LSHTM Academic Manual 2025-26

Chapter 1: Quality Assurance Context and Principles

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 6
1.6 Admissions 7
1.7 External Reference Points 7
1.8 Role of Key Staff in Quality Assurance 8

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 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 and embed equity and inclusion.

b. LSHTM will offer students suitable opportunities to meaningfully engage with and contribute towards quality improvement and progressing equity and inclusion, 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 ad collegiate manner;
- facilitate meaningful student engagement;
- 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, including embedding inclusivity, in a strategic and institution-wide way, so as to demonstrably 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 student outcomes—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 Mission and Strategy.

1.2 Academic Governance

1.2.1 LSTHM is a Member Institution 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 see 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 and the Office for Students (OfS) Registration Conditions

1.3.2 Quality assurance and enhancement activities will support LSHTM's 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), OfS' Conditions of Registration, and Office of the Independent Adjudicator (OIA) will be reflected in the principles and procedures laid out in this Manual.

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 Office for Students (OfS) Regulatory Framework is the basis upon which LSHTM secures academic standards and the quality of learning opportunities, whilst utilising other sector recognised reference points such as the Quality Assurance Agency (QAA)'s UK Quality Code for Higher Education to support and enhance 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 principles contained within the OfS' Conditions of Registration and the specific needs of LSHTM.

b. Awards offered by LSHTM will align with the Sector Recognised Standards as detailed in the OfS Registration Condition B5, and 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.

d. LSHTM's credit-bearing programmes and research degrees use the QAA degree characteristics statements to help inform their structure.

e. The OfS Regulatory Framework 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 OfS Regulatory Framework as well as maintaining processes aligned with best practice contained within QAA's Quality Code ensures institutional 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 procedures for the collation and analysis of Student Feedback and Student Representation and Engagement.

1.5.3 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 The School makes clear 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 Director 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 Education retains overall responsibility as Chair of the Senate Education Committee and the Dean of Students and Taught Programmes takes operational responsibility for the management of academic quality and standards on LSHTM's programmes of study.

1.8.3 The Head of Education Policy, Quality and Student Experience takes operational responsibility for the management of quality and academic standards on LSHTM's taught postgraduate programmes. The 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.

1.8.4 The Registrar and Director of Education Services is responsible for ensuring that quality assurance procedures are in place on an institutional level.

1.8.5 Associate Deans Education and Faculty Research Degree Directors take operational responsibility for the management and assurance of academic quality and standards within their respective faculties. Heads of Faculty Education Administration (HFEAs) and the Quality and Academic Standards team (QAS) undertake operational responsibility.

1.8.6 Programme Directors engage with quality assurance procedures to ensure academic standards are upheld and not compromised on the programme for which they are responsible.

1.8.7 Module Organisers engage with quality assurance procedures on a modular basis.

1.8.8 The Registrar and Director of Education Services ensure that quality assurance procedures are in place across professional services and operations with delegation to the Head of Quality Enhancement, the Head of Registry and other Heads of Service as appropriate.

1.8.9 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 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 2025-26

Chapter 2: Qualifications and Taught Credit Framework

Contents

2.1 Introduction 2

2.2 Qualifications of LSHTM 3

2.3 Taught Credit Framework 11

2.4 Recognition of Prior Learning 13

2.5 Award Scheme 14

2.6 Specific Intensive Programme Award Schemes: 20

2.7 Specific Distance Learning Programme Award Schemes: 46

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, 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 expectations of the Higher Education Credit Framework for England Level 7 and QAA Master's Degree Characteristic statements.

2.1.3 The main purposes of LSHTM's Qualifications and Taught Credit 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) and the Office for Students (Offs) Sector Recognised Standards (Registration Condition B5)

- 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 offered by LSHTM, granted under the ordinances of the University of London and governed by this framework.

Level 7 of the FHEQ

- Master of Science (MSc) Climate Change and Planetary Health
- Master of Science (MSc) Control of Infectious Diseases
- Master of Science (MSc) Demography & Health
- Master of Science (MSc) Epidemiology
- Master of Science (MSc) Global Mental Health with King's College London
- Master of Science (MSc) Health Data Science
- Master of Science (MSc) Health Policy, Planning & Financing with London School of Economics and Political Science (LSE)
- Master of Science (MSc) Immunology of Infectious Diseases
- Master of Science (MSc) Medical Microbiology
- Master of Science (MSc) Medical Parasitology and Entomology
- Master of Science (MSc) Medical Statistics
- Master of Science (MSc) Nutrition for Global Public Health
- Master of Science (MSc) One Health (Ecosystems, Humans and Animals) with Royal Veterinary College
- Master of Science (MSc) Public Health - Health Economics Stream
- Master of Science (MSc) Public Health - Health Promotion Stream

- Master of Science (MSc) Public Health - Health Services Management Stream
- Master of Science (MSc) Public Health - Health Services Research Stream
- Master of Science (MSc) Public Health - Public Health
- Master of Science (MSc) Public Health for Eye Care
- Master of Science (MSc) Public Health for Global Practice
- Master of Science (MSc) Reproductive & Sexual Health Research
- Master of Science (MSc) Sexual & Reproductive Health Policy and Programming
- Master of Science (MSc) Tropical Medicine & International Health
- Master of Science (MSc) Veterinary Epidemiology with Royal Veterinary College

Taught Master's by distance learning (DL) are managed by University of London Worldwide Programmes:

- Master of Science Clinical Trials (MSc/PGCert/PGDip)
- Master of Science Epidemiology (MSc/PGCert/PGDip)
- Master of Science Global Health Policy (MSc/PGCert/PGDip)
- Master of Science Health in Humanitarian Crisis (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 **Master of Science (MSc)** - All LSHTM Master's degrees have exit awards of PGDip and PGCert, except the MSc Health Policy, Planning & Financing, which has no exit awards.

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

2.2.5 **Doctor of Public Health (DrPH)** has exit awards of PGCert and PGDip.

Aegrotat and Posthumous Awards

2.2.6 An aegrotat award may be made in the event of serious illness of a student prior to the completion of their degree, subject to specified criteria.

2.2.7 Consideration for aegrotat awards will normally apply after other avenues for completion of the degree, such as Extenuating Circumstances, re-sit or Interruption of Study procedures have been followed.

2.2.8 Aegrotat degrees, diplomas or certificates are unclassified and in all other respects, ungraded. An aegrotat award does not in itself entitle the holder to registration with a professional body, or exemption from the requirements of any professional qualification, or progression to another academic programme or another stage of a programme that might otherwise be associated with the programme of study or award concerned.

2.2.9 A posthumous award may be made in the event of the death of a student prior to the completion of their degree, subject to specified criteria.

Provision for the award of qualification in exceptional circumstances - Master's Degree

2.2.10 Should a student be prevented by illness or other medical reasons from completing final examinations or other final assessments of a programme, the Board of Examiners, having considered the relevant evidence (which should include satisfactory medical certification) may recommend to Senate via the Head of Registry Services that an aegrotat award be made.

2.2.11 In doing so, the Board of Examiners should be satisfied that the student's prior performance shows on the balance of probabilities that they would have passed but for the illness/event that occurred. Senate should be satisfied that the student is unlikely to be able to return to complete their study at a later date within a reasonable period.

2.2.12 The Chair of the Board of Examiners will require the student to confirm in writing that they are willing to accept an aegrotat award. The student's signed confirmation of willingness to accept an aegrotat award must be presented by the Chair of the Board of Examiners with the recommendation to the Senate for an aegrotat award.

2.2.13 The Dean of the Faculty in which the student was registered should formally make a request that the relevant Board of Examiners considers the award of an aegrotat degree to the student in question and makes a recommendation for award to Senate. The following details should be provided:

a. The name of the student
b. The year of registration of the student
c. The name of the degree programme on which the student was registered
d. The stage of the programme of study reached by the student at the time of ceasing study/death

e. The date of ceasing study/death
f. Any examination or assessment marks obtained by the student
g. The level or number of credits obtained by the student
h. Details of any outstanding academic requirements according to the School's degree regulations

Consideration by the Examination Panel:

2.2.14 The request will be considered by a Panel appointed for this purpose by the Chair of the Exam Board. The Panel should comprise two current members of the Board of Examiners and two senior staff of the School (usually including the relevant Associate Dean Education or the Pro-Director Education).

2.2.15 A Board of Examiners, on the advice of the Panel, may recommend to the Senate via the Head of Registry Services that the aegrotat award of a Postgraduate Diploma or a Postgraduate Certificate to a candidate for a Master's degree programme may be made (regardless of whether a Postgraduate Certificate or Postgraduate Diploma is an approved exit award for the programme in question), provided that the candidate has achieved a minimum of:

- 60 credits to be awarded a Postgraduate Certificate, or
- 120 credits to be awarded a Postgraduate Diploma.

2.2.16 A Board of Examiners may recommend to the Senate via the Head of Registry Services that the aegrotat award of a Master's degree be made where a candidate has ceased study before the submission of a project report, provided that the candidate has achieved a minimum of:

- 120 credits from taught modules, and
- the Board is able to consider available evidence of the research work completed by the candidate. Normally, such evidence will be supplied by the candidate's supervisor, who must also submit a report for consideration by the examiners.

- The following criteria must be satisfied before the Board of Examiners may recommend to the Senate via the Head of Registry Services that the aegrotat/posthumous award be made:
    - enough of the research project must have been completed to allow a proper assessment to be made of the scope of the project report;
    - the standard of the research work completed must be of that normally required for the award of the degree in question, and must demonstrate the candidate's grasp of the subject;
    - the written material available (project presentations, lab and field notebooks, draft reports etc.) must demonstrate the candidate's ability to write a project report of the required standard of the proposed award.

Research Degrees

2.2.17 Should a student be prevented by illness or other medical reasons from completing final assessments of a research degree the Senate Research Degrees Committee (SRDC) chaired by the Head of Doctoral College, having considered the relevant evidence (which should include satisfactory medical certification) may recommend to Senate via the Head of Registry Services that an aegrotat award be made.

2.2.18 In doing so, the SRDC should be satisfied that the student's prior performance shows on the balance of probabilities that they would have passed but for the illness/event that occurred. SRDC should be satisfied that the student is unlikely to be able to return to complete their study at a later date within a reasonable period prior to recommending an exceptional award via the Head of Registry Services to Senate.

2.2.19 The Head of Doctoral College will require the student to confirm in writing that they are willing to accept an aegrotat award.

2.2.20 The Dean of the Faculty in which the student was registered should formally make a request that the SRDC consider the award of an aegrotat degree to the student in question who if in agreement makes

a recommendation for award to Senate. The following details should be provided:

a. The name of the student
b. The year of registration of the student
c. The name of the degree programme on which the student was registered
d. The stage of the programme of study reached by the student at the time of ceasing study/death
e. The date of ceasing study/death
f. Any examination or assessment marks obtained by the student
g. The level or number of credits obtained by the student
h. Details of any outstanding academic requirements according to the School's research degree regulations

Consideration by a Panel:

2.2.21 The request will be considered by a Panel appointed for this purpose by the Head of Doctoral College in consultation with the SRDC. The Panel should comprise two examiners appointed with the usual requirements for the examination of research degree theses and two senior staff of the School (usually including the relevant Faculty Research Degrees Director or exceptionally the Head of Doctoral College).

2.2.22 The SRDC may recommend to the Senate via the Head of Registry Services that the aegrotat award of a Postgraduate Certificate, or a Postgraduate Diploma, MPhil or where there is sufficient, demonstrable progress, a doctoral degree (regardless of whether these are approved exit awards).

2.2.23 The Panel appointed by the Head of Doctoral College in consultation with the SRDC may recommend to the Senate via the Head of Registry Services that the aegrotat award be made where a candidate has ceased study before the submission of their thesis, provided that:

- the SRDC is able to consider available evidence of the research work completed by the candidate. Normally, such evidence will be

supplied by the candidate's supervisor, who must also submit a report for consideration by the examiners.

- The following criteria must be satisfied before the SRDC may recommend to the Senate via the Head of Registry Services that the aegrotat award be made. The type of award made will be subject to the below criteria and considerations:
    - any required taught components have been completed;
    - enough of the research must have been completed to allow a proper assessment to be made of the scope of the proposed thesis;
    - the standard of the research work completed must be of that normally required for the award of the research degree in question, and must demonstrate the candidate's grasp of the subject;
    - the written material available (e.g.: lab and field notebooks, draft chapters, published work, work prepared for publication, presentations to conferences/seminars, progress and MPhil/PhD Upgrading or DrPH Review reports by the candidate) must demonstrate the candidate's ability to write a thesis of the required standard;
    - Where a thesis has been submitted for examination, but before the oral examination can be held; the Panel will consider the work submitted, including reports by the supervisory team;
    - The Panel will need to be informed of the circumstances and made aware of the fact that there will be no viva voce examination and no recommendation for substantial amendments can be made that would require a major revision to the thesis. The examiners will consider the thesis and the supervisor’s statement in order to determine their recommendation

Award Certificate

2.2.24 The Registry should ensure that the word “posthumous” or “aegrotat” is listed on all official documents associated with the award of a posthumous or aegrotat qualification respectively.

2.2.25 Where an aegrotat or posthumous award is not made to a student, an appropriate certificate may be conferred, including details of any credits awarded or other academic achievements.

2.2.26 In unfortunate circumstances where a student passes away nearing the completion of their degree programme (both taught and research) it may be possible for the student to be awarded a posthumous award. These awards are determined on a case by case basis by the School, working with the Vice-Chancellor of the University of London, seeking necessary authority from the Collegiate Council as appropriate.

2.2.27 Posthumous awards will be made in the name of the deceased student and may be announced at the next relevant graduation ceremony, if the next of kin so desires. The degree certificate may be presented to the student's next of kin as part of a private meeting by the Dean of Faculty or alternative, or sent by post as soon as possible, if this is the wish of the next of kin.

2.3 Taught 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 that 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.

2.3.6 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)

2.3.7 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.

2.3.8 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

2.3.9 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.

2.3.10 The following table outlines the CATS and ECTS credits and learning hour equivalencies for each LSHTM qualification based on the FHEQ:

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

Learning Hours

2.3.11 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 only be granted towards particular programmes. RPL applications are made to specific programmes and any RPL decision

outcomes are related to the specific programme applied to, and may not be used as exemptions for other programmes.

2.4.3 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.

2.4.4 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 currently 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 and Distance Learning Master's degrees taught at LSHTM.

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

- Climate Change and Planetary Health (CCPH)
- 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 Microbiology (MM)
- Medical Parasitology and Entomology (MP)

- Medical Statistics (MS)
- Nutrition for Global Public Health (NGH)
- Public Health (PH)
- Public Health for Eye Care (PHEC)
- Public Health for Global Practice (PH4GP)
- Reproductive & Sexual Health Research (RSHR)
- Sexual and Reproductive Health Policy and Programming (SRHPP)
- 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 Distance Learning Programme Award Scheme covers the following MSc, PGCert and PGDip programmes:

- Clinical Trials (CT)
- Epidemiology (EPI)
- Global Health Policy (GHP)
- Health in Humanitarian Crises (HHC)
- Infectious Diseases (ID)
- Public Health (PH)

2.5.1.4 The Award Schemes **does not cover:**

- Joint programmes offered in collaboration with other University of London Member Institutions that do not fall under the LSHTM MSc Award Scheme. Individual award schemes and regulations exist for these programmes, maintained by whichever Member Institution has been designated as the 'assessment institution' under the collaborative agreement:
    - **MSc Global Mental Health (GMH)** (Joint with King's College London)

- **MSc Health Policy, Planning & Financing (HPPF)** (Joint with the London School of Economics and Political Science)
- **MSc One Health: Ecosystems, Humans and Animals** (Joint with the Royal Veterinary College).
- **MSc Veterinary Epidemiology** (Joint with the Royal Veterinary College).

Structure of MSc Awards

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

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

2.5.1.7 The GPA from each Element is included in the calculation for a final award GPA, as detailed in the programme specific award schemes below.

2.5.1.8 Programme specifications, the Award Schemes 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 limited 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.

2.5.1.10 The award GPA will be calculated across the different elements (Core, Module, Projects) as noted on the specific programme Award Schemes.:

2.5.1.11 **Core GPA** is generated from all individual Core modules from Term 1, as assessed through the exams, in-course assessments and any practical examination. Module assessment details can be found in the relevant module specifications.

2.5.1.12 **Module GPA** is generated through programme specific calculation of the results of Term 2 and 3 modules, with the details of which modules **must** contribute to the GPA noted on the programme award schemes detailed below. (2.6 Award Schemes)

Compensation rules can be found in s.2.6 Chapter 2 Academic Manual, Taught Credit Framework.

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

2.5.1.14 **The final award classifications are Pass, Merit and Distinction**. This classification is determined as follows.

Overall Award GPA	**Classification**
2.00 to 3.84	**Pass**
3.85 to 4.29	**Merit**
4.30 to 5.00	**Distinction**

2.5.1.15 **Calculating the Final Award GPA and Degree Classification**

a. The final award GPA must be calculated from a credit-weighted mean of all counting marks, as specified in each individual award scheme. **The combined weighting of all degree elements must be equal to 1.00 (or 100% if we updated the individual award schemes to use a percentage).**

b. Calculations will mathematically combine data without rounding.

c. The Final award GPA will be rounded to 2 decimal places.

d. Rounding is permissible in the following circumstances:

i. Assigning an overall GPA to individual module assignments or exam questions which use a numeric marking scheme;

ii. reporting of final marks, e.g. on transcripts, which may be rounded to two decimal places.

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
- Pandemics: Emergence, Spread and Response

2.5.3 Award Schemes for Professional Diplomas

2.5.3.1 Regulations and award schemes for the following credit and non-credit-bearing courses can be found here:

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

2.5.3.2 Further detail on Short Courses can be found here.

2.5.4 DrPH Award Scheme

2.5.4.1 A total of 60 credits is 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.

2.6 Specific Intensive Programme Award Schemes:

MSc Climate Change and Planetary Health

Element 1: Core Term 1 (60 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Fundamentals of Climate Change & Planetary Health	2609	10	Compulsory	**Students select these five compulsory modules and one recommended module**
Methods in Climate Change & Planetary Health	2607	10	Compulsory	
Environment, Health and Sustainable Development	1125	10	Compulsory	
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Issues in Public Health	1123	10	Recommended	
Principles of Social Research	1104	10	Recommended	
Health Policy, Process & Power	1117	10	Recommended	
Students must pass modules 2609 Fundamentals of Climate Change & Planetary Health and 2607 Methods in Climate Change & Planetary Health. Compensation can be applied to one of the other modules with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Term 2/3 (60 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Planetary Health Research in Practice	2608	15	Compulsory	**Students must select these two compulsory modules plus two recommended modules, and should refer to the Programme Handbook to understand the module options available to them.**
Environmental Epidemiology	1301	15	Compulsory	
Students must pass module 2608 Planetary Health Research in Practice. Compensation can be applied to one of the other modules with a grade of 1.00 to 1.99, provided the overall GPA for the 4 modules is ≥2.00				

Element 3: Project (60 Credits)
The project must be passed with a minimum grade of 2.00

Award GPA		
Element	**Calculation**	**Additional Information**
Core	0.33	Term 1 GPA will be the average of all six Term 1 module grades
Term 2/3	0.34	Term 2/3 GPA will be the average of all four Term 2 module grades
Project	0.33	Must be passed with a minimum grade of 2.00

MSc Climate Change & Planetary Health (Online)

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Fundamentals of Climate Change & Planetary Health	2609	10	Compulsory	**Students select these six compulsory modules**
Methods in Climate Change & Planetary Health	2607	10	Compulsory	
Environment, Health and Sustainable Development	1125	10	Compulsory	
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Issues in Public Health	1123	10	Compulsory	

Students must pass modules 2609 Fundamentals of Climate Change & Planetary Health and 2607 Methods in Climate Change & Planetary Health.

Compensation can be applied to one of the other modules with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Planetary Health Research in Practice	2608	15	Compulsory	**Students must select these four compulsory modules**
Research Design & Analysis	2423	15	Compulsory	
Population, Poverty & Environment	2436	15	Compulsory	
Environmental Epidemiology	1301	15	Compulsory	

Students must pass module 2608 Planetary Health in Policy and Practice.

Compensation can be applied to one of the other modules with a grade of 1.00 to 1.99, provided the overall GPA for the 4 modules is ≥2.00

Element 3: Project (60 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.33	Term 1 GPA will be the average of all six Term 1 module grades
Term 2/3	0.34	Term 2/3 GPA will be the average of all four Term 2 module grades
Project	0.33	Must be passed with a minimum grade of 2.00

MSc Control of Infectious Diseases

Element 1: Core Term 1 (Basic Epi Stream - 65 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Introduction to Disease Agents & Their Control	3125	25	Compulsory	**Students select these five compulsory modules**
Introduction to Health Economics	1103	10	Compulsory	
Health Policy, Process & Power	1117	10	Compulsory	
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	

Students must pass module 3125 Introduction to Diseases Agents & Their Control. Compensation can be applied to one other module with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 1: Core Term 1 - (Extended Epi Stream - 60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Introduction to Disease Agents & Their Control	3125	25	Compulsory	**Students select four compulsory modules**
Introduction to Health Economics	1103	10	Compulsory* (Students choose either 1103 or 1117)	
Health Policy, Process & Power	1117	10	Compulsory* (Students choose either 1103 or 1117)	
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Extended Epidemiology	2007	15	Compulsory	

Students must pass module 3125 Introduction to Diseases Agents & Their Control. Compensation can be applied to one other module with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Students must select five recommended modules, totalling 75 credits, and should refer to the Programme Handbook to understand the module options available to them

Compensation can be applied to one of these five modules with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	Term 1 GPA will include all module grades weighted for the credit value of the modules.
Term 2/3	0.4	The four highest graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA.
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Demography and Health

Element 1: Core Term 1 (60/65 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Demographic Methods	2057	15	Compulsory	**Students select five compulsory modules**
Population Studies	2011	10	Compulsory	
Statistics for EPH	2021	15	Compulsory	
Principles of Social Research	1104	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory*	***Students choose either 2001 or 2007**
Extended Epidemiology	2007	15	Compulsory*	

Students must pass 2057 and 2011. Compensation can be applied to one of the other modules with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Population Dynamics & Projections	2429	15	Compulsory	**Students must select this compulsory plus four recommended modules, and should refer to the Programme Handbook to understand the recommended module options available to them.**

Compensation can be applied to any one module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	Calculated from the grades of modules 2057 Demographic Methods and 2011 Population Studies plus the best two grades out of the other three modules, all weighted to reflect the module credit value
Term 2/3	0.4	The GPA for term 2/3 is calculated from the four highest graded modules of the 5 modules taken in Terms 2 and 3.
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Epidemiology

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Extended Epidemiology	2007	15	Compulsory	**Students select five compulsory modules**
Statistics for EPH	2021	15	Compulsory	
Clinical Trials	2033	10	Compulsory	
Epidemiology in Practice	2056	15	Compulsory	
Epidemiology and –omics	2484	5	Compulsory	

Compensation can be applied to one of the five modules with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Study Design: Writing a Study Proposal	2400	15	Compulsory	**Students must select these two compulsory plus three recommended modules, and should refer to the Programme Handbook to understand the recommended module options available to them.**
Statistical Methods in Epidemiology	2402	15	Compulsory	

Compensation can be applied to any one module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Element 4: Final Exam (credit value zero)

This carries no credits but is a 4th element to the degree

Compensation can be applied to the exam if a GPA of 1.00 to 1.99 is achieved as long as there has not also been compensation on both Core and term 2/3 module elements

Award GPA

Element	Calculation	Additional Information
Core	0.2	The Core GPA is calculated from the grades of all five modules, weighted to reflect the module credit value
Term 2/3	0.4	The GPA for term 2/3 is calculated from the grades for 2400 Study Design: Writing a Study Proposal and 2402 Statistical Methods in Epidemiology plus the best two of the other three module grades
Project	0.3	Must be passed with a minimum grade of 2.00
Final Exam	0.1	

MSc Global Mental Health

Element 1: Core Term 1 (60 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Statistics for Epidemiology and Population Health	2021	15	Compulsory	**All modules must be passed**
Introduction to Global Mental Health	2341	15	Compulsory	
Evidence Synthesis in Global Mental Health (KCL)	7PALFGMH	15	Compulsory	
Epidemiology for Mental Health Research (KCL)	7PALEPID	15	Compulsory	

Element 2: Term 2/3 (75 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Design and Evaluation of Mental Health Programmes	2342	15	Compulsory	**Students must select these two compulsory plus three recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Theory to Practice in Global Mental Health (KCL)	7PALGTTP	15	Compulsory	
Compensation can be applied to any one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00				

Element 3: Dissertation (45 Credits)
Global Mental Health Dissertation (7PALGRES)

Award GPA		
Element	**Calculation**	**Additional Information**
Core	0.3	All must be passed
Term 2/3	0.4	All 5 modules contribute equally to the Term 2/3 GPA
Dissertation	0.3	Must be passed with a minimum grade of 2.00

MSc Health Data Science

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Thinking Like a Health Data Scientist	2485	10	Compulsory	**Students must select and pass all 5 compulsory modules**
Programming	2486	10	Compulsory	
Health Data Management	2487	15	Compulsory	
Concepts and Methods in Epidemiology	2488	10	Compulsory	
Statistics for Health Data Science	2489	15	Compulsory	

Element 2: Term 2/3 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Machine Learning	2490	15	Compulsory	**Students must select these two compulsory and two recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Data Challenge	2491	15	Compulsory	

Compensation can be applied to one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the element is ≥2.00

Element 3: Project (60 credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	The Core GPA is calculated from the grades of all five modules, weighted by their credits
Term 2/3	0.3	The Term 2/3 GPA is the average grade for all four modules taken in Term 2.
Project	0.4	Must be passed with a minimum grade of 2.00

MSc Immunology of Infectious Diseases (Standard Project)

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Immunology of Infectious Diseases	3120	50	Compulsory	**Students must take the two compulsory modules**
Analysis & Design of Research Studies	3196	10	Compulsory	

Both assessments for module 3120 must be passed. Compensation can be applied to module 3196 with a grade of 1.00 to 1.99, provided the overall GPA for the element is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Advanced Immunology 1 (linked)	3134	15	Compulsory	**Students must take the two compulsory and three recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Advanced Immunology 2 (linked)	3144	15	Compulsory	

Compensation can be applied to any module with a grade of 1.00 to 1.99, provided the overall GPA for the element is ≥2.00

Element 3: Project (45 credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	Both compulsory modules count, weighted by their credits
Term 2/3	0.4	The GPA calculation for Term2/3 must include the grades for modules 3134 and 3144, plus the best two grades from the three other modules taken.
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Immunology of Infectious Diseases (Extended Project)

Element 1: Core Term 1 (60 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Immunology of Infectious Diseases	3120	50	Compulsory	**Students must take the two compulsory modules**
Analysis & Design of Research Studies	3196	10	Compulsory	
Both assessments for module 3120 must be passed. Compensation can be applied to module 3196 with a grade of 1.00 to 1.99, provided the overall GPA for the element is ≥2.00				

Element 2: Term 2/3 (45 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Advanced Immunology 1 (linked)	3134	15	Compulsory	**Students must take all three compulsory modules**
Advanced Immunology 2 (linked)	3144	15	Compulsory	
Extended Project	3000	15	Compulsory	

Element 3: Extended Project (75 credits)
The project must be passed with a minimum grade of 2.00

Award GPA		
Element	**Calculation**	**Additional Information**
Core	0.3	Both compulsory modules count towards the GPA, weighted by their credits
Term 2/3	0.3	All three modules count towards the GPA
Project	0.4	Must be passed with a minimum grade of 2.00

MSc Medical Microbiology

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Bacteriology & Virology	3121	50	Compulsory	**Students must take the two compulsory modules**
Analysis & Design of Research Studies	3196	10	Compulsory	

Module 3121 must be passed. Compensation can be applied to module 3196 with a grade of 1.00 to 1.99, provided the overall GPA for the element is ≥2.00

Element 2: Term 2/3 (75 Credits)

Students must take five recommended modules, and should refer to the Programme Handbook to understand the module options available to them

Compensation can be applied to any one module with a grade of 1.00 to 1.99, provided the overall GPA for the element is ≥2.00

Element 3: Project (45 credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	Both compulsory modules count towards the GPA, weighted by their credits
Term 2/3	0.4	The four highest graded of the 5 modules taken in Terms 2 and 3 contribute to the award GPA.
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Medical Parasitology and Entomology

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Parasitology & Entomology	3122	50	Compulsory	**Students select the two compulsory modules**
Analysis & Design of Research Studies	3196	10	Compulsory	

Compensation can be applied to module 3196 Analysis & Design of Research Studies OR to one module assessment subcomponent for module 3122 Parasitology and Entomology if the grade is between 1.00 and 1.99, as long as the overall module 3122 GPA and the core GPA are both ≥ 2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Field Trip	3133	0	Compulsory	**Students must select this compulsory plus five recommended modules, and should refer to the Programme Handbook to understand the module options available to them**

Compensation can be applied to any one Recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 Recommended modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	The Core GPA is calculated from the grades of both Compulsory modules, weighted to reflect the module credit value
Term 2/3	0.4	The GPA for term 2/3 is calculated from the best four of the five credit-bearing module grades
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Medical Statistics

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Concepts and Methods in Epidemiology	2488	10	Compulsory	**Students must select all four compulsory modules**
Introduction to Statistical Computing	2031	10	Compulsory	
Clinical Trials	2033	10	Compulsory	
Foundations of Medical Statistics	2038	30	Compulsory	

Modules 2033 and 2488 are assessed by individual module assessments. The others are assessed by a summer exam paper and a practical. Compensation can be applied to one of 2033, 2488 or an exam paper with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00.

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Statistical Models for Discrete Outcomes	2462	15	Compulsory	**Students must select these three compulsory modules and two recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Survival Analysis	2497	15	Compulsory	
Bayesian Analysis	2496	15	Compulsory	

Compensation can be applied to any one module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	The Core GPA is calculated as follows: [{(2 x (Paper 1 GPA + Paper 2 GPA)) + Practical GPA} +2488 GPA + 2033 GPA] ÷ 7
Term 2/3	0.4	The four highest graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA.
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Nutrition for Global Public Health

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Fundamental Public Health Nutrition	2055	35	Compulsory	**Students select these three compulsory modules**
Basic Epidemiology	2001	10	Compulsory	
Statistics for EPH	2021	15	Compulsory	

Students must pass 2055 Fundamental Public Health Nutrition. One of the other modules can be compensated with a grade of 1.00 to 1.99, provided the overall GPA for the Core element is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Maternal & Child Nutrition	2440	15	Compulsory	**Students must select these two compulsory and three recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Nutrition Related Chronic Diseases	2442	15	Compulsory	

The Compulsory modules must be passed. Compensation can be applied to any other module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 credits)

The project must be passed with a minimum grade of 2.00

Element 4: Final Exam (credit value zero)

This carries no credits but is a 4th element to the degree

Compensation can be applied to the exam if a GPA of 1.00 to 1.99 is achieved as long as there has not also been compensation on both Core and term 2/3 module elements

Award GPA

Element	Calculation	Additional Information
Core	0.2	All module grades count, weighted to reflect credit value
Term 2/3	0.4	The four highest graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA.
Project	0.3	Must be passed with a minimum grade of 2.00
Final Exam	0.1	

PGCert Nutrition for Global Public Health

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Fundamental Public Health Nutrition	2055	35	Compulsory	**Students select these three compulsory modules**
Basic Epidemiology	2001	10	Compulsory	
Statistics for EPH	2021	15	Compulsory	

Students must pass 2055 Fundamental Public Health Nutrition. One of the other modules can be compensated with a grade of 1.00 to 1.99, provided the overall GPA for the Core element is ≥2.00

Award GPA

Element	Calculation	Additional Information
Core	1.00	All module grades count, weighted to reflect credit value

PGDip Nutrition for Global Public Health

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Fundamental Public Health Nutrition	2055	35	Compulsory	**Students select these three compulsory modules**
Basic Epidemiology	2001	10	Compulsory	
Statistics for EPH	2021	15	Compulsory	

Students must pass 2055 Fundamental Public Health Nutrition. One of the other modules can be compensated with a grade of 1.00 to 1.99, provided the overall GPA for the Core element is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Maternal & Child Nutrition	2440	15	Compulsory	**Students must select these two compulsory and three recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Nutrition Related Chronic Diseases	2442	15	Compulsory	

The Compulsory modules must be passed. Compensation can be applied to any other module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Final Exam (0 credits)

This carries no credits but is a 4th element to the degree

Compensation can be applied to the exam if a GPA of 1.00 to 1.99 is achieved as long as there has not also been compensation on both Core and term 2/3 module elements

Award GPA

Element	Calculation	Additional Information
Core	0.3	All module grades count, weighted to reflect credit value
Term 2/3	0.6	The four highest graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA.
Final Exam	0.1	

MSc Public Health

Element 1: Core Term 1 (60 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Principles of Social Research	1104	10	Compulsory	**Students must pass these 4 compulsory modules**
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Issues in Public Health	1123	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Health Services	1107	10	Recommended	**Students choose two recommended modules**
Foundations for Health Promotion	1109	10	Recommended	
Health Policy, Process & Power	1117	10	Recommended	
Environment, Health and Sustainable Development	1125	10	Recommended	
Introduction to Health Economics	1103	10	Recommended	
Compensation can be applied to a recommended module taken if the grade is between 1.00 and 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Term 2/3 (75 Credits)
Students must select 5 recommended modules totaling 75 credits, and should refer to the Programme Handbook to understand the recommended module options available to them.
Compensation can be applied to any one module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00
Element 3: Project (45 Credits)
The project must be passed with a minimum grade of 2.00

Award GPA		
Element	**Calculation**	**Additional Information**
Core (General Stream)	0.3	All four compulsory module grades count, plus the best of the two recommended modules.
Term 2/3	0.4	The GPA calculation for Term2/3 is based on the best four out of five module grades
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Public Health

Health Economics Stream

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Introduction to Health Economics	1103	10	Compulsory	**Students must pass these 5 compulsory modules**
Principles of Social Research	1104	10	Compulsory	
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Issues in Public Health	1123	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Health Services	1107	10	Recommended	**Students choose one recommended module**
Foundations for Health Promotion	1109	10	Recommended	
Health Policy, Process & Power	1117	10	Recommended	
Environment, Health and Sustainable Development	1125	10	Recommended	

Compensation can be applied to a recommended module taken if the grade is between 1.00 and 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Economic Evaluation	1501	15	Compulsory	**Students must select these two compulsory plus 3 recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Economic Analysis for Health Policy	1504	15	Compulsory	

Compensation can be applied to any one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core (Health Economics Stream)	0.3	All five compulsory module grades count
Term 2/3	0.4	The GPA calculation for Term2/3 is based on the best four out of five module grades
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Public Health

Health Promotion Stream

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Principles of Social Research	1104	10	Compulsory	**Students must pass these 5 modules**
Foundations for Health Promotion	1109	10	Compulsory	
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Issues in Public Health	1123	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Introduction to Health Economics	1103	10	Recommended	**Students choose one recommended module**
Health Services	1107	10	Recommended	
Health Policy, Process & Power	1117	10	Recommended	
Environment, Health and Sustainable Development	1125	10	Recommended	

Compensation can be applied to a Recommended module taken if the grade is between 1.00 and 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Integrating Module: Health Promotion	1806	15	Compulsory	**Students must select these two compulsory plus 3 recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Health Promotion Approaches and Methods	1807	15	Compulsory	

Compensation can be applied to any one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core (Health Promotion Stream)	0.3	All five compulsory module grades count
Term 2/3	0.4	The GPA calculation for Term2/3 is based on the best four out of five module grades
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Public Health

Health Services Management Stream

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Principles of Social Research	1104	10	Compulsory	**Students must pass these 5 modules**
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Issues in Public Health	1123	10	Compulsory	
Health Services	1107	10	Compulsory as either/or with Health Policy, Process & Power	
Health Policy, Process & Power	1117	10	Compulsory as either/or with Health Services	
Introduction to Health Economics	1103	10	Recommended	**Students choose one recommended module**
Foundations for Health Promotion	1109	10	Recommended	
Environment, Health and Sustainable Development	1125	10	Recommended	

Compensation can be applied to one module with a grade of 1.00 to 1.99. This may be either 1107 or 1117 if both are chosen OR a recommended module, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Organisational Management	1403	15	Compulsory	**Students must select these two compulsory plus 3 recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Health Services Management	1607	15	Compulsory	

Compensation can be applied to any one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core (Health Services Management Stream)	0.3	All five compulsory module grades count. If both 1107 and 1117 are taken, then the higher of the two grades must count
Term 2/3	0.4	The GPA calculation for Term2/3 is based on the best four out of five module grades
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Public Health

Health Services Research Stream

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Principles of Social Research	1104	10	Compulsory	**Students must pass these 5 modules**
Health Services	1107	10	Compulsory	
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Issues in Public Health	1123	10	Compulsory	
Introduction to Health Economics	1103	10	Recommended	**Students choose one recommended module**
Foundations for Health Promotion	1109	10	Recommended	
Health Policy, Process & Power	1117	10	Recommended	
Environment, Health and Sustainable Development	1125	10	Recommended	

Compensation can be applied to a Recommended module taken if the grade is between 1.00 and 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Compensation
Reviewing the Literature	1701	15	Compulsory	**Students must select two compulsory plus 3 recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Proposal Development	1702	15	Compulsory	

Compensation can be applied to any one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core (Health Services Research Stream)	0.3	All five compulsory module grades count
Term 2/3	0.4	The GPA calculation for Term2/3 is based on the best four out of five module grades
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Public Health for Global Practice

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Introduction to Health Economics	1103	10	Compulsory	**Students must select all five Compulsory modules**
Principles of Social Research	1104	10	Compulsory	
Health Policy, Process & Power	1117	10	Compulsory	
Extended Epidemiology	2007	15	Compulsory	
Statistics for EPH	2021	15	Compulsory	

Compensation can be applied to one of the modules with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Applying Public Health Principles	3198	15	Compulsory	**Students must select this compulsory plus four recommended modules, and should refer to the Programme Handbook to understand the module options available to them**

Compensation can be applied to any one module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 Credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	Only the best 4 grades contribute to the GPA, weighted for credits
Term 2/3	0.4	The GPA calculation for Term 2/3 must include the grade for module 3198 Applying Public Health Principles and the best 3 grades out of the other 4 modules.
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Public Health for Eye Care

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Introduction to Health Economics	1103	10	Compulsory	**Students must select all six compulsory modules**
Basic Statistics for Public Health & Policy	1121	10	Compulsory	
Basic Epidemiology	2001	10	Compulsory	
Epidemiological Methods Applied to Eye Diseases	3400	10	Compulsory	
Skills for Field Research in Eye Care	3401	10	Compulsory	
Foundations of Global Eye Health and Eye Care Programmes	3402	10	Compulsory	

All modules must be passed

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Childhood Eye Disease and Ocular Infections	3403	15	Compulsory	**Students must select the three compulsory plus two recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Non Communicable Eye Disease	3404	15	Compulsory	
Implementing Eye Care: Skills and Resources	3407	15	Compulsory	

Compensation can be applied to one of the five modules with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	All 6 modules must be passed. All contribute equally to GPA
Term 2/3	0.4	The four highest graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA.
Project	0.3	Must be passed with a minimum grade of 2.00

MSc Reproductive and Sexual Health Research

Element 1: Core Term 1 (60/65 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Foundations in Reproductive Health	2039	15	Compulsory	**Students must select five compulsory modules, including one from Option A and one from Option B**
Introduction to Health Economics	1103	10	Compulsory (Option B)	
Principles of Social Research	1104	10	Compulsory	
Health Policy, Process & Power	1117	10	Compulsory (Option B)	
Basic Epidemiology	2001	10	Compulsory (Option A)	
Extended Epidemiology	2007	15	Compulsory (Option A)	
Population Studies	2011	10	Compulsory (Option B)	
Statistics for EPH	2021	15	Compulsory	

Module 2039 must be passed. Compensation can be applied to any other module with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 2: Term 2/3 (75 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Sexual Health	1804	15	Compulsory	**Students must select this compulsory and four recommended modules, and should refer to the Programme Handbook to understand the module options available to them**

Module 1804 must be passed. Compensation can be applied to one of the other modules with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	The grade for module 2039 Foundations of Reproductive Health must count towards Term 1 GPA plus the three best out of other 4 module grades, weighted to reflect credit value.
Term 2/3	0.4	The GPA calculation for Term 2/3 must include the grade for 1804 Sexual Health plus the three best of the four other module grades
Project	0.3	Must be passed with a minimum grade of 2.00

PGCert Sexual and Reproductive Health Policy and Programming

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Understanding and Applying Research Evidence	2600	20	Compulsory	**Students must select four compulsory modules to include only one of either PHM103, PHM107 or PHM108*. All modules selected must be passed.**
Health Policy and Systems for Sexual and Reproductive Health	2601	15	Compulsory	
Sexual and Reproductive Health and Rights	2602	15	Compulsory	
Introduction to Health Economics (by Distance Learning)	PHM103	10	Compulsory (option)*	
Foundations in Health Promotion (by Distance Learning)	PHM107	10	Compulsory (option)*	
Health Services (by Distance Learning)	PHM108	10	Compulsory (option)*	

Award GPA

Element	Calculation	Additional Information
Core	1.00	The Core GPA is calculated from the grades of all four modules, weighted by their credits

PGDip Sexual and Reproductive Health Policy and Programming

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Understanding and Applying Research Evidence	2600	20	Compulsory	**Students must select four compulsory modules to include only one of either PHM103, PHM107 or PHM108*. All modules selected must be passed.**
Health Policy and Systems for Sexual and Reproductive Health	2601	15	Compulsory	
Sexual and Reproductive Health and Rights	2602	15	Compulsory	
Introduction to Health Economics (by Distance Learning)	PHM103	10	Compulsory (option)*	
Foundations in Health Promotion (by Distance Learning)	PHM107	10	Compulsory (option)*	
Health Services (by Distance Learning)	PHM108	10	Compulsory (option)*	

Element 2: Term 2/3 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Sexual and Reproductive Health Policy & Programming	2606	15	Compulsory	**Students must select this compulsory and three recommended modules, and should refer to the Programme Handbook to understand the module options available to them**

Module 2606 must be passed. Compensation can be applied to one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 4 modules is ≥2.00

Award GPA

Element	Calculation	Additional Information
Core	0.5	The Core GPA is calculated from the grades of all four modules, weighted by their credits
Term 2/3	0.5	The Term 2/3 GPA is calculated from all four modules

MSc Sexual and Reproductive Health Policy and Programming

Element 1: Core Term 1 (60 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Understanding and Applying Research Evidence	2600	20	Compulsory	**Students must select four compulsory modules, including one of the three options. All modules selected must be passed.**
Health Policy and Systems for Sexual and Reproductive Health	2601	15	Compulsory	
Sexual and Reproductive Health and Rights	2602	15	Compulsory	
Introduction to Health Economics (by Distance Learning)	PHM103	10	Compulsory (option)*	
Foundations in Health Promotion (by Distance Learning)	PHM107	10	Compulsory (option)*	
Health Services (by Distance Learning)	PHM108	10	Compulsory (option)*	

Element 2: Term 2/3 (60 Credits)				
Module Name	**Module Code**	**Credit Value**	**Classification**	**Module Selection**
Sexual and Reproductive Health Policy & Programming	2606	15	Compulsory	**Students must select this compulsory and three recommended modules, and should refer to the Programme Handbook to understand the module options available to them**
Module 2606 must be passed. Compensation can be applied to one recommended module with a grade of 1.00 to 1.99, provided the overall GPA for the 4 modules is ≥2.00				

Element 3: Project (60 credits)
The project must be passed with a minimum grade of 2.00

Award GPA		
Element	**Calculation**	**Additional Information**
Core	0.33	The Core GPA is calculated from the grades of all four modules, weighted by their credits
Term 2/3	0.33	The Term 2/3 GPA is calculated from all four modules
Project	0.34	Must be passed with a minimum grade of 2.00

MSc Tropical Medicine and International Health

Element 1: Core Term 1 (60 Credits)

Module Name	Module Code	Credit Value	Classification	Module Selection
Tropical Medicine, Parasitology and Public Health	3463	60	Compulsory	**Students must take and pass this module**

Compensation can be applied to one of the in-module assessments, with a mark between 1.00 and 1.99, provided the overall GPA for module 3463 Tropical Medicine, Parasitology and Public Health is ≥ 2.

Element 2: Term 2/3 (75 Credits)

Students must take five recommended modules, and should refer to the Programme Handbook to understand the module options available to them. Compensation can be applied to one of the modules with a grade of 1.00 to 1.99, provided the overall GPA for the 5 modules is ≥2.00

Element 3: Project (45 credits)

The project must be passed with a minimum grade of 2.00

Award GPA

Element	Calculation	Additional Information
Core	0.3	3463 alone counts towards the GPA
Term 2/3	0.4	The four highest graded modules of the 5 modules taken in Terms 2 and 3 contribute to the award GPA.
Project	0.3	Must be passed with a minimum grade of 2.00

2.7 Specific Distance Learning Programme Award Schemes:

MSc Clinical Trials by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Fundamentals of Clinical Trials	CTM101*	15	Compulsory Core	**Students must select all four compulsory core modules.**
Basic Statistics for Clinical Trials	CTM102	15	Compulsory Core	
Clinical Trials in Practice	CTM103	15	Compulsory Core	
Reporting and Reviewing Clinical Trials	CTM104	15	Compulsory Core	
Compensation can be applied to one of either CTM102, CTM103 or CTM104 with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (90 Credits)	Module Code	Credit Value	Classification	Module Selection
Protocol Development	CTM201	15	Compulsory	**Students must select this compulsory module plus five additional elective modules totalling 75 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the combined GPA for Elements 2+3 (weighted by credit value) is ≥2.00				

Element 3: Integrating Module (30 Credits)	Module Code	Credit Value	Classification	Module Selection
Integrating Module	CTM210*	30	Compulsory	**Students must select this compulsory module**
Students must obtain a minimum grade of 2.00 for CTM210.				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across four CTM1 modules
Element 2: Electives	0.5	Calculated from the average GPA across CTM201 and best four other elective modules
Element 3: Integrating Module	0.2	The GPA for CTM2010

*Uncompensatable award components

PGDip Clinical Trials by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Fundamentals of Clinical Trials	CTM101*	15	Compulsory Core	**Students must select all four compulsory core modules.**
Basic Statistics for Clinical Trials	CTM102	15	Compulsory Core	
Clinical Trials in Practice	CTM103	15	Compulsory Core	
Reporting and Reviewing Clinical Trials	CTM104	15	Compulsory Core	

Element 2: Electives (60 Credits)
Students must select four elective modules totalling 60 credits, and should refer to the Programme Regulations to understand the module options available to them. **Compensation can be applied to one module in Element 1 or Element 2 with a grade of 1.00 to 1.99, provided the combined GPA for Elements 1+2 (weighted by credit value) is ≥2.00.**

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.43	Calculated from the average GPA across four CTM1 modules
Element 2: Electives	0.57	Calculated from the average GPA across CTM201 and best four other elective modules

*Uncompensatable award components

PGCert Clinical Trials by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Fundamentals of Clinical Trials	CTM101*	15	Compulsory Core	**Students must select all four compulsory core modules.**
Basic Statistics for Clinical Trials	CTM102	15	Compulsory Core	
Clinical Trials in Practice	CTM103	15	Compulsory Core	
Reporting and Reviewing Clinical Trials	CTM104	15	Compulsory Core	
Compensation can be applied to one of either CTM102, CTM103 or CTM104 with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	100	Calculated from the average GPA across four CTM1 modules

*Uncompensatable award components

MSc Epidemiology by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Fundamentals of Epidemiology	EPM101*	15	Compulsory	**Students must select all four compulsory modules.**
Statistics for Epidemiology	EPM102*	15	Compulsory	
Practical Epidemiology	EPM103	15	Compulsory	
Writing and Reviewing Epidemiological Papers	EPM105	15	Compulsory	
Compensation can be applied to one of either EPM103 or EMP105 with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (75 Credits)	Module Code	Credit Value	Classification	Module Selection
Study Design: Writing a Grant Application	EPM201	15	Compulsory	**Students must select the two compulsory modules plus an additional three elective modules totalling 45 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Statistical Methods in Epidemiology	EPM202	15	Compulsory	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall GPA is ≥2.00 across elements 2 and 3.				

Element 3: Project (45 Credits)	Module Code	Credit Value	Classification
Project Report	EPM500*	45	Compulsory
Students must obtain a minimum grade of 2.00 for EPM500.			

Element 4: Final Examination	EPM400	0	Compulsory
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' is at least 2.00 for all elements.			

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.2	Calculated from the average GPA across four EPM1 modules
Element 2: Electives	0.4	Calculated from the average GPA across EPM201, EPM202 and best two other elective modules
Element 3: Project	0.3	Calculated from the Project mark
Element 4: Final Examination	0.1	The GPA for EPM400

*Uncompensatable award components

PGDip Epidemiology by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Fundamentals of Epidemiology	EPM101*	15	Compulsory	**Students must select all four compulsory modules.**
Statistics for Epidemiology	EPM102*	15	Compulsory	
Practical Epidemiology	EPM103	15	Compulsory	
Writing and Reviewing Epidemiological Papers	EPM105	15	Compulsory	

Element 2: Electives (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Study Design: Writing a Grant Application	EPM201	15	Compulsory	**Students must select the two compulsory modules plus an additional two elective modules totalling 30 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Statistical Methods in Epidemiology	EPM202	15	Compulsory	
Compensation can be applied to one module in Element 1 or Element 2 with a grade of 1.00 to 1.99, provided the combined GPA for Elements 1+2 (weighted by credit value) is ≥2.00.				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.43	Calculated from the average GPA across four EPM1 modules
Element 2: Electives	0.57	Calculated from the average GPA across EPM201, EPM202 and best two other elective modules

*Uncompensatable award components

PGCert Epidemiology by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Fundamentals of Epidemiology	EPM101*	15	Compulsory	**Students must select all four compulsory modules**
Statistics for Epidemiology	EPM102*	15	Compulsory	
Practical Epidemiology	EPM103	15	Compulsory	
Writing and Reviewing Epidemiological Papers	EPM105	15	Compulsory	
Compensation can be applied to one of either EPM103 or EMP105 with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	100	Calculated from the average GPA across four EPM1 modules

*Uncompensatable award components

MSc Global Health Policy by Distance Learning (with Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
The Economics of Global Health Policy	GHM101	15	Compulsory Core	**Students must select all four compulsory core modules.**
The Politics of Global Health Policy	GHM102	15	Compulsory Core	
Environmental Change and Global Health Policy	GHM103	15	Compulsory Core	
Issues in Global Health Policy	GHM104	15	Compulsory Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (75 Credits)
Students must select five elective modules totalling 75 credits, and should refer to the Programme Regulations to understand the module options available to them.
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 3: Project (45 Credits)	Module Code	Credit Value	Classification
Project	GHM300	45	Compulsory
Students must obtain a minimum grade of 2.00 for GHM300.			

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across four GHM1 modules
Element 2: Electives	0.4	Calculated from the average GPA across the best four elective modules
Element 3: Project	0.3	The GPA for GHM300

Alternative Award GPA (if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00).		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across four GHM1 modules
Element 2	0.5	Calculated from the average GPA across all five elective modules
Element 3	0.2	The GPA for GHM300

MSc Global Health Policy by Distance Learning (without Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
The Economics of Global Health Policy	GHM101	15	Compulsory Core	**Students must select all four compulsory core modules.**
The Politics of Global Health Policy	GHM102	15	Compulsory Core	
Environmental Change and Global Health Policy	GHM103	15	Compulsory Core	
Issues in Global Health Policy	GHM104	15	Compulsory Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (120 Credits)
Students must select eight elective modules totalling 120 credits, and should refer to the Programme Regulations to understand the module options available to them.
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across four GHM1 modules
Element 2: Electives	0.7	Calculated from the average GPA across the best seven elective modules

PGDip Global Health Policy by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
The Economics of Global Health Policy	GHM101	15	Compulsory Core	**Students must select all four compulsory core modules.**
The Politics of Global Health Policy	GHM102	15	Compulsory Core	
Environmental Change and Global Health Policy	GHM103	15	Compulsory Core	
Issues in Global Health Policy	GHM104	15	Compulsory Core	

Element 2: Electives (60 Credits)
Students must select four elective modules totalling 60 credits, and should refer to the Programme Regulations to understand the module options available to them. **Compensation can be applied to one module in Element 1 or Element 2 with a grade of 1.00 to 1.99, provided the combined GPA for Elements 1+2 (weighted by credit value) is ≥2.00.**

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.43	Calculated from the average GPA across four GHM1 modules
Element 2: Electives	0.57	Calculated from the average GPA across the best four elective modules

PGCert Global Health Policy by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
The Economics of Global Health Policy	GHM101	15	Compulsory Core	**Students must select all four compulsory core modules.**
The Politics of Global Health Policy	GHM102	15	Compulsory Core	
Environmental Change and Global Health Policy	GHM103	15	Compulsory Core	
Issues in Global Health Policy	GHM104	15	Compulsory Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	100	Calculated from the average GPA across four GHM1 modules

MSc Health in Humanitarian Crises by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles of Biostatistics and Epidemiology	IDM101	15	Core	**Students must select all core and compulsory modules**
Conflict and Health	PHM214	15	Core	
Public Health Information in Humanitarian Crises	HHM101	15	Core	
Design and Planning of Humanitarian Health Projects	HHM102	15	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Monitoring and Evaluation for Humanitarian Health Projects	HHM201	15	Compulsory	**Students must select this compulsory module PLUS an additional three elective modules totalling 45 credits, and should refer to the Programme Regulations to understand the module options available to them**
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 3: Project (60 credits)	Module Code
Project	HHM300
Students must obtain a minimum grade of 2.00 for HHM300.	

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across five core and compulsory modules
Element 2: Electives	0.4	Calculated from the average GPA across the best three elective modules
Element 3: Project	0.3	The GPA for HHM300

PGDip Health in Humanitarian Crises by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles of Biostatistics and Epidemiology	IDM101	15	Core	**Students must select all core and compulsory modules**
Conflict and Health	PHM214	15	Core	
Public Health Information in Humanitarian Crises	HHM101	15	Core	
Design and Planning of Humanitarian Health Projects	HHM102	15	Core	

Element 2: Electives (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Monitoring and Evaluation for Humanitarian Health Projects	HHM201	15	Compulsory	**Students must select this compulsory module PLUS an additional three elective modules totalling 45 credits, and should refer to the Programme Regulations to understand the module options available to them**
Compensation can be applied to one module in Element 1 or Element 2 with a grade of 1.00 to 1.99, provided the combined GPA for Elements 1+2 (weighted by credit value) is ≥2.00.				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.43	Calculated from the average GPA across four core modules
Element 2: Electives	0.57	Calculated from the average GPA across the best four elective modules

PGCert Health in Humanitarian Crises by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles of Biostatistics and Epidemiology	IDM101	15	Core	**Students must select all core and compulsory modules**
Conflict and Health	PHM214	15	Core	
Public Health Information in Humanitarian Crises	HHM101	15	Core	
Design and Planning of Humanitarian Health Projects	HHM102	15	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	100	Calculated from the average GPA across four core modules

MSc Infectious Diseases by Distance Learning (with Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles of Biostatistics and Epidemiology	IDM101	15	Compulsory	**Students must select all four compulsory modules.**
Principles of Biology	IDM102	15	Compulsory	
Biology of Infectious Diseases	IDM103	15	Compulsory	
Control of Infectious Diseases	IDM104	15	Compulsory	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (75 Credits)	Module Code	Credit Value	Classification	Module Selection
Research Design, Management and Analysis	IDM601	15	Compulsory	**Students must select this compulsory module plus four elective modules totaling 60 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 3: Project (45 Credits)	Module Code	Credit Value	Classification
Project Report	IDM600	45	Compulsory
Students must obtain a minimum grade of 2.00 for IDM600.			

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across four IDM1 modules
Element 2: Electives	0.4	Calculated from the average GPA across the best four elective modules
Element 3: Project	0.3	The GPA for IDM600

Alternative Award GPA (if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00).		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across four GHM1 modules
Element 2	0.5	Calculated from the average GPA across all five elective modules
Element 3	0.2	The GPA for IDM600

MSc Infectious Diseases by Distance Learning (without Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles of Biostatistics and Epidemiology	IDM101	15	Compulsory	**Students must select all four compulsory modules.**
Principles of Biology	IDM102	15	Compulsory	
Biology of Infectious Diseases	IDM103	15	Compulsory	
Control of Infectious Diseases	IDM104	15	Compulsory	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (120 Credits)	Module Code	Credit Value	Classification	Module Selection
Research Design, Management and Analysis	IDM601	15	Compulsory	**Students must select this compulsory module plus seven elective modules totaling 105 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across four IDM1 modules
Element 2: Electives	0.7	Calculated from the average GPA across the best seven elective modules

PGDip Infectious Diseases by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles of Biostatistics and Epidemiology	IDM101	15	Compulsory	**Students must select all four compulsory core modules.**
Principles of Biology	IDM102	15	Compulsory	
Biology of Infectious Diseases	IDM103	15	Compulsory	
Control of Infectious Diseases	IDM104	15	Compulsory	

Element 2: Electives (60 Credits)
Students must select four elective modules totalling 60 credits, and should refer to the Programme Regulations to understand the module options available to them. **Compensation can be applied to one module in Element 1 or Element 2 with a grade of 1.00 to 1.99, provided the combined GPA for Elements 1+2 (weighted by credit value) is ≥2.00.**

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.43	Calculated from the average GPA across four IDM1 modules
Element 2: Electives	0.57	Calculated from the average GPA across the best four elective modules

PGCert Infectious Diseases by Distance Learning

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles of Biostatistics and Epidemiology	IDM101	15	Compulsory	**Students must select all four compulsory core modules.**
Principles of Biology	IDM102	15	Compulsory	
Biology of Infectious Diseases	IDM103	15	Compulsory	
Control of Infectious Diseases	IDM104	15	Compulsory	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	100	Calculated from the average GPA across four IDM1 modules

MSc Public Health (General) by Distance Learning (with Project)

Element 1 (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules.**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Issues in Public Health	PHM105	10	Compulsory Core	
Environment, Health and Sustainable Development	PHM106	10	Core	**Students must select ONE additional core module.**
Foundations for Health Promotion	PHM107	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2 (75 Credits)
Students must select five elective modules totalling 75 credits, and should refer to the Programme Regulations to understand the module options available to them.
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Element 3 (45 Credits)	Module Code	Credit Value	Classification	Module Selection
Project Report	PHM305*	45	Compulsory	
Students must obtain a minimum grade of 2.00 for PHM305.				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across six PHM1 modules
Element 2	0.4	Calculated from the average GPA across the best four elective modules
Element 3	0.3	The GPA for PHM305

Alternative Award GPA (if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00)		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across six PHM1 modules
Element 2	0.5	Calculated from the average GPA across all five elective modules
Element 3	0.2	The GPA for PHM305

*Uncompensatable award components

MSc Public Health (General) by Distance Learning (without Project)

Element 1 (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules.**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Issues in Public Health	PHM105	10	Compulsory Core	
Environment, Health and Sustainable Development	PHM106	10	Core	**Students must select ONE additional core module.**
Foundations for Health Promotion	PHM107	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2 (120 Credits)
Students must select eight elective modules totalling 120 credits, and should refer to the Programme Regulations to understand the module options available to them.
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across six PHM1 modules
Element 2	0.7	Calculated from the average GPA across the best seven elective modules

MSc Public Health (Environment and Health) by Distance Learning (with Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Environment, Health and Sustainable Development	PHM106	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select ONE core module.**
Foundations for Health Promotion	PHM107	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (75 Credits)	Module Code	Credit Value	Classification	Module Selection
Environmental Health Policy	PHM206*	15	Compulsory	**Students must select this compulsory module plus three additional elective modules totalling 60 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module (other than PHM206) within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 3: Project (45 Credits)	Module Code	Credit Value	Classification
Project Report	PHM305*	45	Compulsory
Students must obtain a minimum grade of 2.00 for PHM305.			

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.4	Calculated from the average GPA across the best four elective modules
Element 3: Project	0.3	The GPA for PHM305

Alternative Award GPA (if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00)		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across six PHM1 modules
Element 2	0.5	Calculated from the average GPA across all four elective modules
Element 3	0.2	The GPA for PHM305

*Uncompensatable award components

MSc Public Health (Environment and Health) by Distance Learning (without Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Environment, Health and Sustainable Development	PHM106	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select ONE core module.**
Foundations for Health Promotion	PHM107	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (120 Credits)	Module Code	Credit Value	Classification	Module Selection
Environmental Health Policy	PHM206*	15	Compulsory	**Students must select this compulsory module PLUS seven additional elective modules totalling 105 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module (other than PHM206) within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.7	Calculated from the average GPA across the best seven elective modules

*Uncompensatable award components

MSc Public Health (Health Economics) by Distance Learning (with Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all four compulsory core modules**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select TWO core modules.**
Environment, Health and Sustainable Development	PHM106	10	Core	
Foundations for Health Promotion	PHM107	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (75 Credits)	Module Code	Credit Value	Classification	Module Selection
Economic Analysis for Health Policy	PHM203	15	Compulsory Elective	**Students must select these two compulsory modules PLUS three elective modules totalling 45 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Economic Evaluation	PHM204	15	Compulsory Elective	
Compensation can be applied to one module (apart from PHM203 & PHM 204) within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 3: Project (45 Credits)	Module Code	Credit Value	Classification
Project Report	PHM305*	45	Compulsory
Students must obtain a minimum grade of 2.00 for PHM305.			

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across six PHM1 modules
Element 2	0.4	Calculated from the average GPA across the best four elective modules
Element 3	0.3	The GPA for PHM305

Alternative Award GPA (if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00)		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.5	Calculated from the average GPA across all five elective modules
Element 3: Project	0.2	The GPA for PHM305

*Uncompensatable award components

MSc Public Health (Health Economics) by Distance Learning (without Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all four compulsory core modules**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select TWO core modules.**
Environment, Health and Sustainable Development	PHM106	10	Core	
Foundations for Health Promotion	PHM107	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (120 Credits)	Module Code	Credit Value	Classification	Module Selection
Economic Analysis for Health Policy	PHM203	15	Compulsory Elective	**Students must select these two compulsory modules PLUS six additional elective modules totalling 90 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Economic Evaluation	PHM204	15	Compulsory Elective	
Compensation can be applied to one module (apart from PHM203 & PHM 204) within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.7	Calculated from the average GPA across the best seven elective modules

MSc Public Health (Health Promotion) by Distance Learning (with Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Foundations for Health Promotion	PHM107	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select ONE additional core module.**
Environment, Health and Sustainable Development	PHM106	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (75 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles and Practice of Health Promotion	PHM213*	15	Compulsory	**Students must select this compulsory module PLUS an additional four elective modules totalling 60 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module within this element (other than PHM213) with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 3: Project (45 Credits)	Module Code	Credit Value	Classification
Project Report	PHM305*	45	Compulsory
Students must obtain a minimum grade of 2.00 for PHM305.			

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across six PHM1 modules
Element 2	0.4	Calculated from the average GPA across the best four elective modules
Element 3	0.3	The GPA for PHM305

Alternative Award GPA (if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00)		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.5	Calculated from the average GPA across all five elective modules
Element 3: Project	0.2	The GPA for PHM305

*Uncompensatable award components

MSc Public Health (Health Promotion) by Distance Learning (without Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Foundations for Health Promotion	PHM107	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select ONE additional core module.**
Environment, Health and Sustainable Development	PHM106	10	Core	
Health Services	PHM108	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (120 Credits)	Module Code	Credit Value	Classification	Module Selection
Principles and Practice of Health Promotion	PHM213*	15	Compulsory	**Students must select this compulsory module PLUS an additional seven elective modules totalling 105 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module (other than PHM213) within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.7	Calculated from the average GPA across the best seven elective modules

*Uncompensatable award components

MSc Public Health (Health Services Management) by Distance Learning (with Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Health Services	PHM108	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select ONE additional core module.**
Environment, Health and Sustainable Development	PHM106	10	Core	
Foundations for Health Promotion	PHM107	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (75 Credits)	Module Code	Credit Value	Classification	Module Selection
Organisational Management	PHM212*	15	Compulsory	**Students must select this compulsory module PLUS four additional elective modules totalling 60 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module (other than PHM212) within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 3: Project (45 Credits)	Module Code	Credit Value	Classification
Project Report	PHM305*	45	Compulsory
Students must obtain a minimum grade of 2.00 for PHM305.			

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1	0.3	Calculated from the average GPA across six PHM1 modules
Element 2	0.4	Calculated from the average GPA across the best four elective modules
Element 3	0.3	The GPA for PHM305

Alternative Award GPA (if a project is taken but the project grade is lower than that for any elective module, but not lower than 2.00)		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.5	Calculated from the average GPA across all five elective modules
Element 3: Project	0.2	The GPA for PHM305

*Uncompensatable award components

MSc Public Health (Health Services Management) by Distance Learning (without Project)

Element 1: Core (60 Credits)	Module Code	Credit Value	Classification	Module Selection
Basic Epidemiology	PHM101	10	Compulsory Core	**Students must select all five compulsory core modules and the one compulsory module (PHM212).**
Basic Statistics for Public Health and Policy	PHM102	10	Compulsory Core	
Introduction to Health Economics	PHM103	10	Compulsory Core	
Principles of Social Research	PHM104	10	Compulsory Core	
Health Services	PHM108	10	Compulsory Core	
Issues in Public Health	PHM105	10	Core	**Students must select ONE core module.**
Environment, Health and Sustainable Development	PHM106	10	Core	
Foundations for Health Promotion	PHM107	10	Core	
Health Policy, Process and Power	PHM109	10	Core	
Compensation can be applied to one module within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Element 2: Electives (120 Credits)	Module Code	Credit Value	Classification	Module Selection
Organisational Management	PHM212*	15	Compulsory	**Students must select this compulsory module PLUS seven additional elective modules totalling 105 credits, and should refer to the Programme Regulations to understand the module options available to them.**
Compensation can be applied to one module (other than PHM212) within this element with a grade of 1.00 to 1.99, provided the overall Core GPA is ≥2.00				

Award GPA		
Element	**Calculation**	**Additional Information**
Element 1: Core	0.3	Calculated from the average GPA across six PHM1 modules
Element 2: Electives	0.7	Calculated from the average GPA across the best seven elective modules

*Uncompensatable award components

LSHTM Academic Manual 2025-26

Chapter 3: Programme & Module Management, Monitoring and Evaluation

---

Contents

3.1. Programme and Module Documentation....2
3.2. Programme Approval, Amendments, Suspension and Discontinuation....5
3.3. Programme development, design and approval....5
3.3.1 Stage 1: Strategic, Financial Planning Approval (Business Case)....6
3.3.2 Stage 2: Academic Development Proposal....7
3.3.3 Stage 3: Programme and Module Specification and Curriculum Design....8
3.3.4 Stage 4: Validation Panel meeting for new programmes....9
3.3.5 Stage 5: Final Approval for new Programmes....12
3.4 Credit-Bearing Short Course development, design and approval....13
3.5 Module development, design and approval....19
3.6 Programme & Module Amendment Procedure....23
3.7 Suspension & Discontinuation of Programmes or Modules....28
3.8 Annual Programme and Module Monitoring....32
3.9 Periodic Programme Review and Evaluation (Revalidation)....34

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 processes 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 (non-credit bearing) at LSHTM are courses that hold a recognised status in the Health Care sector that do not have any academic credit attached to them. They are aimed at students who hold higher education qualifications and want to develop knowledge and skill in a specialised field.
- **Professional Diplomas (credit-bearing)**
  - Professional Diplomas (credit-bearing) at LSHTM are courses that hold a recognised status in the Health Care sector which do have a limited amount of credit (up to 60 credits) attached. They are aimed at students who hold higher education qualifications and want to develop knowledge and skill in a specialised field.

- **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. 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 from the Competition and Markets Authority (CMA) 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 module 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 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 Academic Manual. Where there are approved programme-specific academic regulations, it will be clearly indicated within the programme handbook.

3.1.12 For groups of awards forming 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 School Executive Team.

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 Education 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

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 and approved by the relevant Faculty Education Committee for submission to the Executive Team via Quality and Academic Standards (QAS) Team.

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). It is key that proposing teams are aware of LSHTM and UoLW Committee timelines for approval for intensive and Distance Learning programmes. There are distinct approval steps and timeframes for these modes. Please refer to QAS for guidance.

iii. A business case for new programmes with any new modules should be drafted and approved by the Faculty Management Group.

iv. The business case plan for a new programme must be endorsed by LSHTM's Executive Team before proceeding to academic development and approval.

v. 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 of the provision and lead on working with QAS and the School Committees to ensure usage of the correct approval procedure. The lead academic is expected to form a Development Team and ensure there is a holistic 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 FEC.

ii. For final approval 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 Education Committee (SEC). 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. These approval decisions will be based on the outcomes, conditions, and recommendations for the scheduled validation event.

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;
- Details of staff allocated to deliver the programme and an outline of their subject specialism and likely contribution to the programme.

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 development or launch of the programme 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 by PMRC 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 methods 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) as well as the relevant Conditions of Registration as determined by the OfS, which include, but are not limited to conditions B1- B5

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 proposed programme's FEC should approve the documentation and once approved, the Academic Lead should submit the required paperwork to the Validation Panel via the Quality and Academic Standards office (see 3.3.4 below).

viii. Academic Leads seek advice, guidance and support from the Quality and Academic Standards office throughout the process at qualityteam@lshtm.ac.uk

3.3.4 Stage 4: Validation Panel meeting for new programmes

i. The Quality and Academic Standards office will coordinate with Academic Leads in arrangements of Validation Panel meetings qualityteam@lshtm.ac.uk.

ii. 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 and OfS' Sector Recognised Standards

- 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).

iii. The following documents should be presented to the Validation panel:

- New programme business case
- Academic Development proposal approval as approved by PMRC
- 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

Validation Panel Outcome

iv. In reviewing and considering the programme proposal, the Validation Panel will reach a decision on whether to:

- **Recommend approval** – with/without recommendations; or
- **Recommend approval subject to conditions** – and with/without recommendations; or
- **Not recommend approval**.

The Panel Chair is responsible for providing the programme team with the final validation outcome report normally within 4 weeks of the validation event.

Conditions and recommendations

v. **Conditions** may be set by the Panel where actions or revisions must be taken to address issues of a regulatory nature or that relate to resources (both physical and human), curriculum, assessment or other areas that will impact on students' learning

and experience. The programme team must address all conditions by the agreed deadline before the programme can be approved and launched.

vi. **Recommendations** are areas identified by the Panel which may enhance the quality of the programme and student experience. The programme team is expected to provide responses to all recommendations, including whether these have been accepted, or where rejected, an explanation that is acceptable to the Panel.

vii. **Commendations** – Commendations allow Panels the chance to congratulate the programme team, Faculty or University lead on aspects of exemplary practice, i.e. those that significantly exceed normal expectations, particularly those that have had a positive effect on students' teaching and learning experience and those supporting the effective delivery of a programme. The focus should be on exemplary practice that has the potential to be transferred to other programmes.

viii. The Academic Lead must respond to the decision outcome, addressing all conditions and recommendations following the meeting. The Chair of the Panel will be responsible for ensuring that the conditions have been met and recommendations have been appropriately responded to before the programme can progress to Stage 5, Final approval.

ix. The programme team will be informed of the outcome, along with any appropriate conditions, recommendations, and commendations on the day of the event. This will be confirmed via email within two days of the validation event.

x. A Validation Report will be produced within four weeks of the validation event. This will form the official documentation of the validation process, including details of conditions, recommendations, and commendations.

xi. The Validation Panel will not recommend approval of a programme/module that has not been the subject of external expertise.

xii. For full Membership and Terms of Reference of the Periodic Review and Validation Panel please see Chapter 10, *Governance* of the LSHTM Academic Manual.

3.3.5 Stage 5: Final Approval for new Programmes

i. The validation report and final programme documentation will be approved by SRDC - for Research Degrees, and PMRC for taught Master's programmes. PMRC will make a recommendation for final approval to SEC. In addition, the Faculty Operating Officer, Registrar and Director of Education Services and where appropriate the Finance & Development Committee should also be kept informed. If the validation outcome is to not recommend approval through SRDC or PMRC, SEC will determine whether the proposal should be substantially revised or abandoned.

ii. Final approval of new programmes must be noted at the next Senate meeting and generally launched within 18 months of approval.

iii. In addition to the above procedures, DL programmes require formal approval by the University of London via the (Quality, Learning and Teaching Committee) and Academic Quality Assurance Committee (AQAC) following SEC approval.

iv. Once final approval has been confirmed the following actions must be completed:
- Notification of approval must be sent to relevant stakeholders including: Deans of Faculty, ADEs, Programme Directors, Head of Marketing and Communication, Head of Registry and Education Administration.
- 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, or otherwise must be advertised as 'subject to validation'; however, note this can only be done once the Business Case has been approved by the Executive Team.

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

N.B although some of 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.

3.4 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.

3.4.1 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 case for new credit-bearing short course should be drafted and approved by the Faculty Management Group.

iv. The business case for a new credit-bearing short course must be endorsed by the LSHTM Executive Team before proceeding to academic development and approval.

v. 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 Associate Dean Education of the parent Faculty will appoint a lead academic to coordinate the development, design, and approval procedure. The lead academic is expected to form a Development Team and ensure there is a holistic approach to the curriculum design.

3.4.2 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 Associate Dean Education.

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 courses and 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;
- Details of staff allocated to deliver the course and an outline of their subject specialism and likely contribution to the course.

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 development of launch of the course it may be necessary to suspend or extend the approval procedure.

3.4.3 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. Appropriate time 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 Associate Dean Education 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 qualityteam@lshtm.ac.uk

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

i. The Quality and Academic Standards office will support Academic Leads with Validation Panel arrangements qualityteam@lshtm.ac.uk.

ii. 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 the OfS' Sector Recognised Standards and the 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).

iii. 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

Validation Panel Outcome

xiii. In reviewing and considering the programme proposal, the Validation Panel will reach a decision on whether to:

- **Recommend approval** – with/without recommendations; or
- **Recommend approval subject to conditions** – and with/without recommendations; or
- **Not recommend approval**.

xiv. The Panel Chair is responsible for providing the programme team with the final validation outcome report normally within 4 weeks of the validation event.

Conditions and recommendations

xv. **Conditions** may be set by the Panel where actions or revisions must be taken to address issues of a regulatory nature or that relate to resources (both physical and human), curriculum, assessment or other areas that will impact on students' learning and experience. The programme team must address all conditions

by the agreed deadline before the programme can be approved and launched.

xvi. **Recommendations** are areas identified by the Panel which may enhance the quality of the programme and student experience. The programme team is expected to provide responses to all recommendations, including whether these have been accepted, or where rejected, an explanation that is acceptable to the Panel.

xvii. **Commendations** - Commendations allow Panels the chance to congratulate the programme team, Faculty or University lead on aspects of exemplary practice, i.e. those that significantly exceed normal expectations, particularly those that have had a positive effect on students' teaching and learning experience and those supporting the effective delivery of a programme. The focus should be on exemplary practice that has the potential to be transferred to other programmes.

xviii. The Academic Lead must respond to the decision outcome, addressing all conditions and recommendations following the meeting. The Chair of the Panel will be responsible for ensuring that the conditions have been met and recommendations have been appropriately responded to before the programme can progress to Stage 5, Final approval.

iv. The Validation Panel will not recommend approval of a new credit-bearing short course that has not been the subject of external expertise.

v. For full Membership and Terms of Reference of the Periodic Review and Validation Panels please see Chapter 10, *Governance* of the LSHTM Academic Manual.

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

i. The validation report and final programme documentation 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 PMRC will determine whether the proposal should be substantially revised or abandoned.

iii. Once final approval has been confirmed the following actions must be completed:

- Notification of approval must be sent to relevant stakeholders including: Deans of Faculty, ADEs, Programme Directors, Head of Marketing and Communication, Head of Registry and Education Administration.
- 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, or otherwise must be advertised as 'subject to validation'; however, note this can only be done once the Business Case has been approved by the Executive Team.
- 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.
- Education Administration: The Academic Lead/Programme Director (PD) must liaise with the Education Administration to ensure that all relevant administrative tasks are in place for the start of the academic year.

N.B although some of 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.

3.5 Module development, design and approval

3.5.1 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)* .

3.5.2 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.

3.5.3 In line with 3.4 Programme & Module Amendment Procedure below, 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)

3.5.4 New elective modules will be considered a Minor Amendment to the parent programme, and therefore, final approval resides with the Faculty Education Committee.

3.5.5 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

3.5.6 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 Education 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;

Details of LSHTM staff with subject specialism and their likely contribution to the delivery of the module.

iv. Modules can proceed to development after approval at FEC.

3.5.7 Stage 2: Module Specification and Curriculum Design

i. Once development approval has been granted the module specifications and content can be designed.

ii. Appropriate time 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 qualityteam@lshtm.ac.uk

3.5.8 Stage 3: Final Approval of new modules

i. The Programme and Module Review Committee (PMRC) will approve core modules, and the Faculty Education 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 3.3.7.7.iii

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, ADEs, Programme Directors, Head of Marketing and Communication, Quality and Academic Standards, Head of Registry, and Education Administration.
- 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.
- Education Administration: The Academic Lead/Programme Director (PD) must liaise with Education Administration to ensure that all relevant administrative tasks are in place for the start of the academic year.

3.6 Programme & Module Amendment Procedure

3.6.1 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.

3.6.2 Programme Specification Amendments

3.6.2.1 LSHTM publishes intensive programme specifications an academic year prior to a cohort enrolling. For example, September 2022 for the academic year 2023/2024. Therefore, 'Major' programme amendments must be approved by the last Programme and Module Review Committee (PMRC) 15 months prior to implementation (June/July meeting).

3.6.2.2 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).

3.6.2.3 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.

3.6.2.4 For intensive programmes, only typographical error corrections and staffing amendments to programme specifications may be made after the 15-month deadline ahead of intensive programme cohort enrolling. Such amendments do not require Committee approval but the updated forms and track-changed documentation should be submitted via the Associate Dean Education (ADE) 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.

3.6.2.5 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.

3.6.3 Module Specification Amendments

3.6.3.1 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 prior to the start of the academic year.[1]

3.6.3.2 Minor module amendments can be made during the academic year prior to a cohort enrolling. Minor module amendments are approved at the FEC and should be received and noted by PMRC.

3.6.3.3 Minor block E module amendments may be approved by FEC via Chair's Action and submitted to PMRC for noting.

3.6.3.4 Amendments to modules that have an impact on Programme Specifications (and/or Programme Regulations for Distance Learning), such as module name changes, 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).

[1] DL Modules are published in May to align with the UoL Recruitment cycle. Ideally Term 1 intensive Module Specifications are published as early as possible to coincide with Short Course recruitment.

3.6.3.5 Editorial amendments to module specifications do not require Committee approval and must be submitted via the HFEA to QAS during the summer prior to the start of the academic year.

3.6.3.6 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 FEC, the External Examiner, CELT and current students and/or alumni.

3.6.3.7 It is recommended that guidance is sought from QAS and the ADE at the start of the process.

3.6.4 Definitions

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

3.6.4.2 **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 moves it 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.

3.6.4.3 **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 moves it 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 a module;
- Changes to Distance Learning module assessment that is specified in the Programme Specification and/or Programme Regulations;
- Change to Award Schemes;
- Change to the credit value of a module;
- Change(s) to the diet of compulsory modules; and

- The removal of recommended modules.

3.6.5 Points of Note

3.6.5.1 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 ADE or HFEA (for editorial amendments only), whilst major amendments should be designed in consultation with the ADE and QAS. It is important to note that the approval of amendments is beyond the remit of this consultative stage, sitting with FEC and PMRC for minor and major amendments respectively.

3.6.5.2 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.

3.6.5.3 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.

3.6.5.4 Changes that relate only to the MSc Award Scheme or programme-specific Award Scheme will be submitted directly to the Senate Education Committee for approval.

3.6.5.5 FEC and PMRC secretaries will send notification of approval for minor and major amendments, respectively. 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, Education Administration, and Communications and Engagement.

3.6.5.6 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.

3.6.5.7 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.

3.6.5.8 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.

3.7 Suspension & Discontinuation of Programmes or Modules

3.7.1 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 – normally considered at Faculty level, in consultation with and endorsed by SEC - 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.

3.7.2 The proposal to discontinue or suspend a programme or module must come from the Faculty responsible for that programme in consultation with, and endorsed by, SEC 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).

3.7.3 Programme[2] Suspension or Discontinuation

3.7.3.1 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 Education Committee (SEC) or Senate Research Degrees Committee (SRDC)[3]; however, the overriding

[2] 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.
[3] SRDC oversee this stage of the process for Professionals Doctorates programmes with a taught element.

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).

3.7.3.2 All programme suspensions should be reviewed annually at PMRC. All requests to reverse a programme suspension should also be considered by PMRC. All requests should detail the rationale for the reversal with reference to the original reasons for the suspension.

3.7.3.3 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

3.7.3.4 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.

3.7.4 Module Suspension or Discontinuation

3.7.4.1 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 SEC. The overriding authority to approve proposals to **discontinue** a module rests with SEC.

3.7.4.2 All module suspensions should be reviewed annually prior to the start of a new academic year at PMRC. Requests to reverse a module suspension should be submitted to PMRC for consideration prior to the start of a new academic year. All requests should detail the rationale for the reversal with reference to the original reasons for the suspension.

3.7.5 Short Course Suspension or Discontinuation

3.7.5.1 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.

3.7.6 Student Consultation

3.7.6.1 **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.

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

3.7.6.3 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.

3.7.7 Timeline

3.7.7.1 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.

3.7.7.2 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.

3.7.7.3 In rare, unforeseeable and unavoidable circumstances, it may be necessary to suspend or discontinue an intensive programme or module after recruitment has begun and applications have been submitted.

3.7.7.4 Once students are enrolled at LSHTM suspension and discontinuation of intensive 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.

3.7.7.5 In the case of the circumstances outlined above the rationale to suspend or discontinue an intensive 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.

3.8 Annual Programme and Module Monitoring

3.8.1 Taught Annual Programme Monitoring Procedures

3.8.1.1 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.

3.8.1.2 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.

3.8.1.3 Annual monitoring is undertaken by 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, FEC, PMRC and SEC 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.

3.8.1.4 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 Review 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

3.8.2 Annual Module Review and Action Plans (AMRAP)

3.8.2.1 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 Associate Dean Education (ADE) for scrutiny and approval through FEC. Each Module Organiser is required to complete and submit the AMRAP to the relevant Faculty Committee. QAS will work with the ADE to ensure that AMRAP completion is tracked.

3.8.2.2 The ADE produces a Module Review Summary for their faculty which will be scrutinised at FEC.

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

3.8.3 Annual Programme Director Review (APDR)

3.8.3.1 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.

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

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

3.8.4 Research Annual Programme Monitoring Procedures

3.8.4.1 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).

3.9 Periodic Programme Review and Evaluation (Revalidation)

3.9.1 Purpose, Scope, and Frequency of Periodic Reviews

3.9.1.1 All LSHTM programmes are required to undertake a periodic review, generally every 5 years, although this timescale is not prescriptive but rather, indicative. 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 a programme will be exempt from annual monitoring (APDR)

3.9.1.2 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.

3.9.1.3 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.

3.9.1.4 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 Education Committee (SEC), 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.

3.9.1.5 **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 Quality & Academic Standards (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.

3.9.1.6 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.

3.9.1.7 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 LSHTM are implemented effectively, and that any variations in practice are addressed;
- Review the interface between the UoLW and the LSHTM in the management and enhancement of the quality of the programme.

3.9.1.8 **Schedule:** LSHTM academic programmes will go through a process of Periodic Review, generally on a five-year cycle, although note this is an

indicative timeframe. 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.

3.9.1.9 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.

3.9.1.10 **Types of programme involved:** All award-bearing LSHTM programmes, credit-bearing Continuing Professional Development, and special programmes[4] 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.

3.9.1.11 **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.

3.9.1.12 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.

3.9.2 Periodic Review Procedure Timeline:

- ***End of autumn term prior to review year –*** QAS notify the Programme Team including the PD, Exam Board Chair, Associate Dean Education (ADE), Education Administration and Registry that the Periodic Review will take place the following academic year;

[4] 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.

- ***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;
    - 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;
- ***4 weeks after the review meeting*** – Panel Officer provides the Review Panel's report which details the outcome including any conditions, recommended actions and commendations;
- ***Early summer term of the review year*** - The External Reviewer returns the independent report 2 weeks after the review meeting. This will be appended to the main report;
- ***Summer term of review year*** – The PD with support from the Programme Committee considers the Report including the addendum and External Reviewer Report and drafts response/action plan to appropriately address all **conditions, recommendations,** and **commendations**;
- ***Summer term of review year*** – Programme Team submits their Review Response Report to FEC (this can be conducted via Chair's action where the ADE 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 FEC level prior to submission).

3.9.3 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 should seek support from their faculty team, including Module Organisers (MOs) that are linked to the programme. The ADE 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 is 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.

3.9.3.1 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.

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

3.9.4 Review Panel

3.9.4.1 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 core 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 an External Reviewer, whilst QAS will work with ADEs and Committee Chairs to identify appropriate individuals to be on the Review Panel. PDs should approach 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.

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

3.9.4.3 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).

3.9.4.4 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:

3.9.4.5 **Date:** The Review Panel meeting takes place at a time agreed with the Faculty, QAS and subject to confirmation with the Chairs of PMRC and SEC. 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 (ADE, MOs, Teaching staff, Supervisors)

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

3.9.4.7 **Final Feedback Session:** During the final session, the Panel will provide their feedback to the Programme Team (PD, Exam Board Chair, and ADE in the form of a verbal outcome. This may include commendations, conditions for reapproval and recommended actions. The Report is used by the Programme Team to formulate an action plan in response.

3.9.5 Self-evaluation and Further Supporting Information

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

3.9.5.2 **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 Education Administration 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.

3.9.5.3 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.

3.9.5.4 **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.

3.9.5.5 **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 Education 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.

3.9.5.6 **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 ADEs 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.

3.9.5.7 **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) and 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**.

3.9.5.8 **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 intensive programme alumni, collected by Registry for the HESA "Destination of Leavers from Higher Education" survey.

3.9.5.9 **Student assessed work** (PD to request information from the Education Administration)

- 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.

3.9.5.10 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.
- **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.

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

3.9.6 Student and alumni voice

3.9.6.1 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 intensive, to arrange an open meeting with all current students. It is also recommended to arrange for the Review Panel to meet some intensive 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 by 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 Education Administration, 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.

3.9.7 Review Outcome and Reporting

3.9.7.1 **Revalidation:** The Panel will provide a report of the Review summarising the findings and capturing the key points discussed which informed the outcome decision. A separate report from the External Reviewer must be included as an appendix. The Panel report may make a recommendation to PMRC for the programme(s)'continued approval. The Programme Team's response should be included paperwork submitted to PMRC. The reapproval may be subject to conditions set by the Review Panel. PMRC will

consider whether these conditions have been met before submitting to SEC for formal approval and note at Senate.

3.9.7.2 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.

3.9.7.3 For DL Programmes, a copy of the final review report should be sent to the UoLW Academic Services Manager.

3.9.7.4 The Review Panel's Report: The Panel Officer will provide the Programme team with the Panel's Report within 4 weeks of the Review Panel meeting. The report will include the outcome and any conditions, recommended actions, and commendations. Once approved they should be shared with the Programme Team (Programme Director) so that they can respond in a timely manner.

3.9.7.5 External Reviewer's report: The External Reviewer should return a written report within 2 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 by the Panel Officer.

3.9.7.6 Programme Team response report:

- **Conditions:** The Programme Team will be required to respond to the report addressing all conditions raised within the periodic review by the agreed 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).[5] Other programme improvements should be implemented and monitored through the Programme Committee, FEC and annual monitoring procedures;
- The Programme Team should use the report response template provided by the Panel Officer.

3.9.7.7 **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, Personal information (as per the GDPR) will be redacted prior to publication.

3.9.7.8 **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-

[5] 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.

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.

3.9.7.9 **Experience-sharing:** Periodic Review reports are presented to the Programme and Module Review Committee for discussion. Senate Education Committee receives a high-level Periodic Review themes report annually for discussion.

3.9.7.10 **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 FEC 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 ADE.

3.9.7.11 **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 imbed any outstanding/ongoing action points in their Annual Programme Director Review (APDR).

LSHTM Academic Manual 2025-26

Chapter 4: Accreditation

Contents

4.1 Introduction 2

4.2 External Accreditors Relevant to LSHTM 3

4.3 Accreditation Approval Procedure 3

4.4 Monitoring and Renewing Accreditation 8

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

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 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)
- Association for Nutrition (AfN)
- 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.

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

- For Faculty/programme/module accreditation, the chair of the relevant Faculty Education Committee (FEC) will be the point of contact for advice on the strategic and educational implications of accreditation. For institutional accreditation, the Pro-Director Education as the Chair of the Senate Education Committee (SEC) 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 by the Dean of Faculty 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 FEC for further scrutiny. FEC will then decide whether to approve the proposed accreditation for further development.

4.3.7 For institutional accreditation, any proposed accreditation should be sponsored by the Dean of Faculty and approved by Executive where fees are involved, prior to presentation to SEC. Once institutional approval has been granted by SEC, the relevant programme committee will consider programme and module detail to be noted at SEC.

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

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 FEC 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 FEC, 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.

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

4.3.14 For institutional accreditation, SEC 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 SEC, the approval will be noted at Senate.

4.3.15 The Associate Dean Education, as representative of the Faculty, is responsible for providing accurate and timely information to LSHTM staff and secretaries of Committees (FEC and SEC) about upcoming accreditation exercises.

4.3.16 Following approval by the FEC, 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 FEC/SEC, 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.

Stage 3 Accreditation Visit

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

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.

4.3.20 A number of accreditors expect to meet various members of LSHTM staff, for example a member of the Executive Team and/or the Head of Education Policy, Quality & Student Experience. 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 FEC (for Faculty/programme/module accreditation) or SEC (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

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 Education Committee (for Faculty/programme/module accreditation) and Senate Education Committee (for institutional accreditation) for consideration and approval before submission to the accreditor by the Faculty. These communications will be copied to qualityteam@lshm.ac.uk.

LSHTM Academic Manual 2025-26

Chapter 5: External Expertise

Contents

5.1 Introduction....2
5.2 External Examiners....3
Engaging with Students....4
Assessment Sampling and External Oversight....4
Attendance at Exam Boards....5
Submission of an annual report....7
Raising serious concerns....7
Induction....8
Termination of appointment....8
5.3 External Examiner Nomination and Approval Procedure....9
5.4 External Reviewer for Periodic Review and Validation....11
Identifying and Appointing an External Reviewer....11
5.5 Appointment Criteria for External Examiners and Reviewers....12

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), the OfS' Sector Recognised Standards 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:**

- 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 assessment tasks, marking criteria and/or model answers that lead to the award; the programme structure and curriculum and any proposed changes;
- reviewing a representative sample of assessed work from the top, middle and bottom of the grading range; plus, a full portfolio of assessed work for any students who have failed the module assessment.
- 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 students together.

Assessment Sampling and External Oversight

(For the full procedure please see the section on External Oversight 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 the external overview of marking performed 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 module assessment task and final projects, two each from the top, middle and bottom of the range of grades. External Examiners will be given access to all distinction-level and fail-graded assessed work or project reports. For smaller programmes all assessed work and projects are often made available.

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

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 Oversight 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 (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 Dean of Students and Taught Programmes 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.

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 should attend 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 of Education Policy, Quality and Student Experience or a representative of Quality and Academic Standards 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 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 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. 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 send directly to the External Examiner including the QAS Team.

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 Pro-Director Education, who will review the issues and, where necessary, refer to the LSHTM Executive Team. LSHTM will provide a considered and timely response to any confidential report received, outlining any actions it will be taking as a result.

Induction

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

5.2.23 New External Examiners will be asked to complete an External Examiner 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

5.2.24 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 Head of Education Policy, Quality and Student Experience, 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.

5.2.25 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 External Examiner Team who collectively offer complementary expertise to meet all the criteria for the programme.*

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 Education Committee might be consulted informally if desired, but it is not necessary for proposed nominations to be considered at full Programme Committee or Faculty Education 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 Education Committee (SEC). 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 (pgtexamining@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 Dean of Students and Taught Programmes on behalf of the SEC, with reference to the appointment criteria and list of conflict of interests. A report of nominations and appointments will be submitted to each SEC 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 External Examiner Induction Checklist 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 SEC 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 Dean of Students and Taught Programmes.

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 Head of Education Policy, Quality and Student Experience and/or Dean of Students and Taught Programmes as appropriate.

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 SEC 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. Programme Directors (PDs) are encouraged to liaise with QAS to seek advice on suitability of candidates and to ensure they meet the prescribed criteria.

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 Dean of Students and Taught Programmes.

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.

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.

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.

j. A nominee who already holds two or more external examiner appointments that would overlap with the LSHTM appointment.

LSHTM Academic Manual 2025-26

Chapter 6: Collaborative Provision

Contents

6.1 Introduction 2

6.2 LSHTM'S Partner Institutions 3

6.3 Strategic Development and Proposal of Collaborative Provision Partnerships 4

6.4 Collaborative Provision: Design, Development and Approval (Validation) 6

6.5 New Collaborative Provision Memorandum of Agreement (MoA) 7

6.6 Managing, Monitoring and Evaluating Collaborative Provision 10

6.7 Suspension and Discontinuation of Collaborative Provision 13

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 Member Institutions 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;

- 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 Pro-Director Education and Dean of Students and Taught Programmes.

6.2 LSHTM'S Partner Institutions

6.2.1 LSHTM currently engages in joint provision and collaborator supported provision with its partner institutions.

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 Collaborative partnerships are a formal relationship between the LSHTM and the partner organisation. As such, 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 Pro-Director Education or the Head of the Doctoral School regarding taught provision and Research Degrees, respectively. 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 LSHTM's 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 Executive 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,

- 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, Pro-Director Education and Registrar and Director of Education Services.

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 A scoping exercise must take place 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 Team 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 Education 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;
- 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 encouraged to include key professional service staff (e.g. Registry, Admissions, Marketing, Quality & Academic Standards) 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 On the recommendation of the Chair of Senate Education Committee (Pro-Director 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.

6.4.4 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 completed 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(s) of the Faculty Education Administration can provide further guidance and help act as a liaison point regarding UoLW procedures.

6.4.5 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 may be lengthened to two to three years, dependent upon 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.

6.4.6 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).

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, Education Administration 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 recruited to. The authorised signatory at LSHTM is the Director.

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.

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.

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 though 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 Associate Dean Education or Faculty Research Degree Director.

Joint Provision

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 Education 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.
- When the programme is being reviewed/revalidated periodically the MoA should also be reviewed as part of that process.

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 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

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 2025-26

Chapter 7: General Academic Regulations

Contents

7.1 Introduction 2
7.2 Academic Integrity (Assessment Irregularities) Policy 2
7.3 Special Assessment Arrangements Policy 30
7.4 Extenuating Circumstances Policy 37
7.5 Interruption of Studies and Withdrawal Policy 57
7.6 Termination of Studies Policy 66
7.7 Academic Appeals Procedure 73
7.8 Student Complaints Procedure 88
7.9 Student Disciplinary Procedure 88
7.10 Suspension of Academic Regulations 88

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.

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 noted at the beginning of each section below.

7.2 Academic Integrity (Assessment Irregularities) Policy

Related Policies & Procedures	Academic Manual Academic Writing Handbook

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 Dean of Students and Taught Programmes.

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 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 Associate Dean of Education (ADE)/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); ADEs; Supervisors, Chairs of PhD Upgrading or DrPH Review panels, Department Research Degree Coordinators (DRDCs) and FRDDs.

7.2.3.2 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.

7.2.3.3 The Dean of Students and Taught Programmes may delegate any of their duties assigned under this policy.

7.2.4 DEFINITIONS OF ASSESSMENT IRREGULARITIES

7.2.4.1 **Plagiarism**

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 the use of AI text generators), 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.

All students when undertaking their research projects 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. Breaches of ethics approval include

non-compliance with the terms and conditions of ethics approval, collection and analysis of data prior to obtaining ethics approval, and not exercising due care with research participants. Students should review the Good Research Practice policy when developing their project.

7.2.4.4 Collusion

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 completed by another person, system or technology (e.g. another student, a friend, a relative, a peer, a tutor, and essay mill, AI text generators 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 mills 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:

- 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
- 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:

Penalty	**Taught Programme**	**Research Degree**	**Penalty only to be given by an Assessment Irregularities Committee (AIC)**
a) No further action.	✓	✓	n/a
b) Verbal or written reprimand by the ADE/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

Penalty	Taught Programme	Research Degree	Penalty only to be given by an Assessment Irregularities Committee (AIC)
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).	✓		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

Penalty	Taught Programme	Research Degree	Penalty only to be given by an Assessment Irregularities Committee (AIC)
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

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.	✓	✓	✓

Penalty	Taught Programme	Research Degree	Penalty only to be given by an Assessment Irregularities Committee (AIC)
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 ADE 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	ADE
MSc Project	MSc PD	ADE
Research degrees	DRDC	FRDDs
Examinations	PD	ADE

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 ADE/FRDD should complete their initial investigation within 10 working days.

7.2.6.7 The ADE/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 ADE/FRDD should check with the Student Adviser. However, the Student Adviser will not be in a position to inform the ADE/FRDD if a disability has been declared but permission to inform other staff withheld by the student.

7.2.6.9 If the ADE/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 ADE/FRDD may contact the student to remind them of best practice and the need to observe assessment requirements.

7.2.6.10 If the ADE/FRDD determines that there is a case to answer, then the following will apply:

Taught Programmes: The ADE must determine whether the case progresses directly to an AIC. If not, it will be appropriate to progress to an Irregularity Investigation Panel (IIP).

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 ADE/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 ADE/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.

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 ADE/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 ADE/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 participation arrangements such as teleconferencing or videoconferencing may be arranged at the discretion of the ADE/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 The composition of an IIP will generally consist of the relevant ADE/FRDD and a relevant member of staff, such as Module Organiser, Programme Director, Exam Board Chair or Supervisor, depending on the type of assessment under investigation.

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 ADE/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 ADE/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 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 ADE/FRDD should offer the student the option of accepting the Panel's decision, and have the ADE/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 ADE/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 Dean of Students and Taught Programmes 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 ADE/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 ADE/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.

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 ADE/FRDD feels it appropriate to refer the matter to an AIC.
v. If the ADE/FRDD considers the allegations sufficiently serious to warrant a level of penalty that can only by 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 else report from the initial investigations of the ADE/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 ADE/FRDD or the student.

7.2.8.10 The ADE/FRDD shall present their evidence to the AIC. The AIC should not ask the ADE/FRDD to recommend a specific penalty but the ADE/ FRDD can provide contextual information on past precedents.

7.2.8.11 First, the responsible ADE/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.

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 ADE/FRDD and members of the AIC may ask the student questions.

7.2.8.15 After the evidence has been concluded, the ADE/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 ADE/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, ADE/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

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, ADE/FRDD and the Dean of Students and Taught Programmes. The Head of Registry and the ADE/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, 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 ADE. The ADE 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 ADE 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 ADE 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 ADE 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 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 ADE 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 ADE/FRDD at LSHTM. The ADE/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 Dean of Students and Taught Programmes 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 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 Dean of Students and Taught Programmes 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 ADE/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 Dean of Students and Taught Programmes copied to the ADE/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.

Office of the Independent Adjudicator for Higher Education

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 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:

- ADEs / FRDDs
- Chairs of Assessment Irregularity Committees
- Other involved staff (including the Dean of Students and Taught Programmes 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

- ADE/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, ADE/FRDD sends form plus report to: (i) the student and (ii) Registry.
- If outcome and penalty not accepted, case proceeds to AIC and ADE/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.
- Registry send copies of the form and report to: (i) the student, (ii) the ADE/FRDD and (iii) the Dean of Students and Taught Programmes.
- 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 Dean of Students and Taught Programmes and (iii) the ADE/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 ADE/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 ADEs/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 Education Committee (SEC) 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.
- 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. SEC 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:

- 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'

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.

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 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
- 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.

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.ukwithin 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 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):

MSc students	Short courses students	Individual module students	Research Degree (RD) students	DrPH students
Personal Tutor, Programme Director(s), Taught Programme Director	Course Director	Module Organiser(s)	RD Supervisor, Department Research Degree Coordinator.	DrPH supervisor and Programme Director for DrPH

7.3.6.2 The special assessment arrangement details will be shared with:

MSc students	Short courses students	Individual module students	Research Degree (RD) students	DrPH students
Education Administration and Registry	Education Administration and Registry	Education Administration and Registry	Education Administration and Registry for taught module assessments. Relevant RD staff and Examiners for viva assessments and PhD upgrade	Education Administration and Registry for taught module assessments. Relevant staff in the DrPH Programme and Examiners for DrPH review / viva

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:

- Education Administration 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

Related Policies & Procedures	Intensive Postgraduate Taught Degree Regulations DL Postgraduate Taught Degree Regulations Postgraduate Research Degree Regulations Research Degrees Extensions Policy & Procedure Academic Appeals Policy & Procedure

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 a deadline 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.

7.4.1.5 The process applies to: (Note the Submission of Claims section can be found at 7.4.4 below)

- **Students** enrolled on Intensive credit-bearing or award-bearing courses or modules or Professional Diplomas (e.g. Professional Diploma in Tropical Nursing, Professional Diploma in Tropical Medicine & Hygiene).
- **Distance learning (DL) postgraduate students** enrolled on credit-bearing or award-bearing courses or 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 (those that count toward awards) and do not apply to formative assessments (as they 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:

- An assessment being taken but the performance being affected
- A request to defer an assessment to the next opportunity*
- A request for an extension to the submission deadline (for coursework/projects only)*

*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 the same problem affects a group of students, e.g. a problem in the exam room, this will be raised with the Dean of Students and Taught Programmes who makes decisions on extenuating circumstances claims and who will take appropriate action.

7.4.1.9 All requests are initially considered by Heads of Faculty Education (HFEAs). If the HFEAs cannot agree on a decision or are proposing a rejection, then the

Dean of Students and Taught Programmes will be consulted who may, in turn, consult other colleagues. The Dean of Students and Taught Programmes will also be involved in any decisions related to group EC requests **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 fail to submit an assessment without extenuating circumstances will fail it, whereas DL students may choose whether to submit 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 assessed assignments, 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. However, note that this does not generally apply to timed assessments, as outlined in section 7.4.3.22
- **Deferral of assessment to the next opportunity*:** Student misses the assessment deadline or requests to defer the assessment to the next opportunity., which will normally be at the next scheduled resit assessment deadline or opportunity. Deferral can happen in advance of or on the day of an assessment. The Assessments team within the Registry can be consulted on when the next resit opportunity will occur. Please note that the Dean of Students and Taught Programmes and HFEAs cannot grant deferrals that go beyond the student's maximum registration period (see 8a.4.3 (Intensive MScs) or 8b.9.11.13 (DL MScs)). Similarly, assessment irregularity decisions take precedence over extenuating circumstances decisions.
- **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 permitted is **3 calendar weeks** for coursework or projects. No extensions are permitted for timed assessments.

*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 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**: Must be requested prior to the deadline for submitting the coursework or project
- **Extenuating circumstances:** Within **3 calendar weeks** following the affected exam or assessment deadline
- **Deferrals:** Must be requested prior to the deadline for submitting the coursework or project or before the timed assessment starts.

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 granted a new attempt or a resit, this will normally be at the next scheduled opportunity, the date 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. Even if this result can be compensated, they may choose to make a new attempt. Students need to notify Assessments in Registry if they wish to do this. 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 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, but a deferral may be more appropriate.

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. Final authority to waive re-registration or other fees 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 extension requests are submitted close to an assessment deadline, it may not be possible for the HFEAs to make a decision prior to the assessment deadline. Students should be assured that if extenuating circumstances are submitted and meet the requirements outlined in this policy, then they will

be accepted. Students should therefore not submit an affected assessment 'just in case' as they will not be permitted to resubmit it once they receive the outcome of the application.

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 such as pregnancy are not in themselves considered a basis for extenuating circumstances. 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 7.4.3.20.

7.4.3.14 Where a Learning Support Agreement or a Special Assessment Agreement is in place, the same underlying cause cannot be claimed as extenuating circumstances unless there is a serious, unforeseen change to the condition.

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 Dean of Students and Taught Programmes to investigate the issue. Alternatively, students may nominate a representative to raise this with the Dean of Students and Taught Programmes by submitting a collective Extenuating Circumstances Form (students do not need to submit individual requests in such cases).

7.4.3.17 The Dean of Students and Taught Programmes will liaise with appropriate staff to establish details of the case and the students affected and review the evidence. If the circumstances are accepted, the Dean of Students and Taught Programmes will 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.

7.4.3.18 All affected students should be informed of the outcome and any action being taken.

7.4.3.19 Students may submit an individual self-certified claim for an extension of up to 7 calendar days for an assessment if they have valid extenuating circumstances. This excludes students taking in-module or other examinations. Evidence should still 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	**Illness or hospitalisation** 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) *Evidence* Original dated 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.
A2	**Illness of a family member/dependant** Acute illness in a close family member or dependant. *Evidence* Original dated medical certificate or letter from an appropriate medical professional confirming the nature and timing of the illness.

A3	**Bereavement** The recent death of a partner, family member or close friend (i.e. someone to whom the student has a demonstrably close relationship). *Evidence* Appropriate documentary evidence should be provided; this need not be a death certificate, but could be a signed statement from an involved professional
A4	**Acute emotional or psychological distress** 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.) *Evidence* A dated 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.
A5	**Victim of crime** *Evidence* 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, dated evidence from a counsellor, victim support agency or medical practitioner will be acceptable.
A6	**Maternity or paternity (where a birth has occurred earlier or later than expected)** If the predicted due date coincides with an assessment deadline then a deferral should be requested in advance. A6 only refers to where a birth has occurred earlier or later than expected, such that it coincides with an assessment date unexpectedly. *Evidence* A confirmatory note from an appropriate medical professional should be obtained.

A7	**Delays/problems caused by staff** This covers circumstances where the ability to complete an assessment has been negatively affected by delays/problems caused by staff. *Evidence* A statement from the member of staff (or the Programme Director) outlining the circumstances and the impact they have had.
A8	**Problems with overseas fieldwork** Difficulties can arise when students are conducting project fieldwork overseas that are beyond their control. *Evidence* Confirmation from the 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.
A9	**Court attendance** 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 *Evidence* Documentary evidence from the relevant Court official must be produced to show that the clash cannot be avoided.
A10	**Change to employment (Part-time students only)** 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.) *Evidence* Signed and dated letter from employer confirming the change to employment and its duration.
A11	**Accommodation issues** 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. *Evidence*

	Signed and dated letter from landlord or housing support agencies.
A12	**Technical Issues** Internet/Wi-Fi access problems will be considered an Extenuating Circumstance on a case by case basis but only IF they can be documented. *Evidence* Appropriate evidence, for example time- and date-stamped evidence of IT issues or WiFi interruptions, such as screenshots, should be provided .
A13	**Other personal circumstances** The list above is not exhaustive. All extenuating circumstances requests will be considered individually on their own merits and on a case-by-case basis. However, they must meet the definition in 7.4.1.2. *Evidence* Appropriate original documentary evidence in line with the standards set down in paragraph 7.4.4.4.

7.4.3.21 The following is a non-exhaustive list of extenuating circumstance submissions that are **likely to be rejected**.

B1	**IT and/or computer failure** 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 failure may be accepted but only where there is a failure of LSHTM systems that occurs immediately prior to submission, and is documented by IT Services.
B2	**Misreading the timetable/submission date** It is each student's responsibility to be familiar with the timezone, timetable, deadline, location and duration of all formal assessments.
B3	**Paid employment or voluntary work** 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.
B4	**Holidays (including weddings)** 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. Alternatively, coursework assessments should be completed and submitted before such events occur.
B5	**Religious observance** 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 and assessments completed beforehand. Extensions will not be approved for these reasons but deferrals may be requested.
B6	**Transport problems** Students are expected to arrive on time for in-person 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. Claims for extenuating circumstances will not normally be accepted because of this.

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. However, it is only likely to be accepted 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 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 the extenuating circumstances process will affect students differently depending on:

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 Possible outcomes for assessments (Intensive programmes)

Assessment Circumstances	**Assessment Outcome**	**Extenuating circumstances accepted**	**Extenuating circumstances rejected**
Attempted but performance affected	Pass	No action.	No action.
Attempted but performance affected	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.	**First attempt:** Take the assessment at the next available opportunity as a resit with grade capped. **Resit:** Fail assessment. No further attempts. This may mean failure of the overall award.
Not attempted	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.)	**First attempt:** Take the assessment at the next available opportunity as a resit with grade capped. **Resit:** Fail assessment. No further attempts. This may mean failure of the overall award.
Coursework / Project submitted late (No approved extension)	Pass	Assessment marked without late penalties applied.	**First attempt:** Assessment marked with late penalty applied. If the final grade is a fail, re-attempt the assessment at the next available opportunity as a resit.

			Resit: Assessment marked with late penalty applied. If the final grade is a fail, no further attempts. This may mean failure of the overall award.
Coursework / Project submitted late (No approved extension)	Fail	Assessment marked as normal, without 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 with late penalty applied. 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.)
Extension requested*	N/A	Assessment marked without late penalty applied.	Assessment marked with late penalty applied.

* Research Degree Students should refer to the Research Degree Extensions Policy & Procedure

7.4.3.29 Possible outcomes for DL assessments

Assessment Circumstances	**Assessment Outcome**	**Extenuating circumstances accepted**	**Extenuating circumstances rejected**
Attempted but performance affected	Pass	No action.	No action.
Attempted but performance affected	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.	**First attempt:** Take the assessment at the next available opportunity as a resit with grade capped. **Resit:** Fail assessment. No further attempts. This may mean failure of the overall award.
Not attempted	N/A	Student should attempt the assessment at the next available opportunity. • First attempt: The new attempt will be a first sit. • Resit: The new attempt will be a resit.	
Extension requested	N/A	Assessment marked <u>without</u> late penalty applied.	Assessment marked <u>with</u> late penalty applied.

Validity of Claims

7.4.3.30 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.

7.4.3.31 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

7.4.3.32 LSHTM expects all staff to maintain an appropriate level of confidentiality, sympathy and understanding towards students disclosing extenuating circumstances.

7.4.3.33 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 Education Administration Team and the Dean of Students and Taught Programmes.

7.4.3.34 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. **Discussing extenuating circumstances with staff does not constitute a formal submission of extenuating circumstances. Only extenuating circumstances that have been submitted by the appropriate means (7.4.4.2) will be considered.**

7.4.3.35 Students who disclose personal information to staff such as the Student Counsellors or Student Advisers will 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 the case, but just to confirm to the HFEA and/or the Dean of Students and Taught Programmes that the student has presented extenuating circumstances acceptable under this policy.

7.4.3.36 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

7.4.3.37 Students cannot appeal against a decision that has been reached through due process, where it is based on academic or professional judgement. However, they may be able to appeal via the LSHTM Appeals Policy & Procedure (section 7.7 of this chapter), and consideration will be given to whether LSHTM applied its Regulations and Procedures correctly and whether the decision was reasonable, proportionate and considered accepted grounds for extenuation.

7.4.3.38 If an application for extenuating circumstances was rejected because it was not submitted by the published deadline (see section 7.4.3.2), these circumstances can only be raised via the relevant Appeals Procedure (section 7.7 of this chapter). Students will need to demonstrate a valid and overriding reason why they were unable to submit their extenuating circumstances by the deadline.

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. The form for Intensive programmes can be found on the eVision student portal. The form for Distance Learning programmes can be found on the LSHTM website

7.4.4.2 Extenuating circumstances claims must be submitted electronically to the following email addresses:

- **Intensive programmes:** via eVision student portal
- **DL programmes (Exams):** The LSHTM Education Administration DL Team, via distance@lshtm.ac.uk**DL programmes (Coursework):** The LSHTM Education Administration DL Team, via 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 this would constitute a conflict of interest).
- **On headed paper, signed and dated by the author**. Email evidence may be acceptable if the email has been sent directly by the author from the official domain name of the author's organisation, and should include the author's formal email signature.
- **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). 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. Redaction of sensitive information is permitted as long as the document still provides sufficient verifiable evidence.
- **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 Faculty Education Administration Team. Extenuating circumstances requests and supporting evidence will be reviewed by the HFEAs for a decision or passed to the Dean of Students and Taught Programmes for review. If an urgent decision is required, this can be taken by the HFEAs as long as all HFEAs are in agreement.

7.4.4.8 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. A decision can be taken pending receipt of the evidence. If the evidence is not forthcoming within 3 weeks of the submission, the extenuating circumstances decision will be overturned by the HFEAs.

7.4.4.9 The HFEAs will endeavour to make decisions on extension and deferral requests in a timely manner, and wherever possible, prior to the assessment deadline.

7.4.4.10 The HFEAs 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 will be made on a fair, impartial and consistent basis. No reference will be made to the assessment grades achieved. The HFEAs will record one of the following decisions:

- Extenuating circumstances accepted (may be only accepted in part)
- Extenuating circumstances rejected (and the reasons why)
- Decision deferred (more details required)

7.4.4.11 HFEAs will ensure LSHTM Registry, UoLW, Education Administration, Boards of Examiners and Supervisory Teams are updated as appropriate, regarding communication of decisions to students and application of decisions to student records and assessment requirements.

7.4.4.12 The LSHTM Registry and/or UoLW and/or LSHTM Education Administration will:

- Contact the students concerned to let them know the decision on their request.
- Update related student records.

7.4.4.13 The Dean of Students or nominee will provide an annual report on Extenuating Circumstances for consideration at Senate Education Committee and Senate Research Degrees Committee.

7.4.4.14 The report will summarise the following information:

- Number of requests accepted and rejected for Intensive and DL programmes
- Reasons for extenuating circumstances
- Types of assessment (coursework, exams or projects)
- Programme and Module
- general recommendations where appropriate for how LSHTM might consider modifying specific assessment practices or timing.

7.5 Interruption of Studies and Withdrawal Policy

Related Policies & Procedures	Academic Appeals Policy & Procedure Extenuating Circumstances Policy Research Degree Regulations Research Degree Extensions Policy & Procedure Student Engagement Policy Student Cause for Concern Policy Student Tuition Fees Policy Taught Postgraduate Regulations Termination of Studies Policy

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.

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 Associate Dean of Education (ADE), 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 / Student Visa 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 Dean of Students and Taught Programmes 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 ADE or Faculty Research Degrees Director (FRDD) should consult with the Head of Registry, who will in turn consult the Dean of Students and 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.

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;
- 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:** Education Administration Manager, Programme Director and Associate Dean of Education
- **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

Related Policies & Procedures	Academic Appeals Policy & Procedure Research Degree Handbook Research Degree Regulations Student Engagement Policy Student Cause for Concern Policy Student Disciplinary Procedure Taught Postgraduate Regulations

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 Examiners, PhD Upgrade/DrPH Review Panels and Research Degree Viva Voce examinations.

7.6.1.3 This policy covers LSHTM-initiated termination of studies,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.

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 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 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

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 Associate Dean of Education (ADE). 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 Associate Dean of Education 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 Associate Dean of Education;

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

Related Policies & Procedures	Extenuating Circumstances Policy Termination of Studies Policy Student Complaints Procedure Academic Integrity (Assessment Irregularities) Policy Research Degree Extensions Policy & Procedure

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

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 2022.

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

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 7.7.2.1 If a student believes that there has been an error in calculating or recording marks, they can request a clerical check of marks via Education Administration.

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 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

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.

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)

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)
- 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**).

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

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

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

7.8.1 LSHTM's Student Complaints Procedure should be used by students who have a concern relating to academic issues such as teaching or supervision; a service or facility provided by LSHTM; information provided about a course; behaviour of other students or staff (excepting allegations of bullying or harassment which are dealt with in accordance with LSHTM's Anti-bullying and harassment policy); or other deficiencies in the quality of their learning experience.

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.

7.10 Suspension of Academic Regulations

7.10.1 Suspension of LSHTM academic regulations for taught and research degrees will be approved by the Dean of Students and Taught Programmes. Suspensions of academic regulations relating to distance learning programmes may require additional consideration and agreement from the University of London.

7.10.2 Suspension of the academic regulations will be considered only where:

1. There are exceptional and/or unusual circumstances which could not have been foreseen by the regulations; and
2. To apply the regulations as they stand in this exceptional/unusual circumstance would unfairly and disproportionately disadvantage students(s) affected.

7.10.3 Requests must be made on the Suspension of Regulations Form by the relevant Associate Dean of Education (ADE) or the Faculty Research Degree Director and submitted to the Quality & Academic Standards Team (QAS) : qualityteam@lshtm.ac.uk. QAS will forward the request to the Dean of Students and Taught Programmes who will consider the request. Requests must state which regulation is to be suspended, the reason for the request, the case in support of the suspension and the details of the student(s) affected.

7.10.4 The Dean of Students and Taught Programmes will consult with relevant stakeholders as required. This may include the originating ADE, Registry, the relevant Programme Director and/or QAS.

7.10.5 Once approval has been given by the Dean of Students and Taught Programmes for cases relating to Distance Learning programmes, the completed Suspension of Regulations Form will be forwarded by QAS to UoL for further consideration and approval or rejection.

7.10.6 All approvals or rejections will be notified to the originating ADE by the Dean of Students and Taught Programmes copied to QAS. All approvals will be notified to Registry by QAS once received from the Dean of Students and Taught Programmes or UoL.

7.10.7 7 All requests for suspension of regulations and the decisions by the Dean of Students and Taught Programmes shall be recorded by QAS on behalf of the Dean of Students and Taught Programmes.

All approved suspensions will be reported individually to Senate via an annual report at the end of each academic year by QAS.

LSHTM Academic Manual 2025-26

Chapter 8a: Intensive Postgraduate Taught Degree Academic Regulations

Contents

8a.1 Introduction....2
8a.2 The Admission of Students to Taught Postgraduate Programmes....2
8a.3 Registration for Taught Postgraduate Programmes....3
8a.4 Periods of Registration and Modes of Study....3
8a.5 Attendance....5
8a.6 Assessment....5
8a.7 Regulations for Examinations....12
8a.8 Internal Moderation....14
8a.9 External Oversight....24
8a.10 Boards of Examiners....28
8a.11 Decisions of the Board of Examiners....34
8a.12 Re-sits of Assessments....36
8a.13 Confirmation of Grades and Notification of Final Results....39
8a.14 Appeals Against the Decision of Board of Examiners....42
8a.15 Revoking Awards....42

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.

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 and individual modules.

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 LSHTMs 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 paragraph 8a.2.1 does not guarantee admission to LSHTM.

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

8a.3 Registration for Taught Postgraduate Programmes

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

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

8a.4 Periods of Registration and Modes of Study

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

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

8a.4.3 Students must complete their degree requirements, including attending and completing assessment, within the set period from the date of their first registration to ensure the currency of their knowledge, their competency and the quality of their degree. This is known as the maximum registration period: three and five years for Full time and Part time study respectively, consisting of initial registration period (during which formal teaching takes place) and subsequent time a student may need to complete re-assessments or account for a period of assessment deferral.

8a.4.4 The maximum registration period takes into account that students may need to take an interruption of study where circumstances dictate they are temporarily unable to continue with their studies. A student may interrupt studies for a maximum of 2 years in total. Full detail can be found in the Interruption of Studies and Withdrawal Policy.

8a.4.5 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 4.6 The initial registration period depends on your programme:

- Full time Taught Masters programmes: 12 months
- Full Time Postgraduate Diploma programmes: 8 months
- Full Time Postgraduate Certificate programmes: 4 months

- Part time/split study Taught Masters programmes: 24 months
- Part time/split study Postgraduate Diploma programme: 16 months
- Part time/split study Postgraduate Certificate programme: 8 months

8a.4.7 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 Programme Director (PD) and Associate Dean Education (ADE) 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.4.8 Any extension to the maximum registration period constitutes a Suspension of Academic Regulations and would only be considered in exceptional circumstances. Any such request needs to be made by the relevant Programme Director on behalf of the student, have the support of relevant Associate Dean of Education and be ultimately signed off by the Dean of Students and Taught Programmes.

8a.4.9 Some MSc programmes allow registration for intermediate awards known as Postgraduate Certificates (PGCert) or Postgraduate Diplomas (PGDip). A student who has been awarded a Postgraduate Certificate

(PGCert) or Postgraduate Diploma (PGDip) as an intermediate award and now wishes to transfer registration to a higher degree to continue their studies will be required to surrender the Certificate or Diploma prior to reregistration for the higher award. Reregistration for a higher award must occur within 2 years of achieving the lower award.

8a.4.10 Students on Intermediate Awards and progressing to a higher award (i.e. the Postgraduate Diploma or Masters) should note each registration period will count towards the total registration period until the maximum period is reached. Students need to be aware this may mean they have insufficient time to complete a higher award if they take too long over a lower award. Registration Periods for students on Intermediate Awards will be confirmed at time of application. Please refer to the Recognition of Prior Learning Policy for further detail.

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 LSHTMs Student Engagement Policy for further detail.

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

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

8a.6 Assessment

8a.6.1 In the context of these regulations, 'assessment' refers to all types of assessed work within an Intensive taught postgraduate programme of

study at LSHTM. This includes all varieties of summative module assessments, and Project Reports.

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

i. Measure the achievement of specified learning outcomes in a valid, robust, reliable and fair way.
ii. Identify whether each student has attained a minimum level of achievement necessary to pass the programme or module and identify those who fail to achieve that level.
iii. Support desirable learning strategies, including to focus learning on the important aspects of each programme or module and provide a means of encouragement.
iv. Provide feedback on performance so that learning may improve.

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

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

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

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

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

8a.6.7 Grading criteria should ensure that all students achieving a minimum standard will pass the relevant programme or module, subject to full participation. Full participation means a student must have attempted each assessment component or sub-component to be considered for compensation (see also 8a 6.13 below).

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 Academic Integrity (Assessment Irregularities) Policy 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 Policy 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, unless the module fail can be compensated, 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 prior approval will have that assessment counted as an attempt and will be awarded a mark of zero for that assessment unless they have acceptable extenuating circumstances in line with the LSHTM's Extenuating Circumstances Policy in Chapter 7 of the LSHTM Academic Manual.

Assessment structures & methods

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

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

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

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

Alternative Assessment Arrangements

8a.6.18 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 Dean of Students and Taught Programmes.

Marking and Feedback

8a.6.19 Wherever possible, assessed work will be marked with students' identity remaining anonymous. All students are given an anonymous candidate number, which is different to their student number, for the purpose of identifying submitted assessments.

8a.6.20 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.6.21 Assessment consisting of more than one individually graded sub-component (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.6.22 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,

where no academic judgement by markers is involved, percentages or numeric mark totals (e.g. 'out of twenty') are converted directly to a grade point average (GPA) using a pre-agreed scale. Students should be given their percentage or numeric mark.

8a.6.23 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.6.24 Marking by Examiners and Assessors is carried out primarily under the direction of MOs and Faculty Associate Deans of Education (ADEs) for modules, and under the direction of Exam Board Chairs and Faculty ADEs for exams and projects. The ADE may apply penalties to grades where students have not complied with the conditions of assessment.

8a.6.25 All summative assessments **must be blind double-marked**, with any discrepancies between markers being resolved. Neither marker will see the other's comments or grade before assigning their grade. An agreed provisional grade will be given to the student. Markers will use the full range of available marks (the 0-5 grading scale), to reflect the full range of student achievement. In rare circumstances, the School retains the right to reduce the requirement of blind double-marking on specific assessed pieces of student's work. It is expected that any reduction in this requirement would be formally recorded at the appropriate Academic Committee (SEC, SRDC & Senate)

8a.6.26 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.6.27 No assessed work is returnable to students except where electronic copies are not retained (e.g. in-person, hand-written exam scripts).

8a.6.28 Formative assessments, which do not count towards credits or an award, do not need to be blind double-marked, but defined marking criteria and sampling of scripts should be used to assure consistency.

8a.6.29 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.6.30 If a student answers more than the required number of questions in an exam, all answers should be marked and the best grades counted towards the overall mark.

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

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

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

8a.7 Regulations for Examinations

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

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

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

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

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

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

8a.7.7 At any examination by written papers taken under supervision or where the Regulations for any qualification provide for part of an examination to consist of 'take-away' papers, essays or other work written in a student's own time, coursework assessment or any similar form of test, the work submitted by the student must be their own and any quotation from the published or unpublished works of other persons must be duly acknowledged.

8a.7.8 Failure to observe any of the provisions of the paragraphs above will constitute an examination offence. All examination offences will be treated as cheating or irregularities of a similar character under LSHTM's Academic Integrity (Assessment Irregularities)

Policy as detailed in Chapter 7 Academic Manual. Under these Regulations students found to have committed an offence may be excluded from all further examinations of LSHTM.

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

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

8a.8 Internal Moderation

Related Policies & Procedures	External Moderation

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

8a.8.2 All modules which form part of the LSHTM's main (Master's-focused) module portfolio should be covered by this policy – though procedures work slightly differently for London-based and Distance Learning (DL) modules. All modules offered by LSHTM are expected to be at Masters 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-Masters 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 Education Committee (SEC).

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

8a.8.5 **Board of Examiners' responsibilities for individual modules:** Each module has been allocated to a Board of Examiners, to take responsibility for assuring the standard and practice of assessment on the module. 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 blind 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 paragraph 8.34 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.8.35 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 Education Administration 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 blind double-marked and reconciled in line with formal LSHTM policy. First markers also write feedback about each candidate's performance.

Exceeding the Word count

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

8a.8.20 Penalties are applied to late submissions and assessments exceeding the maximum word count. The penalties will be applied at marking and approved by the Associate Deans of Education (ADEs) (see 8a.11.8.6).

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

8a.8.22 For module assessments and exams where a maximum word count is set and for projects, the following penalties will be applied by the Associate Deans of Education (ADEs).

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

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

8a.8.23 In the event a resit assessment submitted receives a grade 2 or lower on academic grounds, a 1 grade deduction will not be applied even if it is ≥10% over length. However, exceeding the word count is poor academic practice and this can be taken into account in the resit assessment marking.

8a.8.24 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.

8a.8.25 The assessment task must be submitted by a deadline set by the Module Organiser. The deadline will be no later than 2pm on the last day of the module, i.e. Wednesday 2pm for C1 and D1 modules or Friday 2pm for C2, D2 and E modules, but the Module Organiser may set the deadline earlier than this.

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 Associate Deans of Education (ADEs) or nominee.

- 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 re-sit opportunity will be granted where applicable.
- No late submission of timed assessments will be permitted except and only where there are documented and approved extenuating circumstances for why the timed assessment was not submitted before the deadline.

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 Education Administration, the relevant

Module Administrator or other member of Education Administration 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. Education Administration 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 subcomponent of assessment, details for each subcomponent should be recorded as above. When all subcomponent 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 Education Administration, Module Record Forms **should be checked, signed and dated** by the MO, then returned to the Module Administrator in Education Administration. If the MO has any queries or identifies any potential problems, they should follow up with Education Administration.

8a.8.31 **Action by Module Administrators – disseminating grades:** After confirmation of the Module Record Form by the MO, Education Administration 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 by Education Administration 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 by Education Administration until the student has graduated.

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

MODERATION PROCEDURE FOR MODULES (Intensive Programmes)

8a.8.33 **Action by Module Administrators – despatching moderation material:** For each module, after all relevant work has been graded by the MO, the relevant Module Administrator or other appropriate member of Education Administration 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 Education Administration have any difficulties in meeting such a request, either the Education Administration Manager for the Faculty or the Head of Faculty Education Administration should report back on this to the Moderator.

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

(i) Moderators should **review the distribution of grades** for the module. If this appears to differ significantly from other grade distributions at Programme, Faculty or LSHTM level, this should be considered in more depth – to confirm that the marks given are indeed in line with LSHTM criteria. For comparative purposes, Education Administration 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 Faculty Education Administration on request, e.g. for individual modules or groups of modules.

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

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

(iv) Moderators should **affirm the appropriateness of the assessment task, the marking guidelines and the criteria used to award grades**. Matters to consider include:

- Whether the assessment task was set at an appropriate level for a Master's award, as per the FHEQ.
- Whether it appropriately assessed the learning objectives of the Module.
- Whether the assessment task was of reasonable scope, expecting neither too much nor too little, and well-matched to the credit value of the module.
- Whether instructions to students were consistent with the task and grading criteria, so as to give students a clear idea of what was expected in order to get a specific grade.

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

(v) Moderators should then **complete and sign the** Moderator's Report form and return it to the appropriate Associate Dean of Education (ADE). **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.

8a.8.37 **Action by ADEs:** Once received from Moderators, the appropriate ADE for each module should note any specific issues for follow-up and return the form to the relevant Module Administrator with a copy to the Exam Board Chair. The ADE should also follow up with the relevant MO and/or Exam Board Chair on any identified issues.

CONFIRMATION OF GRADES TO STUDENTS

8a.8.38 **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.8.39 **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.8.40 **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.8.41 **Final grades for inclusion in degree transcript or Diploma Supplement records** will be generated from master data held on SITS for London-based students and held on a University of London Worldwide database for University of London Worldwide students.

8a.9 External Oversight

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

8a.9.2 External Examiners will be provided with assessment briefs and samples of assessed work leading to an award (e.g. module assignments, module exams, exam scripts and projects), to review prior

to by the Exam Board (interim or final), along with grade sheets covering all candidates from the programme.

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

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

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

8a.9.6 For programmes with more than one External Examiner, assessment sampling responsibilities may be divided up as determined by the Exam Board Chair. Alternatively, the External Examiners could be sent different random samples of material, so their collected views will be based on a wider range of students.

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

8a.9.8 External Examiners are asked to complete an External Examiner Exam and Project Moderation Form to confirm to the Board of Examiners that

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

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

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

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

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

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

a) Certain exam papers may include questions common to multiple MSc programmes, e.g. questions may be shared across Paper 1 exams for Intensive programmes, or across exams on both Intensive and DL

programme. In such cases, involved Boards of Examiners should have decided whether to nominate Exam Board designated staff to mark such questions for their candidates only, or to request that such questions be marked by module designated staff selected by the Module Organisers (MOs) for the modules concerned.

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

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

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

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

8a.10 Boards of Examiners

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

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

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

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

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

- Spring term Interim Board of Examiners meeting will consider and confirm module grades and recommendations for re-sits of Term 1 modules
- Summer term Interim Board of Examiners meeting will consider and confirm module grades and recommendations of re-sits
- Autumn term Board of Examiners meeting will consider and confirm examination and project grades and to ratify final awards or, progression/re-sit recommendations.

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

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

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

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

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

- An Exam Board Chair and Deputy Chair who co-ordinate activities;
- One or more External Examiners who help to provide specific external confirmation about academic standards and the rigour of assessment processes;
- Further Internal Examiners (staff members) who are involved in setting assessments, marking all types of assessed work, and take part in Board meetings.
    - See Chapter 10, *Governance* of the LSHTM Academic Manual for details of the membership and terms of reference for Boards of Examiners.

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

General Appointment Criteria

8a.10.10 The Chair, Deputy Chair and Internal Examiners should be members of LSHTM staff, including honorary staff. The Director, Pro-Director of Education and Dean of Students and Taught Programmes cannot serve as Chair, Deputy Chair or Internal Examiners. A Dean or an Associate Dean of Education may act, on occasion, as Chair to another Faculty Exam Board should circumstances require.

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

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

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

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

Conflict of Interest

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

8a.10.16 Conflicts of interest would include having a family or personal relationship with any candidate on a Programme with which staff may

be involved; being simultaneously employed or contracted by LSHTM and registered part-time for a Programme assessed via LSHTM; etc.

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

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

Periods of Appointment

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

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

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

Appointment and Approval Procedure

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

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

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

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

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

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

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

- Whether the proposed members of the Exam Board, including Chairs and External Examiners, are academically appropriate and competent to examine the programme, in terms of the subject area and the level of the qualifications concerned (consistent with the national Framework for Higher Education Qualifications), and the responsibilities entailed;
- Whether nominations of new External Examiners fulfil the Appointment Criteria;
- Whether the proposed membership is consistent with the standard Constitution for Exam Boards;
- The length of time that each Chair and External Examiner has already served in their role, and whether any one-year extensions are warranted.

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

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

Updates to Exam Board Membership in-year

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

8a.10.31 The Assessment Manager (Registry) and HFEAs must be informed immediately whenever membership changes are prompted or proposed so that gaps can be monitored. This will be the responsibility of the Exam Board Chair.

8a.10.32 The appointment of External Examiners and internal members is approved as per the procedure set out in paragraph in 8a.10.25 or 8a.10.24 respectively. This is reported to the summer meeting of SEC. Amendments after this point are discouraged but may be approved by Chair's Action in exceptional circumstances

8a.11 Decisions of the Board of Examiners

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

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

8a.11.3 Boards of Examiners shall determine the final degree classification of a student in line with the Award Scheme. There are three classifications of award in the Masters 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 Board should decide on any candidates to be awarded a prize in line with set criteria for each prize.

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

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

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

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

iv. For students who have attempted all required elements of the award but have not qualified for it, and are ineligible for re-sit/resubmission or deferral (e.g. having failed a compulsory element twice): The Board will recommend an exit award if applicable or termination of study;

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

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

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

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

8a.11.7.3 Compensation is determined at programme level and is applicable to Postgraduate Certificates, Postgraduate Diplomas and Masters programmes including core modules.

8a.11.7.4 Students must have attempted all assessment components to be considered for compensation.

8a.11.8 Deferred Assessments and Extensions

8a.11.8.1 Students who have had extenuating circumstances approved under the Extenuating Circumstances Policy as outlined in Chapter 7 of the LSHTM Academic Manual, may have been granted an extension or deferred assessment.

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

A deferred assessment means the student should normally submit at the next scheduled re-sit assessment deadline or opportunity and may need to undertake a revised assessment task for this purpose. The Assessments team within the Registry can be consulted on when the next re-sit opportunity will occur.

8a.11.8.2 Students will be clearly notified of extensions and deferred assessment requirements or options, being given suitable advance notice of key dates and deadlines.

8a.12 Re-sits of Assessments

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

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

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

8a.12.3 Re-sit/resubmission will normally take place at the next available re-sit 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). Students who fail their project due to a penalty for late submission may request that the same file be accepted as the resit submission

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

8a.12.5 Students taking a re-sit/resubmission assessment shall be bound by the Regulations which were in force when they first registered for their chosen programme of study. The format of the assessment may be updated but will always remain reflective of the teaching delivered.

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

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

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

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

8a.12.10 For students who meet the re-sit/resubmission pass mark, the re-sat assessment will be capped at a GPA of 2.00. The capped grade will be combined with the grade for any other assessment on the same

module that was passed at the first attempt, in accordance with the weightings stipulated in the module specification.

8a.12.11 Students who do not meet the re-sit/resubmission pass mark or fail to submit will have failed the component and are likely to have failed the MSc.

8a.12.12 To be eligible for the award of a Masters 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.12.13 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.12.14 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.12.15 For joint programmes, the relevant Award Scheme will determine when re-sits are required or permissible, which may differ from the standard LSHTM rules set out in the re-sit regulations. However, re-sits of any LSHTM elements of provision (e.g. modules run by LSHTM) should operate in accordance with these re-sit regulations, save where rules for individual joint programmes specify otherwise.

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

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

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

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

Formal communication of results

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

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

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

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

Transcripts

8a.13.8 The formal degree award date is 1 December. Transcripts will be sent out to each candidate in mid-December. For students on LSHTM-based programmes, this constitutes their formal notification of results ahead of Graduation Day.

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

Degree certificates

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

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

Prize winners

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

8a.13.13 Registry will send formal letters to prize winners and arrange delivery of the prize ahead of the Graduation ceremony.

Withholding results for tuition fee debtors

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

8a.13.15 For University-based programmes:

- Registry will forward degree results, including those for debtors, to UoL following final Exam Board meetings. The University will be asked to note the result of the students with academic debt but withhold their notification of result and degree certificate. When compiling Pass lists, UoL will exclude the names of any debtors.

- Students who are academic debtors will be contacted by Registry and informed that their notification of result, transcript and degree certificate are being withheld pending settlement of the debt. They are asked to inform Registry when they have settled their outstanding debt.
- Once the debt has been cleared, the Registry will instruct UoL to release the student's notification of result and degree certificate. Senate House will also produce a supplementary pass list.

8a.13.16 For LSHTM-based programmes:

- When compiling Pass lists following final Exam Board meetings, Registry will exclude the names of any academic debtors and withhold their transcript). Address labels for these students will not be sent to UoL at this point.
- Students who are academic debtors will be contacted by Registry and informed that their transcript and degree certificate are being withheld pending settlement of the debt. They are asked to inform Registry when they have settled their outstanding debt.
- Once the debt has been cleared, the Registry will send the student their transcript and send UoL the appropriate address label to enable degree certificates to be dispatched. The Registry will also produce a supplementary pass list.

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

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

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

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

8a.15 Revoking Awards

8a.15.1 The Chair of Senate may, on behalf of the Council of the University of London 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 Registrar and Director of Education Services.

LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

LSHTM Academic Manual 2025-26

Chapter 8b: Distance Learning Postgraduate Taught Degree Academic Regulations

---

Contents

8b.1 Introduction 3
8b.2 The Admission of Students to Taught Postgraduate Programmes 3
8b.3 Registration for Distance Learning Programmes 4
8b.4 Assessment and Award Scheme 4
8b.5 Regulations for Examinations 14
8b.6 Internal Moderation 15
8b.6.1 SCOPE 16
8b.6.3 MODERATION FOR DL MODULES 18
8b.6.4 NOMINATIONS OF MODERATORS FOR DL MODULES 19
8b.6.5 MARKING PROCEDURE TO GENERATE PROVISION GRADES 20
8b.6.6 MODERATION PROCEDURE FOR DL MODULES 22
8b.6.7 REPORTING ON THE MODERATION PROCESS 25
8b.6.8 CONFIRMATION OF GRADES TO STUDENTS 25
8b.7 External Oversight 26
8b.8 Boards of Examiners 26
8b.9 Decisions of the Board of Examiners 32
8b.9.10 Compensation 35
8b.9.10.6 Deferred Assessments and Extensions 35
8b.9.11 Re-sits of Assessments 35
8b.10 Confirmation of Grades and Notification of Final Results 39
8b.11 Revoking Awards 40

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.

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 Masters degrees, Postgraduate Diplomas and Postgraduate Certificates and individual modules.

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)
- Health in Humanitarian Crises (HHC)
- 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.

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.

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, the Office for Students (OfS') Sector Recognised Standards, and the 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). 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. Full participation means a student must have attempted each assessment component or sub-component to be considered for compensation (see also 8a 9.8 below).

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 Academic Integrity (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 offer 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 assessed modules. Some programmes may also include a final project report.

8b.4.16 The Board of Examiners will set marking criteria/schemes for assessments 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 below 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 below are intended as a general reference point to ensure consistency, but more specific requirements may differ from assessment to assessment.

8b.4.20 Blind Double-marking

All summative assessed work will be blind 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 sub-components which are individually blind double-marked, these sub-component grades may be averaged together (according to a weighting set out in the marking scheme) to generate a grade point average (GPA). Results should be reported to students (and if necessary, rounded) to two decimal places.

8b.4.22 Award components and sub-component

The individual components of each programme or award are modules. Modules may be split into different sub-components – for example, an 'assessed assignment' sub-component and an 'examination' sub-component for a particular module.

Table 1: Standard descriptors for each grade*

Grade point	Descriptor	Typical work should include evidence of	Simple general criteria for qualitative work	Simple general criteria for quantitative work
5	Excellent	Excellent engagement with the topic, excellent depth of understanding and insight, excellent argument and	A comprehensive discussion of the topic giving all relevant information,	All correct.

		analysis. Generally, this work will be 'distinction standard'. NB that excellent work does not have to be 'outstanding' or exceptional by comparison with other students; these grades should not be capped to a limited number of students per class or cohort. Nor should such work be expected to be 100% perfect – some minor inaccuracies or omissions may be permissible.	showing in-depth critical understanding of the topic, 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	Satisfactory	Adequate evidence of engagement with the topic but some gaps in understanding or insight, routine argument and analysis, and may have inaccuracies or omissions.	Sufficient relevant information is included but not all major points are discussed, and there may be	Essential parts correct (to be defined for each task), some incorrect.

			some errors in interpretation.	
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 2 for the conversion table used by Clinical Trials.

8b.4.23 Grades for modules overall

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 2 below for the conversion table used by Clinical Trials.)

8b.4.24 Exam Boards must approve specific marking schemes for each assessment at the point where the exam questions or assessments are approved.

8b.4.25 Where an assessment 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 averaged away.

8b.4.26 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 an integer grade for each question.

8b.4.27 In some cases 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).

8b.4.28 Module assessment details are contained within the relevant Module Specification.

8b.4.29 Where a module has changed assessment method and students registered in a previous year for the module have not completed all sub-components 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.

8b.4.30 Project Reports

8b.4.31 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.4.32 MSc projects for Infectious Diseases will be marked using a 3 subcomponent marking scheme. The average of the three agreed subcomponent marks will be the final GPA

8b.4.33 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 detailed in the Award Scheme (Chapter 2).

8b.4.34 Students cannot gain credits for a particular award component if they obtain an overall GP or GPA of less than 1.00 for any assessed subcomponent (e.g. assessed assignment or exam/TLA).

8b.4.35 Where a student fails to gain credits for a module, they have the option to either resit the failed sub-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.

Table 2: Conversion table used by Clinical Trials

Mark (out of 100)	GP/GPA	Descriptor	Typical work should include evidence of
76 up	4.6 - 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 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.
66.5 - 75.99	3.65 - 4.59	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.
56.5 - 66.49	2.65 - 3.64	Good	Good (but not necessarily comprehensive) engagement with the topic, clear understanding and insight, reasonable argument and analysis, but may have inaccuracies or omissions.
50 - 56.49	2 - 2.64	Satisfactory	Adequate evidence of engagement with the topic but some gaps in understanding or insight, routine argument and analysis, and may have inaccuracies or omissions.
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 3 Conversion scheme used by Epidemiology, Infectious Diseases

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 >= 80%	GP = 5
If 40% <= P <=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 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 Academic Integrity (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

Related Policies & Procedures	External Oversight

8b.6.1 SCOPE

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.

8b.6.1.3 Modules which are run primarily as part of a non-Masters 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 Education Committee (SEC).

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.

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 including assessment setting). The allocation of modules to Boards is agreed annually by the SEC, 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 blind 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 but 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 that included students who took the module assessments 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 from, 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 relevant team within Education Administration 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 blind 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 are applied to late submissions and assessments exceeding the maximum word count. The penalties will be applied at marking and approved by the relevant Associate Dean of Education (ADE).

Exceeding the Word count

8b.6.5.3 The maximum word count for individual assessments will be made known to students in advance.

8b.6.5.4 Penalties for exceeding the maximum word count may apply to any summative assessment: module assessments, exams and research projects.

8b.6.5.5 For module assessments and exams where a maximum word count is set and for projects, the following penalties will be applied. Once applied, the ADE will approve.

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

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

8b.6.5.6 In the event a resit assessment submitted receives a grade 2 or lower on academic grounds, a 1 grade deduction will not be applied even if it is ≥10% over length. However, exceeding the word count is poor academic

practice and this can be taken into account in the resit assessment marking.

8b.6.5.7 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.6.5.8 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.6.5.9 For assessments that are submitted late the following penalties will be applied. Once applied, the ADE will approve.

- 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 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.6.5.10 **Action by MOs – monitoring grades:** Grades entered via the AMS will flow through to the DL student database. The relevant Education Administration team 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.

- It is considered good practice for MOs 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.
- Provisional grades along with feedback is returned to students for assessed assignments. Students will not receive individual feedback on their performance in examinations.

8b.6.5.11 **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.6.5.12 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.

- Provisional grades along with feedback is returned to students for assessed assignments. Students will not receive individual feedback on their performance in time-limited assessment/examinations.

8b.6.6 MODERATION PROCEDURE FOR DL MODULES

8b.6.6.1 **Action by Module Administrators –moderation material:** For each module, after all relevant work has been graded, the Education Administrator or other appropriate member of Education Administration staff must **make available 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 provided should serve as a checklist both for the Education Administrator in making available the materials, and the Moderator on receiving them. Examples of all the materials on this list must be provided 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 Education Administrator, either before or after receiving the standard set of materials. Should Education Administration have any difficulties in meeting such a request, the Education 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:

i) 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, Education Administration 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 Faculty Education 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. 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.

iv) Moderators should **affirm the appropriateness of the assessment task, the marking guidelines and the criteria used to award grades**. Matters to consider include:

- Whether the assessment task was set at an appropriate level for a Master's award, as per the FHEQ.
- Whether it appropriately assessed the learning objectives of the Module.
- Whether the assessment task was of reasonable scope, expecting neither too much nor too little, and well-matched to the credit value of the module.
- Whether instructions to students were consistent with the task and grading criteria, so as to give students a clear idea of what was expected in order to get a specific grade.
- Whether marking guidelines were sufficiently clear to guide markers in determining a student's grade.

v) Moderators should then **complete and sign the Moderator's Report form** and return it to the appropriate ADE.

- 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 many DL modules are assessed through substantive module exams in addition to 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 be countersigned by ADEs.

8b.6.7.2 **Action by ADEs:** Once received from Moderators, the appropriate ADE for each module should note any specific issues for follow-up and return the form to the relevant Module Administrator with a copy to the Exam Board Chair. The ADE should also follow up with the relevant MO and/or Exam Board Chair on any identified issues.

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 that 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 Oversight

8b.7.1 The purpose of external oversight 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 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 points 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, Pro-Director of Education and Dean of Students and Taught Programmes cannot serve as Chair, Deputy Chair or Internal Examiners. A Dean or an Associate Dean of Education may, on occasion, act as Chair to another Faculty Exam Board should circumstances require.

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 4th 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 Education Committee (SEC). 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 Education Committee (SEC) 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.8.24 New internal members: Following the final Board of Examiners the Secretary to the Board will forward nominations for the internal membership to the Assessments Manger (Registry). The Assessments Manager will prompt where necessary to ensure this is done.

- The list of nominations must be endorsed by the Dean of Faculty before being submitted for approval;
- The list of nominations should be submitted to SEC and UoL for approval, however, it may be appropriate to request Chair's Action to ensure a timely approval;

- The secretary for SEC will send formal notification to any new Exam Board Chairs (on behalf of the Chair of SEC), with appropriate further guidance and information.

8b.8.25 New External Examiners: The Exam Board Chair should be mindful of the External Examiner's tenure and be proactive in sourcing replacements. The appointment procedure for prospective External Examiners is set out in Chapter 5 of the LSHTM Academic Manual. The Exam Board Chair may require support from the Programme Director and Dean of Faculty in this procedure, and it is recommended that any nominees are approached informally in the first instance.

8b.8.26 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.8.27 Note on endorsing and approving nominations; the following must be scrutinised:

- Whether the proposed members of the Exam Board, including Chairs and External Examiners, are academically appropriate and competent to examine the programme, in terms of the subject area and the level of the qualifications concerned (consistent with the national Framework for Higher Education Qualifications), and the responsibilities entailed;
- Whether nominations of new External Examiners fulfil the Appointment Criteria;
- Whether the proposed membership is consistent with the standard Constitution for Exam Boards;
- The length of time that each Chair and External Examiner has already served in their role, and whether any one-year extensions are warranted.

8b.8.28 The Assessment Manager will confirm full membership lists to each Exam Board Chair and Secretary plus Faculty ADEs.

8b.8.29 Confirmation that all Boards have been appointed should be reported to the next meetings of SEC 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.8.30 Changes to Exam Board membership may occur during the year as staff join or leave LSHTM or their commitments changes. Ex-officio members shall cease to be members on vacation of the relevant office.

8b.8.31 The Assessment Manager (Registry) and HFEAs must be informed immediately whenever membership changes are prompted or proposed. This will be the responsibility of the Exam Board Chair.

8b.8.32 The appointment of External Examiners and internal members is approved as per the procedure set out in in paragraphs 8b.8.24 - 8b.8.27. This is reported to the summer meeting of SEC. 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 Masters degree, Postgraduate Diploma or Postgraduate Certificate, a student must, within the maximum period of registration, pass degree components amounting to at least the minimum number of credits specified below.

8b.9.3 The Board will:

i. Receive confirmation that module grades have been moderated.

ii. Receive confirmation that External Examiners have reviewed sample exam and project work, as well as sample module work. Associated External Examiner 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.

vi. Follow the rules on Compensation in section 8b.9.10 of this chapter.

8b.9.4 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.

8b.9.5 The number of credits that must be obtained to achieve each award is outlined in Table 4.

Table 4: 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 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.9.8. The final award classification should then be determined as outlined in Table 5 below.

8b.9.9 **Final award classification rules**

8b.9.9.1 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 Chapter 2 Academic Manual Award Schemes.

Table 5: Determination of final award classification

Award GPA	Classification
2.00 - 3.84	Pass
3.85 – 4.29	Merit
4.30 - 5.00	Distinction

8b.9.9.2 **Exit awards on expiry of registration**

8b.9.9.3 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.9.9.4 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.9.10 Compensation

8b.9.10.1 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.9.10.2 Compensation can only be awarded by a Board of Examiners and must be applied within the limits and conditions as stated below:

8b.9.10.3 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.9.10.4 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.9.10.5 Students may choose to resit any failed but compensatable component(s) or sub-component(s), as described in section 8b.9.11 below.

8b.9.10.6 Deferred Assessments and Extensions

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.4.23 to 8b.4.36 and section 8b.9.10 above), they will be permitted one further attempt, as a 'resit'. Only failed sub-components 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 that is not divided into further sub-components (e.g. as is generally the case for projects), this component must be re-sat as a whole. Where any sub-component has been re-sat, the sub-component grade will be capped at 2. – 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.9.10 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 4.

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. Students will be required to re-register for the relevant module re-sit/resubmission even if the same file is submitted, e.g., when the project fails due to a late submission penalty only.

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 component or sub-component (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 blind 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 **Registration Periods:**

The minimum and maximum periods of registration to complete the programme from the student's effective date of registration are:

Degree	**Minimum**	**Maximum**
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 components 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 of London 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 Registrar and Director of Education Services.

LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

LSHTM Academic Manual 2025-26

Chapter 9: Research Degree Academic Regulations

Contents

9.1 Award Framework....3
9.2 Entrance Requirements....5
9.3 Registration for Research Degrees....6
9.3.1 Registration and Re-registration: All Research Degrees....6
9.3.2 MPhil and PhD Degrees....7
9.3.3 Special Schemes....8
9.3.4 Interruption, Withdrawal & Termination of Registration....13
9.4 Attendance and Programme of Study....14
9.4.1 General....14
9.4.2 DrPH Programme Elements....16
9.5 Research Integrity....16
9.6 Requirements of a Thesis or Portfolio....17
9.6.1 General Requirements for all Theses or Portfolios Submitted....17
9.6.2 MPhil....18
9.6.3 PhD....19
9.6.4 DrPH....20
9.6.5 PhD by Publication....21
9.7 Examination Entry & Submission of Thesis/Portfolio....21
9.8 Availability of Thesis/Portfolio....22
9.9 Conduct of Examinations....23
9.9.1 General....23

9.9.2 Method of Examination for the PhD Degree 24
9.9.3 Conduct of the PhD Examination 24
9.9.4 Method of Examination for the MPhil Degree.....28
9.9.5 Conduct of the MPhil Examination 28
9.9.6 Method of Examination for the DrPH Degree 29
9.9.7 Conduct of the DrPH Examination 30
9.10 Notification of Examination Result 31

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. Electronic Research Degree Thesis Submission Policy
6. Guidance For Setting Up a Research Degree Viva Examination

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 the 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.

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).

Research Degree	**Abbrev.**	**Minimum registration period**	**Normal registration period**	**Maximum registration period [(a)]**	**Maximum word length of thesis [(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 by 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 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 the Postgraduate Research Degrees Admissions Policy.

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).

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 9.1.5 (transfer from another university PhD registration) or regulation 9.3.3.4 (PhD by 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).

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. Supervisors considering an application to this scheme should consult with their Faculty Research Degrees Director at the earliest opportunity.

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.

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.

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 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, 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 as 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 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; 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 for the PhD by Publication (part-time only)

9.3.3.4.1 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

9.3.3.4.2 Applicants must establish a case for registration by submitting a prescribed set of documents (see Programme Specification).

9.3.3.4.3 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 Publication portfolio within the permitted period of registration.

9.3.3.4.4 The panel will include one of the three Faculty Research Degree Directors or the Head of Doctoral College, and two independent academic members of staff with relevant expertise, one of whom should be from outside the applicant's department. The applicant will give a seminar, followed by a panel interview (analogous to an MPhil/PhD upgrading).

9.3.3.4.5 If the Panel considers there is a strong case for admission to the PhD by 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.

9.3.3.5 Collaborative PhD programme with the School of Tropical Medicine & Global Health, Nagasaki University

9.3.3.5.1 The structure of this programme, which includes direct entry to PhD registration, can be found in the Programme Specification.

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 9.3.3 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 Code 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 when in receipt of 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). Students based at CSRD institution or the MRC Units in The Gambia and Uganda should spend a minimum of six months at LSHTM in London. For students on the joint LSHTM-Nagasaki PhD scheme the minimum period in London is six months. 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 recommended for part-time students.

9.4.1.6 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 the 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.

9.4.1.7 Irrespective of the time spent at LSHTM in London, all students registered at LSHTM are legally required to complete an in-person identity check when they first register.

9.4.1.8 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.

9.4.1.9 LSHTM may permit a student to spend part of their programme in off-campus study, for example to carry out fieldwork or a placement at a partner organisation, which shall include regular communication with their supervisor. All off-campus study must be approved in accordance with the LSHTM Travel Approval Process and the LSHTM Travel Policy.

9.4.1.10 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.

9.4.1.11 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

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 fall 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 and 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. 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.
- A student accepted to the PhD by Publication (paragraph 9.3.3.4)

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 the title of their 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

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:

(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.

(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) and Office for Students (OfS) Sector Recognised Standards).

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.

9.6.4.2 The thesis shall meet the following criteria:

(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.

(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) and Office for Students (OfS) Sector Recognised Standards.

9.6.5 PhD by Publication

9.6.5.1 A PhD by 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

(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 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 three 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 a digital copy of their thesis for examination in accordance with the 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 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 remotely/online if the candidate and examiners agree. Vivas held remotely/online should follow the current examination guidelines. Both parties must have appropriate facilities to hold a private remote/online viva (e.g. a private room and compatible software and equipment).

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 Paragraphs 9.6.1 and 9.6.3 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 otherwise fulfils the criteria but requires major amendments and if the student satisfies the Examiners in all other parts of the examination, the Examiners may require the student to make within six 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.

(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) 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 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 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. All PhD by Publication viva examinations will be overseen by an Independent Chair (a senior member of LSHTM academic staff independent of the supervisory 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.
- 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 Publication:

(a) Pass

(b) Pass subject to minor amendments to the portfolio within three months

(c) Pass subject to major amendments to the portfolio within six months

(d) 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

(e) 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.

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 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 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.

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:

- Achieve a Pass on the two taught modules.
- Complete the Research Study I to the satisfaction of the Board of Examiners.
- Submit Research Study II (normally up to 60,000 words) for an oral examination, as part of a portfolio comprising Research Study I and II.

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 portfolio, shall examine the student orally on the subject of the thesis (Research Study II) and, if they see fit, on subjects relevant thereto. All DrPH viva examinations will be overseen by an independent Chair (a senior member of LSHTM academic staff independent of the supervisory team).

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 six options open to Examiners in determining the result of the examination as follows:

(a) If the thesis fulfils the criteria set out in paragraphs 9.1.1 and 9.6.4.2 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 be submitted to the Examiners, or one of their number nominated by them for confirmation that the amendments are satisfactory.

(c) If the thesis otherwise fulfils the criteria but requires major amendments and if the student satisfies the Examiners in all other parts of the examination, the Examiners may require the student to make within six 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.

(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 2025-26

Chapter 10: Academic Governance

Contents

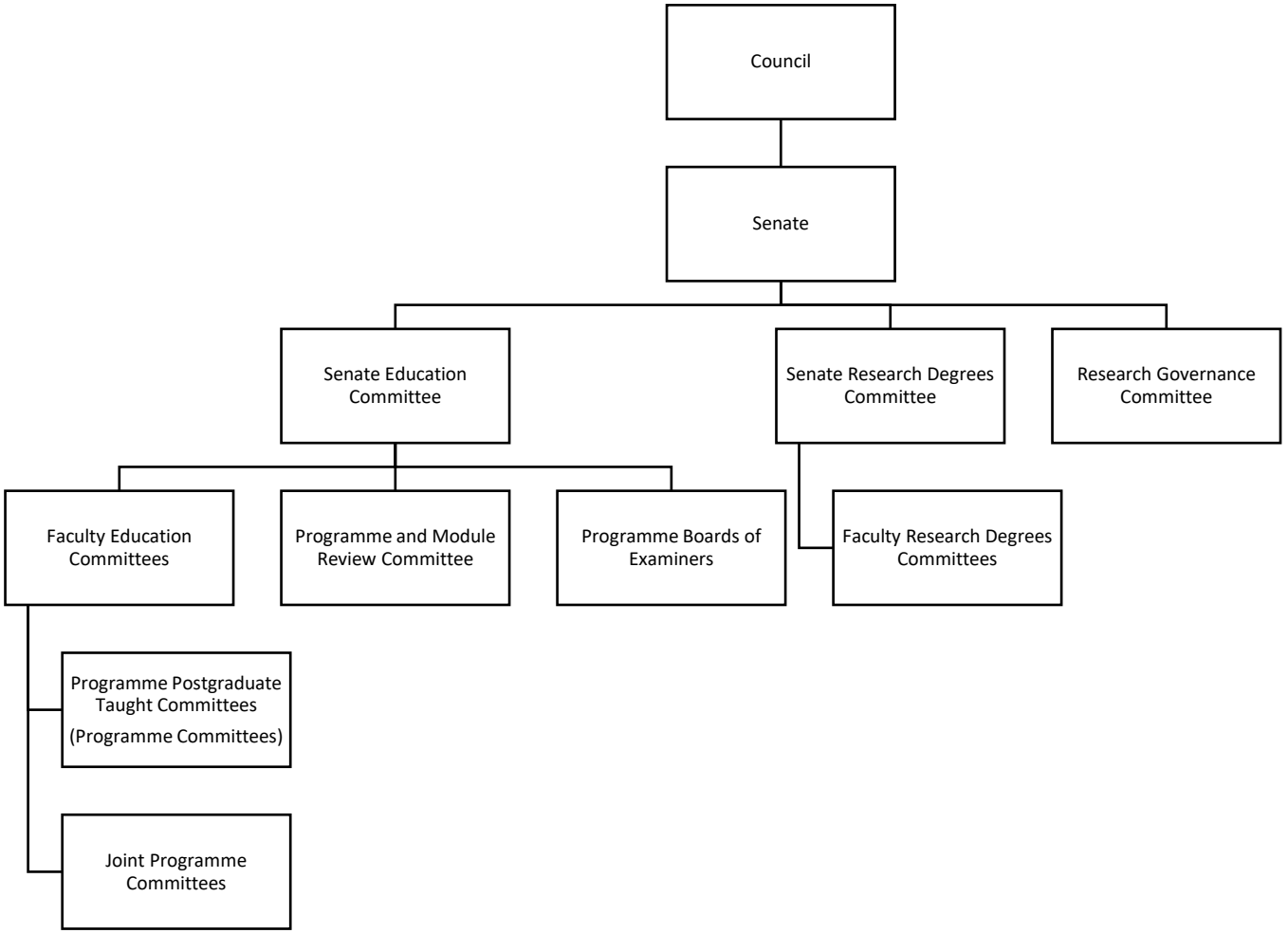
10.2.1 Academic Governance Structure 3
10.2.2 Membership and Terms of Reference 4
10.2.3 Council 4
10.2.4 Senate 10
10.2.5 Senate Education Committee 14
10.2.6 Senate Research Degrees Committee 21
10.2.7 Programme and Module Review Committee 26
10.2.8 Boards of Examiners 30
10.2.9 Faculty Education Committees 38
10.2.10 Faculty Research Degree Committees 43
10.2.11 Programme Postgraduate Taught Committees 47
10.2.12 Programme Validation Panel 52
10.2.13 Programme Periodic Review Panel 57
10.2.14 Assessment Irregularities Committee (AIC) 60
10.2.15 Assessment Irregularities Appeals Committee 62
10.2.16 Special Assessment Arrangements Panel (SAAP) 63
10.2.17 Termination of Studies Panel 64
10.2.18 Academic Appeals Panel 65
Appendix 1: Senate Delegation Framework 66
Appendix 2: Approval Routes for Key Academic Decisions 69

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 the 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.

10.2.1 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



10.2.2 Membership and Terms of Reference

10.2.3 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;

- 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 to Council to act as clerk to the Council ensuring that he/she is solely accountable to the Chair 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.

Membership

- External members (10)
- Elected Staff members (4: 3 Academic Staff, 1 Professional Services)
- Director
- Student Representative Council President

In attendance:

- Chief Operating Officer
- Secretary to Council

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 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.

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 to Council or will act as Secretary to Council and all Council Committees.

Chair's Action

The Chair 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 Chair 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 Chair 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.

b) Council Committees

An additional meeting of a Committee may be convened at any time by its Chair or the Chair 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 Chair 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 Chair also has the power to re-arrange a scheduled meeting if in their view this is necessary.

Agendas and Minutes

i. The Secretary to Council is responsible for drawing up the Agenda for Council and Committee meetings with the approval of the relevant Chair 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 to Council;

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.

Conduct of Meetings

i. The Chair 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 Chair taking the sense of the meeting. Any member may request that the matter be put to a vote. Only the Chair 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 Chair 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 Chair of Council will determine who attends Council meetings other than Council Members and the Secretary to Council.

ii. Any member of the Council may, with approval of the relevant Committee Chair, 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 with any guidelines established by the Nominations Committee.

ii. 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 the Nominations Committee.

10.2.4 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;

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:

Membership:

- The Director (Chair)
- Deans of Faculties
- Pro-Director (Education)
- Pro-Director (Research and Academic Development)
- Secretary to Council
- 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
- 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)
- Registrar and Director of Education Services
- Director of Library, Archive and Open Research Services
- Director of ITS
- Centre Director Representative or Deputy (agreed by Centre Directors)
- Head of Education Policy, Quality and Student Experience
- 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.

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.

10.2.5 Senate Education Committee

PARENT BODY: Senate

PURPOSE

Senate Education Committee (SEC) 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,[1] 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)

ii. Dean of Students and Taught Programmes (Deputy Chair)

iii. Registrar and Director of Education Services

[1] 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.

iv. Chairs of Faculty Education Committees (FECs) *Where there are co-Chairs one will be designated as the member of this Committee.*
v. Up to 3 Chairs / Deputy Chairs of Boards of Examiners appointed by Senate – one from each Faculty
vi. Up to 3 Chairs of Programme Postgraduate Taught Committees appointed by Senate – one from each Faculty
vii. Up to 2 elected academic members of Senate
viii. Head of Quality Enhancement
ix. Head of Education Policy, Quality and Academic Standards
x. Vice-President (Taught Courses - Intensive) of the Students' Representative Council (SRC)
xi. Vice-President (Taught Courses – Distance Learning) of the Students' Representative Council (SRC)
xii. Head of Registry
xiii. Head(s) of Faculty Education Administration
xiv. Director of the Centre for Excellence in Learning and Teaching
xv. Head of Strategic Education Office
xvi. Short Course Representative

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 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;
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[2];

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 teams 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. Review, approve and monitor new education opportunity developments;

xv. Appoint Chairs and Panellists for PGT Academic Appeals and receive reports from the relevant Panels

[2] FEC 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 Associate Dean Education and covers any significant improvements required across the Faculty having considered any relevant issues from the Programme Boards of Examiners and the APDRs.

xvi. Review preparations for any external review of PGT provision. Approve and monitor any action plan following an external review;

xvii. Determine the terms of reference of any sub-Committee or ad hoc working group including any appointments as Chair or Deputy Chair; and

xviii. 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;
- Success of new education initiatives

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;

ix. Review any relevant information pertaining to student feedback from Faculty Education 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[3] to existing PGT award-bearing provision	Programme and Module Review Committee (PMRC) following a review and recommendation by Faculty Education Committees (FECs) & Lead Programme Postgraduate Taught Committee
Approve any minor changes to existing PGT award-bearing provision	Faculty Education Committees (FECs) with responsibility to ensure published materials including the web reflect the correct position.

[3] Major changes are as defined in Chapter 3 of the LSHTM Academic Manual.

Decision Delegated	Authority given to
Approve changes to programme regulations for Distance Learning provision	PMRC
Approve new 'other PGT provision' and any major changes to or any discontinuation of existing other PGT provision	FEC provided there has been sign off by LSHTM Officers defined in the approved procedure
Approve minor changes to existing 'other PGT provision'	FEC 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[4] 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-	FEC but reviewed at SEC and PMRC

[4] 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.

Decision Delegated	Authority given to
bearing provision following review of a summary report on the Annual Programme Directors' Reviews (APDRs) from the Faculty's Associate Dean Education which will include any proposed actions at Faculty level	
Approves the membership of Periodic Review & Validation Panels	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.

10.2.6 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 studentmembers 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
vi. Quality & Academic Standards representative
vii. Head of Registry
viii. EDI Representative
ix. Vice-President (Research Degrees) of the Students' Representative Council (SRC)
x. Up to 3 students appointed by the SRC – one from each Faculty plus one student from a Level 8 Programme with assessed taught components;

In attendance:

i. Secretary to the Committee

ii. Pro Director (Research and Academic Development)

iii. Registrar and Director of Education Services

iv. 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 ResearchDegree 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 reportsfrom the Panels;

1.6. Approve and monitor the implementation of School plans to enhance academicquality 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 thetermination of a Programme;

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 reviewof the assessed taught components of Programmes and Modules;

1.7.4. Approve and monitor implementation of any action plans to enhanceacademic 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 andany resulting action plan;

1.7.14. Review preparations for any external review of provision. To approve andmonitor any action plan following an external review;

1.8. Determine the terms of reference of any sub-committee or ad hoc working groupincluding any appointments as Chair or Deputy Chair; and

1.9. Approve a delegation framework identifying where authority delegated by Senate tothe 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 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 havingreviewed 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 ResearchDegree 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

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.

10.2.7 Programme and Module Review Committee

PARENT BODY: Senate Education Committee

PURPOSE

The Programme and Module Review Committee reports to Senate's Postgraduate Taught Committee (SEC). It is responsible for reviewing in detail any new Postgraduate Taught (PGT) award-bearing provision, any major changes to or proposed discontinuation 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,[5] and Professional Diplomas. PMRC also reviews major changes to non-credit-bearing Short Courses.

COMPOSITION

Membership:

i. Dean of Students and Taught Programmes (Chair)
ii. Chairs of Faculty Education 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 Associate Deans Education and approved by the Chair
iv. Short Courses Representative

[5] 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.

v. Centre for Excellence in Learning and Teaching Representative
vi. Registry representative
vii. Head of Education Policy, Quality and Student Experience
viii. Heads of Faculty Education Administration
ix. Quality and Academic Standards representative
x. Vice-President (Taught Programmes) of the Students' Representative Council

In attendance:

i. Other staff as required
ii. Up to 3 additional current or recent student representatives
iii. Secretary – Quality & Academic Standards Officer

Note: Members of staff 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 Associate Dean Education. Student representatives normally serve for one academic year but tenure may be extended for a further academic year if agreed by the Committee.

DELEGATED DECISIONS

i. Approve the procedure for approval of and major changes to programmes and modules;
ii. Approve any major changes, and note minor changes, to existing PGT award-bearing provision and Short Courses following a review and recommendation by Faculty Education 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. Approval of Award Schemes;

vi. Approve changes to programme regulations for Distance Learning provision;
vii. Approve terms of reference and appoint members of Validation Panels and Periodic Review Panels;
viii. Review and evaluate annual and periodic review across all PGT award-bearing programmes;
ix. Determine the terms of reference of any sub-committee or ad hoc working group including any appointments as Chair or Deputy Chair; and
x. 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 Education 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 SEC.

MODE OF OPERATION

The quorum of the Programme and Module Review Committee is a minimum of 50% of members. One of the attending Chairs of Faculty

Education Committees will, by prior arrangement, deputise in the absence of the Chair. 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.

10.2.8 Boards of Examiners

Purpose

Programme Boards of Examiners report through Senate Education Committee (SEC) 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. At least one External Examiner (not a member of staff of the University of London)
iv. Intercollegiate Examiners from the University of London (as appropriate)
v. Internal Examiners from LSHTM academic staff as appropriate to the needs of the Exam Board
vi. Associate Deans of Education (optional)

Note: Members who are not ex-officio serve terms of four years. Internal examiners may be reappointed.

In attendance:

i. Head of Registry or nominee
ii. Other staff as required by the Chair
iii. Secretary – Members of the Education Administration Office or University of London Worldwide staff (for DL programme boards) will act as Secretary of the Programme Boards of Examiners.

Quorum

Programme Boards of Examiners shall be quorate when attended by the Chair (or Deputy Chair), at least one External Examiner, the Programme Director (or designate), and no fewer than three internal examiners.

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.

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 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 SEC.

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 Intensive MSc Exam Board should take place in the second half of October; DL Exam Boards should take place by the end of November. Results approved at Intensive Programme 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 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 Intensive programme 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 Intensive Programme 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 maintain anonymity, documentation must contain candidate numbers only.

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 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 Intensive Programme 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 Intensive Programme Board, and only note any specific further amendments.
- 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 SEC. They will also be received by Faculty Education Committees and the Programme Postgraduate Taught Committee for information;
ii. The Faculty Associate Deans of Education will prepare a Faculty thematic report for PMRC. The Quality & Academic Standards team will use these reports to prepare an LSHTM report for SEC;

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 (Intensive Programme Board).

Delegations Schedule

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	Registrar and Director of Education Services
Confirmation to students and award of prizes agreed by the Board	Head of Registry

10.2.9 Faculty Education Committees

Purpose

Faculty Education Committees (FECs) are committees of Senate and report to the Senate Education Committee (SEC). 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 Experience Forum - 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,[6] and Professional Diplomas and (b) **other PGT provision** which comprises mainly continuing professional development such as CPD Short Courses, MOOCs and Open Educational Resources.

Membership

i. Faculty Associate Dean Education (Chair) or nominee
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
vi. Head of Faculty Administration

[6] 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.

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)

iv. Centre for Excellence in Learning and Teaching representative

Quorum

50% of members

Delegated Decisions

i. Approve new 'other PGT provision'[7] and any major changes[8] 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';

iii. Approve and monitor implementation of the Faculty Action Plan[9] for award-bearing provision following review of a summary report on the Annual Programme Directors' Reviews (APDRs) from the Faculty's Associate Dean Education 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

[7] These cover academic approvals only and start after a strategic decision by a Faculty and LSHTM leadership to support the proposed development.

[8] Major changes are as defined in Chapter 3 of the LSHTM Academic Manual.

[9] FEC 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 Associate Dean Education and covers any significant improvements required across the Faculty having considered any relevant issues from the Programme Boards of Examiners and the APDR.

specifications to PMRC for approval;

vi. Approve new recommended 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 SEC 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;

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 Associate Dean Education 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 Experience Committee 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.

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 Associate Dean Education with responsibility to ensure published materials including the web reflect the correct position. This needs to be done to an LSHTM timetable. The Associate Dean Education must notify FEC and notify Quality & Academic Standards when this delegation is exercised with details of the changes.

10.2.10 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 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
iv. Secretary – Research Degree Administrator or as appointed by the Chair and the Registrar and Director of Education Services

Quorum

50% of members.

Delegated Decisions

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;

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**
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

10.2.11 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 Education 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 Education 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 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 Associate Dean Education (Directors if it is a cross-faculty programme) or nominee
vii. Up to 3 students elected from the students on the programme

In attendance:

i. Other staff as required

ii. Secretary – Education Administrator from the Programme Administration Office or Distance Learning Office

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

[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[10] 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

[10] 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.

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 Education Committee (FEC) 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 to FEC any new modules, major changes[11] 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

[11] Major changes are as defined in Chapter 3 of the LSHTM Academic Manual.

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 FEC; 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.

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 any minor changes to existing PGT award-bearing provision for **programmes** 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 **modules** 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.

10.2.12 Programme Validation Panel

APPOINTED BY: Programme and Module Review Committee

PURPOSE

The Programme Validation Panel is appointed by the Programme and Module Review Committee for the purpose of considering a new programme being proposed for approval. The Panel is responsible for ensuring that the quality and academic standards meet the requirements on all aspects set out in LSHTM's Academic Manual and relevant external reference points and reaching a decision on whether to recommend approval.

COMPOSTITION

Appointment of members to the Programme Validation Panel is made by the Programme and Module Review Committee. Validation Panels will be constituted as follows:

i. **Chair:** A senior member of academic staff of LSHTM who is not connected to the programme's Faculty.

ii. **Internal academic staff:** Up to two members of staff from LSHTM; who are not involved in the development or delivery of the programme. One internal academic staff panel member will deputise for the Chair should the need arise, provided they are not from the programme's Faculty.

iii. **External Expert**: At least one subject expert from a University outside the University of London (UoL) or any partner institution of LSHTM. The External Reviewer is normally an academic with expertise in the relevant subject. In some circumstances a suitable subject expert from a non-academic background (e.g practitioner or PSRB representative) may be appointed. In such cases, the PMRC may require two external reviewers, one of whom will be from within HE and whose role will include evaluating how the proposal meets sector

expectations. External subject experts should not be or have previously been External Examiners in the Faculty in the last 5 years;

iv. **Student representative** (at least one) whose role is to contribute to discussions from a student perspective.

v. **Quality & Academic Standards Officer**: A designated member of the Quality and Academic Standards team will serve as the Panel Officer.

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)*

TERMS OF REFERENCE

The Validation Panel is responsible for:

i. Reviewing and recommending whether to approve new programmes in accordance with LSHTM's Academic Manual and taking account of the relevant external regulatory frameworks and reference points;
ii. Providing assurance to the Programme and Module Review Committee through a validation report, that quality and academic standards are met and that the programme is aligned to LSHTM's Strategic Objectives and the relevant external benchmarks;
iii. Ensuring active consideration of equity, diversity and inclusion during the validation process;
iv. Ensuring that the programme fully consider all stages of the student experience;
v. Identifying good and innovative practices which enhance the quality of the student learning experience;

VALIDATION PANEL ROLES AND RESPONSIBILITIES

The Programme Validation Panel Chair and members should be familiar with LSHTM's Academic Manual including the academic programme regulations and the quality procedures for approval of new programmes. In addition, all internal and external academic panel members should have some familiarity with the relevant external regulatory frameworks and

requirements, such as the Office for Students' Conditions of Registration, QAA Quality Code, Framework for Higher Education Qualifications (FHEQ) and other as appropriate.

The Panel Officer will provide the Chair and panel members with links to the relevant documents and guidance on potential lines of enquiry.

Validation Panel Members

All Validation Panel Members are expected to:

i. Review the programme documentation submitted by the programme team to identify general and specific items needing discussion with the Programme Team (potential lines of enquiry). Individual Panel Members must provide their comments to the Panel Officer by the specified date.

ii. Attend the Programme Validation Event and actively participate in the discussions during meetings with the programme team and support staff members.

iii. Deliberate and collectively agree on the decision and final outcome.

Chair

iv. As a senior member of LSHTM's academic staff, the Chair fulfils the role of an internal academic panel member (outlined in 0 *Internal academic staff member:* below) in addition to specific Chairing responsibilities, including:
    - determining the draft agenda based on the collective comments of panel members and supported by the Panel Officer;
    - determining the order of business and the amount of time to be spent on specific areas;
    - regulating the conduct of the meeting and ensuring that panel business is conducted in an objective manner;
    - leading the discussions and involving panel members to lead on specific items during meetings with the programme team and support staff;
    - leading the deliberations to reach consensual decisions at the conclusion of the validation event;

- providing the programme lead / team with an oral communication of the panel's decision and outcome and agreeing a deadline by which a response should be received;
- providing the programme team with the final validation report with support from the Panel Officer;
- taking responsibility for reviewing the programme team's formal response to the validation report and ensuring that any conditions set have been satisfactorily addressed, recommendations responded to, and documentation revised as required.

Internal academic staff member:

v. The standpoint of internal academic staff panel members enables them to help maintain comparability of standards across LSHTM programmes. Internal academic staff members are also responsible for ensuring that the curriculum and the learning, teaching and assessment strategies are appropriate and aligned to LSHTM strategic objectives and to relevant external reference points.

External Expert:

vi. External Experts offer a specialist academic and/or practitioner perspective and share their expertise on all aspects of the programme and in particular, content, structure and learning, teaching and assessment strategies. External Experts also offer insight on current developments and latest trends that may guide the programme team toward potential enhancement of the programme. The External Expert provides a written report. This will be appended in the final Validation Report and the comments and observations will be incorporated into the main body of the report as appropriate.

Student representative

vii. The student panel member's role is primarily to help to ensure that the validation takes due regard of the issues of interest to students and matters likely to affect their experience, from the point of being a prospective student, through the journey once registered on the

programme, to the employment and enrichment outcomes upon completion.

Quality & Academic Standards Officer (Panel Officer):

viii. The Panel Officer:

- provides the steer on LSHTM regulations and quality procedures and guidance on potential lines of enquiry, the relevant external regulatory frameworks and reference points;
- is responsible for ensuring the Panel is informed on documentary and regulatory compliance of the programme, and adherence to the programme validation and approval procedures set out in LSHTM's Academic Manual Chapter 3;
- is the central liaison between the Panel and programme team and offers guidance to both parties throughout the process, including for example, links to the relevant documents.

10.2.13 Programme Periodic Review Panel

APPOINTED BY: Programme and Module Review Committee

PURPOSE

LSHTM Programmes undergo a Periodic Review on a cyclical basis. . A Programme Periodic Review Panel is appointed to review a programme/s generally within a 5-year cycle (although note this is not an arbitrary time frame) and confirming the continuing validity, relevance and currency of the programme/s.

COMPOSTITION

Appointment of members to the Programme Periodic Review Panel is made by the Programme and Module Review Committee.

DL Period Reviews: Membership of the Periodic Review Panel are approved jointly by LSHTM Programme and Module Review Committee and the UoLW Academic Quality Assurance Committee (AQAC)).

i. **Chair:** A senior Member of academic staff of LSHTM not connected to the programme's Faculty.

ii. **Internal academic staff:** Up to two members of staff from LSHTM who are not from the Faculty under review, one of whom will be Deputy Chair.

iii. **External Expert**: At least one subject expert from a University outside the University of London (UoL) or any partner institution of LSHTM. The External Reviewer is normally an academic with expertise in the relevant subject. In some circumstances a suitable subject expert from a non-academic background (e.g. practitioner or PSRB representative) may be appointed. In such cases, the PMRC may require two external reviewers, one of whom will be from within HE and whose role will include evaluating how the proposal meets sector expectations. External subject experts should not be or have

previously been External Examiners in the Faculty under review in the last 5 years;

iv. **Student representative** (at least one) whose role is to contribute to discussions from a student perspective.

v. **Quality & Academic Standards Officer**: A designated member of the Quality and Academic Standards team will serve as the Panel Officer. The Panel Officer is the central liaison between the Panel and Faculty and supports the Chair throughout the process. The Panel Officer provides the steer on LSHTM and external regulatory frameworks and reference points and is responsible for ensuring these are taken into the Panel's consideration.

DL Periodic Review Panel will also include:

vi. ***An* academic *member of a senior University of London Worldwide (UoLW) committee***

- *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.*

vii. ***A member of staff from the UoLW***

- *The UoLW staff member should usually be a role such as the relevant Programme Manager or Quality Manager. They normally also act as the Review Panel Officer, supporting all administrative aspects—particularly the preparation of documentation. There is no need for the UoLW staff member 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.*

Terms of Reference

The Periodic Review Panel is responsible for:

i. Reviewing a programme/programmes in accordance with LSHTM's Academic Manual and confirming the continuing validity, relevance and currency of the programme/s taking account of internal and external factors and reference points;
ii. Providing assurance to the Programme and Module Review Committee through a periodic review report confirming
    - that quality and academic standards remain appropriate and continue to be met, and
    - the curriculum and pedagogical approaches remain appropriate and current; and
    - that the programme continues to be in alignment to LSHTM's Strategic Objectives and the relevant external regulatory frameworks and benchmarks and
    - the continuing high-quality of the learning experience being provided.
iii. Identifying areas of practice and innovation which enhance the quality of the student learning experience;
iv. Ensuring active consideration of equity, diversity and inclusion during the validation process;

The Panel Officer will provide the Chair and panel members with detailed information on individual roles.

10.2.14 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 Dean of Students and Taught Programmes, on the advice of the Head of Registry, from the following. One of the persons appointed will be nominated as Chair by the Dean of Students and Taught Programmes.

Taught Programmes

- Chairs of Boards of Examiners
- Deans of Faculty
- Faculty Associate Deans of Education

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 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 Dean of Students and Taught Programmes extend or amend the membership, to enable a quorate meeting to be arranged with alternative members.

10.2.15 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 Dean of Students and Taught Programmes (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.

10.2.16 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:

- Associate Dean Education 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 Registrar and Director of Education Services 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.

10.2.17 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 Associate Dean Education.
- 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 may be convened either in person or virtually for example by Zoom, Teams, Skype, etc.

10.2.18 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: An Associate Dean Education/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.

Appendix 1: Senate Delegation Framework

DELEGATED DECISION/APPROVALS **+ = SRDC covers Level 8 Awards only**		**SENATE CHAIR**	**SUB-COMMITTEE APPROVAL**	**DIRECTOR**
Research	Research programme ethical approval		RG	
Approval of new Programmes & Modules, changes to them and discontinuation of modules. **Senate approves discontinuation of programmes**	Single Faculty programmes/modules		SEC/SRDC+	
	Cross-Faculty programmes/modules		SEC/SRDC+	
	Collaborative programmes/modules		SEC/SRD+	
	ToR & membership of Validation Panels		SEC/SRDC+	
Revalidation	Revalidation of award-bearing programmes following Periodic Review		SEC/SRDC+	
Development of All Existing Educational Programmes under PGT & Research Degree Regulations	Special schemes of study for individual students		SEC/SRDC+	
	Programme & module specifications		SEC/SRDC+	
	Arrangements for Annual Programme/Module Review & Action Plans		SEC/SRDC+	
	Arrangements for Periodic Programme/Module Review & Action Plans		SEC/SRDC+	
	Arrangements for the Student Evaluation of programmes & modules & Action Plans		SEC/SRDC+	
	Design of Student Surveys & communication methodology including feedback to students on what action has been		SSEC	

	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		SEC	
	Appointment of External Examiners		SEC	
	Appointment of Chair or Deputy Chair of Board of Examiners		SEC	
	Response to External Examiners' reports		SEC	
	Response to confidential External Examiner reports		SEC	
	ToR & membership of Periodic Review Panels		SEC	
	Appointment of Panel for PGT Academic Appeals		SEC	
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 Academic Appeals		SRDC	

Quality of Information for Students	Accuracy of programme/module marketing materials			Approves
	Programme specification content			Approves
	Student Handbooks			Approves

DELEGATED DECISION/APPROVALS		**SENATE CHAIR**	**SUB-COMMITTEE APPROVAL**	**DIRECTOR**
Committee Membership	Agree the best way for representatives of distance learning students to participate including adding to Committee membership		SSEC	
Other	Approves programme prizes		Programme Board of Examiners	
	Award of Faculty prizes and other awards up to £500 each in value		FEC	
	Award of other prizes, medals, scholarships	Approves		

Appendix 2: Approval Routes for Key Academic Decisions – Up to & Including Level 7 Awards

			SEC	PMRC	*FEC*	Programme Postgraduate Taught Committee	Programme Boards of Examiners
NEW & CHANGES TO PROGRAMMES & MODULES – ACADEMIC CASES NEW & CHANGES TO	**Degree-awarding Provision (Programmes & Modules)** including Credit-bearing CPD & Special Programmes[12]	New Provision	**APPROVE**	Recommend	*Recommend*	Recommend modules	
		Terms of Reference and membership of Validation Panels	**APPROVE** (delegated to Chair or Deputy Chair if urgent	N/A	*N/A*	N/A	
		Major Changes to Existing Provision		**APPROVE**	Recommend	Recommend[13]	
	Note: **Minor Changes** are changes to Session	Minor Changes to Existing Provision -				**APPROVE** (delegated to	

[12] 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.

[13] 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

			SEC	**PMRC**	***FEC***	**Programme Postgraduate Taught Committee**	**Programme Boards of Examiners**
	content and the reading list that do not impact intended learning outcomes Note **Senate approves the discontinuation of programmes**	Programmes				Chair)	
		Minor Changes to Existing Provision – Modules				**APPROVE** (delegated to Module Organiser)[14]	
		Discontinuing Programmes	Recommend	Recommend	Recommend	Recommend[15]	
		Discontinuing Modules	APPROVE	Recommend	Recommend	Recommend	
	Other PGT Provision	New Provision			**APPROVE**	N/A	

[14] 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 FEC Chair and the Quality & Academic Standards office should be notified.
[15] 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

			SEC	PMRC	*FEC*	Programme Postgraduate Taught Committee	Programme Boards of Examiners
	CPD Short Courses MOOCS Open Educational Resources **Minor Changes** have the same definition as above.						
		Major Changes to Existing Provision			**APPROVE**	N/A	
		Minor Changes to Existing Provision			**APPROVE** (delegated to Organiser)[3]	N/A	
		Discontinuing Provision			**APPROVE**	N/A	
PROGRAMME & MODULE REVIEWS and ACTION PLANS	**Action Plans for Degree-awarding Provision & Special Programmes**	Annual Module Review and Action Plan (AMRAP)				**APPROVE & MONITOR**	
		Annual Programme Directors' Reviews (APDRs) including Programme Action Plan				**APPROVE & MONITOR**	
		Faculty Action Plan included with Faculty Associate Dean Education Review of Programmes	REVIEW	N/A	**APPROVE & MONITOR**	N/A	

			SEC	PMRC	*FEC*	Programme Postgraduate Taught Committee	Programme Boards of Examiners
PROGRAMME & MODULE REVIEWS and ACTION PLANS	**Periodic Reviews**	Membership of Periodic Review Panels		**APPROVE**			
		Report	**APPROVE**	N/A	REVIEW	REVIEW	
		Action Plan	**APPROVE & MONITOR**	N/A	RECOMMEND	RECOMMEND	
		Revalidation	**APPROVE**	N/A	N/A	N/A	
	External Review of a Programme	Action Plan	**APPROVE & MONITOR**	N/A	RECOMMEND	RECOMMEND	
EXAMINATIONS	**Appoint External Examiners**		**APPROVE** (delegated to Chair or Deputy Chair if urgent)				
	Approve membership of the Programme Boards of Examiners including Chairs & Deputy Chairs		**APPROVE** (Delegated to Chair or Deputy Chair if urgent)				Recommend
	Allocate Modules to Programme Boards of		**APPROVE** (Delegated to				

			SEC	PMRC	*FEC*	Programme Postgraduate Taught Committee	Programme Boards of Examiners
	Examiners		Chair or Deputy Chair if urgent)				
EXAMINATIONS	**Approve examinations and assessments for Programmes**						**APPROVE**
	Agree final grade marks, compensation awards, classification, progression, failure, resits.						**APPROVE** (Secretary & Registrar confirms to students and make all arrangements)
	Agree any prize winners as a result of the assessment process						**APPROVE** (Head of Registry confirms to students)
	External Examiner Reports	REVIEW - summary prepared by QAS	N/A	REVIEW	REVIEW		
	Responses to Individual External Examiner	**APPROVE** (Delegated to Chair	N/A	RECOMMEND	RECOMMEND		

			SEC	PMRC	*FEC*	Programme Postgraduate Taught Committee	Programme Boards of Examiners
	Reports	or Deputy Chair if urgent)					
	Updated Action Plans if necessary	REVIEW Faculty Plan	N/A	**APPROVE** for Faculty and REVIEW for Programme	**APPROVE** for Programme		
OTHER	**Programme Specifications**		**APPROVE**	RECOMMEND	RECOMMEND		
	Module Specifications			**APPROVE**	RECOMMEND		
	Appoint Chair & Panel for PGT Academic Appeals	**APPROVE** (Delegated to Chair or Deputy Chair if urgent)					

LSHTM Academic Manual 2025-26

Chapter 11: Glossary

Terminology and Abbreviations used in the LSHTM Academic Manual

Terminology

Academic Misconduct –

Any conduct which attempts to deceive or is in contravention of any rules or regulations governing assessment.

Academic Judgement –

A method of assigning marks in order to represent an examiner's judgement on the level of a student's achievement.

Academic Lead-

Academic member of staff tasked with leading the design and approval of a new collaborative provision course or programme. The Academic Lead will usually be the member of staff responsible for the management of the programme once approved, however this is not always the case. The Academic Lead has ultimate responsibility for producing all necessary paperwork and for championing the proposed academic provision through LSHTM's approval channels.

Academic Level –

Each module or programme has an associated academic level that reflects its depth, complexity, amount of pre-requisite knowledge, and the academic skills required to pass it. The academic level of a module is informed by the subject for that module and remains constant for all programmes within which it occurs.

The academic level relates to the complexity, depth of study and learner autonomy by which a student is challenged. A level is one of a series of defined points on a qualification framework that are numbered in ascending order. Qualifications within the same level share characteristics and require similar achievement. Qualification levels in different frameworks can be compared. Qualification levels are distinct from credit levels.

The academic levels used at LSHTM are the national levels as set in the Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ) (which align with the National Qualifications Framework (NQF)) published by the Quality Assurance Agency (QAA):

Level 7: Masters

Level 8: Research

Academic Provision –

Any programme of study in LSHTM leading to an award or to credit, including but not limited to MSc, PGDip, PGCert, stand-alone modules, accredited short courses, MPhil, PhD & DrPH.

Academic Quality –

A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

Academic Standards –

The standards set and maintained by institutions for their programmes and modules and expected for their awards.

Accreditation –

Official recognition awarded by an external professional or statutory body that LSHTM, a programme, or module meets a specific standard or criteria.

Accreditors –

An external professional or statutory body that officially recognises that LSHTM, a programme, or module meets a specific standard or criteria.

Admissions –

The process of applying for, and gaining entry to, a course or programme of study.

Annual Monitoring –

A yearly process whereby the quality and standards of LSHTM's academic provision is monitored through a mixture of reviews and reports at module, programme, and faculty level.

Appeal –

A petition to review one or more of the following decisions: assessment results, progression decisions, and/or termination of registration from a programme of study on academic grounds.

Appeals Committee (AC) –

A committee convened to assess whether a student has valid grounds for their appeal of a decision of the Assessment Irregularities Committee.

Appeals Panel (AP)-

A panel convened to assess whether a student has valid grounds for their academic appeal.

Assessment Criteria –

Descriptions of what the learner will have to demonstrate in order that learning outcomes specific to a module have been achieved. The purpose of assessment criteria is to establish clear and unambiguous standards of achievement in respect of each learning outcome. Level descriptors are used as a guide during this process. Each individual assessment point will have specific assessment criteria.

Assessment Irregularity –

Any suspected instance of plagiarism, cheating, fraud, collusion, personation, or other non-standard activity identified in connection with an assessment or formal examination.

Assessment Irregularities Committee (AIC) –

A committee convened 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 (IIP), with authority to levy more severe penalties. An AIC is warranted by the severity of the allegation or if the student is unwilling to accept the decision or penalty of the IIP.

Assessment Regulations –

The rules governing assessment of a programme of study including the marking scheme, the pass mark, the requirements for progression to subsequent levels or stages of a programme and the award and classification requirements (for instance credits to be achieved and specific marks to be attained).

Assessor –

Assessors are appointed to assist Exam Boards in the setting of papers, the marking of scripts/essays/reports and to attend practical examinations.

Associate Dean Education (ADE) -

Members of academic staff who take operational responsibility for the management and assurance of academic quality and standards within their respective faculties.

Asynchronous Learning –

Asynchronous learning will comprise recorded or self-directed study. Asynchronous learning enables students to access resources and engage flexibly in learning and does not require students and lecturers to be online simultaneously.

Award –

Presented to students upon the successful completion of a programme or accredited short course (usually in the form of a certificate and transcript) and conferred by an examination board or group of examiners.

Graduate certificates and diplomas, postgraduate certificates and diplomas, postgraduate masters' degrees, and graduate research degrees. The awards offered by the University are detailed in the academic regulations for taught and research degrees.

Award Scheme –

Sets out the rules for making awards of various degrees at LSHTM.

Awarding Body –

An organisation with the authority to award academic qualifications, such as diplomas or degrees. For LSHTM the awarding body is the University of London.

Blended Learning –

LSHTM's blended learning approach uses a combination of synchronous and asynchronous methods of teaching.

Board of Examiners –

Please see 'Programme Board of Examiners'

Charter –

The supreme governing instrument of LSHTM, setting out its powers and objects.

Cheating –

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.

Classification Rules –

Rules which govern how the final award classification is determined.

Code of Conduct –

An agreement on rules of behaviour for the members of an organization or group of staff as defined within

Cohort –

A group (of students) who share the same learning experience, for example because they entered the same programme of study at the same university in the same year.

Collaborative Provision –

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.

Collaborator Supported Provision –

Where a significant proportion of the teaching, supervision and/or assessment is provided by persons who are not members of LSHTM or are Assessors, and/or resources or support that is integral to the programme of study is provided or contracted out to a collaborator.

Collusion –

Collusion is any form of collaboration with another person, including another student, which has not been clearly acknowledged or permitted for assessment purposes. Different forms of collusion may be regarded as either plagiarism or cheating.

Competition and Markets Authority (CMA) –

The Competition and Markets Authority (CMA) works to promote competition for the benefit of consumers, both within and without the UK. The CMA has published advice to higher education providers informing providers about their consumer law obligations to students.

Complaint –

A student's grievance relating to teaching or supervision; a service or facility provided by LSHTM; information provided about a programme; behaviour of other student's or staff; or other deficiencies in the quality of their learning experience.

Component –

A separately assessed part of an Element. The most common component is the module. Component grades are combined to produce an Element GPA.

Compulsory Module –

A module that all students are required to pass as part of a particular programme.

Condoned/Compensated Pass –

The awarding of a pass where certain conditions have been met.

Council –

Council is the governing body of LSHTM and has overall responsibility for its operational and strategic management.

Credit –

Credit is used to express learning in terms of volume and is linked to intellectual demand by designating the level at which credit is gained. Credit is awarded after a student has successfully completed a block of learning, which may be a module, a unit, or a qualification.

Credit Accumulation and Transfer Scheme (CATS) –

An arrangement which enables students to move credits they accumulate from one institution to another. The Scheme equates one credit (or credit point) with 10 hours of notional learning time (the time, on average, a learner takes to achieve the specified learning outcomes).

Credit-bearing short course -

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. It can either be credit bearing or non-credit bearing.

Credit Framework –

A published formal structure that states the credit value typically associated with programmes and qualifications, and that generally includes credit level descriptors.

Credit Rating –

The process of assigning a number of credits at a specific level to a module within a particular programme of study.

Cross-faculty Research Degrees Student Experience Forum –

Cross-faculty Research Degrees Student Experience Forum reports to Senate Research Degrees Committee and Senate Student Experience Committee. It provides a forum for listening to and consulting the research student voice across LSHTM's faculties. It should focus on issues which affect a significant number of students and not individual student complaints. The Faculty Research Degrees Committees receive its minutes.

Curriculum –

A set of programmes and their content.

Dean –

A leader within a higher education institution who has responsibility, both managerial and administrative, over a particular Faculty or the institution's students.

Dean of Students and Taught Programmes -

A member of academic staff who provides academic leadership and direction for the lifecycle of LSHTM's taught programmes, enhancement of student experience and engagement and the School's quality assurance framework enhancement activities.

Degree –

A higher education qualification at one of several levels.

Degree-awarding Powers –

The right to confer degrees, which is granted by statute, by Royal Charter or by the Privy Council following a recommendation from the QAA. LSHTM has both taught and research degree-awarding powers (TDAPs and RDAPs), but chooses not to exercise them, instead awarding University of London degrees.

Department Research Degrees Coordinator (DRDC) –

Member of LSHTM staff at Department level who takes responsibility for the quality of research students' experience and oversees the implementation of LSHTM policies and regulations relating to research degrees.

Discontinuation –

The formal closure of a programme of study or a module.

Distance Learning (DL) –

A study option offered by LSHTM in partnership with University of London Worldwide which allows students to fit their education around other life commitments wherever they are in the world.

Doctoral Degree –

A higher education qualification at level 8 in Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ). Examples include the PhD and DrPH.

Blind Double Marking –

Assessment of students' work by two or more independent markers as a means of safeguarding or assuring academic standards by controlling for individual bias.

Dual/multiple awards -

Arrangements where two or more awarding bodies together provide a single jointly delivered programme (or programmes) leading to separate awards (and separate certification) being granted by both, or all, of them. LSHTM does not currently award any dual/multiple awards.

DrPH Programme Director (DrPH PD) –

Member of LSHTM staff responsible for providing academic support to the DrPH programme.

Due Diligence –

In relation to collaborative provision, due diligence is an investigation or audit of a potential partner before entering into an agreement with that potential partner.

Elective Module –

Please see 'Recommended/Elective Module'

Element –

One of the main divisions of an award. For MScs, these divisions are the Core modules, the Compulsory and Elective modules, and the Research Project. The GPA for each element is combined to produce the Award GPA.

Enhancement –

Taking deliberate steps at institutional level to improve the quality of learning opportunities. It is used as a technical term in the QAA's review processes.

Epidemiology and Population Health (EPH) –

One of three faculties at LSHTM comprising of the Departments of Infectious Disease Epidemiology; Medical Statistics; Non-communicable Disease Epidemiology; and Population Health.

European Credit Transfer and Accumulation System (ECTS) –

An arrangement developed by the Commission of the European Communities, which guarantees the academic recognition of studies taken across the European Union and other collaborating European countries. It allows accumulated credit to be transferred from one institution to another, providing a comparative scale on which to measure academic achievement.

Exam Boards –

See 'Programme Boards of Examiners'

Examination Offences –

Conduct in examination rooms or halls which contravenes specific restrictions.

Exit Award –

An award which recognised the achievements of any students unable to complete the full qualification.

Expectation –

An expression of what higher education providers are expected to do, relating to a key matter identified as important for setting and maintaining threshold academic standards and enhancing academic quality.

Extenuating Circumstances –

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.

External Advisor –

An independent expert used to provide academic and professional expertise during the development and validation of new programmes and at other relevant times.

External Expertise –

External experts are individuals who are not directly involved with a programme and who can provide independent and impartial comment and input into a programme design, its management, monitoring, evaluation, and review. External experts provide a level of independence that ensures that quality and standards are met.

External Examiner –

An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

External Examining –

The process by which one or more independent experts (External Examiners) comment(s) on student achievement in relation to established academic standards and on the institution's approach to assessment, thus helping to ensure consistent standards and fair assessment procedures across the UK.

External Oversight –

The process by which an External Examiner reviews a sample of programme module work to assure themselves of the appropriateness and consistency of marking in line with LSHTM's marking criteria and national standards.

External Review –

A review conducted at an institution by a suitably qualified team of people not employed there.

External Reviewer –

An independent expert employed to provide academic and professional expertise at Validation and Periodic Review Panels, ensuring that a programme meets sector-wide subject benchmark statements and degree award characteristics.

Face-to-face (F2F) –

Face-to-face refers to study undertaken on-campus at LSHTM.

Faculty Education Committees (FEC) –

Committees of Senate that reports to SEC. They are responsible for ensuring that Senate's regulations, policies, and procedures are implemented throughout the relevant 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 PGT Committees and the Faculty PGT Student Experience Forum - is effective. The Committee works with its student members in the development, assurance, and enhancement of the quality of the student educational experience.

Faculty Research Degrees Committees (FRDC) –

Committee responsible for advising and making recommendations to SRDC on the enhancement of academic quality and assurance of academic standards for research degrees. It reviews the academic 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 the 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.

Faculty Research Degree Director (FRDD) –

Member of LSHTM staff at faculty level who takes responsibility for the quality of research students' experience and oversees the implementation of LSHTM policies and regulations relating to research degrees.

Faculty Research Degree Manager (FRDM) –

Member of LSHTM staff who provides academic support for research students and faculty staff.

Faculty Student Experience Forums –

Faculty PGT Student Experience Forums report to FECs. They provide a forum for listening to the student voice at faculty level. They should focus on issues which affect a significant number of students and not individual student complaints. They should focus on issues which may affect several programmes in the faculty and ensure that they do not perform the function of the Programme PGT Committees. FEC receive their minutes.

Formative Assessment –

Feedback on students' performance, designed to help them learn more effectively and find ways to maintain and improve their progress. It does not contribute to the final mark, grade or class of degree awarded to the student.

Framework for Higher Education Qualifications (FHEQ) –

A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. The QAA publishes the following frameworks: Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ).

Full time –

Full-time postgraduate taught studies involved attending LSHTM five days per week; full-time research degree students undertake their studies within the maximum registration period.

Fraud –

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, omits significant items or in any way misrepresents the work or research carried out.

Good Practice –

A process or way of working that makes a positive contribution to an institution's management of academic standards and the quality of its educational provision.

Grade Descriptors –

Statements that define a level of achievement within a certain band of marks.

Gradepoint (GP) –

One of six integers (0 to 5 assigned to an assessment to mark its standard.

Gradepoint Average (GPA) –

The non-integer gradepoint which results from combining summative assessment gradepoints by averaging against relevant weightings.

Grading System –

The standard assessment system used by LSHTM whereby assessments are marked against six gradepoints, integers 0 to 5. Grades 2 and above are pass grades whilst grades below two are fail grades.

Graduate –

A person who has attained a degree.

Graduation –

The process of formally receiving a degree at a ceremony, not necessarily in person.

Guidance –

Non-binding supplementary advice to aid interpretation of a policy or regulation.

Higher Education Credit Framework for England –

A document which provides guidance on a national framework for the use of academic credit in higher education in England and provides a reference point for those wishing to introduce or consolidate their use of credit.

Higher Education –

Education that comes after secondary and further education and is characterised by a large element of independent learning. Typically it involves working towards a degree but in some cases it leads to a diploma, certificate or other equivalent qualification.

Higher Education and Research Act 2017 –

The Higher Education and Research Act 2017 established the Office for Students and intends to create a new regulatory framework for Higher Education, increase competition and student choice, ensure students receive value for money and strengthen the research sector.

Hybrid Learning

Hybrid learning is where programmes have been designed to be delivered both onsite and remotely, allowing students to move between the two methods of delivery seamlessly. Students are therefore given agency to construct their own ways of engaging with these hybrid programmes, defining how much they want to engage with the onsite or digital learning activities.

From 2020-21 LSHTM has begun a transitional phase to introduce hybrid learning to programme design. Where programmes are now predominantly taught online they may have optional on-campus activities; other lab-based programmes have online teaching as well as on-campus practical sessions. Going forward LSHTM intends to expand the hybrid learning offer to provide students with a greater degree of choice as to how they engage with their learning

Infectious and Tropical Diseases (ITD) –

One of three faculties at LSHTM comprising of the Departments of Clinical Research; Disease Control, Immunology and Infection; and Pathogen Molecular Biology.

Intermediate Awards –

Some MSc programmes allow registration for intermediate awards known as Postgraduate Certificates (PGCert) or Postgraduate Diplomas (PGDip). Where this is allowed, it is detailed in the programme specification and is different from an exit award.

Interruption of Studies –

A temporary withdrawal from a programme for an agreed period; this suspends the student's registration at LSHTM.

Irregularity Investigation Panel (IIP) –

A panel convened 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 less formal mechanism than an Assessment Irregularities Committee (AIC).

Intensive MSc programme

A Masters level programme at LSHTM that combines both online and on-campus study.

Joint Award –

An arrangement under which two or more awarding bodies together provide a programme leading to a single award made jointly by both, or all, participants. A single certificate or document (signed by the competent authorities) attests to the successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.

Joint Programme Postgraduate Taught Committees –

Joint Programme PGT Committees are Senate Committees covering postgraduate taught award bearing provision for a joint programme. They report to FEC. 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 SEC. The Committee works with its

student members in the development, assurance and enhancement of the quality of the student educational experience.

Joint Provision –

Academic provision where teaching and assessment is shared in an established arrangement between LSHTM and other collaborators.

Learning Opportunities –

The provision made for students' learning, including planned programmes of study, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

Learning Outcome –

A precise statement contained within a programme specification of what a typical learner will have achieved on successful completion of the programme. Learning outcomes are related to the qualification level and will relate to the sum of the experience of learners on a particular programme.

Learning Support Agreement (LSA) –

An agreement which establishes special assessment arrangements in place for either the duration of the programme of study or for a deigned time period.

Marking Scheme –

A detailed framework for assigning marks, where a specific number of marks is given to individual parts of the answer.

Master's Degree –

A higher education qualification at level 7 in the Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ). Examples include the Master of Arts (MA), Master of Science (MSc) and Master of Philosophy (MPhil) degrees.

Memorandum of Agreement (MoA) –

In collaborative provision, 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.

Mode of Study –

Refers to whether a student is registered for their programme of study on a full-time, part-time or split study basis.

Moderation –

A process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently.

Moderator –

The member of a Programme Board of Examiners who undertakes responsibility for moderating the module assessments for the relevant programme of study.

Module –

A self-contained block of teaching and learning leading to the award of academic credit.

Module Organiser (MO) –

Members of LSHTM academic staff who engage with quality assurance processes on a modular basis.

Module Specification –

Published statements about the intended learning outcomes of individual modules, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

Notional Learning Hours –

The number of hours required to complete an academic credit point, module, or programme. One academic credit point is equivalent to 10 notional study hours,

therefore a 15-credit module represents 150 notional study hours, comprising scheduled learning and teaching, guided independent study and placements. A year of undergraduate study equates to 1200 hours of full-time study (120 credits) and a year of postgraduate study equates to 1800 hours of full-time study (180 credits).

Office of the Independent Adjudicator for Higher Education (OIAHE) –

The Office of the Independent Adjudicator is an independent body which runs a student complaints scheme in England and Wales. This includes academic appeals.

Office for Students (OfS) –

The Office for Students (OfS) is the regulator of higher education in England; it is independent from the 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.

Ordinances –

Set out provisions for decision-making bodies (mainly Council, Senate, Committees, Boards)

Organisational and Policy Analysis (OPA) –

The OPA project is a small policy and/or organisationally focused piece of independent, applied research undertaken by DrPH students. The OPA project is designed to provide DrPH students with the opportunity to observe closely the operation of either a public health organisation, focusing on how it endeavours to fulfil an aspect of its mandate in its context, and from this to develop a better understanding of how public health organisations work; or an analysis of how public health policy is made and implemented in a specific environment; or the inter-play between a public health organisation and its wider policy context.

Part time –

Part-time study involves spreading a full-time programme of study over a longer period of time. At LSHTM, part-time postgraduate taught students attend LSHTM

for two or three days per week during the teaching term, spreading all the modules required over a longer period of time. Research degree students study at least two days a week.

Partner –

A body or institution with which LSHTM has embarked on a collaboration, including but not limited to other University of London colleges, other academic institutions in the UK, Europe or overseas, professional or government bodies and company/corporate businesses.

Peer Observation –

A collegiate teaching and reflective process that allows a third-party observer to provide feedback on teaching and learning support.

Period of Registration –

The period for which a student is registered for their programme of study.

Periodic Programme Review (Revalidation) –

A review of one or more programmes of study, undertaken periodically (typically once every five years); using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves scrutiny from external peers as well as internal stakeholders, including students. A potential outcome of Periodic Review is revalidation of the course.

Periodic Programme Review Panel –

A constituted panel consisting of internal and external academic expertise, quality assurance staff, and student(s) that convenes on behalf of Senate to evaluate the quality and standards of a programme of study and make a recommendation as to whether the programme should be revalidated.

Personation –

The deliberate submission of work done by another person 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.

Plagiarism –

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.

Policy –

A statement or statements of LSHTM's agreed view or approach to a matter. All actions or decisions taken must be consistent with the relevant policy.

Postgraduate Certificate –

A higher education qualification at level 7 in Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ).

Postgraduate Diploma –

A higher education qualification at level 7 in the Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ).

Procedure –

A required set of steps to be taken in a given situation which must be followed.

Professional, Statutory and Regulatory Bodies (PSRB) –

Organisations that set the benchmark standards for, and regulate the standards of entry into, particular profession(s) and are authorised to accredit, approve, or recognise specific programmes leading to the relevant professional qualification(s), for which they may have a statutory or regulatory responsibility.

Programme Board of Examiners –

Programme Boards of Examiners report through SEC to Senate within the Senate governance structure. There will be one for each Programme PGT

Committee responsible for the assessment of all the elements of the programme's awards. It agrees the 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.

Programme Committees –

See 'Programme Postgraduate Taught Committees'.

Programme and Module Review Committee (PMRC) –

The Committee reports to SEC. It is responsible for reviewing in detail any new PGT award-bearing provision and any major changes to any discontinuation of existing postgraduate taught 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.

Programme Postgraduate Taught Committees –

Programme PGT Committees are Senate Committees covering postgraduate taught award-bearing provision for a programme. They report to the relevant FEC. 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 SEC. The Committee works with its student members in the development, assurance, and enhancement of the quality of the student educational experience.

Programme Director (PD) –

Members of LSHTM academic staff who engage with quality assurance processes to ensure academic standards are upheld and not compromised on the programme for which they are responsible.

Programme Handbook –

The Programme Handbook brings together key guidance and reference points which acts as a student's main reference in navigating the overview of their programme and overall experience at LSHTM.

Programme of Study –

A grouping of modules or research programme approved by Senate or its delegated authority, and leading to an award of LSHTM or University of London. The approved curriculum is typically defined on the programme specification. A programme may be called a 'course' by the QAA.

Programme Specifications –

Published statements about the intended learning outcomes of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

Progress Monitoring –

The formal (upgrade/review) and informal (regular supervisory meetings) means used to track a research student's progress through their programme of study.

Progression –

Formal progress through an academic programme, meeting key academic requirements.

Project –

Individual or group-based activity or work experience which is academically supervised.

Provision –

In the context of higher education, making programmes available to students and supplying them with learning opportunities accordingly.

Public Health and Policy (PHP) –

One of three faculties at LSHTM comprising of the Departments of Global Health and Development; Health Services Research and Policy; and Public Health, Environments and Society.

Qualification –

A formally recognised academic award, such as a degree, diploma or certificate, granted on successful completion of a programme of study.

Qualifications and Credit Framework (QCF) –

A credit transfer system which recognises qualifications and units by awarding credits.

Qualification Descriptors –

Generic statements about the main qualifications at each level (for example, bachelor's degree with honours, master's degree), specifying what students should know, understand and/or be able to demonstrate on being awarded that qualification, and exemplifying its nature and characteristics.

Qualifications and Taught Credit Framework –

A formal LSHTM structure identifying qualification levels in ascending order and stating the requirements for qualifications to be awarded at each one.

Quality Assurance –

The systematic monitoring and evaluation of learning and teaching, and the processes that support them, to make sure that the standards of academic awards meet UK expectations, and that the quality of the student learning experience is being safeguarded and improved.

Quality Assurance Agency (QAA) –

The Quality Assurance Agency for Higher Education (QAA) (UK) is an independent charity working to benefit students and higher education, and one of the world's experts in quality assurance. QAA are trusted by higher education providers and regulatory bodies to maintain and enhance quality and standards.

Quality Code –

A short term for the QAA (UK)'s Quality Code for Higher Education, which from 2011 was developed to replace the Academic Infrastructure and incorporates all its key elements along with additional topics and overarching themes. A revised version was published in 2018.

Quality Enhancement –

The process of taking deliberate steps to improve the quality of learning opportunities.

Quality and Standards Review –

A method used by the QAA to provide evidence to the Office for Students (OfS) about whether providers applying to be on the OfS's register meet the core practices of the UK Quality Code for Higher Education. (Needs updating to reflect new non-DQB position)

Recognised Bodies –

Institutions that are recognised by the UK government as being entitled to award degrees and other higher education qualifications.

Recognition of Prior Learning –

Allows students to apply for exemption from particular entry requirements or from some parts of a programme of study by recognition of their learning from previous experiences and achievements.

Recommended/Elective Module –

One of a set of modules from which a choice can be made within a particular programme.

Reconciliation –

In blind double-marking, the process by which two markers agree on the overall grade to assign to a particular assessment.

Reference Points –

Statements and other publications that establish criteria against which performance can be measured.

Registration –

The formal procedures that a student must complete or pass through during the admissions stage, after being accepted onto a programme and before starting it, by which a student is formally registered for their programme of study.

Regulation –

A binding statement or principle central to the contract between the LSHTM and its members e.g. student.

Regulatory Body –

An organisation recognised by government as being responsible for the regulation or approval of a particular range of issues.

Research Degree –

A higher education qualification at level 7 or 8 in Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies (FHEQ).

Research Degree Record System (RDR) –

A research degree tracking and monitoring system allowing students and staff to track progress and request changes online.

Re-sit –

A process where students who have failed a credit-bearing component or element (e.g. a module or project) such that credits are not obtained are permitted to re-sit or resubmit any failed assessments (e.g. coursework assignment, specific exam paper) within it.

Revoke –

To revoke (cancel) credit/an award.

Self Plagiarism –

Presenting work for assessment which was originally completed for other purposes, whether at LSHTM or elsewhere, unless this work is properly identified or unless instructed otherwise.

Semi-compulsory Module –

One of a set of modules from which a choice can be made within a particular programme to fill a compulsory module requirement.

Senate -

Senate is the key forum in LSHTM for academics to take responsibility for the enhancement of academic quality and assurance of academic standards. It is responsibility to the Council for setting the academic framework for research, teaching, learning, and training at LSHTM. 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.

Senate Education Committee (SEC) –

Senate Education Committee is responsible for advising and making recommendations to Senate on the enhancement of academic quality and assurance of academic standards for postgraduate taught provision 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 the 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.

Senate Research Degrees Committee (SRDC) –

Senate Research Degrees Committee is responsible for advising and making recommendations to Senate on the enhancement of academic quality and assurance of academic standards for research degrees. 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 the LSHTM Strategy and the evidence on the student experience. The Committee reports to Senate.

Short Courses –

Taught provision lasting from three days to three months which provide students opportunities to study specialised topics in a broad range of health and global health fields.

Split Study –

For postgraduate taught programmes, studies are split into three time periods; the student attends LSHTM on a full-time basis during the first and third period of their studies, with a one-year break in between.

Single Award –

An award made only by one institution. At LSHTM, most awards are single awards and these awards are made under the aegis of the University of London.

Suspension –

The temporary closure of a programme or module for recruitment.

Special Assessment Arrangements –

Reasonable adjustments made to avoid as far as possible the disadvantages which a disabled student experiences because of their impairment.

Special Assessment Arrangements Committee (SAAC) –

A committee convened to consider student requests for non-standard special assessment arrangements.

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.

Stage –

The sub-division of a programme of study into major steps of progression. Each stage provides a coherent learning experience and may be recognised with an interim exit award.

Statute –

A schedule to the Charter, setting out the basic governance structure of LSHTM and rules of association.

Statutory Body –

An organisation set up through Act of Parliament that has a legal requirement to oversee a particular profession (for example, the General Medical Council).

SITS (Strategic Information Technology System) –

A higher education industry standard student and programme management software programme.

Subject Benchmark Statements –

Published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity. The statements are consistent with the relevant generic qualification descriptors.

Students' Representative Council (SRC) -

The Students' Representatives Council is an independent, student-led body that represents the interests of master's and research degree students at LSHTM. The primary role of the SRC Executive is to serve as a medium for representing to LSHTM governance genuine student body issues in educational, cultural, sporting, social and general interests. In addition, the SRC Executive co-ordinates clubs, societies and social activities, and it supports and sponsors charitable activities and student involvement.

Sub-component –

A separately assessed division within a Component. For example, a module may have an assessed groupwork sub-component and an assessed individual coursework sub-component. These sub-components contribute separate grades to generate a module GPA.

Summative Assessment –

Formal assessment of students' work, contributing to the final result.

Synchronous Learning -

Synchronous learning will comprise a combination of live and interactive activities. Students may be participating on campus or remotely.

Taught Postgraduate –

A programme of study leading to the award of a Taught Master's Degree, a Postgraduate Diploma or Postgraduate Certificate.

Term –

A period of compulsory attendance between specified dates, of around 12 weeks, during which teaching assessment occur.

Termination of Studies –

A termination of a student's registration on a programme of study.

Termination of Studies Panel –

A panel convened to determine whether a student who has made unsatisfactory academic progress has met the required target set by their Faculty and the appropriate course of action to take.

Threshold Academic Standard –

The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the subject benchmark statements and national qualification frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree.

Tier 4 –

The part of UK Visas and Immigration's points-based immigration system that is concerned with individuals who want to come to the UK to undertake a programme of study at an educational establishment. Higher education institutions intending to recruit such migrants must achieve highly trusted sponsor status.

Tier 4 Register of Sponsors –

A document published by UK Visas and Immigration which provides a list of institutions licensed to sponsor migrant students under Tier 4. It includes information about the category of students they are licensed to sponsor and their sponsorship rating.

Total Credit Value –

The total amount of academic credit required for an award.

Transcript –

A document, but not a formal certificate, that certifies the results achieved (usually broken down at least to module/unit level).

UK Standing Committee for Quality Assessment –

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.

University –

Independent, self-governing institutions that undertake research and teaching and are diverse in size, mission, history, and the range of subjects on offer. The first universities arose from colleges or institutions founded by groups of scholars, often with monastic connections and/or noble or royal patrons. Subsequently, universities have been established by a Royal Charter, Act of Parliament, Papal Bull or by Order of the Privy Council enabling them to develop

their own programme of study and award their own degrees. LSTHM is part of the University of London, who are the awarding body.

Upgrade/Review –

A formal summative review of a research student's progress to ensure that students have the ability, resources, and a suitable project to complete their programme of study on time.

Validation –

A formal process through which an awarding body initially approves a programme of study (in terms of its content, teaching/learning and assessment) for the purpose of leading to one of its qualifications. This applies both to programmes delivered at the institution itself and to programmes delivered at partner institutions.

Validation Panel –

A constituted panel consisting of internal and external academic expertise, quality assurance staff, and student(s) that convenes on behalf of Senate to consider proposals for new programmes.

Viva Voce –

An oral examination which assesses skills and knowledge.

Withdrawal of Study –

A voluntary permanent withdrawal from a programme of study; this ends the student's enrolment at LSHT.

Abbreviations

AA - Assessed Assignment

ADE – Associate Dean Education

AIC - Assessment Irregularities Committee

AMRAP - Annual Module Review and Action Plan

APDR - Annual Programme Directors Review

CATS - Credit Accumulation and Transfer Scheme

CID – MSc in Control of Infectious Diseases

CMA - Competition and Markets Authority

CoP - Completion of Procedures letter

CSRD - Capacity Strengthening Research Degree

CT – Clinical Trials by Distance Learning

D&H - MSc in Demography & Health

DH – Demography and Health by Distance Learning

DL - Distance Learning

DLO - Distance Learning Office

DRDC - Department Research Degree Coordinator

DrPH - Doctor of Public Health

DTM&H - Professional Diploma in Tropical Medicine & Hygiene

ECF - Extenuating Circumstances Form

ECTS - European Credit Transfer and Accumulation System

EP - Epidemiology by Distance Learning

EPH - The Faculty of Epidemiology and Population Health

EPI – MSc in Epidemiology

ESRC - Economic and Social Research Council

F2F - Face-to-face (this terminology replaced by *Intensive* in 2020/21)

FHEQ - The Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies

FEC - Faculty Education Committee

FRDD - Faculty Research Degree Director

FRDM - Faculty Research Degree Manager

GHP - Global Health Policy by Distance Learning

GMH - MSc in Global Mental Health

GP - Grade Point

GPA - Grade Point Average

ID - Infectious Diseases by Distance Learning

IID - MSc in Immunology of Infectious Diseases

IIP - Irregularity Investigation Panel

ITD - The Faculty of Infectious and Tropical Diseases

LSA - Learning Support Agreement

LSHTM - The London School of Hygiene & Tropical Medicine

MEDiC - MSc in Medical Entomology for Disease Control

MM - MSc in Medical Microbiology

MO - Module Organiser

MoA - Memorandum of Agreement

MoU - Memorandum of Understanding

MP - MSc in Medical Parasitology

MPhil - Master's of Philosophy

MS - MSc in Medical Statistics

MSc - Master's of Science

NGH - MSc in Nutrition for Global Health

OIA - Office of the Independent Adjudicator

OfS - Office for Students

PD - Programme Director

PGCert - Postgraduate Certificate

PGDip - Postgraduate Diploma

PGT - Postgraduate Taught

PH - MSc in Public Health

PH4D - MSc in Public Health for Development

PhD - Doctor of Philosophy

PHEC - MSc in Public Health for Eye Care

PHP - The Faculty of Public Health and Policy

PMRC - Programme and Module Review Committee

PRES - Postgraduate Research Experience Survey

PRI and IRL Schemes - Public Research Institutions and Industrial Research Laboratories Schemes

PSRB - Professional, Statutory or Regulatory Body

PTES - Postgraduate Taught Experience Survey

QAA - The Quality Assurance Agency

QAS - Quality & Academic Standards office

QCF - Qualifications and Credit Framework

RD - Research Degree

RDR - Research Degree Record

RPL - Recognition of Prior Learning

RSHR – MSc in Reproductive & Sexual Health Research

SAAC - Special Assessment Arrangements Committee

SEC - Senate Education Committee

SED - Self-evaluation Document

SLT - Senior Leadership Team – ***now called Executive Team***

SpLD - Specific Learning Disability

SRC - Students' Representatives Council

SRDC - Senate Research Degrees Committee

TEL - Technology Enhanced Learning

TMIH – MSc in Tropical Medicine & International Health

UoL - University of London

UoLW - University of London Worldwide