHTM;
- 1.3. Approve and monitor regular plans to enhance academic quality, monitor quality assurance and improve the student experience;
- 1.4. Monitor the student academic experience and the process for student engagement;
- 1.5. Determine the academic awards (excluding honorary awards) to be awarded by LSHTM and assure the integrity of those awards including assurance on the operation of the assessment processes;
- 1.6. Regulate the approval of all educational programmes and collaborative provision including their assessment;
- 1.7. Regulate the arrangements for the annual and periodic review of Programmes & Modules and any student surveys undertaken by LSHTM;
- 1.8. Approve regulations for student discipline;
- 1.9. Approve the academic calendar for each year;

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- 1.10. Review preparations for any external review of the Education provision.  
To approve and monitor any action plan following an external review;
- 1.11. Provide regular assurance to Council through an annual report covering Senate's purpose as defined above;
- 1.12. Review and recommend any changes to Council in respect of the academic structure of LSHTM;

**2. Academic Strategy**

- 2.1. Support the development of the LSHTM Strategic Plan and any specific academic strategies and advise Council and the Director;
- 2.2. Monitor implementation of the academic elements of the LSHTM Strategic Plan and any specific academic strategies and achievement of related objectives;
- 2.3. Review the management of risks relating to LSHTM's academic activities and monitor actions taken to minimise those risks and advise Council;
- 2.4. Monitor academic-related aspects of the EDI Strategy, and receive regular reports from the Equity, Diversity and Inclusion Committee;

**3. Awards and Honours**

- 3.1 Approve the award of medals, prizes and scholarships
- 3.2 Recommend to Nominations Committee any nominations for Honorary Awards

**4. Committee evaluation**

- 4.1 To review Senate's effectiveness and the suitability of its terms of reference annually.
- 4.2 To review the diversity of Senate's membership annually.
- 4.3 Determine the terms of reference of any sub-committee or ad hoc working group (including Boards of Examiners) including any appointments as Chair or Deputy Chair;
- 4.4 Approve a delegation framework identifying where authority is delegated to sub-committees or the Director;

**COMPOSITION:**

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

Membership:

- The Director
- Deputy Director & Provost who will be Chair
- Deans of Faculties
- Pro-Director (Education)
- Secretary & Registrar
- Head of the Doctoral College
- Associate Deans
- Chairs of the first tier of Senate's sub-Committees
- Chairs of Faculty Teaching Committees
- Chairs of Faculty Research Degree Committees;
- Special Adviser on Overseas Programmes
- 1 Head of Department for each Faculty (appointed by the Faculty Management Groups)
- 1 Junior academic staff for each Faculty (elected by centrally run nominations and elections)
- 1 Senior academic staff for each Faculty (elected by centrally run nominations and elections)
- Head of Library and Archives Service
- Director of ITS
- Centre Director Representative or Deputy (agreed by Centre Directors)
- President and Vice-President (Communications & Activities) of the Student Representative Council

In attendance:

- Board/Committee secretary
- Other staff as required

**MODE OF OPERATION:**

Meetings shall be held at least three times each academic year. A meeting can be requested by the members if there is a written request by at least a third of the membership of Senate setting out a clear statement of the matters they wish to have discussed. The meeting will be held within 10 to 21 days of the receipt of a written request.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

The quorum of Senate is a minimum of ten members.

**RESERVED BUSINESS:**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

## 10.4 Membership and Terms of Reference of the Senate Postgraduate Taught Committee

**PARENT BODY:** Senate

### **PURPOSE**

Senate Postgraduate Taught Committee (SPGTC) is responsible for advising and making recommendations to Senate on the enhancement of academic quality and assurance of academic standards for postgraduate taught provision (PGT) up to and including Level 7. It reviews the academic provision to ensure that standards are maintained and opportunities developed to enhance academic quality. It reviews the academic regulatory framework and its operation, progress against LSHTM Strategy and the evidence on the student experience. It ensures that equity, diversity and inclusion considerations are integrated into all aspects of the committee's business.

Postgraduate taught provision covers (a) all **award-bearing provision** including programmes and modules, credit-bearing CPD, special programmes,<sup>11</sup> Professional Diplomas and (b) **other PGT provision** which comprises mainly continuing professional development such as CPD Short Courses, MOOCs and Open Educational Resources.

### **COMPOSITION**

#### *Membership*

- i. Pro Director Education (Chair)

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<sup>11</sup> Special Programmes are those non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- ii. Associate Deans of Education for (a) Quality, Academic Standards & Collaborative Provision (Deputy Chair) and (b) Student Experience & Student Journeys
- iii. Chairs of Faculty Postgraduate Taught Committees (FPGTCs) *Where there are co-Chairs one will be designated as the member of this Committee.*
- iv. Up to 3 Chairs of Boards of Examiners appointed by Senate – one from each Faculty
- v. Up to 3 Chairs of Programme Postgraduate Taught Committees appointed by Senate – one from each Faculty
- vi. Up to 2 elected academic members of Senate
- vii. Head of Quality & Academic Standards
- viii. Vice-President (Taught Courses) of the Students' Representative Council (SRC)
- ix. Up to 3 students appointed by the SRC – one from each Faculty
- x. Head of Registry
- xi. Head of Student Experience
- xii. Head of Programme Administration
- xiii. Head of the Centre for Excellence in Learning and Teaching

In attendance:

- i. Other staff as required
- ii. Up to 2 co-opted external members appointed for their expertise in quality and standards
- iii. Secretary & Registrar
- iv. Secretary to the Committee

**DELEGATED DECISIONS**

- i. Approve Programme and Module Specifications for new provision;
- ii. Approve terms of reference and appoint members of Validation Panels;

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- iii. Approve and oversee the arrangements for the annual and periodic review of programmes and modules;
- iv. Approve and monitor implementation of any LSHTM action plans to enhance academic quality and monitor quality assurance. Review Faculty Action Plans<sup>12</sup>;
- v. Approve and oversee the Programme and Module Evaluation procedure;
- vi. Approve membership and terms of reference of the Programme Boards of Examiners including appointing their Chairs and Deputy Chairs;
- vii. Approve the allocation of modules to Lead Programmes for moderation by the Programme Boards of Examiners;
- viii. Approve the appointment of External Examiners;
- ix. Approve a summary of LSHTM-wide issues raised in External Examiners' reports produced by the Quality and Academic Standards office, and the programmes team's responses to External Examiners' reports;
- x. Approve the terms of reference for, and appointments to Periodic Review Panels;
- xi. Consider Periodic Review reports and recommendations from the Programme and Module Review Committee;
- xii. Approve the revalidation of programmes following the report of the Periodic Review Panel and any resulting action plan;
- xiii. Approve the termination of PGT modules, and make a recommendation to Senate on the termination of Programmes.
- xiv. Appoint Chairs and Panellists for PGT Academic Appeals and receive reports from the relevant Panels
- xv. Review preparations for any external review of PGT provision. Approve and monitor any action plan following an external review;

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<sup>12</sup> FPGTC approves and monitors a Faculty Action Plan which is proposed in the summary report on the Annual Programme Directors' Reviews (APDRs) from the Faculty's Taught Programme Director and covers any significant improvements required across the Faculty having considered any relevant issues from the Programme Boards of Examiners and the APDRs.



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- xvi. Determine the terms of reference of any sub-Committee or ad hoc working group including any appointments as Chair or Deputy Chair; and
- xvii. Approve a delegation framework identifying where authority delegated by Senate to the Committee is delegated. This will be reported to Senate.

**Other Terms of Reference**

- i. Provide assurance to Senate through an annual report covering the Committee's purpose as defined above;
- ii. Review progress against LSHTM Strategy and assist in the periodic review of that Strategy;
- iii. Review the management of risks relating to LSHTM's PGT educational activities and monitor actions taken to minimise those risks;
- iv. Recommend changes to Senate regulations and related policies & key procedures in respect of the Committee's purpose (above);
- v. Review LSHTM-level summaries of the Faculty quality reports and faculty action plans prepared by the Programme and Module Review Committee;
- vi. Review for the LSHTM:
  - Number of applications, and admissions data, and targets for the following year;
  - the amount of LSHTM funding for fee waivers and studentships for Intensive and distance learning Programme students on an annual basis;
  - student progression and achievement;
  - PGT student discipline and complaints;
- vii. Assure itself through reports based on Quality & Academic Standards attending a sample of the Programme Boards of Examiners, that the process of assessment has been conducted appropriately. Recommend any changes to the regulatory framework, policies or key procedures;
- viii. Recommend the academic calendar for each year to Senate;

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- ix. Review any relevant information pertaining to student feedback from Senate Student Experience Committee (SSEC), Faculty Postgraduate Taught Committees and student surveys and monitor the response to student feedback by each Faculty; and
- x. Review and promote educational developments and innovation including sector scanning for best practice;

**MODE OF OPERATION**

The quorum of the Senate Post Graduate Taught Committee is 50% of members.

Meetings shall be held at least once a term.

**DELEGATIONS SCHEDULE**

Decision Delegated	Authority given to
Approve any major changes <sup>13</sup> to existing PGT award-bearing provision	Programme and Module Review Committee (PMRC) following a review and recommendation by Faculty Postgraduate Taught Committees (FPGTCs) & Lead Programme Postgraduate Taught Committee
Approve any minor changes to existing PGT award-bearing provision	Faculty Postgraduate Taught Committees (FPGTCs) with responsibility to ensure published materials including the web reflect the correct position.
Approve changes to programme regulations for Distance Learning provision	PMRC

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<sup>13</sup> Major changes are as defined in [Chapter 3 of the LSHTM Academic Manual](#).

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

Approve new 'other PGT provision' and any major changes to or any discontinuation of existing other PGT provision	FPGTC provided there has been sign off by LSHTM Officers defined in the approved procedure
Approve minor changes to existing 'other PGT provision'	FPGTC with responsibility to ensure published materials including the web reflect the correct position. This needs to be done to an LSHTM timetable.
Approve and monitor implementation of the Annual Module Review and Action Plans (AMRAPs) for those Modules for which the Programme has lead responsibility after reviewing each Plan with the Module Organiser	Lead Programme Postgraduate Taught Committee
Approve and monitor implementation of the Programme Action Plan <sup>14</sup> after reviewing the Annual Programme Director's Review (APDR) which will include any proposed actions at Programme level	Lead Programme Postgraduate Taught Committee
Approve and monitor implementation of the Faculty Action Plan for award-bearing provision following review of a summary report on the Annual Programme Directors' Reviews (APDRs) from the Faculty's Taught Programme Director which will include any proposed actions at Faculty level	FPGTC but reviewed at SPGTC and PMRC

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<sup>14</sup> The Lead Programme Postgraduate Taught Committee approves and monitors a Programme Action Plan which is proposed in the Annual Programme Director's Review (APDR) and covers any significant improvements required across the programme after considering the relevant Annual Module Review and Action Plans (AMRAPs) and any issues from the Programme Board of Examiners. In the case of compulsory modules, all the relevant Programme Postgraduate Taught Committees should receive a copy of the AMRAP for review and should report any issues or ideas for enhancement to the Lead Programme Postgraduate Taught Committee.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

Approves the terms of reference and membership of Periodic Review & Validation Panels	PMRC
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**RESERVED BUSINESS**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

## **10.5 Membership and Terms of Reference of the Senate Research Degrees Committee**

**PARENT BODY:** Senate

### **Purpose**

Senate Research Degrees Committee (SRDC) is responsible for advising and making recommendations to Senate on the enhancement of academic quality and assurance of academic standards for Level 8 Research Degrees. It reviews the academic provision to ensure that standards are maintained and opportunities developed to enhance academic quality. It reviews and takes appropriate action on the academic regulatory framework and its operation, progress against LSHTM Strategy and the evidence on the student experience. The Committee works with its student members in the development, assurance and enhancement of the quality of the student educational experience. It also ensures that equity, diversity and inclusion considerations are integrated into all aspects of the committee's business.

### **Membership**

- i. Head of Doctoral College (Chair)
- ii. Pro-Director (Education)
- iii. Chairs of Faculty Research Degrees Committees
- iv. Level 8 Programme Directors
- v. Faculty Research Degree Managers Deputy Head of Quality & Academic Standards
- vi. Head of Registry
- vii. EDI Manager
- viii. Vice-President (Research Degrees) of the Students' Representative Council (SRC)
- ix. Up to 3 students appointed by the SRC – one from each Faculty;

## **LSHTM Academic Manual 2021-22**

### **Chapter 10: Academic Governance**

In attendance:

- i. Secretary to the Committee
- ii. Secretary & Registrar or nominee
- iii. Other staff as required and approved by the Chair

### **MODE OF OPERATION:**

Meetings shall be held at least once a term.

### **Quorum**

The quorum of the Senate Research Degrees Sub-Committee is a minimum of four members.

### **Delegated Decisions**

- 1.1. Approve the academic staff qualified to act as Research Degree Supervisors;
- 1.2. Approve the appointment of Research Degree Supervisors for specific Research Degree students;
- 1.3. Approve the appointment of Research Degree Examiners;
- 1.4. Award all Research Degrees on behalf of Senate;
- 1.5. Appoint Chair and Panel for Research Degree Academic Appeals and receive reports from the Panels;
- 1.6. Approve and monitor the implementation of School plans to enhance academic quality and monitor quality assurance for Research Degrees;
- 1.7. For any assessed taught components of Level 8 Programmes
  - 1.7.1. Approve new provision and any changes to existing provision including the termination of modules. Recommend to Senate the termination of a Programme;

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- 1.7.2. Approve terms of reference and appoint members of Validation Panels;
- 1.7.3. Approve and oversee the arrangements for the annual and periodic review of the assessed taught components of Programmes and Modules;
- 1.7.4. Approve and monitor implementation of any action plans to enhance academic quality and monitor quality assurance;
- 1.7.5. Approve Programme and Module Specifications;
- 1.7.6. Approve and oversee the Programme and Module Evaluation process;
- 1.7.7. Approve the appointment of External Examiners
- 1.7.8. Approve membership and terms of reference of the Programme Boards of Examiners including appointing their Chairs and Deputy Chairs;
- 1.7.9. Approve the Programmes' responses to External Examiners' reports;
  
- 1.7.10. Appoint Chair and Panel for Academic Appeals and receive reports from the Panels
- 1.7.11. Approve the terms of reference and appointments to Periodic Review Panels;
- 1.7.12. Approve the Periodic Review Report
- 1.7.13. Approve revalidation of assessed taught components of Programmes following the report of the Periodic Review Panel and any resulting action plan;
- 1.7.14. Review preparations for any external review of provision. To approve and monitor any action plan following an external review;
  
- 1.8. Determine the terms of reference of any sub-committee or ad hoc working group including any appointments as Chair or Deputy Chair; and
- 1.9. Approve a delegation framework identifying where authority delegated by Senate to the Committee is delegated. This will be reported to Senate.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Other Terms of Reference**

- i. Provide assurance to Senate through an annual report covering the Committee's purpose as defined above;
- ii. Review progress against LSHTM Strategy for research degrees and assist in the periodic review of that Strategy;
- iii. Review the management of risks relating to LSHTM's research degrees and monitor actions taken to minimise those risks;
- iv. Recommend changes to Senate regulations and related policies & key procedures in respect of the Committee's purpose (above). Promote harmonisation between Faculties;
- v. Review preparations for any external review of Research Degree provision. To recommend and monitor any action plan following an external review;
- vi. Assure itself that the process of assessment has been conducted appropriately having reviewed a report from the Level 8 Programme Committees and comments from the External Examiner for the assessed taught components of Level 8 Programmes. Also any other generic issues brought to the Committee's attention by Quality & Academic Standards including any issues raised in the Research Degrees Examiners' Reports. Recommend any changes to the regulatory framework, policies or key procedures;
- vii. Consider at least annually a cross faculty report listing those who have been Research Degree Examiners in the School in the last year; and
- viii. Review and promote educational developments and innovation including sectorscanning for best practice. Share best practice across the School.

**Frequency of Meetings**



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

Meetings shall be held at least once a term.

**Reserved Business**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

## **10.6 Membership and Terms of Reference of the Senate Student Experience Committee**

**PARENT BODY:** Senate

**PURPOSE:** The Senate Student Experience Committee (SSEC) is responsible for advising and making recommendations to Senate, Senate sub-committees and the Director with the aim of improving the student experience. It provides a forum for listening to the student voice at School level, enabling students to provide input into enhancement of student facing School services and ensuring equity, diversity and inclusion considerations are integrated into the student experience. The focus is on major issues that affect a significant number of students. Student Experience covers PGT Programmes & Modules (both intensive and distance learning), Short Courses and Research Degrees.

### **1. Student Voice/Enhancement of Student Experience**

- 1.1 Ensure that all students have representation through the SRC and that all student representatives can participate in the Committee's business by adding to the membership of the Committee or any other method;
- 1.2 Approve the format for any internal School surveys of Student Experience;
- 1.3 Review the outcome of student surveys, including PTES, Distance Learning Student Experience Survey and PRES surveys and coordinate summary of responses and actions;
- 1.4 Review the management of risks relating to the student experience and monitor actions taken to minimise those risks;
- 1.5 Recommend to Senate and/or Senate Sub-Committees actions to enhance the student experience and monitor implementation of approved recommendations;
- 1.6 Review the format, process and outcomes for Programme/Module Evaluations making recommendations to PGT Committee;
- 1.7 Review any significant student experience issues raised at Faculty Committees;

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- 1.8 Discuss significant issues relating to student experience raised by the student representatives attending the Committee and set up task and finish groups as required to report to Committee;
- 1.9 Review the provision of the student support services;
- 1.10 Review reports from academic and support services on a cyclical basis with the key relevant managers in attendance and make recommendations;
- 1.11 Consider the composition of student representation on Senate sub-committees and how these representatives are appointed and make recommendations to Senate;
- 1.12 Review an annual report from the SRC executive;

**5. Communication and Reporting**

- 2.1 Ensure communication to students of decisions and outcomes in respect of issues raised to students and regularly review the success of these feedback methods;
- 2.2 Provide assurance to Senate through an annual report covering the Committee's purpose as defined above;
- 2.3 Review progress against the School Strategy in respect of the Committee's purpose and assist in the periodic review of that Strategy;

**6. Committee evaluation**

- 3.1 To review the Committee's effectiveness and the suitability of its terms of reference annually.
- 3.2 Approve a delegation framework identifying where authority is delegated to the Committee by Senate. This will be reported to Senate;
- 3.3 Determine the terms of reference of any sub-committee or ad hoc working group including any appointments as Chair or Deputy Chair;

**COMPOSITION:**

Membership:

- Pro-Director (Education)
- Associate Deans of Education
  - Student Experience & Student Journeys **(Chair)**

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- Quality, Academic Standards & Collaborative Provision
- Chairs of Faculty Postgraduate Taught Committees
- Up to 2 Chairs of Taught Programme Committees
- Head of Doctoral College
- 1 Faculty Research Degree Director
- Up to 2 Departmental Research Degree Co-ordinators
- Up to 2 elected members of Senate
- Head of Quality and Academic Standards
- Careers Team representative(s)
- Head of Student Support Services
- EDI Team Representative
- Student Communications & Engagement Manager
- SRC Vice-Presidents
  - Taught Programme Communications & Activities
  - Research Degree Communications & Activities
  - Taught Courses
  - Distance Learning
  - Research Degrees
- Up to 6 students appointed by the Student Representative Council
  - 3 Taught Degree Students (one from each Faculty)
  - 3 Research Degree students (one from each Faculty)

In attendance:

- Secretary & Registrar
- Head of Registry
- Head of Programme Administration
- Head of Student Experience
- Head of Library and Archive Services
- Development and Alumni Relations Representative
- Head of Centre for Learning and Teaching Excellence (CELT)
- Secretary to the Committee
- Other Staff as required

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**MODE OF OPERATION:**

The SSEC meets once per term.

The quorum is a minimum of four students in attendance.

**RESERVED BUSINESS:**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

## **10.7 Membership and Terms of Reference of the Programme and Module Review Committee**

### **PARENT BODY: Senate Postgraduate Taught Committee**

#### **PURPOSE**

The Programme and Module Review Committee reports to the Senate Postgraduate Taught Committee (SPGTC). It is responsible for reviewing in detail any new Postgraduate Taught (PGT) award-bearing provision, any major changes to or proposed termination of existing PGT award-bearing provision, and annual and periodic review across all PGT award-bearing provision. The Committee works with its student member(s) in the development, assurance and enhancement of the quality of the student educational experience. It ensures that equity, diversity and inclusion considerations are integrated into all aspects of the committee's business.

PGT provision covers all award-bearing provision including programmes and modules, credit-bearing Continuing Professional Development (CPD), special programmes,<sup>15</sup> and Professional Diplomas.

#### **COMPOSITION**

##### *Membership:*

- i. Associate Dean of Education – Quality, Academic Standards and Collaborative Provision (Chair)
- ii. Chairs of Faculty Postgraduate Taught Committees. Where there are co-Chairs one will be designated as the member of this Committee
- iii. 3 Faculty Teaching Representatives (one from each Faculty) nominated by Taught Programme Directors and approved by the Chair

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<sup>15</sup> Special Programmes are those non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- iv. Centre for Excellence in Learning and Teaching Representative
- v. Head of Registry
- vi. Head of Student Experience
- vii. Head of Programme Administration
- viii. Deputy Head of Quality and Academic Standards
- ix. Vice-President (Taught Programmes) of the Students' Representative Council

In attendance:

- i. Other staff as required
- ii. Secretary – Quality & Academic Standards Officer

Note: Members who are not *ex officio* serve terms of three consecutive academic years. In exceptional cases, tenure may be extended for one further academic year providing a rationale found acceptable by the Chair is supplied by the relevant Taught Programme Director.

**DELEGATED DECISIONS**

- i. Approve the process for approval of changes to programmes and modules;
- ii. Approve any major changes, and note minor changes, to existing PGT award-bearing provision following a review and recommendation by Faculty Postgraduate Taught and Lead Programme Postgraduate Taught Committees, and sign off by the Institutional Officers defined in the approved procedure;
- iii. Approve amendments to programme specifications;
- iv. Approve new core modules that have been proposed outside of a new programme validation process. The PMRC may recommend the programme for revalidation if significant changes to the programme are being proposed;
- v. Approve changes to programme regulations for Distance Learning provision;

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- vi. Approve terms of reference and appoint members of Validation Panels and Periodic Review Panels;
- vii. Review and evaluate annual and periodic review across all PGT award-bearing programmes;
- viii. Determine the terms of reference of any sub-committee or ad hoc working group including any appointments as Chair or Deputy Chair; and
- ix. Approve a delegation framework identifying where authority delegated by Senate to the Committee is delegated. This will be reported to Senate.

**OTHER TERMS OF REFERENCE**

- i. Review and recommend for approval any new PGT award-bearing provision following a report from the Validation Panel;
- ii. Review and recommend for approval any proposal for module suspension;
- iii. Review and recommend for re-approval any validated PGT award-bearing provision that has undergone Periodic Review following review and recommendation by the Review Panel;
- iv. Recommend changes to Senate regulations and related policies and key procedures in respect of the Committee's purpose (above) including those proposed by Faculty Postgraduate Taught Committees;
- v. Ensure Senate's regulations, policies and procedures are adhered to when conducting the Committee's business;
- vi. Ensure the enhancement of academic quality and maintenance of academic standards for postgraduate taught provision when conducting the Committee's business; and
- vii. Review and promote educational developments and innovation, including sector scanning for best practice, under the direction of SPGTC.

**MODE OF OPERATION**



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**The quorum of the Programme and Module Review Committee is a minimum of 50% of members. One of the attending Chairs of Faculty Postgraduate Taught Committees will, by prior arrangement, deputise in the absence of the Chair. Meetings shall be held at least once a term.**

In exceptional cases of unavoidable absence, *ex officio* members may nominate a suitable deputy to represent them at the PMRC.

**RESERVED BUSINESS**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

## **10.8 Membership, Terms of Reference and Standing Orders of Boards of Examiners**

### **Purpose**

Programme Boards of Examiners report through Senate Postgraduate Taught Committee (SPGTC) to Senate within the Senate governance structure. There will be one for each Postgraduate Taught (PGT) programme responsible for the assessment of all the elements of the programme's awards. It agrees the examinations/assessments to be set for the programme the final grade marks and the awards for the programme's students and any prize winners. These terms of reference cover degree-awarding provision, special programmes and the DrPH.

### **Membership**

- i. 2 Senior Members of Academic Staff of LSHTM – one to act as Chair and the other Deputy Chair. Where possible they should not be involved in the management or curriculum design of the programme
- ii. Programme Director (s) (who may not be Chair or Deputy Chair) (*ex-officio*)
- iii. Faculty Taught Programme Director (s) (who may not be Chair or Deputy Chair) (*ex-officio*)
- iv. At least one External Examiner (not a member of staff of the University of London)
- v. Intercollegiate Examiners from the University of London (as appropriate)
- vi. Internal Examiners from LSHTM academic staff as appropriate to the needs of the Exam Board

Note: Members who are not *ex-officio* serve terms of four years. Internal examiners may be reappointed.

## LSHTM Academic Manual 2021-22

### Chapter 10: Academic Governance

In attendance:

- i. Member of Quality & Academic Standards Team (if they wish to attend)
- ii. Head of Registry or nominee
- iii. Other staff as required by the Chair
- iv. Secretary – Members of the Teaching Support Office or University of London Worldwide staff (for DL programme boards) will act as Secretary of the Programme Boards of Examiners.

The Board of Examiners for the Professional Diploma in Tropical Medicine and Hygiene East African Partnership have a different membership, which can be found in its [course-specific regulations](#).

#### **Quorum**

Programme Boards of Examiners shall be quorate when attended by the Chair (or Deputy Chair), at least one External Examiner, a Taught Programme Director, the Programme Director (or designate), and no fewer than three internal examiners. If the Associate Dean of Education, Quality, Academic Standards & Collaborative Provision agree the External Examiner can attend remotely if illness or other serious issues prevent their physical attendance but this should be avoided if at all possible.

#### **Delegated Decisions**

- i. Review and approve the examinations/assessments to be set for the programme.
- ii. Review and confirm the final grade marks for all elements of the PGT degree or other awards and determine each student's eligibility for progression, compensation, award and classification;
- iii. Agree actions in the event of failure including compensation and resit provisions;
- iv. Confirm the award of PGT degree and its classification or other

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- approved award for the programme's students on behalf of Senate, and notify the students of the results; and
- v. Decide on any prize winners on behalf of Senate

**Other Terms of Reference**

- i. Set, safeguard and monitor the academic standards of the programme;
- ii. Ensure that assessment, marking and moderation procedures are appropriate, rigorous and fair;
- iii. Ensure equity of treatment for students;
- iv. Ensure that assessment follows the awards scheme and has been conducted within LSHTM's regulations and guidance;
- v. Receive a report from the External Examiner(s) on the appropriateness of the assessment process and on the extent to which the regulations governing the assessment of students have been rigorously and consistently applied and on the comparability of standards for grades and awards to those awarded in the UK HE sector;
- vi. Monitor that Programme Teams have responded to issues raised by the External Examiner(s);
- vii. Highlight any issues for discussion at Programme, Faculty or LSHTM level;
- viii. Consider any matter referred to it by Senate or its sub-Committees; and
- ix. Recommend the membership of the Board for the next year to be approved by SPGTC.

**Standing Orders for Exam Boards**

**Scheduling of meetings**

- i. Each Exam Board will meet at least annually, unless there are no student grades to consider. The final meeting of each F2F MSc Exam Board should take place in the second half of October; DL Exam

## LSHTM Academic Manual 2021-22

### Chapter 10: Academic Governance

Boards should take place by the end of November. Results approved at F2F Boards **must** be with the Registry by that date at the latest. Results approved at DL Boards must be sent to the University of London Worldwide by mid-December at the latest.

- ii. Members should be notified about meeting dates well in advance of each meeting by the Secretary. Dates for final Exam Boards should be set at the previous year's final meeting, or else by no later than six months in advance. Interim meetings may be called at shorter notice, but it is good practice to confirm dates for interim meetings several months beforehand. In all cases, at least seven days' advance notice must be given.

#### Agenda

- i. Final F2F Exam Board meetings must use the Template Agenda (internal access only). DL programmes must use the template agenda agreed by the University of London.
- ii. An agenda must be agreed by the Chair and circulated by the Secretary at least two weeks in advance of each meeting. Any papers that the Exam Board is being asked to consider (except for grades/results documentation, which should be tabled and presented at the meeting) should be circulated with the agenda so that members have time to consider them.

#### Preparation for meetings

- i. Ahead of each F2F Board meeting, the Secretary and Chair should prepare and check a grades sheet detailing all provisional candidate results. This should be based on a standard template spreadsheet supplied by the Registry, including formulae for combining degree elements in line with the Taught Programme Regulations – these formulae must not be adjusted. Ahead of each DL Board meeting, the DL Office should liaise with the Chair to prepare and check grade data detailing all provisional candidate results and progression status, which must comply with the rules for combining degree elements as outlined in [Chapter 8b of the Academic Manual](#). To

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

maintain anonymity, documentation must contain candidate numbers only.

- ii. Ahead of each meeting, the Exam Board Chair and External Examiner(s) should review portfolios of work for any candidates in a borderline classification range.

**Conduct of meetings**

- i. Exam Boards should only discuss assessment matters at these meetings. Items such as programme content should be referred to the Programme Postgraduate Taught Committee to discuss.
- ii. Results should be discussed anonymously, by candidate number. Inappropriate comments regarding particular candidates, which might have an impact on determining a fair outcome, are prohibited. Students should not be discussed by name until all grades, and where possible all awards, have been confirmed and ratified by the Board. Exam Board Chairs and External Examiners should have reviewed a full portfolio of work for each borderline candidate.
- iii. No proposal or motion proposed during the programme of a meeting shall be put to the meeting for resolution without the approval of the Chair. If the Chair determines that voting is required on any matter, this shall be by a show of hands. All full members (Chair, External Examiners and Internal Examiners) should have an individual vote, with the Chair having a casting vote where votes are otherwise tied. If a count takes place, the number of votes cast shall be recorded in the minutes of the meeting.
- iv. **Exam Boards may not re-mark work or change grades that have been confirmed through moderation.**
  - The section on Internal Moderation in [Chapter 8a](#) (for Intensive programmes) or [Chapter 8b](#) (for distance learning programmes) of the LSHTM Academic Manual includes guidance on how any re-marking should be undertaken if the Moderator identifies a problem.
  - If moderation of exam scripts or projects by an External Examiner identifies a potential problem, relevant work should be further-reviewed prior to the final Board meeting – in line with

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

standard procedures as set out in the Assessment handbook. Any re-grading may then be done on a script-by-script basis; or where appropriate, based on a review of the distribution of grades by question and overall, the Exam Board may scale marks for affected questions up or down. Any such amendments should be noted in the minutes.

- If an Exam Board believes grades may require re-marking, they should decline to confirm grades for all work which may have been affected and recommend that it be reviewed further in line with standard procedures.

### **Outcomes and minutes**

- i. By the end of final Exam Board, the following should be clear:
  - Final confirmed grades for degree elements (modules, exams, projects).
  - All candidates to be awarded a degree and their classification.
  - All candidates eligible to resit with recommendations on which assessments must or may be resat by which deadlines.
  - Progression status for all continuing candidates (DL programmes).
  - Any candidates who have failed outright without eligibility to resit.
  - Any prize winners.
- ii. Minutes **must** be taken for each meeting reviewed by the Chair and circulated to members of the Board (and Registry and F2F Boards) within one month of the meeting:
  - The minutes should provide a clear, accurate and appropriate summary of the decisions taken plus the general discussion leading to the decisions.
  - There is no need to list the decisions of the Board in respect of every candidate in the minutes; it is standard practice to attach the mark sheets and refer to that F2F Board, and only note any specific further amendments.

## LSHTM Academic Manual 2021-22

### Chapter 10: Academic Governance

- In line with anonymous consideration of results, minutes must not include student names, excepting prize winners who may be noted by name.
- The minutes should summarise the comments of the External Examiner, even though External Examiners will also be producing written reports.
- The minutes should be marked STRICTLY CONFIDENTIAL, and treated as such. Be aware that any minuted discussion of an individual candidate can be disclosed to them under the Data Protection Act; whilst a redacted version of the minutes would be disclosable under the Freedom of Information Act.

#### Post-meeting follow-up

- i. The Exam Board Chair and External Examiner(s) should sign candidate results sheets (REP5 or ER1) directly after results have been agreed at each final Exam Board. These will be used for formal notification of results to students.
- ii. If the final Board meeting of each year has not been able to agree a date for the following year's meeting, this should be followed up by the Chair via email and confirmed within one month. If a change of date/time is required closer to the time, e.g. to accommodate External Examiners, the Chair should liaise with the Registry before confirming.

#### Frequency of Meetings

At least annually for the final decisions unless there are no students to consider. Otherwise other meetings will be as required and can be held by email, telephone or other digital means.

#### Reporting Arrangements

- i. The minutes of the Board should go Quality & Academic Standards team who will report them to SPGTC. They will also be received by



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

Faculty Postgraduate Taught Committees and the Programme Postgraduate Taught Committee for information;

- ii. The Quality & Academic Standards team will attend a sample of Boards to assess their compliance with these terms of reference and regulations more generally each year and report their findings to Senate Programme and Module Review Committee (PMRC);
- iii. The Faculty Taught Programme Directors will prepare a Faculty thematic report for PMRC. The Quality & Academic Standards team will use these reports to prepare an LSHTM report for SPGTC;

### **Special Conditions**

- i. Candidates must only be discussed by the Board anonymously by candidate number;
- ii. The Board may not remark work or change grades which have previously been confirmed through moderation;
- iii. The Board will only be informed if extenuating circumstances have been accepted or rejected and will receive no further information;
- iv. The Board should concern itself only with assessment matters and should refer other issues such as programme content to Programme Postgraduate Taught Committees;
- v. The External Examiner(s) may meet a selection of students to confirm aspects of programme quality and the standard of students;
- vi. Boards should receive an appropriate time series of data covering the last 3-5 years from Professional Services to allow them to compare grade distributions;
- vii. The minutes of the Board should include a clear, accurate and appropriate summary of their decisions and their rationale. The minutes should have attached the final results list by candidate number (F2F Board).

### **Delegations Schedule**

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

Decision Delegated	Authority given to
Confirmation of the results and/or award to students together with the arrangements for their progression, failure, resit, or graduation	Secretary & Registrar
Confirmation to students and award of prizes agreed by the Board	Head of Registry

### **10.9 Membership and Terms of Reference of the Faculty Postgraduate Taught Committees**

#### **Purpose**

Faculty Postgraduate Taught Committees (FPGTCs) are committees of Senate and report to the Senate Postgraduate Taught Committee (SPGTC). They are responsible for ensuring that Senate's regulations, policies and procedures are implemented throughout the Faculty. They review the academic provision in their Faculty to ensure the reliability of degree standards and the continuous improvement of the student experience and of student outcomes. They ensure that the governance of their sub-Committees - Programme Postgraduate Taught Committees and the Faculty Student Representatives Meeting - is effective. The Committee works with its student members in the development, assurance and enhancement of the quality of the student educational experience.

Postgraduate taught provision (PGT) covers (a) all **award-bearing provision** including programmes and modules, credit-bearing CPD, special programmes,<sup>16</sup> and Professional Diplomas and (b) **other PGT provision** which comprises mainly continuing professional development such as CPD

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<sup>16</sup> Special Programmes are those non-degree-awarding programmes defined by Senate as needing more scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

## LSHTM Academic Manual 2021-22

### Chapter 10: Academic Governance

Short Courses, MOOCs and Open Educational Resources.

#### Membership

- i. Faculty Taught Programme Director (Chair)
- ii. Dean of the Faculty
- iii. Chairs of Taught Programme Postgraduate Taught Committees in the Faculty
- iv. Member of Quality & Academic Standards Team
- v. Up to 3 Faculty Student Representatives or nominees

In attendance:

- i. Other staff as required
- ii. Secretary – Faculty Team Leader Teaching Support Office
- iii. Heads of Department in the Faculty (to receive papers)

#### Quorum

50% of members

#### Delegated Decisions

- i. Approve new 'other PGT provision'<sup>17</sup> and any major changes<sup>18</sup> to or any discontinuation of existing 'other PGT provision' provided there has been sign off by LSHTM Officers defined in the approved procedure;
- ii. Approve minor changes to existing 'other PGT provision';

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<sup>17</sup> These cover academic approvals only and start after a strategic decision by a Faculty and LSHTM leadership to support the proposed development.

<sup>18</sup> Major changes are as defined in [Chapter 3 of the LSHTM Academic Manual](#).

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- iii. Approve and monitor implementation of the Faculty Action Plan<sup>19</sup> for award-bearing provision following review of a summary report on the Annual Programme Directors' Reviews (APDRs) from the Faculty's Taught Programme Director which will include any proposed actions at Faculty level;
- iv. Approve any necessary changes to the Faculty Action Plan following a review of the External Examiners' reports or feedback from the Faculty Student Experience Forum;
- v. Approve module specifications and recommend programme specifications to PMRC for approval;
- vi. Approve new elective modules that have been proposed outside of new programme validation;
- vii. Approve and administer small ad-hoc Faculty specific student academic awards i.e.; donations to fund awards with a value under £500;
- viii. Determine the terms of reference of any sub-Committee or ad hoc working group including any appointments as Chair or Deputy Chair; and
- ix. Approve a delegation framework identifying where authority delegated by Senate to the Committee is delegated. This will be reported to Senate;

**Other Terms of Reference**

- i. Provide assurance to SPGTC through an annual report covering the Committee's purpose as defined above;
- ii. Review the management of risks and opportunities relating to the Faculty's PGT educational activities and monitor actions taken to minimise those risks;
- iii. Ensure Senate's regulations, policies and procedures are implemented throughout the Faculty;

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<sup>19</sup> FPGTC approves and monitors a Faculty Action Plan which is proposed in the summary report on the Annual Programme Directors' Reviews (APDR) from the Faculty's Taught Programme Director and covers any significant improvements required across the Faculty having considered any relevant issues from the Programme Boards of Examiners and the APDR.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- iv. Recommend changes to Senate regulations and related policies & key procedures in respect of the Committee's purpose (above);
- v. Review any Periodic Review reports relating to the Faculty's programmes and recommend & monitor any resulting action plan;
- vi. Review preparations for any external review of PGT provision in the Faculty. Review any report. Recommend and monitor any resulting action plan;
- vii. Review and recommend approval of any new PGT award-bearing provision and any major changes to or any discontinuation of existing PGT award-bearing provision;
- viii. Review for the Faculty
  - applications and admissions for PGT Degrees and recommend any actions arising;
  - scholarship opportunities for PGT Degree students;
  - student progressions and achievement;
- ix. Assure itself through reviewing a report from the Faculty Taught Programme Director on the assessment of the Faculty's programmes and receipt of the minutes of the Boards of Examiners for its programmes that the process of assessment has been conducted appropriately;
- x. Review External Examiners' reports for the Faculty and recommend responses;
- xi. Recommend any changes to the regulatory framework, policies or key procedures as result of key Faculty issues raised by External Examiners;
- xii. Review any relevant information from the Faculty Student Representatives Meetings and student surveys and monitor and report on the Faculty response; and
- xiii. Review and promote educational developments and innovation including sector scanning for best practice

**Frequency of Meetings**

Meetings shall be held at least once a term.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Reserved Business**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

**Delegations Schedule**

Decision Delegated	Authority given to
Approve minor changes to existing 'other PGT provision'	The Programme Director with responsibility to ensure published materials including the web reflect the correct position. This needs to be done to an LSHTM timetable. The Course Organiser must notify FPGTC and Quality & Academic Standards when this delegation is exercised with details of the changes.

**10.10 Membership and Terms of Reference of the Faculty Research Degree Committees**

**Purpose**

Faculty Research Degrees Committee (FRDC) is responsible for advising and making recommendations to the Senate Research Degrees Committee (SRDC) on the enhancement of academic quality and assurance of academic standards for research degrees. It reviews the academic

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

provision in the Faculty to ensure that standards are maintained and opportunities developed to enhance academic quality. It reviews the academic regulatory framework and its operation, progress against LSHTM Strategy and the evidence on the student experience. The Committee works with its student members in the development, assurance and enhancement of the quality of the student educational experience.

**Membership**

- i. Faculty Research Degrees Director(s) (one of whom will Chair)
- ii. DrPH Programme Director – in the Public Health & Policy Faculty Research Degrees Committee
- iii. Faculty Research Degree Manager
- iv. Departmental Research Degree Co-ordinators
- v. Member of the Quality & Academic Standards team
- vi. Up to 3 students appointed by the Faculty plus one student from the DrPH Programme from the DrPH Programme in the Public Health & Policy FRDC

In attendance:

- i. Dean of Faculty
- ii. Head of the Doctoral College
- iii. Other staff as required

Secretary – Research Degree Administrator or as appointed by the Chair and the Secretary & Registrar

**Quorum**

50% of members.

**Delegated Decisions**

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- i. Approve the academic staff qualified to act as Research Supervisors;
- ii. Appoint Research Supervisors for specific Research Degree students;
- iii. Approve the appointment of Research Degrees Examiners;
- iv. Determine the terms of reference of any sub-Committee or ad hoc working group including any appointments as Chair or Deputy Chair; and
- v. Approve a delegation framework identifying where authority delegated by Senate to the Committee is delegated. This will be reported to Senate.

**Other Terms of Reference**

- i. Provide a regular report to SRDC covering the Committee's purpose as defined above and in particular the student data considered by the Committee see iii-vi below;
- ii. Recommend changes to Senate regulations and related policies & key procedures in respect of the Committee's purpose (above);
- iii. Review applications and admissions for research degrees in the Faculty and recommend any actions arising;
- iv. Review and develop scholarship opportunities for Research Degree students in the Faculty;
- v. Review student progressions and completion rates in the Faculty;
- vi. Review generic (not individual) Research Degree student disciplinary issues and complaints in the Faculty;
- vii. Review generic (not individual) supervisory issues in the Faculty;
- viii. Review the assessment processes in the light of comments from the External Examiner for assessed taught components of the DrPH Programme and any other generic issues brought to the Committee's attention from Research Degrees Examiners' Reports or generic complaints relating to assessment and recommend any changes to the regulatory framework, policies or key procedures;



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- ix. Review any relevant information from the Cross-faculty Research Students Experience Forum and student surveys and approve an action plan to address any significant issues in the Faculty;
- x. Review from time to time and at least annually a list of academic staff qualified to act as Research Supervisors and the numbers of Research Degree students they supervise;
- xi. Receive any cross-faculty report prepared for SRDC listing those who have been Research Degrees Examiners in LSHTM in the last year; and
- xii. Review and promote educational developments and innovation including sector scanning for best practice. Share best practice with LSHTM and other Faculties.

**Frequency of Meetings**

Meetings shall be held at least once a term.

**Reserved Business**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

**Delegations Schedule**

Decision Delegated	Authority given to
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**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

Approve the academic staff qualified to act as Research Supervisors	Faculty Research Degrees Directors
Appoint Research Supervisors for specific Research Degree students	Faculty Research Degrees Directors
Approve the appointment of Research Degree Examiners	Faculty Research Degrees Directors

### **10.11 Membership and Terms of Reference of the Programme Postgraduate Taught Committees**

#### **Purpose**

Programme Postgraduate Taught Committees are Senate Committees covering postgraduate taught award-bearing provision for a programme. They report to the Faculty Postgraduate Taught Committee. They are responsible for ensuring that Senate's regulations, policies and procedures are implemented for their programme. They review their programme to ensure the reliability of degree standards and the continuous improvement of the student experience and of student outcomes. They use approved feedback mechanisms to improve the student experience on the programme and ensure it is maintained at a high level. They have lead responsibility for modules as approved by the Senate Postgraduate Taught Committee. The Committee works with its student members in the development, assurance and enhancement of the quality of the student educational experience.

#### **Membership**

- i. Programme Director (Chair)
- ii. All academics involved in the management of the programmes (e.g., Deputy & Co- Programme Director(s), Distance Learning Content Directors)
- iii. The Module Organisers (MO) of the programme's compulsory modules should normally attend. Where a module is compulsory for many programmes, the MO for that compulsory module must attend the Lead Programme Postgraduate Taught Committee and

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

is encouraged to attend the other Programme Postgraduate Taught Committees where possible.

- iv. All Module Organisers of modules moderated by the programme - the Chair should seek to identify people whose careers would benefit by being regular attenders.
- v. Exam Board Chair
- vi. Faculty Taught Programme Director (Directors if it is a cross-faculty programme)
- vii. Up to 3 students elected from the students on the programme

In attendance:

- i. Other staff as required
- ii. Secretary – Programme Administrator from the Teaching Support Office or Distance Learning Office

The Programme Postgraduate Taught Committee for the Professional Diploma in Tropical Medicine and Hygiene East African Partnership has a different membership, which can be found in its [course-specific regulations](#).

### **Quorum**

50% of members but including at least 2 Module Organisers

### **Delegated Decisions**

- i. Approve any minor changes to existing PGT award-bearing provision for modules for which the programme has lead responsibility;
- ii. Approve and Monitor the Annual Module Review and Action Plans (AMRAPs) for those Modules for which the programme has lead responsibility after reviewing each Plan with the Module Organiser

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

[Note: all programmes should receive the AMRAP for their compulsory modules and may wish to pass comments to the Lead Programme Postgraduate Taught Committee.];

- iii. Approve and monitor implementation of the Programme Action Plan<sup>20</sup> after reviewing the Annual Programme Director's Review (APDR) which will include any proposed actions at programme level;
- iv. Approve any necessary changes to the Programme Action Plan following a review of the External Examiner's report or feedback from the Faculty Student Experience Forum;
- v. Determine the terms of reference of any sub-Committee or ad hoc working group including any appointments as Chair or Deputy Chair; and
- vi. Approve a delegation framework identifying where authority delegated by Senate to the Committee is delegated. This will be reported to Senate;

### **Other Terms of Reference**

- i. Ensure Senate's regulations, policies and procedures are implemented for the programme and that academic standards are maintained;
- ii. Recommend to Faculty Postgraduate Taught Committee (FPGTC) any changes in respect of Senate regulations and related policies & key procedures in respect of the Committee's purpose (above);
- iii. Review the programme and the modules it has lead responsibility for regularly (including any risks or opportunities) and recommend

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<sup>20</sup> The Lead Programme Postgraduate Taught Committee approves and monitors a Programme Action Plan which is proposed in the Annual Programme Director's Review and covers any significant improvements required across the programme after considering the relevant Annual Module Review and Action Plans (AMRAPs) and any issues from the Programme Board of Examiners. In the case of compulsory modules, all the relevant Programme Postgraduate Taught Committees should receive a copy of the AMRAP for review and should report any issues or ideas for enhancement to the Lead Programme Postgraduate Taught Committee.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- to FPGTC any new modules, major changes<sup>21</sup> to or any discontinuation of existing PGT award-bearing provision;
- iv. Recommend module and programme specifications;
  - v. Review preparations for any external review or the Periodic Review of the programme and support the review. Consider the recommendations from these reviews. Recommend any action plan following any external or Periodic Review;
  - vi. Review for the programme and the modules it is responsible for:
    - Applications, admissions and induction for PGT Degrees and recommend any actions arising;
    - Scholarship opportunities for PGT Degree students;
    - Student progressions and achievement;
  - vii. Assure itself through reviewing a report from the Programme Director on the assessment of the Faculty's programmes and receipt of the minutes of the Boards of Examiners for its programme that the process of assessment has been conducted appropriately;
  - viii. Review External Examiners' reports for the programme and recommend responses;
  - ix. Recommend any changes to the regulatory framework, policies or key procedures as result of reports on key issues for the programme raised by External Examiners;
  - x. Review any relevant information from the Faculty Student Experience Committee and student surveys and make any necessary changes to the Programme Action Plan and monitor and report to FPGTC; and
  - xi. Review and promote educational developments and innovation including sector scanning for best practice;

### **Frequency of Meetings**

Meetings shall be held at least once a term.

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<sup>21</sup> Major changes are as defined in [Chapter 3 of the LSHTM Academic Manual](#).

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Reserved Business**

Student members of the Committees shall not be entitled to participate in the consideration of reserved areas of business. Reserved areas of business normally include any sensitive or confidential matter relating to individual identifiable members of staff or students. It shall be for the Chair to decide in any case of doubt whether a matter is a reserved area of business and that decision shall be final. Agenda and papers for, and minutes of, any meeting relating to Reserved Areas of Business shall be recorded separately and circulated only to those members of the meeting entitled to receive them. Any important general issues relating to academic quality and standards arising from reserved business will be discussed at future meetings under unreserved business.

**Delegations Schedule**

<b>Decision Delegated</b>	<b>Authority given to</b>
Approve any minor changes to existing PGT award-bearing provision for <b>programmes</b> for which the Programme Postgraduate Taught Committee has lead responsibility	Chair of Lead Programme Postgraduate Taught Committee but with responsibility to make every effort to ensure published materials including the web reflect the correct position. This needs to be done to an LSHTM timetable.
Approve any minor changes for existing PGT award-bearing provision for <b>modules</b> for which the Programme Postgraduate Taught has lead Responsibility	Module Organiser with responsibility to ensure published materials including the web reflect the correct position. This needs to be done to an LSHTM timetable. The Module Organiser must notify the Chair of the Lead Programme Postgraduate Taught Committee and Quality & Academic Standards when this delegation is exercised with details of the changes.

## **10.12 Membership of the Periodic Review and Validation Panel**

### **Membership**

10.12.1 50% of members but must include the Chair or Deputy Chair and at least one External Reviewer.

- **Chair:** Senior Member of academic staff of LSHTM not connected to the programme's Faculty. For Credit-bearing short courses the Chair will also act as internal reviewer;
- **Academic Staff** (Internal Reviewer and Deputy Chair) - Up to two members of staff from LSHTM but not from the Faculty under review, one of whom will be Deputy Chair. For Credit-bearing short courses the internal reviewer will be the Chair;
- **External Expert:** At least one subject expert from a University outside the University of London (UoL) or any partner institution of LSHTM (where important subject expertise does not exist in the HE sector but does outside it, there should be two external subject experts, one of whom will come from outside the HE sector and may be an employer or PRSB representative). The subject experts should not be or have previously been External Examiners in the Faculty under review in the last 5 years;
- **Student representative** (at least one) whose role is to:
  - contribute to discussions from the perspective of a student's experience.
  - help to ensure that the validation takes due regard of the prospective students;
- **Quality & Academic Standards Team member**

10.12.2 *DL Institutional Validation Panels will also include:*

- *UoL Academic Committee Representative*
- *UoL Quality and Academic Standards Representative*
- *Student Rep from UoL student affairs (organised by UoL)*

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

10.12.3 *DL programme periodic reviews will also include:*

- *an academic member of a senior University of London Worldwide (UoLW) committee*
- *member of staff from the UoLW*
  - *Membership of the final review panel should be approved jointly by LSHTM Programme and Module Review Committee and the Chair of the UoLW Quality Learning and Teaching Committee (QLTC).*
  - *The academic member from a senior UoLW Committee should be drawn from either QLTC or UoLW Academic Committee (UoLWAC). This person should normally come from another lead college and be nominated through UoLWAC, and their role should effectively function as a second 'internal reviewer'; but there are no prescriptive criteria for the appointment other than being judged suitable by LSHTM and the Chair of QLTC. There is no need for this person to be a subject specialist, though they should ideally have a background in a similar area to the programme under review as well as a knowledge of quality assurance and enhancement for distance-based provision.*
  - *The staff member from the UoLW should usually be a role such as the relevant Programme Manager or Quality Manager. They should normally also act as secretary to the Review Panel, supporting all administrative aspects—particularly the preparation of documentation.*



## **10.13 Membership of the Irregularities Investigation Panel (IIP)**

### **Membership**

#### **Composition of Irregularity Investigation Panel (IIP)**

The constitution of the IIP is set out below. The Pro-Director of Education may decide the membership of the Panel should any queries arise. The quorum for any meeting or decision of the Panel shall be two members.

#### **Taught Programmes**

- Taught Programme Director (Chair)
- Programme Director (or nominee) – If the irregularity is at programme level
- Module Organiser (or nominee) – If the irregularity is at module level
- Further Panel members may be nominated by the Taught Programme Director or the Pro-Director of Education.

#### **Research Degrees**

- Faculty Research Degrees Director (Chair)
- Chair of the Upgrading/Review Committee (or nominee) - If the work relates to Upgrading or Review
- DrPH Programme Director (or nominee) - If the work relates to the DrPH taught component or OPA.
- Department Research Degrees Director (for most other issues, especially in relation to the thesis).
- Further Panel members may be nominated by the Faculty Research Degrees Director or the Pro-Director of Education.

## **10.14 Membership of the Assessment Irregularities Committee (AIC)**

### **Purpose**

The purpose of an Assessment Irregularities Committee (AIC) shall be to consider details of any alleged irregularity and the student's explanation, with the authority to make a final decision on the matter. It is a more formal mechanism than an Irregularity Investigation Panel, with authority to levy more severe penalties.

### **Membership**

The AIC shall consist of at least three persons nominated by the Pro-Director of Education, on the advice of the Head of Registry, from the following. One of the persons appointed will be nominated as Chair by the Pro-Director of Education.

### **Taught Programmes**

- Chairs of Boards of Examiners
- Deans of Faculty
- Faculty Taught Programme Directors

### **Research Degrees**

- Deans of Faculty
- Faculty Research Degree Director
- Professors or Readers of LSHTM
- Chairs of Boards of Examiners
- Department Research Degree Coordinator

Persons who have already served as a member of an Irregularity Investigation Panel (IIP) which has considered the case, who have any

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

direct interest in the case or who might be involved in an appeal at a later stage are not permitted to serve on the AIC. For research degree students, no member of the AIC shall be the supervisor of, or a member of the same Department as, any person against whom an allegation is made.

The Head of Registry (or nominee) shall act as Secretary to the AIC. The proceedings of the Committee shall be recorded and a full report prepared.

**Quorum**

The quorum for a hearing of the AIC shall be three members. If it is not possible to arrange a quorate meeting within the required timescales, the Chair should request that the Pro-Director of Education extend or amend the membership, to enable a quorate meeting to be arranged with alternative members.

## **10.15 Membership of the (Assessment Irregularities) Appeals Committee**

### **Membership**

The Head of Registry (or nominee), shall act as Secretary to the (Assessment Irregularities) Appeals Committee. Any nominee cannot have been involved in the Irregularities Investigation Panel or Assessment Irregularities Committee.

The (Assessment Irregularities) Appeals Committee shall consist of three persons as follows:

- Chair – The Pro-Director of Education (or nominee)
- A senior member of Academic Staff, appointed by the Director of LSHTM
- An LSHTM student appointed by the Chair of the Students' Representative Council.

The following people may not serve on the (Assessment Irregularities) Appeals Committee:

- People who served on the Assessment Irregularities Committee, which made the decision against which the appeal is made.
- Anyone who has been directly concerned with the matters relating to the assessment irregularity or to the appeal.
- Anyone who has any direct interest in the case.

### **Quorum**

The quorum for the (Assessment Irregularities) Appeals Committee is three members.

## **10.16 Membership of the Special Assessment Arrangements Panel (SAAP)**

### **Membership**

Requests for non-standard arrangements will be co-ordinated by the Senior Student Adviser and agreed by the Special Assessment Arrangements Committee (SAAP), comprising:

- Taught Programme Director for the Faculty responsible for the assessment (or their nominee)
- Head of Registry (or their nominee)

### **Conduct of SAAP Meetings**

SAAP meetings may be conducted by email or in person.

In the event that the above-named individuals are not able to reach a decision, the Secretary & Registrar may be consulted. Advice may also be sought from Student Advice & Counselling Service.

SAAC members will receive a copy of the student's LSA as well as the evidence supporting the request.

## **10.17 Membership and Terms of Reference of the Extenuating Circumstances Committee**

### **Membership**

10.17.1 The composition of the Extenuating Circumstances Committee (ECC) shall be as follows:

- Associate Dean of Education (Quality, Academic Standards & Collaborative Provision)
- Faculty Taught Programme Director (EPH) *Where there are co-Chairs one will be designated as the member of this Committee.*
- Faculty Taught Programme Director (ITD)
- Faculty Taught Programme Director (PHP)
- Faculty Research Degree Director(s) for any research degree students affected
- Head of Programme Administration (In attendance; not a member)
- University of London Worldwide representative (In attendance; not a member)
- LSHTM Registry Assessments Manager (Secretary; not a member)

10.17.2 If the Chair is unable to attend a meeting then one of the Taught Programme Directors (TPDs) may act as Chair in their absence.

10.17.3 If the Assessments Manager is unable to attend a meeting then another member of Registry or Distance Learning Office (DLO) staff may act as their nominee.

10.17.4 TPDs cannot appoint nominees if they are unable to attend.

10.17.5 The Committee shall be quorate when at least two members are present or participate.

### **Terms of Reference**

- 10.17.6 To make decisions on extenuating circumstances requests from students in respect of summative assessments and report these to the appropriate Boards of Examiners or Supervisory Team (research degree students).
- 10.17.7 To review and make decisions on any extenuating circumstances notified by staff in respect of groups of students having taken summative assessments.
- 10.17.8 To liaise with LSHTM Registry, UoLW, the DLO, and appropriate Supervisory Teams, regarding communication of decisions to students and application of decisions to student records and assessment requirements.
- 10.17.9 To provide the Senate Postgraduate Taught Committee (SPGTC) and Senate Research Degree Committee (SRDC) with an annual report on extenuating circumstances.

### **Order and Conduct of Business**

- 10.17.10 The Committee shall meet on a scheduled basis during the academic year. The schedule should be set by the LSHTM Registry Assessments Manager in consultation with members at the start of the year.
- 10.17.11 Meetings should usually take place about four weeks after each main assessment date/deadline, allowing a standard three-week window for students to submit extenuating circumstances requests, and a further week for Registry staff to process

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

submissions and prepare them for consideration. A typical schedule will be as follows:

<b>Date</b>	<b>Assessment period covered</b>
Mid-March	C-slot (Intensive programme)
Late April	D-slot (Intensive programme) DL standard assignment slot
Late June	E-slot (Intensive programme) DL later assignment slot
Mid-July	Summer Exams (Intensive programme and some distance learning exams)
Late July	After all distance learning exams are over
Early October	Projects (Intensive programme)
Late October	Distance learning projects and whole-module-assignment deadlines

10.17.12 LSHTM Registry, UoLW and DLO will liaise with the Chair regarding requests received, and prepare and/or send out material for consideration.

10.17.13 Additional meetings may be called by the Chair based on the volume of requests received. The Chair shall give members at least five days' notice of any special meetings.

10.17.14 The agenda shall be to work through the set of extenuating circumstances requests submitted since the last meeting. Members should give their view and recommended outcome for each case.

- Conflict of interest: Any member who knows the student in question, or feels they have a conflict of interest, should declare this for the record.



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- Abstentions: If any members abstain from decisions on specific individuals, the committee's decision should be made by a minimum of two members, or deferred to the following meeting.
- Votes: If the Chair determines that voting is required, the votes of the majority shall decide. When equal numbers of votes are cast, the Chair shall have a casting vote. No record of votes shall be kept.

10.17.15 Material will normally be sent out in advance of meetings, but may be tabled at meetings. Members should ensure the security and confidentiality of material they are sent. Where material is sent by email, the email and any associated files should be deleted either after being printed out or after the meeting has taken place.

10.17.16 Meetings may be conducted either face-to-face, or through email.

- (a) Face-to-face meetings may include input via teleconference or similar from members not physically present, or email submission of their views.
- (b) Correspondence-led meetings should work as follows:
  - Members email the ECC to provide their views on each case.
  - The Secretary compiles a draft set of decisions based on consensus or majority views, highlighting any areas for feedback, and emails this back out to ECC.
  - Members reply to the Secretary to ratify decisions and/or give final comments.
  - The Secretary agrees this list with the Chair and emails out a final version of decisions.

**Record of Decisions**

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

10.17.17 Extensive minutes of discussions should not be necessary. A simple record of decisions on each case should be kept, listing student number, number and outcome as follows:

- Request accepted, noting the type(s) of circumstance this was based on (as per criteria in section 7.4 of [Chapter 7, General Academic Regulations of the LSHTM Academic Manual](#)).
- Request rejected, with a one-line summary of the reason why (e.g. 'does not meet LSHTM's published criteria for acceptable extenuating circumstances').
- Decision deferred pending further information, with a note of further evidence the Registry will need to ask the student for, or specific queries to investigate further.

10.17.18 The LSHTM Registry and/or UoLW and/or the LSHTM DLO will:

- Contact the students concerned to let them know the decision on their request.
- Update related student records.

### **Annual Report**

10.17.19 The Chair (in liaison with the ECC Secretary) shall compile a standard annual report on extenuating circumstances for SPGTC and SRDC.

10.17.20 This report should also be discussed by the ECC, reflecting on cases seen during the year and making general recommendations where appropriate for how LSHTM might consider modifying specific assessment practices or timing.

10.17.21 The report will summarise the following information:

- Number of requests accepted and rejected for F2F and DL
- Reasons for extenuating circumstances
- Types of assessment (coursework, exams or projects)

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

- Programme and Module

## **10.18 Membership of the Termination of Studies Panel**

### **Purpose**

To determine whether the student has met the required target and the appropriate course of action to take.

### **Membership**

The Panel will be minuted by a member of Registry staff and will be comprised as follows:

- Taught postgraduate / Professional diplomas: The relevant Programme Director and Faculty Taught Programme Director.
- Research degrees: One member of the Supervisory Team and their Faculty Research Degrees Director.

### **Other Terms of Reference**

The panel may consult with other colleagues, as necessary. The panel can be convened in person but members will be allowed to join the panel by Skype if they are unable to attend in person.

## **10.19 Membership of the (Academic) Appeals Panel**

### **Purpose**

The purpose of LSHTM (Academic) Appeals Panel is to assess whether the student has valid grounds for their appeal. The panel will not re-examine any part of the student's work as part of this process.

### **Membership**

The (Academic) Appeals Panel will consist of three members of academic staff:

- Chair: A Taught Programme Director/Faculty Research Degree Director (or their nominee) from outside the student's Faculty (if this is possible) and not connected with the case
- 2 members of LSHTM academic staff who are not from the same Faculty as the student (if this is possible) and are unconnected with the case

The Head of Registry (or their nominee) will act as Secretary to the Panel and will make all of the necessary arrangements for the Panel and take notes at the Panel Hearing.

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Appendix 1: Senate Delegation Framework**

<b>DELEGATED DECISION/APPROVALS</b> + = SRDC covers Level 8 Awards only		<b>SENATE CHAIR</b>	<b>SUB- COMMITTEE APPROVAL</b>	<b>DIRECTOR</b>
Research	Research programme ethical approval		RG	
Approval of new Programmes & Modules, changes to them and discontinuation of modules. <b>Senate approves discontinuation of programmes</b>	Single Faculty programmes/modules		SPGTC/SRDC+	
	Cross-Faculty programmes/modules		SPGTC/SRDC+	
	Collaborative programmes/modules		SPGTC/SRD+	
	ToR & membership of Validation Panels		SPGTC/SRDC+	
Revalidation	Revalidation of award-bearing programmes following Periodic Review		SPGTC/SRDC+	
Development of All Existing Educational Programmes under PGT & Research Degree Regulations	Special schemes of study for individual students		SPGTC/SRDC+	
	Programme & module specifications		SPGTC/SRDC+	
	Arrangements for Annual Programme/Module Review & Action Plans		SPGTC/SRDC+	
	Arrangements for Periodic Programme/Module Review & Action Plans		SPGTC/SRDC+	
	Arrangements for the Student Evaluation of programmes & modules & Action Plans		SPGTC/SRDC+	
	Design of Student Surveys & communication methodology including feedback to students		SSEC	

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

	on what action has been taken			
Integrity of All Awards made under PGT Regulations	Award and classification, progression, compensation for students		Programme Board of Examiners	
	Allocate modules to Boards of Examiners		SPGTC	
	Appointment of External Examiners		SPGTC	
	Appointment of Chair or Deputy Chair of Board of Examiners		SPGTC	
	Response to External Examiners' reports		SPGTC	
	Response to confidential External Examiner reports		SPGTC	
	ToR & membership of Periodic Review Panels		SPGTC	
	Appointment of Panel for PGT Academic Appeals		SPGTC	
Integrity of All Research Degrees	Award of DrPH		Programme Board of Examiners	
	PhD Awards		SRDC	
	Appointment of External Examiners		SRDC	
	Appointment of Research Supervisors		SRDC	
	Appointment of Chair or Deputy Chair of Board of Examiners		SRDC	
	Response to External Examiners' reports		SRDC	
	Action plans to improve quality & standards		SRDC	
	Appointment of Panel for Research Degree		SRDC	

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

	Academic Appeals			
Quality of Information for Students	Accuracy of programme/module marketing materials			Approves
	Programme specification content			Approves
	Student Handbooks			Approves

<b>DELEGATED DECISION/APPROVALS</b>		<b>SENATE CHAIR</b>	<b>SUB- COMMITTEE APPROVAL</b>	<b>DIRECTOR</b>
Committee Membership	Agree the best way for representatives of distance learning students to participate including adding to Committee membership		SSEC	
Other	Award of prizes related to exam success		Programme Board of Examiners	
	Award of Faculty prizes and other awards up to £500 each in value		FPGTC	
	Award of other prizes, medals, scholarships	Approves		



**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

**Appendix 2: Approval Routes for Key Academic Decisions – Up to & Including Level 7 Awards**

			SPGTC	PMRC	FPGTC	Programme Postgraduate Taught Committee	Programme Boards of Examiners
<b>NEW &amp; CHANGES TO PROGRAMMES &amp; MODULES</b> <b>- ACADEMIC CASES</b>	<b>Degree-awarding Provision (Programmes &amp; Modules)</b> including Credit-bearing CPD & Special Programmes <sup>22</sup>  Note: <b>Minor Changes</b> are changes to Session content and the reading list that do	New Provision	<b>APPROVE</b>	Recommend	<i>Recommend</i>	Recommend modules	
		Terms of Reference and membership of Validation Panels	<b>APPROVE</b> (delegated to Chair or Deputy Chair if urgent)	N/A	N/A	N/A	
		Major Changes to Existing Provision		<b>APPROVE</b>	Recommend	Recommend <sup>23</sup>	
		Minor Changes to Existing Provision - Programmes				<b>APPROVE</b> (delegated to Chair)	

<sup>22</sup> Special Programmes are those non-degree-awarding programmes defined by Senate as needing more central scrutiny e.g., Executive Programme for Global Health Leadership and Professional Diplomas.

<sup>23</sup> Programmes which use a module must be consulted on any major changes proposed but the Programme that has lead responsibility for the Module can still make a recommendation for a change

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

			<b>SPGTC</b>	<b>PMRC</b>	<b>FPGTC</b>	<b>Programme Postgraduate Taught Committee</b>	<b>Programme Boards of Examiners</b>
	not impact intended learning outcomes	Minor Changes to Existing Provision - Modules				<b>APPROVE</b> (delegated to Module Organiser) <sup>24</sup>	
	<b>Note Senate approves the discontinuation of programmes</b>	Discontinuing Programmes	Recommend	Recommend	Recommend	Recommend <sup>25</sup>	
		Discontinuing Modules	APPROVE	Recommend	Recommend	Recommend	
	<b>Other PGT Provision</b> CPD Short Courses MOOCS Open Educational Resources	New Provision				<b>APPROVE</b>	N/A
		Major Changes to Existing Provision				<b>APPROVE</b>	N/A

<sup>24</sup> Module Organisers must notify the Programme Postgraduate Taught Committee Chair and the Quality & Academic Standards office identifying the changes made when they exercise this delegation. For Other PGT Provision the FPGTC Chair and the Quality & Academic Standards office should be notified.

<sup>25</sup> Programmes can propose the discontinuation of a module for which they have lead responsibility or the transfer of lead responsibility to another Programme. If another Programme cannot be found to take on lead responsibility after it has been agreed that the lead Programme will no longer use the module then the approving Committee can agree that the module will be discontinued

**LSHTM Academic Manual 2021-22**  
**Chapter 10: Academic Governance**

			<b>SPGTC</b>	<b>PMRC</b>	<b><i>FPGTC</i></b>	<b>Programme Postgraduate Taught Committee</b>	<b>Programme Boards of Examiners</b>
	<b>Minor Changes</b> have the same definition as above.	Minor Changes to Existing Provision			<b>APPROVE</b> (delegated to Organiser) <sup>3</sup>	N/A	
		Discontinuing Provision			<b>APPROVE</b>	N/A	

			SPGTC	PMRC	FPGTC	Programme Postgraduate Taught Committee	Programme Boards of Examiners	
<b>PROGRAMME &amp; MODULE REVIEWS and ACTION PLANS</b>	<b>Action Plans for Degree-awarding Provision &amp; Special Programmes</b>	Annual Module Review and Action Plan (AMRAP)				<b>APPROVE &amp; MONITOR</b>		
		Annual Programme Directors' Reviews (APDRs) including Programme Action Plan				<b>APPROVE &amp; MONITOR</b>		
		Faculty Action Plan included with Faculty Taught Programme Director's Review of Programmes	REVIEW	N/A	<b>APPROVE &amp; MONITOR</b>	N/A		
	<b>Periodic Reviews</b>	Terms of Reference and membership of Periodic Review Panels	<b>APPROVE</b> (delegated to Chair or Deputy Chair if urgent)					
		Report	<b>APPROVE</b>	N/A	REVIEW	REVIEW		
		Action Plan	<b>APPROVE &amp; MONITOR</b>	N/A	RECOMMEND	RECOMMEND		

		Revalidation	<b>APPROVE</b>	N/A	N/A	N/A	
	<b>External Review of a Programme</b>	Action Plan	<b>APPROVE &amp; MONITOR</b>	N/A	RECOMMEND	RECOMMEND	

			<b>SPGTC</b>	<b>PMRC</b>	<b>FPGTC</b>	<b>Programme Postgraduate Taught Committee</b>	<b>Programme Boards of Examiners</b>
<b>E X</b>	<b>Appoint External Examiners</b>		<b>APPROVE</b> (delegated to Chair or Deputy Chair if urgent)				
	<b>Approve membership of the Programme Boards of Examiners including Chairs &amp; Deputy Chairs</b>		<b>APPROVE</b> (Delegated to Chair or Deputy Chair if urgent)				Recommend
	<b>Allocate Modules to Programme Boards of Examiners</b>		<b>APPROVE</b> (Delegated to Chair or Deputy Chair if urgent)				

	<b>Approve examinations and assessments for Programmes</b>						<b>APPROVE</b>
	<b>Agree final grade marks, compensation awards, classification, progression, failure, resits.</b>						<b>APPROVE</b> (Secretary & Registrar confirms to students and make all arrangements)
	<b>Agree any prize winners as a result of the assessment process</b>						<b>APPROVE</b> (Head of Registry confirms to students)

		<b>SPGTC</b>	<b>PMRC</b>	<b>FPGTC</b>	<b>Programme Postgraduate Taught Committee</b>	<b>Programme Boards of Examiners</b>
	<b>External Examiner Reports</b>	REVIEW – summary prepared by QAS	N/A	REVIEW	REVIEW	

		<b>SPGTC</b>	<b>PMRC</b>	<b>FPGTC</b>	<b>Programme Postgraduate Taught Committee</b>	<b>Programme Boards of Examiners</b>
	<b>Responses to Individual External Examiner Reports</b>	<b>APPROVE</b> (Delegated to Chair or Deputy Chair if urgent)	N/A	RECOMMEND	RECOMMEND	
	<b>Updated Action Plans if necessary</b>	REVIEW Faculty Plan	N/A	<b>APPROVE</b> for Faculty and REVIEW for Programme	<b>APPROVE</b> for Programme	
<b>OTHER</b>	<b>Programme Specifications</b>		<b>APPROVE</b>	RECOMMEND	RECOMMEND	
	<b>Module Specifications</b>			<b>APPROVE</b>	RECOMMEND	
	<b>Appoint Chair &amp; Panel for PGT Academic Appeals</b>	<b>APPROVE</b> (Delegated to Chair or Deputy Chair if urgent)				