**Item 13.1**

**Senate 10.12.25**

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**From:** Rafe Smallman – Head of Quality and Academic Development

**Subject:** **Annual Quality Assurance Report to Council on Academic Quality & Standards 2024/25**

**Status:** **For Approval**

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| **Executive summary** |
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| The Annual Quality Assurance Report provides oversight of the key University academic quality and standards developments for Senate and Council.<br><br>The Quality & Academic Development Department (QUAD) in liaison with Professional Services from Clerkenwell, Moorgate and Tooting campuses and the Students' Union, have led the development and drafting of this retrospective annual report which focuses on the University's quality assurance processes and how they operated during the previous academic year, 2024/25.<br><br>This work is undertaken in liaison with other relevant colleagues across Academic Services and is based on guidance published by the Committee of University Chairs. |

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| **Paper applies to the following campus(es):** | **All campuses** |
| **Action(s) required from SLT:** | **A.** To **approve** the Annual Quality Assurance Report to Council on Academic Quality & Standards 2024/25 |

**The table below outlines which committees/groups have already seen the report and the resulting outcome/action from discussions.**

| Committee date | Committee title | Outcome/action | Action date | Paper version number |
|---|---|---|---|---|
| **5th November 2025** | **EQC** | **Recommended to Senate for approval** | **10th December 2025** | **1** |
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# Assurance Report to Council on Academic Quality & Standards 2024/2025

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## EXECUTIVE SUMMARY

Following the formal merger to become City St George's, University of London in August 2024, a key priority of the university's academic quality and standards work in 2024/25 was to successfully merge our academic framework, including regulations and policies, ready for August 2025 **(Section A).**

The University continues to adapt to the evolving higher education landscape, including the emerging regulatory priorities of the Office for Students **(Section B)** and Professional, Statutory and Regulatory Bodies **(Section C)**. City St Georges conducted reviews and updates to a number of regulations and policies to ensure ongoing alignment with the external environment **(Section D)**. The University continues to monitor and oversee its student outcomes data and benchmark itself against the sector in line with requirements from the regulator **(Section E)**.

City St George's curriculum continued to go through a period of significant change as the academic portfolio evolves through the implementation of the university strategy and alignment to City St Georges academic frameworks **(Section F).** The University continues to employ robust measures to monitor performance of programmes, primarily through Annual Programme Evaluations **(Section G).** While some programmes underwent a periodic review, the focus in 2024/25 was to develop the new, enhanced Periodic Department Review for launch in 2025/26 **(Section H)**.

The university continues to employ a range of mechanisms to measure the quality of its academic provision and the experience that students receive. The slightly revised external examiner processes continue to provide and external, peer led review of all our academic programmes **(Section I)**. Student feedback is sought through an extensive process of module evaluations **(Section J)**, as well as a broader range of student surveys including the National Student Survey where we continue to see increases in overall student satisfaction **(Section K)**.

City St George's continues to provide robust oversight of assessment boards to provide assurance regards the robustness and accuracy of the academic outcomes for students **(Section L)**. Maintaining academic integrity continues to be priority for City St George's, and this includes ensuring effective measures for preventing and acting on academic misconduct **(Section M)**. More broadly, the university continues to investigate and processes student cases in line with student and staff expectations, and the Good Practice Framework of the Office of the Independent Adjudicator.

The report provides key highlights from the University's work in 2024/25 specific to Apprenticeships **(Section N)**, the Doctoral College **(Section O)** and Collaborative Provision **(Section P)**.

We are pleased to include a statement from the Students' Union in this report **(Section Q)**. Finally, we share summary of enhancement priorities from 2024/25 and look ahead to priorities for 2025/26 **(Section R)**.

## OVERVIEW OF 2024/2025 ACTIVITIES

### A. Merger with St George's University of London

The merger of City, University of London, and St George's, University of London on 1st August 2024 necessitated the harmonisation of academic policies and regulations to ensure a clear and unified regulatory framework. A core principle of this work, as directed by the Transfer Agreement which set out the requirements for the merger, was that legacy City's policies and regulations would be adopted by default unless valid exemptions were identified.

To this end, Senate formed an Academic Regulations and Policies Merger Steering Group which met 15 times between November 2024 and June 2025. A working group was additionally established to define how the project would operate in practice, and to act as a point of contact between the steering group and regulation and policy owners.

A cross-institutional process was followed, as agreed by the Steering Group, comprising the following key steps:

- Initial Review: by legacy St George's policy owners with a presumption of adoption.
- Completion of Adoption Summary Sheets: outlining any exemptions or implementation requirements (exemptions were permitted for specific reasons such as IT restrictions, CMA, expectations, PSRB requirements, etc.).
- Working Group Review: to validate findings and propose recommendations.
- Steering Group Consideration and decision-making.
- Referral to EQC/SEB/AGNC/Senate for final approval.

There were a number of academic related regulations and policies that were within the scope of this project, but which were being reviewed as part of business as usual or due to institutional/regulatory needs. These regulations and policies were deemed out of scope of the Steering Group but went through the usual consultation process (including all Schools) prior to approval via the usual Committee structure.

The work of the Academic Regulations and Policies Merger Steering Group is summarised as follows:

- 96 adoption summary sheets were reviewed by the Steering Group, covering over 100 academic related regulations and policies.
- Prior to Senate, each regulation or policy had been to the relevant Committee for approval (EQC, SEB, AGNC or DC BoS).

Senate agreed exemptions have been added to the relevant regulations and policies, as well as cosmetic updates such as the new City St George's logo and name. The updated regulations and policies have been published on the City St George's website and apply to all campuses from 1st August 2025.

### B. External Regulatory Development & Compliance

City St George's tracks external regulatory developments and adapts its academic frameworks to the evolving requirements. These are largely driven by the Office for Students (OfS) and its conditions of registration.

In June 2025 the Office for Students published guidance for universities relating to freedom of speech for implementation from August 2025. The guidance has a wide impact on academic quality and standards regulations and policies, and in 2024/25 the university-initiated preparations to align the academic framework to the duties as set out by the regulator.

In July 2024 the Office for Students announced that it would bring in new requirements for universities to protect students from harassment and sexual misconduct for implementation from August 2025. In 2024/25 the university updated relevant regulations and policies, in particular relating to student casework, to align the academic framework to the new condition of registration as set out by the regulator.

In 2024/25 the OfS made a number announcements and regulatory interventions in relation to oversight of sub-contractual arrangements in English higher education. On 22 July the regulator published a consultation setting out new requirements for such oversight. As noted in the collaborative provision section below, the University has taken steps to strengthen its quality assurance oversight of academic partnerships.

In 2024/25 the OfS made a number of announcements about future proposed changes to how they will regulate quality and standards in higher education, including for example how a future Teaching excellence framework may operate. In September 2025 the regulator has since published a consultation on proposed changes and City St George's will now consider the impact of such changes.

## C. Professional, Statutory and Regulatory Bodies (PSRBs)

Responsibility for the acquisition and retention of PSRB accreditation rests with the Board of Studies within which the programmes reside. City St George's requires Schools to seek and retain professional, statutory and regulatory body accreditation for all programmes which qualify for such recognition. The reports and the responses to any matters arising should be used as part of the normal review process, through Annual Programme Evaluation (APE) and Periodic Review. Boards of Studies and Programme Approval and Review Committees (PARCs) or other relevant sub committees should consider reports and responses and monitor any follow-up action that is required.

PSRB Registers are working documents which are maintained and updated on a regular basis. The template was amended last year to align more closely with external data reporting requirements and sector practice and make it easier for Schools to update. Schools are still expected to ensure that any follow up actions from accreditation or re-accreditation exercises are taken, monitored and signed off by Boards of Studies as part of their ongoing activity around maintaining accredited status.

Annually, a summary paper on City St George's PSRB activity is submitted to EQC and to Senate. Schools and Associate Deans Education (ADEs) are invited to provide comments on their Schools' PSRB activity, highlighting common themes, examples of good practice and areas of concern. A summary of the PSRB Registers is provided below. Overall, the university works with 64 different PSRBs.

| School | Programmes Accredited | Accreditations | Accreditation Due 2024/25 | Terminations |
|---|---|---|---|---|
| SCC | *16* | *8* | *5* | *1* |
| SPGA | *27* | *4* | *1* | *0* |
| BBS | *203* | *29* | *18* | *3* |
| SST | *94* | *15* | *1* | *1* |
| SHPS | *73* | *11* | *5* | *0* |
| LEaD | 6 | 1 | 1 | 0 |
| Tooting/SHMS | 20 | 9 | 6 | 0 |
| CLS | *22* | *2* | *1* | *0* |
| **Total** | **461** | **79** | **38** | **5** |

Specific to Tooting and due to the merger, to enable ongoing GMC compliance the timeline of QA activity for medicine had been compressed to ensure that the approval of Primary Medical Qualification (PMQ) status for City St George's under the new university name was granted in time for the 2025 graduation of students. We are currently in the first year of the new 4-year QA cycle which started in November 2024 when the GMC Declaration was signed. The first SAQ of the current cycle was submitted in December 2024 (for the period from October 2024 to December 2025) which was reviewed at the GMC feedback meeting on 13 January 2025. The QA triangulation meetings with students and educators were held in September and October 2024. Based on the information gathered, the GMC are satisfied that the University is meeting the standards set out in *Promoting excellence: standards for medical education and training*. No areas of risk were identified.

**D. Senate Academic Regulation and Policy Review**

The following policies, regulations and frameworks were reviewed, updated and/or created in 2024/25 (not including updates as per the Academic Regulations and Policies Merger Steering Group output mentioned earlier in this report):

- Module Evaluation Policy and Guidance
- Programme Suspension and Termination Policy
- Short Course and CPD Policy
- Academic Integrity and Misconduct Policy
- Student Communication with Teaching Staff Policy
- Annual Programme Evaluation Policy
- Periodic Departmental Review Policy
- Assessment and Feedback Policy
- Extensions and Late Submissions Policy
- Apprenticeships Policy
- Student Athlete Dual Career Guidance
- Fitness to Practise (Train) Policy
- Sexual Misconduct Policy
- Student Bullying and Harassment Policy
- Investigating Officer Protocol
- Student Taught Engagement Policy
- Student Reasonable Adjustment Policy
- Professional Personal Relationships Policy
- Emergency and Trusted Contacts Policy
- Regulation 13 Student Disciplinary Regulation
- Regulation 19 Assessment Regulations
- Regulation 26 Student Complaints

**E. Student Outcomes & B3 Data**

Student Outcomes and B3 Data (including the Degree Outcomes Statement) is published in arrears and currently covers up to and including 2023/24. Although this was the final year pre-merger, the OfS have published the B3 and Attainment data covering 6 years as a combined institution, so analysis is based on this.

Overall, the outcomes for the legacy institutions were broadly similar and in line with the sector. For example, although the proportion of ‘good honours’ (1st class and 2:1 degrees) decreased by 2.3% at “City St George’s” (to 76.4%) this was in line with other English institutions that fell 0.6% to 76.6%. The proportion of ‘good honours’ degrees awarded in 2023/24 continues to be a significant decline from the peaks recorded during COVID-19, but at the legacy institutions it is above where it was prior to the COVID-19 pandemic six years ago, as shown in Table 1.

*Table 1: Proportions of 'good honours' and other classifications awarded to City St George's full time undergraduate students between 2018/19 and 2023/24 compared to sector*

| Year of Award | City St George's 'Good Honours' | England 'Good Honours' |
|---|---|---|
| **2018/19** | 76.1% | 77.5% |
| **2019/20** | 82.5% | 82.5% |
| **2020/21** | 87.8% | 83.2% |
| **2021/22** | 82.8% | 79.0% |
| **2022/23** | 78.7% | 77.2% |
| **2023/24** | 76.4% | 76.6% |

Source: Access and participation data dashboard - Office for Students

The degree awarding gap for good honours varied across demographics at both institutions. For the first time at both institutions, the percentage of good honours awarded to those with a declared disability was greater than the percentage awarded to those without and there is near parity in the gap between the two.

The gap between female and male students continued to grow (7.5%) and now exceeds the gap pre pandemic and the gap between Young and Mature students increased by over 4% to 8.3% more mature students (>21) achieving a good degree.

However, further analysis showed that the split differed at each institution. At City, the gap was in favour of young students (<21) whilst at St George's mature students (>21 age) achieved a higher proportion of good degrees than young students.

At both legacy City and legacy St George's an awarding gap between White and AMBO students remained and increased slightly from 10.9% to 11.7%Whilst additional data showed a small reduction at City in 23/24 (to 10%), unfortunately the gap increased at St George's in 2023-24 to 15%. We are now working collaboratively to address the degree awarding gaps identified as detailed in the target measure of our Access and Participation Plan for Student Success attainment.

As noted above; despite referencing the year Academic Year 23/24, the OfS B3 Data published in August 2025 combined the data of legacy City and legacy St George's, which made analysis difficult as the previous benchmark numbers were different for the legacy institutions. In many cases, the figures published for 23/24 are between the two previous years scores – so one institution looks to have improved whilst the other has worsened. **Appendix 1** provides data for noting on continuation, completion, and progression drawn down in July 2024 for legacy SGUL.

The figures for 23/24 compared to the sector are positive, with the indicators for both Full Time Undergraduate First Degree and Full Time Postgraduate Taught (the biggest type of programmes we offer) being well above the OfS Threshold, above the Overall indicator and for FT UG above sector Benchmark[1]

[1] The Office for Students (OfS) uses benchmarking to make meaningful comparisons between higher education providers, different student groups and other groups or units of interest.
Because there are such differences between some of these groups and providers, average values for the whole of the higher education sector are not necessarily helpful when making these comparisons. To account for some of the factors that contribute to these differences, we calculate a sector average that is then adjusted ('weighted') for each group based on the characteristics of the students in that group or the provision being offered.
The sector average, adjusted for these factors, is called the adjusted sector benchmark. It can be

| | Aug-25 | | | | Jul-24 (Indicator %) | |
|---|---|---|---|---|---|---|
| **FT UG** | **Indicator %** | **Threshold** | **Overall** | **Benchmark** | **City** | **St Georges** |
| **Continuation** | **91.1** | 80 | 88.7 | 90.4 | 91.6 | 91.3 |
| **Completion** | **91.8** | 75 | 88.4 | 90.6 | 90.6 | 95.7 |
| **Progression** | **79.4** | 60 | 72.4 | 77 | 78.4 | 86.7 |
| | | | | | | |
| | **Aug-25** | | | | **Jul-24** | |
| **FT PGT** | **Indicator %** | **Threshold** | **Overall** | **Benchmark** | **City** | **St Georges** |
| **Continuation** | **95.4** | 80.0 | 93.5 | Not used | 96.2 | 82.3 |
| **Completion** | **95.5** | 80.0 | 94.5 | Not used | 95.3 | 95.2 |
| **Progression** | **89.8** | 70.0 | 83.0 | Not used | 90.9 | 90.1 |

## F. Programme Approvals, Amendments & Terminations/Suspensions

The policy and process for Programme Approvals provides a formal, robust process for reviewing and approving new programme proposals. The process consists of several stages and involves contributions from staff, students, and an External Advisor. First stage approval at the Schools Programme Approval Review Committee (SPARC) considers the strategic consideration and resourcing by schools. Final stage University-level approval at City St George's Programme Approval Committee (CPAC) provides detailed analysis including curriculum design, assessment methodologies, credit values, exit points, and learning and teaching.
For 2024-25, various forms and memberships were revised:

- SPRC was amended to SPARC to include 'approval' in the title. Subsequently, the policy and guidance were changed to reflect this.
- The Terms of Reference for CPAC was amended, reducing the number of Associate Dean representatives from Schools to two.

In 2024/25 the following were submitted to SPARC (Stage 1):

- 15 proposals (some covering more than one related programme) were considered.
- 14 proposals related to new undergraduate, postgraduate taught and postgraduate research programmes. 1 proposal considered an escalated amendment to an existing programme.
- 1 submission was approved.
- 1 submission was approved with conditions.
- 12 submissions were approved with conditions and recommendations, with a few exceptions:
  - 1 was initially not approved and invited to resubmit for the 2026-27 start. This was later approved with conditions and recommendations.
  - 2 submissions were waiting for institutional approval, and the initial programme setup was outstanding.
- The outcome of 1 submission is outstanding.

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used in two ways:

- to understand how well a provider has performed compared with performance for similar types of students, on similar types of courses in the higher education sector as a whole
- to assess similarities between groups and providers.

The submissions were broken down by School as follows:

| School | Number of meetings | Outcome |
|---|---|---|
| Bayes Business School | 0 | Not applicable |
| The City Law School | 1 | Approved with conditions and recommendations. |
| School of Communication and Creativity | 4 | 1 escalated amendment submission not approved and subsequently approved with conditions and amendments.<br>1 approved with conditions and recommendations.<br>1 approved with conditions.<br>1 approval is outstanding. |
| School of Health & Medical Sciences | 1 | 1 approved with conditions and recommendations. |
| School of Policy & Global Affairs | 5 | 4 approved with conditions and recommendations.<br>1 not approved but approved with conditions and recommendations in a later meeting. |
| School of Science and Technology | 4 | 3 approved with conditions and recommendations.<br>1 approved. |

In 2024/25 the following were submitted to CPAC (Stage 3:

- 15 proposals (some covering more than one related programme) were considered.
- 14 proposals related to new undergraduate, postgraduate taught and postgraduate research programmes. 1 proposal considered an escalated amendment to an existing programme.
- 5 proposals were approved.
- 10 proposals were approved with conditions.

The submissions were broken down by School as follows:

| School | Number of meetings | Outcome |
|---|---|---|
| Bayes Business School | 1 | Approved with conditions. |
| The City Law School | 3 | Approved with conditions. |
| School of Communication and Creativity | 5 | 2 approved<br>3 approved with conditions. |
| School of Health & Medical Sciences | 0 | Not applicable. |
| School of Policy & Global Affairs | 2 | 2 approved with conditions. |
| School of Science and Technology | 4 | 3 approved<br>1 approved with conditions. |

In the academic year 2024/25 significant changes were made to existing academic programmes through the programme amendment process. Changes were made primarily to align the curriculum with City St George's Credit Framework, Module and Elective Framework and Assessment for Learning Code of Practice.
The following programme amendment submissions were made for provision to be delivered in 2025/26:

- QUAD received 218 submissions, representing 201 amendments, 8 terminations and 9 suspensions. QUAD received 156 submissions for PG provision and 62 for UG provision.

- The submissions covered 1,040 programmes (programmes are often impacted by multiple submissions) and 1,934 modules (any individual module was typically only impacted once).
- Of the 201 amendment submissions received, 51 were escalated to the Assistant Vice President Education due to scale of amendment or through late submission. These related to 208 programmes and 490 modules.

In addition, in 2024/25 QUAD received 7 submissions for in year amendments in 2024/25. These impacted 13 programmes and 8 modules. Specific to the Tooting campus, during 2024/25 15 programme amendment and approval proposals (9 undergraduate and 6 postgraduate) were considered across the legacy SGUL provision within the School of Health and Medical Sciences (SHMS). All were approved through the legacy SGUL process, via the Undergraduate Programmes Committee (UPC), Taught Postgraduate Course Committee (TPCC), or Chair's Action; and subsequently confirmed by institutional sign-off by the Associate Vice-President (Education). For full details, please see **Appendix 2**.

### G. Annual Programme Evaluations

The overall quality of all the 2023/24 UG, PGT & PGR APEs across the Clerkenwell and Moorgate campus which were received by Academic Services was very high. A summary of strengths, good practice and areas of development across all Schools were reported on to Educational Quality Committee (EQC) and Senate in Terms 2 and 3 of the 2024/25 academic year.

Academic Services completed a desk based institutional level review of the APEs from across City St George's and some common themes and areas of interest have been noted as follows:

- Many programmes across all Schools are actively redesigning or refining their modules to enhance relevance, support progression, and align with industry or regulatory standards
- Across Schools, there is a consistent focus on improving student satisfaction, with efforts to foster stronger academic communities, improve communication, and respond to feedback. Timely, clear, and constructive feedback has been highlighted as a widespread area for improvement.
- Strengthening links to the careers service, embedding employability further into the curriculum and improving access to placements/internships are common strategic priorities across all Schools.

Additionally, work took place during 2024/25 to explore the viability of developing a series of central managed, data dashboards via Tableau for the 2025/26 APE cycle which will reflect on the 2024/25 academic year.

These data dashboards aim to support School colleagues to better map available data which is held centrally. Such data will include but is not limited to, Admissions data, Student Outcomes (Continuation, Completion, Progression) data and Attainment Gap data with the inclusion of Equality Diversity and Inclusion (EDI) breakdowns for each dataset. These new dashboards will support programme teams to complete more robust reflections on their programme level data.

Legacy St George's

In 2024/25, the legacy Tooting Annual Programme Monitoring Reports (APMRs) remained a core mechanism for assuring and enhancing academic quality during 2023–24.

The evaluations provided a reflective overview of each programme's operation, highlighting good practice, enhancement initiatives and areas for continued development. Common themes across undergraduate and postgraduate provision are summarised in **Appendix 3**.

Compared with 2022-23, the 2023-24 APMRs demonstrated tangible enhancement in facilities, student support and community engagement. Investment in on-site and simulation learning alleviated capacity constraints, student-voice mechanisms were revitalised, and wellbeing provision expanded to rising demand.

The redeveloped anatomy provision and digital assessment systems strengthened both learning quality and operational efficiency. At postgraduate level, the structured community-building initiative moved from planning to implementation, evidencing measurable progress against prior PTES findings.

Collectively, these developments demonstrate sustained responsiveness to student and external feedback, evidencing a clear trajectory of continuous improvement across the legacy SGUL provision.

## H. Periodic Review

In 2024/25 the City St George's developed and approved of a change of the periodic review process to move from considering individual programmes to undertaking review at Departmental level from 2025/26. Periodic Department Reviews will be launched from Term 2 2026 with the Department of Journalism in the School of Creativity and Communication being the first review to take place in early 2026.

At legacy SGUL, Periodic Review was defined as the process of periodic evaluation of a programme based on the accumulated evidence about the quality of the learning experience available to students taking the programme and the standards achieved by those students. Although legacy SGUL recognised the concept of Revalidation, programmes were not usually re-validated (unless this was a requirement of a Professional, Statutory and Regulatory Body). From time to time, a programme might have been extensively redesigned.

A summary or recent periodic reviews is included including those undertaken in 2024/25:

| **Programme** | **Periodic Review / Revalidation** | **Date of Periodic Review/ Revalidation** |
|---|---|---|
| **End of 2023-24** | | |
| BSc Clinical Pharmacology | Periodic Review | 1 May 2024 |
| PGCert Healthcare Research Skills and Methods | Periodic Review | 13 May 2024 |
| **2024-25** | | |
| MSc Applied Biomedical Science | Revalidation | 26 September 2024 |
| MSc/MRes Global Health (incl online version) | Revalidation | 3 October 2024 |
| PGCert Genomic Medicine (online) | Validation | 18 October 2024 |
| BSc Healthcare Science | Revalidation | 30 October 2024 |
| MBBS | Periodic Review | 5 March 2025 |

## I. External Examiners

The data detailed below relates to the 2023-24 academic year and shows the number of External Examiner annual reports received and outstanding. Where an External Examiner annual report had been received, the number of School responses received and outstanding is also shown. Any External Examiners that had not submitted a report were investigated as to whether they should be withdrawn or not.

| School* | No. EEs | No. reports received from EE and annotated | No. reports not received from EE | Report Label | | | No. responses written and sent from School* | No. responses not written and sent from School* | QUAD Notes |
|---|---|---|---|---|---|---|---|---|---|
| | | | | No. Exemplary | No. Satisfactory | No. Oversight Needed | | | |
| **BBS** | 52 | 44 | 8 | 5 | 33 | 6 | 44 | 0 | • One EE that did not submit a report, had kept the School abreast of personal circumstances that made it difficult for them to submit. |
| **CLS (BVS vocational modules)** | 35 (7) | 46 (29) | 6 (1) | 5 | 37 | 2 | 39 (25) | 9 (4) | • Several CLS EEs submit more than one report.<br>• The 'No. of responses written and sent from School' plus the 'No. of responses not written and sent from School' does not equal the 'No. of reports received from EE and annotated' because:<br>○ For some reports there is more than one response because the modules are across programmes.<br>○ Some responses may cover more than one report, for example if an EE submitted more than one report on the same programme.<br>• The number of 'Report Labels' does not equate to the 'No reports received from EE and annotated' because<br>○ One report was received (Kleiser) on 5/7/25 and not annotated as too late to be of use but is included in figures.<br>○ One EE completed two reports unnecessarily.<br>• Reports for BVS are not annotated and therefore not included in the 'Report Label' columns. |
| **SCC** | 34 | 34 | 0 | 4 | 22 | 8 | 34 | 0 | • One EE did not submit a report because the programme didn't run.<br>• One EE completed two reports. |
| **SPGA** | 19 | 16 | 3 | 1 | 9 | 6 | 16 | 0 | • One of the programmes stopped running, therefore no report was needed.<br>• One of the EEs that did not submit a report was withdrawn. |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **SHMS** | **Clerkenwell campus** | 54 | 56 | 0 | 12 | 41 | 3 | 56 | 0 | • One EE did not submit because the programme had no students on it.<br>• Two EEs submitted two reports |
| | **Tooting campus** | 77 | 73 | 4 | NA | NA | NA | 63 | 10 | • Of the missing reports 1 are undergraduate, 3 are postgraduate.<br>• Of the missing responses 9 are undergraduate, 1 is postgraduate.<br>• Reports were not annotated nor labelled for Tooting in 2023-24. |
| **SST** | | 28 | 27 | 2 | 0 | 27 | 0 | 26 | 0 | • One of the missing reports was because the EE withdrew from the contract early due to a conflict of interest. There had only been one assessment not overseen and another EE took this on.<br>• One EE did two reports |
| **LEaD** | | 3 | 3 | 0 | 2 | 1 | 0 | 3 | 0 | |
| **Partners** | **ArtsEd** | 4 | 5 | 0 | 1 | 4 | 0 | 5 | 0 | • One EE completed two reports. |
| | **ESCP** | 4 | 4 | 0 | 0 | 3 | 1 | 4 | 0 | |
| | **Hansard** | 1 | 2 | 0 | 0 | 2 | 0 | 2 | 0 | |
| | **INTO** | 9 | 11 | 0 | 2 | 9 | 0 | 11 | 0 | |
| **Total** | | **327** | **350** | **24** | **32** | **188** | **26** | **324** | **23** | |

*Or department or partner.
Correct at time of writing on 15/10/25.

Details regarding changes to External Examiner policy and process can be found in **Appendix 4**.

From 2022-23, as well as free-text questions, the Clerkenwell and Moorgate Annual Report survey added a number of 'Yes/No' response type questions. The survey questions were phrased such that 'Yes' always elicited a positive response. The table below details the questions in the survey that had a 'Yes/No' (or NA) response option and the percentage of External Examiners that selected that particular response to the corresponding question.

Qualitative Data is available for both Clerkenwell/Moorgate and Tooting campuses in the External Examiner Overview Report.

Legacy St George's

Both undergraduate and postgraduate programmes demonstrated consistent External Examiner engagement, with comparable submission and response rates across levels, reaffirming the robustness and reliability of quality assurance processes. Performance data for the past three reporting years is shown below. Figures refer to reports submitted in relation to the academic years 2021-22 to 2024-25.

| Question | | Yes | | No | | N/A | | N | |
|---|---|---|---|---|---|---|---|---|---|
| | | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| Have your previous comments (or if you are in your first year, the comments of the previous external examiner) been received, considered and responded to appropriately by the Programme Team? | | 87.8 | 87.5 | 3.54 | 3.62 | 8.66 | 8.87 | 255 | 248 |
| Did the academic standards of the programme/ module(s) that you examined compare similarly to: | Other UK HE institutions to which you are familiar | 99.58 | 100 | 0.42 | 0 | 0 | 0 | 240 | 234 |
| | Framework for HE Qualifications | 99.53 | 100 | 0.47 | 0 | 0 | 0 | 215 | 216 |
| | Professional, Statutory and Regulatory Body (PSRB) requirements | 100 | 100 | 0 | 0 | 0 | 0 | 147 | 145 |
| Did the structure and curriculum of the programme/module(s) that you examined compare similarly to: | Other UK HE institutions to which you are familiar | 99.59 | 99.14 | 0.42 | 0.86 | 0 | 0 | 241 | 230 |
| | Subject Benchmark Statements | 99.51 | 100 | 0.47 | 0 | 0 | 0 | 206 | 211 |
| | Professional, Statutory and Regulatory Body (PSRB) requirements | 100 | 100 | 0 | 0 | 0 | 0 | 143 | 142 |
| Do you believe the programme/module(s) that you examined prepare students for employment? | | 99.6 | 100 | 0.4 | 0 | | | 253 | 246 |
| Were the learning & teaching and assessment methods of the programme/module(s) supportive of students in meeting the learning outcomes? | Learning & Teaching | 99.6 | 100 | 0.4 | 0 | | | 254 | 243 |
| | Assessment | 99.6 | 100 | 0.4 | 0 | | | 251 | 239 |
| Was the feedback provided to students on the assessments that you sampled | Sufficiently detailed | 98.39 | 99.18 | 1.61 | 0.82 | | | 248 | 245 |
| | Constructive | 99.2 | 99.17 | 0.8 | 0.83 | | | 249 | 242 |
| | Meaningful | 99.6 | 99.58 | 0.4 | 0.42 | | | 247 | 240 |
| Was the Assessment Board for the programme/module(s) you examined carried out in a fair and appropriate manner? | | 99.54 | 100 | 0.46 | 0 | 0 | 0 | 217 | 194 |
| Were the final marks and/or degree classification of the programme/module(s) that you examined appropriate? | | 99.6 | 100 | 0.4 | 0 | | | 252 | 246 |

*N = the number of External Examiners that responded to the corresponding question.*

**Summary of Reports Received and Responses Issued**

| Academic Year | Reports Received | Reports Outstanding | Responses Issued | % Reports Received | % Responses Issued |
|---|---|---|---|---|---|
| **2021-22** | UG – 55<br>PG – 18 | UG – 1<br>PG – 2 | UG – 32<br>PG – 9 | UG – 98%<br>PG – 90% | UG – 58%<br>PG – 50% |
| **2022-23** | UG – 51<br>PG – 18 | UG – 3<br>PG – 1 | UG – 17<br>PG – 11 | UG – 94%<br>PG – 95% | UG – 33%<br>PG – 61% |
| **2023-24** | UG – 52<br>PG – 21 | UG – 1<br>PG – 3 | UG – 43<br>PG – 20 | UG – 98%<br>PG – 91% | UG – 82%<br>PG – 86% |
| ***2024-25**** | *UG – 35*<br>*PG – 2* | *UG – 16*<br>*PG – 2* | *UG – 17*<br>*PG – 2* | *UG – 68%*<br>*PG – 50%* | *UG – 48%*<br>*PG – 100%* |

**Provisional numbers - To be updated in January 2026*

Across the 2021–22 to 2023–24 academic cycles, the proportion of External Examiner reports received within target timeframes remained strong, with recovery following a temporary dip in response rates in 2022–23. The three-year trend demonstrates sustained improvement in both report receipt and response rates, reaching over 80% response completion by 2023–24.

Early indicators from 2024-25 show improved response tracking, clearer communication with examiners, and strengthened alignment between programme and institutional monitoring.

Figures remain provisional (with postgraduate exam boards concluding in November 2025) but suggest comparable levels of engagement pending final confirmation in January 2026.

## J. Module Evaluation

Each term, students on all credit bearing modules across City St George's are surveyed on their experience and feedback. A standard question set is used across all modules, to enable comparisons, and an online system called EvaSys is used to operationalise the surveys.

The table below shows response rates for UG/PG by period for the past three years for the Clerkenwell/Moorgate campus.

| Period | UG | PG |
|---|---|---|
| PRD1 2022/23 | 22.1% | 43% |
| PRD2 2022/23 | 17.9% | 39.6% |
| PRD3 2022/23 | 24% | 40.2% |
| PRD1 2023/24 | 22.7% | 55.1% |
| PRD2 2023/24 | 15.7% | 34.7% |
| PRD3 2023/24 | 28.8% | 43.2% |
| PRD1 2024/25 | 25.9% | 45% |
| PRD2 2024/25 | 21% | 31.8% |
| PRD3 2024/25 | 28.3% | 32.9% |

The table below shows the average mean of Likert scale questions for all Schools by period for the past three years. In PRD1 2024-25, City St George's moved to a 4-point Likert scale that mirrors the NSS.

| | Bayes | CLS | SCC | SHPS | SPGA | SST | LEaD |
|---|---|---|---|---|---|---|---|
| PRD1 2022/2023 | 4.24 | 4.04 | 4.17 | 4.11 | 4.15 | 4.00 | 4.65 |
| PRD2 2022/2023[2] | - | - | - | - | - | - | - |
| PRD3 2022/2023 | 4.22 | 4.33 | 4.34 | 4.11 | - | 4.37 | 4.44 |
| PRD1 2023/2024 | 4.17 | 4.20 | 4.21 | 4.15 | 4.12 | 4.13 | 4.45 |
| PRD2 2023/2024 | 4.15 | 4.17 | 4.25 | 4.13 | 4.13 | 4.11 | 4.46 |

[2] Breakdown by School not available for PRD2 2022/23 due to inaccurate data stored in the system. Breakdown by UG PG level in PRD2 of 2022/23 was UG- 4.01 and PG 4.21.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| PRD3 2023/2024 | 4.20 | 4.29 | 4.17 | 4.20 | 4.47 | 4.01 | 4.55 |
| PRD1 2024/2025 | 3.46 | 3.41 | 3.49 | 3.49 | 3.45 | 3.39 | 3.78 |
| PRD2 2024/2025 | 3.39 | 3.37 | 3.42 | 3.36 | 3.32 | 3.28 | 3.74 |
| PRD3 2024/2025 | 3.4 | 3.5 | 3.4 | 3.3 | - | 3.6 | 3.4 |

The table below shows the breakdown of responses to module evaluation sent to students for all Schools by period for the past two years. City St George's started to monitor the number of responses to student feedback in PRD1 of 2023-24.

| | **Bayes** | **CLS** | **SCC** | **SHPS** | **SPGA** | **SST** | **LEaD** |
|---|---|---|---|---|---|---|---|
| PRD1 2023/2024 | 1% | 52% | 26% | 51% | 2% | 15% | 100% |
| PRD2 2023/2024 | 0% | 28% | 12% | 48% | 4% | 10% | 0% |
| PRD3 2023/2024 | 0% | 0% | 9% | 10% | 0% | 0% | 0% |
| PRD1 2024/2025 | 3% | 51% | 96% | 61% | 10% | 43% | 100% |
| PRD2 2024/2025 | 4% | 60% | 93% | 28% | 29% | 61% | 33% |

Legacy SGUL 2024-25

For 2024-25 1,389 undergraduate students and 233 postgraduate students completed Module Evaluation surveys. The overall response rate cannot be calculated because a temporary Microsoft Form for surveys was introduced (due to system errors with Evasys) and the Form does not show how many students the survey was shared with. For 2025-26 Evasys and SITS integration has been achieved and surveys will run through the Evasys system in line with Clerkenwell practice.

The overall satisfaction scores for 2024-25 for Tooting campus have been calculated based on responses to the question: "Overall, I am satisfied with the quality of this module", which used a 5-point Likert scale. The % Agree figure is determined by calculating the proportion of all respondents who chose one of the two 'positive' responses. The neutral response is not considered a positive response. The mean is an average score based on all the scores provided for that question and is a score out of 5.

The % Agree score for undergraduate programmes based at Tooting campus is 74.9%, which is a decrease of 0.5% against 2023-24. The mean for undergraduate programmes based at Tooting campus is 3.8, which is a decrease of 0.2 against 2023-24.

The % Agree score for postgraduate programmes based at Tooting campus is 85.4%, which is an increase of 11.4% against 2023-24. The mean for postgraduate programmes based at Tooting campus is 4.2, which is an increase of 0.2 against 2023-24.

## K. Student Surveys & Action Plans

National Student Survey (NSS)

The response rate for NSS was 70.8% (-0.7% from 2024). A full analysis of NSS scores can be found on Tableau. The overall positivity score for the core question set (1-24) was 81.9%. This is an improvement of 1.9% on the score from 2024 and is an improvement of 4.6% since 2023.

This gives a further positive indication that our strategic direction to focus on making the student experience our top priority is working. It also gives us a good opportunity to reassess what success is possible for undergraduate student experience in the future and how we might measure and benchmark this performance within the refreshed Strategy.

City St George's have improved positivity scores for all 7 themes and for all 27 questions. This includes for all teaching, learning opportunities, and assessment and feedback questions. The largest increases in positivity by theme were found in Assessment and Feedback (2.9%), Student Voice (2.4%), Academic Support (1.9%) and Learning Opportunities (1.9%). These first two areas are strategic priorities for the institution.

Large cohorts continue to be an area of priority as a relatively small number of big subjects make up a large proportion of the overall university weighting. There were 13 programmes with over 100 respondents. These subject areas account for approximately 50% of the total cohort. Business Management was responsible for over 10% (8.3% of 81.9) of the overall average positivity for the University. It remains the case that as the University continues to grow in large subject areas, where the impact is greater on the overall institutional performance measures, discussion on the prioritisation of strategy, efforts and resource is critical.

Postgraduate Taught Experience Survey (PTES)

The response rate for the PTES was 25.3% a 9.7% increase on 2024 and 18.1% increase on 2023 . The overall positivity score was 80% a 5.4% increase on 2024.
There were improvements in assessment and feedback 79% +2.6%, community 58% +3.3% and skills development 81% +2.8%. Feedback turnaround times, community at a cohort level and the incorporation of skill development and real-life case studies into teaching were notable in the literals as positive points.

There was desire for opportunities to connect across cohorts and also pronounced loneliness for student with other commitments including care. On campus resources saw decline of -4.6% with comments indicating concerns about shortages of study spaces, printer issues, and a lack of plug sockets in classrooms and study areas. While IT support issues decreased, frustrations grew over Moodle's usability, with many describing it as disorganised and difficult to navigate.

Regarding course organisation and management, communication issues remain, especially relating to late timetable releases and last-minute changes. The challenge of unmanageable workloads continues, with a marked increase in students with additional responsibilities, such as caring or part-time employment, reporting significant difficulties.
What was perhaps more evident this year in the survey and was highlighted in several themes, is how much those students are struggling with their studies. This was encapsulated with students selecting having difficulties balancing their studies with other commitments, as the top reason they considered leaving the university.

Postgraduate Research Experience Survey (PRES)

The response rate for the PRES was 47% a +26.8% increase from when this was last conducted in 2023 for legacy City. The overall positivity score was 79%, it was not possible to baseline this against City St George's as the last PRES at Tooting was 2024 and before that 2022, but it is a +11.7% increase from legacy City results in 2023. There were significant increases in positivity scores for all themes, notably 87% (+16%) for learning resources, 84 % (+12.9%) for learning and assessment and 95% (+7.8%) for supervision. The majority of positive comments praised supervisors' role in supporting students academically, professional and personally.

Although there was improvement in assessment and feedback where further clarity or transparency was needed on feedback received. Similar to PGT students PRES students did reference frustrations with access to online resources and limited time on campus due to nature of study. Students wanted more opportunities to take part in interdisciplinary and career activities and to build cross institution community.

The literals showed that more support is needed for students with additional needs such as caring, neurodiverse and international students impacting on student's experience. The feedback from PRES will form part of a larger piece of work to improve the experience of our research students led by the Vice-President (Research).

Other student feedback

The response rate for Your Voice 2 (completed by penultimate year students at Clerkenwell) was 12.9% (- +6.1 percent points from 2024).

The response rate for the Student Experience Survey (completed by all undergraduates prior to their final year at Tooting) was 24.6% -6.2% from 2024. The questions mirror that of the NSS and there are no literals for this survey. The overall feedback score for Tooting campus programmes in the 2024-25 Student Experience Survey (SES) increased by 3.8%, rising from 79.9% in 2023-24 to 83.6% in 2024-25.

Get Heard at legacy City saw increase of engagement (measured by account activation) from 15% in 2029-2024 to 21% in 2025-26, and an increase in students votes of +447.

The literals Your Voice 2 and posts on Unitu highlight three areas that were of concern to undergraduate students, these are as follows:

- Timetabling continues to be a topic both in terms of schedule and notification of changes to the timetable
- Security on campus was a common theme following incidents in term 1 with social media influencers
- Assessment scheduling and timeliness of feedback continue to feature as an area of concern, though positive comments on support ahead of assessments was notable.

Students at Tooting have provided feedback throughout the academic year on the merger and concerns on a range of issues. This has led to a specific stream of activity, overseen via Integration Board, to improve student communications at Tooting at both a School and University level. Whilst some of these concerns are directly merger related, others relate to aspects of student experience that predate the merger. Ensuring that we are consistently listening and responding to the student voice across the institution remains a priority.

Action plans

The Vice-President (Education) and Vice-President (Digital and Student Experience), continue to meet with School SLTs to discuss the Survey results and student outcomes data to identify actions as part of ongoing School Student Experience Improvement plans. These plans are designed to align with City St George's strategy, School Strategic plans, quality assurance processes and portfolio review.
Check ins on progress against School Student Experience Continuous improvement action plans are scheduled at regular intervals throughout the academic year.

## L. Assessment Board Operations

A sample of decision-making Boards and all Chairs at Clerkenwell and Moorgate campuses are observed annually by Academic Services to ensure that Assessment Boards are effectively and rigorously reviewed. Academic Services ensure that each approved Assessment Board Chair is sampled, at least once. A total of 29 Boards were selected for sampling in 2024/25, representing 17% (29/170).

A full report summarising the outcome of the annual sampling of Assessment Board operations highlighting key themes, elements of good practice and the areas for improvement and risks identified during both the main Assessment and Resit Periods will be produced and reported to Senate and its Committees following the Resit Board observations.

Legacy SGUL 2024-25

Board of Examiners (equivalent to legacy City's Assessment Board) chair training was provided in May 2024 by legacy SGUL for legacy SGUL chairs. Given its broad remit, in addition to chairs, it provided useful direction for course directors, assessment leads and professional service support staff. In August 2025, legacy SGUL staff attended the Assessment Board training run by legacy City's QUAD. A specific session was run online for the Tooting side of SHMS. This allowed the session to be tailored to the experiences of legacy SGUL whilst providing clear instruction on the legacy City regulations and processes going forward.

An external examiner induction session was run online for new external examiners for legacy SGUL programmes by legacy SGUL in November 2024. It comprised generic presentations to all external examiners together on the sector and internal quality assurance context, roles and responsibilities, and the annual cycle. This was followed by programmes specific breakout overviews with Course/Programme Directors. In 2025, a CSG university-wide external examiner induction is being planned, and legacy SGUL will be integrated into that. The activity of sampling an Assessment Board for new chairs has not been a feature at legacy SGUL. This will be introduced for legacy SGUL Assessment Boards in 2025-26.

**M. Academic Integrity and Misconduct**

Academic integrity is at the heart of our commitment to academic excellence and reflects a shared set of principles which include honesty, trust, diligence, fairness and respect. City St George's takes all cases of suspected academic misconduct very seriously and seeks, at all times, to rigorously protect its academic standards.

In October 2024 the 'Academic Integrity & Misconduct (AIM) Implementation Committee' Chaired by the Assistant Vice-President Education was established. The purpose of the Committee is to coordinate a comprehensive and holistic review of and build upon our current educational and community practices related to academic integrity within the University.

The Committee seeks to identify gaps and/or inconsistencies in existing policies and procedures/practices and lead the implementation of creative and effective solutions to enhance academic integrity. With a focus on equality, diversity and inclusion, the Committee works to balance ensuring academic standards with educating and supporting our students, deterring academic misconduct and strengthening the processes and support systems for staff who manage these cases.

During the 2024/25 academic year, the Committee conducted a review of the Academic Integrity & Misconduct (AIM) Policy with a particular focus on:

- Student Allegation Reporting
- Doctoral Researchers
- Academic Misconduct Sanctions

The revisions made to the Policy seek to ensure that a clear route available for students to report suspected academic misconduct, all students including doctoral researchers fall under the scope of the Policy and that our academic misconduct sanctions are clear, fair and implemented consistently across all cohorts.

Additionally, the AIM Implementation Committee met 5 times, and the following work took place:

- Terms of Reference were drafted and approved
- Short, medium and long-term priorities were agreed

- AM data from Schools logs and SITS was collated, reviewed and analysed alongside general cohort data
- Allegation Reporting text, process, online tool and user guidance has been developed and has been implemented for the 2025/26 academic year
- Taught and Research AIM Policies has been merged, and this includes new Sanctions or Doctoral Research
- All AM Sanctions have been reviewed
- Liaison with the Generative Artificial Intelligence (AI) Steering and Accelerator Groups is on-going to ensure a joined-up approach on processes, policies, activities and resources related to the use of GenAI in teaching and learning and the impact of this in academic integrity

Academic Misconduct Student Cases Update

**Academic Misconduct (AM) Cases 2018 – 2025**

| Year | 2024 – 2025* | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Academic Misconduct Cases** | 1436 | 735 | 777 | 1454 | 1245 | 442 | 411 | 147 |

*Please note that casework data is now being collected on an academic year basis, rather than calendar year basis, as was the case previously. To cover the interim period, Schools were asked to share the student case data for the time period covering January 2024 to August 2024, which is reflected in the '2024' column above.

**AM Cases Data January 2024 - August 2024 & September 2024 – August 2025 Overall**

<table>
<tr><th colspan="3"></th><th>2024 - 2025 (Sep-Aug)</th><th>2024 (Jan-Aug)</th></tr>
<tr><td colspan="3">Total Number of Cases:</td><td>1436</td><td>735</td></tr>
<tr><td rowspan="8"></td><td colspan="2">SST</td><td>229</td><td>113</td></tr>
<tr><td colspan="2">BAYES</td><td>129</td><td>64</td></tr>
<tr><td colspan="2">SPGA</td><td>456</td><td rowspan="2">370</td></tr>
<tr><td colspan="2">SCC</td><td>162</td></tr>
<tr><td colspan="2">CLS</td><td>112</td><td>103</td></tr>
<tr><td rowspan="2">SHMS</td><td>(Clerkenwell & Moorgate)</td><td>324</td><td>84</td></tr>
<tr><td>(Tooting)</td><td>23</td><td>-</td></tr>
<tr><td colspan="2">LEaD</td><td>1</td><td>1</td></tr>
<tr><td colspan="3">UG:</td><td>996</td><td>536</td></tr>
<tr><td colspan="3">PG:</td><td>440</td><td>199</td></tr>
<tr><td rowspan="9">AM Types:</td><td colspan="2">Poor Academic Practice</td><td>126</td><td>236</td></tr>
<tr><td colspan="2">Plagiarism</td><td>507</td><td>260</td></tr>
<tr><td colspan="2">Collusion</td><td>178</td><td>49</td></tr>
<tr><td colspan="2">Cheating</td><td>171</td><td>87</td></tr>
<tr><td colspan="2">Contract Cheating</td><td>48</td><td>7</td></tr>
<tr><td colspan="2">Fabrication of Evidence/Data</td><td>119</td><td>19</td></tr>
<tr><td colspan="2">Breach of Examination Conduct</td><td>49</td><td>-</td></tr>
<tr><td colspan="2">Theft of Work</td><td>1</td><td>-</td></tr>
<tr><td colspan="2">Other</td><td>237</td><td>77</td></tr>
<tr><td colspan="3">Suspected Misuse of GenAI:</td><td>724</td><td>192</td></tr>
</table>

| | | | |
|---|---|---|---|
| **First Offences:** | | **1105** | **655** |
| **Subsequent Offences:** | | **308** | **80** |
| **AM Panels:** | | **304** | **149** |
| **Outcomes:** | Case Dismissed | 266 | 151 |
| | Sanction 1 | 429 | 276 |
| | Sanction 2 | 570 | 232 |
| | Sanction 3 | 88 | 63 |
| | Sanction 4/5 | 52 | 13 |
| | Sanction 6 | 9 | 0 |
| **Declared Disability or Reasonable Adjustments:** | | **40** | **16** |
| **Declared Extenuating Circumstances Directly Relevant to this Case:** | | **55** | **16** |

The data detailed above indicates that most AM offences between September 2024 and August 2025, across City St George's were committed by Undergraduate students (69.3%). The majority of cases were first offences (78.2%) and the AM category with the highest number of cases was Plagiarism (35.5%). A small number of the cases (18.5%) were dismissed and the majority of those with a case to answer were managed under Sanction 1 and 2 (70.7%). Under a quarter of all cases (21.1%) were referred to an Academic Misconduct Panel and only 9 cases were referred to Disciplinary under Sanction 6. There were 40 cases where students declared disabilities or reasonable adjustments and there were also 55 cases where the students had declared extenuating circumstances, directly related to their case. The School with the highest number of cases was SPGA with 456 cases (32.2%) and the School with the least number of cases was CLS with 112 cases (7.9%). LEaD only reported 1 case. Additionally, just over half 724 cases (50.4%) of all cases were noted to have been suspected misuse of Generative AI which is a substantial increase of 532 cases compared to the interim period data collated from January – August 2024.

Compared to the interim period data from January - August 2024 overall case numbers have increased. The key differences to note, are the significant increase in cases related to the misuse of Generative AI, a reduction in 'Poor Academic Practice' cases and in increase in 'Fabrication/Falsification' cases.

This sudden spike in Falsification of Evidence / Fabrication of Data cases and the drop in Plagiarism cases is likely due to the mislabelling of cases involving the misuse of Generative AI tools due to the fabrication of references. Such cases are most often Plagiarism or Contract Cheating but have been mislabelled as Falsification/Fabrication due to the hallucinated references generated by the AI tools. This has been noted as a concern and work via staff training and Policy updates is taking place to resolve this issue and ensure consistency of practice and fairness when managing such cases.

### N. Apprenticeships

Coaching Apprenticeship L5 for Professionals and a specific Healthcare route were launched in 2024/25 after a successful pilot of 16 apprentices. This has now had 2 further intakes of students with the latest intakes totalling 46 students. This is an apprenticeship only award with no credit bearing award from the university. This is the number of completed apprentices minus the withdrawals from the relevant apprenticeship:

- Advanced Clinical Practitioner L6 – 73% (Distinction 15, Merit 2, Pass 1)
- Data Science (Digital Solutions Technology Specialist) L7 – 50% (Distinction 1, Merit 1)
- Nursing Associate L5 – 100% (Only grade is Pass or Fail. Pass 14)
- Executive Masters in Leadership and Executive Masters in Medical Leadership (Senior Leader L7) – 81% (Distinction 16, Merit 1)
- Solicitor apprenticeship L7 – 76% (Only grade is Pass or Fail. Pass 9)

The following external audits of apprenticeships were conducted:

- Advanced Clinical Practitioner L7 OfS End Point Assessment inspection: Achievement grading of GOOD (January 2025)
- OFSTED inspection grade carried over from 2023 is GOOD.

The apprenticeship contract for SGUL has been closed and a joint provider created under the legacy City contract with the DfE. All apprentices from legacy SGUL are now complete or transferred to the new contract.

**O. Doctoral College**

The Doctoral College (DC) is responsible for maintaining the quality provisions and operational aspects across City St George's postgraduate research provisions via the Doctoral College Board of Studies and its School sub-Committees, the School Research Degree Programme Committees. In 2024-25, the Doctoral College concentrated on:

- Aligning the regulations and policies between the Clerkenwell/Moorgate and Tooting campuses;
- Shifting the culture around normalising upgrades from MPhil to PhD transfers within 12 months;
- Renewed Writing-up guidelines to assist with timely submission rates[3];
- Supporting Senior Tutors for Research (STRs) on how to handle conflicts between supervisors and supervisees through new Guidelines on Roles & Responsibilities for Supervisors/Supervisees, a Conflict Resolution process and a seminar on Non-Violent Communication (for STRs), which was run with support from Organisational Development;
- Publishing guidelines on the use of Generative AI Tools in Doctoral Research;
- Fully engaging with the Surveys Group and leading the organisation and communication with Schools to improve student experience. The objectives set by the Doctoral College were met: an increase in response rate from 22% to 40% (47% achieved) and an improvement in satisfaction levels from 68% to 80% in the Postgraduate Research Experience Survey (PRES);
- Publishing a Parental, Sick and Special Leave policy broadened the scope of the existing policy to include Sick and Special leave principles for all PGRs. This ensured compliance with funder and university policies, and that all PGRs are clear about their rights and responsibilities, ensuring equity and fairness across all cohorts; this also ensured alignment with UKRI expectations;
- Identifying and procuring a replacement for the Research Manager system for management of PGR registration, progression, training and examination across Clerkenwell and Moorgate campuses;
- Developing the Roles and Responsibilities document laying out expectations within the supervisory relationship.
- Revising the Examinations Policy to provide a clear definition of a Senior Tutor for Research including a statement of expectation for workload, the requirements for chair's of viva panels and the requirements on examiners to review thesis amendments. All changes clarify expectations and support an improved PGR experience;
- Ensured that the GTA Policy aligned with the new GTOPs scheme. Importantly the decision confirmed the 180-hour limit for full-time PGRs and the debate reaffirmed that supervisor's should focus on timely progression and completion over PGRs taking on additional work;

[3] The submission rate is the percentage of postgraduate researchers submitting their final thesis within a given period of time. The length of time for submission for each PGR is the period of time a candidate has been actively registered on a PhD programme, from initial registration to date of submission of the final thesis, discounting approved interruptions of study.

- Continued development of the Doctoral Researcher Development Programme to support enhancement of student experience, learning outcomes, researcher destinations and REF narrative.
- Creation of the DC Sharepoint site that provides important support and training for academic and professional staff and therefore will help improve academic quality and standards;

In addition, the efforts to enhance research culture at the Tooting campus included several significant initiatives. Most notably, there was a reduction in fees for students from low- and middle-income countries, transitioning from overseas rates to domestic rates. This initiative was designed to enable researchers from these regions to study at City St George's, thereby contributing positively to the research environment, especially at a time when many higher education institutions face challenges in this area. Furthermore, the annual Tooting Postgraduate Symposium was a highlight of the 2024/25 academic year and is scheduled to run again in October 2025 to support the PG community further and promote the concept of research culture within the School. Also, the legacy St. George's Graduate School's Equal Representation in Academia initiative has been successful, with all available places filled. This program encourages undergraduate students to explore postgraduate research opportunities, leading to increased participation in PhD programs. Finally, it was noted that Tooting submission rates reached 100% of theses submitted within four years.

**P. Collaborative Provision**

The Collaborative Provision Committee (CPC) met in November 2024 and March 2025, with a further meeting of the reconstituted Committee held in September 2025 under revised Terms of Reference approved by Senate as part of the updated Regulation 6.

Key developments for City St George's collaborative provision in 2024/25 included:

- Revised Terms of Reference for CPC and USPARC approved by Senate (Regulation 6).
- Draft Collaborative Provision Register under verification to ensure consistency across Schools.
- Validated and Institutional Partnership Handbook 2025-26 updated to reflect merger changes, new approval routes, and revalidation guidance.
- New Collaborative Provision Approvals Process Map approved.

New collaborative provision proposals submitted for consideration of CPC:

- INTO City / Bayes: Pre-Master's in Business; International Year One in Finance
- Kaplan: Pre-Master's in Business (Bayes) and IYO Engineering (SST).
- Triple Master's in Management, Finance & Technology with Politecnico di Milano and emLyon Business School.
- North East London Foundation Trust (NHS): PG Cert in Peer Support.
- St George's University Hospitals NHS FT: Level 4 Apprenticeship in Mammography.
- British University of Vietnam: Stage A approval granted for partnership development.
- MoU signed with the Saudi Insurance Authority for sponsored MSc entrants.

The following Revalidations and Renewals took place:

- ArtsEd revalidated (2024-25); INTO revalidation scheduled (Nov 2026).
- Validation extensions approved for ESCP, Trinity Laban and Guildhall to support partnership exits or progression to DAPs.
- Renewals considered for KAIST (Korea), Regensburg (Germany), and VIT (India).

There was no new collaborative partnerships established in the 2024/25 academic year at legacy SGUL, the main current collaborative provision arrangements for legacy SGUL are detailed in **Appendix 5**.

## Q. Students' Union Statement

City St George's, University of London Students' Union (City St George's SU) continued to work in collaboration with the University to strengthen student representation.

Programme Representatives

- A total of 912 Programme Representatives (Reps) were elected during Term 1 of the 2024/25 academic year — an increase from 785 in 2023/24 (up approximately 16%) and the highest number recorded in recent years. This figure includes an additional 116 Reps from the legacy St George's programmes following the institutional merger.
- While recruitment figures rose overall, engagement has varied across Schools. Some factors include programmes not running this academic year, the clustering of certain programmes, and some Schools assigning Reps to cover multiple cohorts.
- Across schools, Bayes Business School recorded the highest number of Reps in 2024/25 (231), while SST (School of Science and Technology) also saw strong representation (149). Some areas showed clear increases in elected Reps, particularly SST and SCC.

- In total, 16 Programme Rep Training sessions were held across the Clerkenwell and Tooting campuses between late October and late November 2024. Attendance was strong, with 644 Reps trained (70.61%) — the highest rate in recent years. The Law School achieved the highest participation rate (84.35%), followed by SST (77.33%) and Bayes (72.41%). However, SHMS (44.44%), SHPS (53.66%), and SPGA (50%) fell below the overall average, highlighting opportunities for more targeted engagement and flexible training delivery in future.

Collaboration

- To support the collaborative nature of the Union's relationship with the University, staff are communicated with Rep recruitment guidance in the summer as well as with Union contact details with the former Representation team for further support. In addition to the Staff Guidance Handbook, the Union also provided recruitment slides and a shared live spreadsheet to input all the Reps' details once elected.
- Staff were informed that Rep training would take place mid-term 1 and given the deadline of w/c 21st October to submit Rep details. This was so that the Union was able to email Reps and provide with them information on the training sessions and the links to register.
- The digital platform, GetHeard, enabled real-time feedback loops between students, staff, and SU Officers. Notable changes resulting from student input that were facilitated with the university as a result include the following:
    - Students raised the need for course specific calculators to reflect professional practice (Actuarial Science UG). This led to updated calculator policy in line with IFoA guidance.
    - Students raised the need for better communication on food choices on campus. As a result, it is now standard practice for calorie information to be available in the canteen menus at Clerkenwell.
    - MBBS students flagged feedback on the formal addressal of 'Doctor' at graduation which was successfully implemented in the 2025 graduation ceremonies.
    - Other improvements included improved messaging on smoke-free campuses and enhancements to library resources.

Training Content and Objectives

- Every year, the training package to Reps are reviewed and refined to reflect feedback from the Student Leaders Survey and continually improve the training content to set up good engagement for the rest of the year. The training reiterated that the core responsibilities of a Programme Rep is to research student opinions, represent them to staff and report back to their cohorts.
- The addition of how Programme Reps can work with other Student Leaders including Assembly Members and Sabbatical Officers was also reiterated to encourage Reps to escalate feedback as wider student issue themes to the Assembly.
- The training this year repeated training for GetHeard/UniTu platform for both Clerkenwell/Moorgate students and Tooting students, and the role that Reps play on the platform.

The training objectives were to understand:

- The role, responsibilities, and boundaries of a Programme Representative
- How to gather student feedback and update students
- How to present feedback to staff
- How to use GetHeard@City
- What is expected of in committee meetings
- Signposting students to support services
- The support that is available to Reps
- How to resolve scenarios that Reps may encounter

Student Leaders Survey 2025

- The Student Leaders Survey 2025 invited feedback from Reps, Society Leaders, Assembly Members and Sport Captains. Launched in Term 3, there were a total of 196 responses of which 112 were from Reps from Clerkenwell and 58 Reps were from Tooting. 56% of respondents were Society Committee Members, 37% were Programme Reps, 17% were Sports Committee Members and 9% were Assembly Members,
- The survey asked Reps to feedback about their experience of employability and skills development, expectation management, support, and any additional feedback.
- Over half of Programme Reps generally agreed that their time as Programme Rep has made them employable with 63% of Programme Reps in Clerkenwell and Moorgate stating ‘strongly agree’ or ‘agree’ with the statement, while only 4% disagreed. Little change on last year. 77% of Society Committee Members felt their role made them more employable, while only 4% disagreed.
- When asked about developing their skills, 67% of programme reps agreed that the role has given them the opportunity to do so. 11% disagreed with this statement. 63% of Assembly Members agreed or strongly agreed that the role had given them the opportunity to develop their skills, while only 9% disagreed.
- Programme reps chose communication, problem solving and leadership as the top 3 standout skills they had developed most while in the role.
- Additionally, 69% of programme reps in Clerkenwell felt that their experience of being a programme rep either met or exceeded their expectations.
- This year’s survey asked Programme Reps how they would like to increase better connection and collaboration with Programme Reps. Responses included more school-wide social events, more in person collaboration, and more networking opportunities.
- Reps also suggested how Programme Representation could be improved at City St George’s, they were similar to last year and included:
    1. More opportunities to collaborate with other programme reps
    2. More events
    3. Promoting Programme Reps to students to boost engagement

Looking Ahead 2025/26

- Based on the previous year's feedback, the new academic year will trial new engagement methods with Reps to keep them engaged all year. This includes an enhanced rewards and recognition points system to encourage participation in student voice activity and meetings, as well as more networking opportunities with Assembly Members and Sabbatical Officers via the Assembly and its subgroups.
- As part of the Union's strategic objectives, the Union will undertake a Student Voice review to ensure alignment with City St George's academic governance frameworks post-merger for a unified course and school Rep structure. The Union remains committed to embedding student voice in all aspects of quality assurance and enhancement.

## R. Enhancement Priorities

| Enhancement Priority for 2024/2025: | Status Update: |
|---|---|
| Following the merger, a key focus will be on ensuring timely alignment of the respective academic regulatory frameworks into one framework for City St George's, University of London. | Academic Registrar is implementing an operational plan relating to alignment. |
| The design and implementation of the new Curriculum Management System (CMS). | Early Adopters, CLS and LEaD are live on the new curriculum management system. Data migration of all curriculum data (except tooting) will take place in Autumn 2025 ready for a full launch of the CMS in early 2026. |
| Continued implementation of outcomes from Portfolio review across the University. | Update provided above in section titled Programme Approvals, Amendments & Terminations/Suspensions. |
| The development of a new Collaborative Provision Framework. | Update provided above in section titled Collaborative provision. |
| The development of a new Short-Courses & CPD Framework. | The new framework aims to have final Senate approval in October 2025. |
| Review of APE and PPR functions. | Update provided above in sections titled Annual Programme Evaluations and Periodic Review |
| Implementing actions following the major review of the Complaints and Appeals processes. | To be considered in 2025/26 |
| Ensuring adherence to the OfS new condition of registration relating to Harassment & Sexual Misconduct. | Update provided above in section titled External Regulatory Development & Compliance |
| Continued work to align with the OfS conditions of registration relating to Quality & Standards, including preparation for potential regulatory interventions from the OfS. | Update provided above in section titled External Regulatory Development & Compliance |
| Preparing City's Academic Framework and processes for the governments proposed Lifelong Loan Entitlement scheduled to start in 2025. | Little significant national updates in 2024/25 |

**Enhancement Priorities for 2025/2026:**

- Implementation and review of Periodic Departmental Review process
- Implementation of the new Curriculum Management System (CMS)
- Implementation and review of the new Collaborative Provision Framework
- Implementation and review of the Professional Learning Policy
- Continued implementation of the merged academic regulatory framework across Clerkenwell, Moorgate and Tooting
- Implementation of recommendations from the PSTOM Quality review
- Preparation for the introduction of the OfS reforms to quality regulation
- Continued preparation for the introduction of the Lifelong Learning Entitlement
- The implementation of an enhanced rewards and recognition points system to encourage participation in student voice activity and meetings (SU)
- More networking opportunities with Assembly Members and Sabbatical Officers via the Assembly and its subgroups (SU)
- To undertake a Student Voice review to ensure alignment with City St George's academic governance frameworks post-merger for a unified course and school Rep structure (SU)

**Appendix 1 – Legacy St George's Student Outcomes Data**

**Table 1 : Full-time continuation for the taught* population, by level and split**
*this refers to OfS making a distinction between students registered only versus taught by a HEI, rather than taught vs research

| Level of study | Indicator value (%) | Denominator | Numerical threshold for condition B3 (%) |
|---|---|---|---|
| Other undergraduate | [none] | [none] | [none] |
| First degree | 91.3% | 2,360 | 80.0% |
| Undergraduate with postgraduate components | 98.1% | 1,010 | 85.0% |
| Other postgraduate | [none] | [none] | [none] |
| PGCE | [none] | [none] | [none] |
| Postgraduate taught masters | 82.6% | 580 | 80.0% |
| Postgraduate research | 93.3% | 80 | 90.0% |

NOTE: These students were entrants in 2018-19 through to 2021-22

**Table 2 : Part-time continuation for the taught population, by level and split**

| Level of study | Indicator value (%) | Denominator | Numerical threshold for condition B3 (%) |
|---|---|---|---|
| Other undergraduate | [low] | [low] | 55.0% |
| First degree | 50.7% | 140 | 55.0% |
| Undergraduate with postgraduate components | [none] | [none] | [none] |
| Other postgraduate | 53.4% | 720 | 65.0% |
| PGCE | [none] | [none] | [none] |
| Postgraduate taught masters | 48.7% | 310 | 65.0% |
| Postgraduate research | 79.2% | 20 | 70.0% |

NOTE: These students were entrants in 2017-18 through to 2020-21

**Table 3 : Full-time completion for the taught population, by level and split**

| Level of study | Indicator value (%) | Denominator | Numerical threshold for condition B3 (%) |
|---|---|---|---|
| Other undergraduate | 86.9% | 170 | 65.0% |
| First degree | 95.7% | 1,880 | 75.0% |
| Undergraduate with postgraduate components | 96.3% | 1,050 | 85.0% |
| Other postgraduate | 92.1% | 40 | 80.0% |
| PGCE | [none] | [none] | [none] |
| Postgraduate taught masters | 95.1% | 410 | 80.0% |
| Postgraduate research | 91.3% | 100 | 75.0% |

NOTE: These students were entrants in 2015-16 through to 2018-19

**Table 4 : Part-time completion for the taught population, by level and split**

| Level of study | Indicator value (%) | Denominator | Numerical threshold for condition B3 (%) |
|---|---|---|---|
| Other undergraduate | 90.2% | 170 | 55.0% |
| First degree | 55.6% | 140 | 40.0% |
| Undergraduate with postgraduate components | [none] | [none] | [none] |
| Other postgraduate | 59.8% | 390 | 60.0% |
| PGCE | [none] | [none] | [none] |
| Postgraduate taught masters | 67.5% | 160 | 65.0% |
| Postgraduate research | 87.0% | 50 | 60.0% |

NOTE: These students were entrants in 2013-14 through to 2016-17

**Table 5 : Full-time progression for the taught population, by level and split**

| Level of study | Indicator value (%) | Denominator | Survey response rate (%) | Numerical threshold for condition B3 (%) |
|---|---|---|---|---|
| Other undergraduate | 78.8% | 60 | 74.0% | 45.0% |
| First degree | 86.7% | 1,080 | 60.1% | 60.0% |
| Undergraduate with postgraduate components | 97.3% | 610 | 65.9% | 75.0% |
| Other postgraduate | [none] | [none] | [none] | [none] |
| PGCE | [none] | [none] | [none] | [none] |
| Postgraduate taught masters | 89.7% | 240 | 64.0% | 70.0% |
| Postgraduate research | [DPH] | 50 | 60.8% | 85.0% |

NOTE: These students were qualifiers in 2018-19 through to 2021-22

**Table 6 : Part-time progression for the taught population, by level and split**

| Level of study | Indicator value (%) | Denominator | Survey response rate (%) | Numerical threshold for condition B3 (%) |
|---|---|---|---|---|
| Other undergraduate | [low] | [low] | [low] | 65.0% |
| First degree | 95.9% | 50 | 52.0% | 70.0% |
| Undergraduate with postgraduate components | [none] | [none] | [none] | [none] |
| Other postgraduate | 96.1% | 80 | 43.8% | 85.0% |
| PGCE | [none] | [none] | [none] | [none] |
| Postgraduate taught masters | 91.0% | 60 | 52.3% | 85.0% |
| Postgraduate research | [low] | [low] | [low] | 85.0% |

NOTE: These students were qualifiers in 2018-19 through to 2021-22

Data source: Data file called 'Student_outcomes_Tau_workbook_10007782.xlsx' provided by OfS to accompany the dashboard at Student outcomes: Get the data - Office for Students

**Appendix 2 – Legacy St George's Programme Amendments & Approvals**

**UG Programmes**

| Programme | Amendment/Approval Type | Date considered | Final Approval |
|---|---|---|---|
| Intercalated BSc Biomedical Science | Change of degree titles, project module made compulsory | UPC - 12 Sep and 9 Oct 2024 | BoS – 3 December 2024 AVP - 19 June 2025, approved without conditions |
| Intercalated BSc Clinical Pharmacology | New Intercalated pathway | UPC - 9 Oct and 12 Nov 2024 | AVP - 2 December 2024, subject to final changes requested by UPC |
| BSc Physiotherapy & BSc Diagnostic Radiography | Reduction in assessment word count | UPC - 12 November 2024 | AVP – 2 December 2024, subject to final changes requested at UPC and discussion at TPCC |
| BSc Paramedic Science | Clarification of Scheme of Assessment wording (incl. trailing provisions for modules) | UPC 12 November 2024 | AVP – 2 December 2024, subject to minor change requested by UPC |
| BSc Paramedic Science | Splitting of assessment into two components (60%/ 40%) | UPC 15 January 2025 | AVP – 23 January 2025, approved without conditions |
| BSc Biomedical Science | Amendments to assessment and teaching strategy | UPC 10 December 2024 | AVP – 6 January 2025, subject to module documentation amendment requested by UPC and removal of the proposed discretionary 3rd sit process amendment |
| BS | Curriculum enhancements to T & P Year | UPC 10 December 2024 | AVP - 6 January 2025, approved without conditions |
| MBBS | Change in Assessment from formative to summative (Becoming a Doctor Domain Year 1) | UPC 13 March 2025 | AVP – 3 June 2025, approved without conditions |
| BSc Occupational Therapy | Assessment modifications (essay length; bibliography requirements) | UPC 11 February 2025 | AVP – 13 February 2025, approved without conditions |

**PG Programmes**

| Programme | Amendment/Approval Type | Date considered | Final Approval |
|---|---|---|---|
| MSc Advanced Clinical Practice | Introduction of Mental Health pathway | TPCC – 2 October 2024 | TPCC – 2 October 2024, subject to no further modifications until revalidation |
| MPAS | Adjustment to Year 1 GP placement structure and teaching delivery | TPCC – 2 October 2024 | Noted at TPCC. |
| PGCert Healthcare and Biomedical Education | Revision to admissions criteria to prioritise applicants with substantive teaching roles and streamline application window | TPCC – 21 November 2024 | TPCC – 21 November subject to documentary alignment and liaison with relevant parties |
| MSc Genomic Medicine (and variants) | Reduction in assessment burden for Fundamentals module | TPCC - 21 November 2024 | AVP – 2 December 2024, subject to documentary alignment and liaison with relevant parties as requested by TPCC |
| Interprofessional Diabetes Course for Healthcare Professionals | Assessment redesign and learning outcome streamlining | TPCC - 21 November 2024 | AVP – 2 December 2024, subject to documentary alignment and liaison with relevant parties as requested by TPCC |
| MSc and BSc Physiotherapy | Assessment consolidation for Quality & Innovation in Health & Social Care module | TPCC - 21 November 2024 | AVP – 2 December 2024, subject to documentation alignment requested by TPCC |

No programmes were rejected, suspended, or terminated during the reporting period.

**Appendix 3 – Legacy St George's APMRs Reflective Overview**

| Academic Year | Shared Themes | Key Enhancements | Monitored Risks/Ongoing Focus |
|---|---|---|---|
| 2021-22 | Return to on-site delivery; hybrid-teaching balance; simulation and clinical-teaching recovery; student wellbeing; staffing/resource pressures; placement scheduling. | Expansion of simulation-based teaching; refinement of hybrid delivery; improved timetable communication; appointment of welfare/academic leads; re-established placement-planning cycles. | Staff workload and turnover; limited placement capacity; variable attendance monitoring; sustaining student-support initiatives. |
| 2022-23 | Recruitment challenges and reliance on clearing; attendance and professionalism monitoring; placement capacity and allocation delays; assessment volume and timing; external-examiner report delays; low survey engagement. | Revised APMR timetable and reviewer allocation improving timeliness; clearer assessment mapping; early placement scheduling; stronger liaison with placement providers; local actions to address low survey participation. | Staffing capacity in clinical areas; inconsistent attendance data; dependence on clearing intake; improving institutional survey response rates |
| 2023-24 | Continuing placement-capacity pressures; increase in student mental-health and wellbeing concerns; postgraduate community development; recruitment and "unknown" disability data; workload in specialist programmes. | Establishment of a Placement Oversight Group; creation of the PG Community Working Group and Graduate School events; refinement of attendance and feedback processes; enhanced wellbeing and tutor-support initiatives. | Staffing resilience in niche clinical programmes; data accuracy for disability declarations; maintaining placement quality assurance; sustaining survey engagement |

**Appendix 4 – External Examiner Policy & Process Details**

A revised External Examiner (Taught Programmes) Policy was introduced in 2024/25 that increased the emphasis on programme oversight of the external examiner system. This was particularly challenging for CLS who historically appointed External Examiners on a modular (subject knowledge) basis. This transition is still in progress as module External Examiner contracts come to an end and are not replaced like for like, but on a programme or programme stage basis. Review of Tooting External Examiner oversight is in progress.

A new informal buddying scheme for less experienced External Examiners was introduced for the first time in the 2024-25 academic year. All new External Examiners at Clerkenwell/Moorgate that did not have previous External Examining experience were offered the opportunity to be paired with a buddy. Thirteen pairs of External Examiner buddies and mentees were set up. Feedback was positive, one mentee reported that their buddy was a 'helpful sounding board'.

To more closely monitor conflicts of interest, a new survey was set up where staff at Clerkenwell/Moorgate can complete a questionnaire every time they take on an External Examiner role elsewhere. This information is shared with School Quality Teams for reference when appointing new External Examiners to help avoid reciprocal relationships.

Legacy St George's

External Examiner processes for legacy SGUL programmes continued to operate effectively during 2023-24, maintaining full assurance of standards and parity with the wider UK sector. Reports received across the last three cycles confirmed that assessments were appropriately designed, marking was fair and consistent, and student outcomes remained comparable with those of other institutions.

**Appendix 5 – Legacy St George's Collaborative Partnerships**

| Partner | Programme of study | Type of partnership | Partnership activity | Partnership status/contract changes in 2024-25 |
|---|---|---|---|---|
| University of Hertfordshire | MBBS 5 year | Curriculum sale<br>Contingency partner | Sale of entire curriculum, including assessment.<br>Hertfordshire will be the degree awarding body.<br>Act as contingency partner in the event that GMC approval of PMQ status delayed. | Current. |
| University of Nicosia, Cyprus | MBBS 4 year | Franchise arrangement | UNIC deliver CSG (prev SGUL) curriculum.<br>CSG (prev SGUL) is the degree awarding body. | Running since 2011. Now on teach out. |
| St George's University Hospitals NHS Foundation Trust<br>InHealth (NHS partner) | MSc/Diploma/PgCert Advanced Breast Practice | Collaborative Provision | Joint delivery of modules | Current |
| King's College London | MSc Genomic Medicine | Collaborative Provision | Joint delivery of modules for an NHSE-awarded contract | Current<br>In 2025, NHSE contract re-awarded, and new MoA with KCL being drawn up |
| Kingston University | (KU's) MPharm degree | Collaborative Provision | Joint delivery of modules.<br>KU is the degree awarding body. | Current |