

ROYAL CENTRAL
SCHOOL OF SPEECH & DRAMA

UNIVERSITY OF LONDON

**HANDBOOK OF ACADEMIC
REGULATIONS AND GUIDANCE**

Approval

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PART 1: INTRODUCTION AND SCOPE OF THESE REGULATIONS

Introduction

- i) This Handbook covers all Regulations relating to taught and research degree programmes at the Royal Central School of Speech and Drama, University of London, leading to an award of higher education.
- ii) It should be read in conjunction with the Ordinances and Regulations of the University of London and the appropriate Programme Specification and other supporting documentation published by the School.
- iii) The procedures and information given in any accompanying appendices are considered to have the full authority of the Regulations contained within the main document.
- iv) Where the Regulations stipulate the use of a policy or practice outlined in other published documentation of the School then that shall be considered to have the full authority of the Regulations.
- v) The authority to amend the Regulations contained herein is that of the Academic Board or their nominated group.
- vi) The Regulations contained herein shall be considered to be applicable to all students within the scope of the Regulations until rescinded by the Academic Board of the School.

Purpose

- vii) These Regulations have been drafted to meet the requirements of University Ordinance 15, Section 9. The University of London has confirmed authorisation of the School to award the degrees covered by these Regulations. These Regulations may be amended by the School within the requirements of University Ordinances subject only to annual report to the University.

Scope of the Regulations

- viii) These regulations apply to the following degrees and to students registered at the Royal Central School of Speech and Drama for these degrees:
 Certificate of Higher Education and Diploma of Higher Education
 Bachelor of Arts (Honours)
 Postgraduate Certificate and Postgraduate Diploma
 Master of Arts and Master of Fine Art
 MPhil and PhD

Application of the Regulations

- ix) These Regulations and any subsequent amendments will apply to all students who are registered at the School for the degrees specified. They will apply to both new and continuing students.

Effective Dates for the Regulations

- x) These Regulations will be effective from the beginning of the academic session 2019/2020.

Student Responsibilities

- xi) It is the student's responsibility to ensure they have read and understood the Regulations. A student's misinterpretation or lack of awareness of these Regulations will not be considered a valid reason for non-compliance.
- xii) All students must abide by all School codes and policies.

PART 2: GENERAL REGULATIONS

1. ADMISSIONS AND STUDENT RECRUITMENT

Introduction

- 1.1 The admissions process is published in the Admissions Handbook.
- 1.2 All applicants will be covered by the School's equal opportunities policies.

Selection Criteria and Minimum Entry Requirements

- 1.3 The minimum/normal entry requirements are published as part of the Programme Specification which is approved as part of the validation process (see the School's Quality Assurance and Enhancement Handbook) for the course and is also published on the website, in the prospectus and on the UCAS website. All applicants accepted on to a course are normally expected to be able to meet the minimum/normal entry requirements. In accordance with the School's equal opportunities policies, the same minimum/normal entry requirements are required for all applicants for the same course.
- 1.4 Selection criteria will cover the abilities, aptitudes, skills, qualifications (including English language proficiency) and experiences of applicants that indicate their potential to succeed on each course. Selection for interview/audition is based on an applicant's personal statement, academic reference(s) and academic profile. Selection for admission is based on further consideration of an applicant's abilities, aptitudes, skills and potential to succeed on each course at audition/interview. For most courses at the School admission is competitive and offers are made to those applicants who perform most highly at interview/audition and are judged to have the highest potential.

English Language requirements

- 1.5 All minimum/normal entry criteria should include a minimum English language requirement which may be met through GCSE qualifications grade C or equivalent or through an IELTS test score 7. The standard of English required for entry should be equivalent to that necessary to successfully complete the course, unless English skills are included among the learning outcomes for the course or additional tuition and support in English is going to be provided.

Admission of Students on to Taught Courses of Study

- 1.6 The School admits students on the basis that a student fulfils the entrance requirements for admission to the applied course of study as stated in the appropriate Programme

Specification as well adhering to the School and University of London admissions regulations; and that

- a) there is a reasonable expectation that the applicant will achieve the standard required for the award;
- b) there will be equality of opportunity for all applicants.

Admission to Research Degrees

1.7 The School admits students to the research degree programme on the basis that:

- a) applicants would normally have an undergraduate degree and masters degree in relevant subjects. In exceptional circumstances applicants may have significant and relevant professional experience in place of a masters qualification. Applicants proposing to undertake research that includes practice-based elements will normally be expected to be able to demonstrate appropriate experience and proficiency in relevant areas of practice.
- b) there is a reasonable expectation that the applicant will achieve the standard required for the award; and that
- c) there will be equality of opportunity for all applicants.
- d) applicants will normally be admitted as 'MPhil/PhD' students in the first instance and will upon successful progress transfer to PhD registration.

Entry by Advanced Standing

- 1.8 The School recognises the Diploma in Applied Drama and Psychology at the Singapore Polytechnic for direct entry on to the BA (Hons) Contemporary Performance Practice programme. The School will accept applications from holders of the diploma for entry direct into the second year of the course who have a final grade of B or a 3.00 grade point. If the application is successful, 120 general APL credits at level 4 (C) will be awarded to those accepted directly in to the second year of the course. Application for direct entry will include the submission of an essay prior to a distance interview. Confirmation of English language competency (IELTS 7.0) may be required as a result of the essay and interview process.
- 1.9 Students with a PG Dip may apply to enter directly into the final term of an MA course to undertake the 60 credit sustained independent project unit for the award of a MA. The 120 credits gained from the PG Dip will be awarded as APCL credits. This is aimed specifically at former students of the School who undertook courses that were at the time only offered as PG Dip and not at MA level. Students who have failed a School MA course may not apply. The School may require students to undertake additional units before commencing the SIP (e.g. units concerning research methodology).
- 1.10 The School will exceptionally permit students to enter directly into the second year of a MFA course if they hold a MA or PG Dip in an appropriate field. 120 credits will be awarded as APCL credit.

2. ACCREDITED PRIOR LEARNING (APL)

Introduction

- 2.1 The School may, at its discretion, recognise for academic purposes prior certified or experiential learning. This recognition may give the prior learning a credit-value and permit it to be counted towards the total number of credits required for an award.
- 2.2 Students can apply for credit of accredited prior learning (APL) for one or several units.
- 2.3 The application process for accredited prior learning is published in the Admissions Handbook and is determined by the Academic Board of the School.
- 2.4 The award of APL is not a student right, just as the offer of a place on a course of study even when an applicant is appropriately qualified is not a right. There is therefore no Appeal system.
- 2.5 The School can impose conditions when approving an application for admission with APL. These may include:
 - a candidate could be required to take an alternative unit to the unit from which they are to be exempted (either as an assessment or on an attendance basis);
 - the institution might require as a condition of entry that a successful candidate undertakes an additional programme of study or period of work experience (assessed or otherwise) outside of the School prior to their time on the course;
 - subject to another course's agreement, a student might be required to undertake (assessed or otherwise) part of another comparable course where this would enable her/him to fill in any perceived 'gaps'.
- 2.6 The credits awarded shall be termed either Accredited Prior Certified Learning (APCL) or Accredited Prior Experiential Learning (APEL).
- 2.7 The term accredited prior learning/APL without limitations shall refer to both APCL and APEL.
- 2.8 Programme Specifications will state if applications for APCL and/or APEL are considered.
- 2.9 APCL credits should be for previously assessed and certificated learning recognised for academic purposes from another Higher Education institution.
- 2.10 APEL credits should be for learning achieved outside education or training systems that is relevant to the registered course of study.

- 2.11 The award of APL credit can permit the student to begin part way through the course by ensuring that the period of study they have missed (e.g. by not starting in the first year) is accounted for in terms of credit. ¹
- 2.12 There are, however, a maximum number of credits that may be credited towards the award from study elsewhere:
- a) Certificate of Higher Education: 60 credits
 - b) Diploma of Higher Education: 120 credits
 - c) Honours degree: 240 credits (minimum of 120 credits at level 6 (H) must have been studied)
 - d) Postgraduate Certificate: 20 credits
 - e) Postgraduate Diploma: 60 credits.
 - f) Master of Arts: 60 credits.
 - g) Master of Fine Art: 120 credits, exceptionally (refer to 1.10 above).
- 2.13 Credit may be awarded either for a specific named unit or as “un-specified credit” which shall be a total value of credits at a specific level of study e.g. 120 credits at Level 4.
- 2.14 Students transferring onto a course of study would normally be awarded unspecified credit for the year(s) they have missed, though if appropriate they may be given credit for specific named units.
- 2.15 All credits awarded as accredited prior learning shall be recorded as a “Passed Unit”.
- 2.16 APL credits may count towards the number of credits needed for the award. APCL credits may be used towards the classification of an award, but only where a mark has been agreed as part of the APCL application. With APCL credits, the method of determining the classification may be varied by the Chair of the Board of Examiners (on recommendation from the Academic Registrar’s Office).
- 2.17 APEL credits shall not be included in the classification of award (i.e. first, lower second, merit, distinction etc).
- 2.18 APL credits from another institution may be used towards the degree if the credit has been awarded within the previous 5 years.
- 2.19 APL credits must be at the same or higher level than those being applied for exemption, i.e. a level 4 unit taken at another institution cannot count towards a level 5 unit at the School. However a level 5 unit could be used in lieu of credit at level 4 etc.

¹ *Otherwise students will reach the end of the course without accumulating sufficient credit to be entitled to their target award. For example, a student who transfers directly into the second year of an undergraduate degree course could, without APL credits be short of the 120 credits that would have been studied in the first year.*

- 2.20 University Ordinances require that provisions for students to transfer with credit into University of London first degrees shall ensure that the minimum period of study in the School shall normally be not less than two years full-time (or the part-time equivalent); and that in no case shall the minimum period be less than one year full-time (or the part-time equivalent), that year being the final year of the degree course and such cases to be regarded as exceptional and subject to special consideration by the School.
- 2.21 Acceptability for credit transfer of work undertaken in other institutions within or outside the University of London does not confer right of entry to any course in the School. Decisions on admission, including decisions on crediting previous periods of study, remain at the discretion of the School only.

Accredited Prior Certified Learning (APCL)

- 2.22 APCL Credit may be awarded for previous learning on a course leading to an appropriate and nationally recognised qualification at a level commensurate with the stage of the course applied for providing:
- The course may have been completed successfully either partially or in its entirety.
 - The content and learning outcomes of the earlier course should be shown to correspond clearly to the elements of the course applied for and for which academic credit is sought.
 - The student will have an award certificate or (for a non-completed course) a Credit-Rating certificate or a Statement of Achievement (transcript) issued by the institution involved.
 - The learning must have taken place in the last five years.

Accredited Prior Experiential Learning (APEL)

- 2.23 Academic Credit may be awarded for relevant learning, knowledge and skills acquired through life, work, private study or non-certificated courses that equate - at the appropriate level - to the intended learning outcomes of the course elements for which credit is sought.
- 2.24 Applicants for APEL must *normally* be over 21 years of age.
- 2.25 Evidence for APEL might include:
- a portfolio of extant work
 - references from previous employers
 - further external evidences (e.g. press cuttings)
 - specially submitted work (e.g. essays, artefacts).

Double counting

- 2.26 Double counting occurs where credit that has contributed to an academic award (whether at Central or another higher education provider) at the same level is used for the purposes of APL. Double counting is not normally permitted.

3. REGISTRATION AND ENROLMENT

Categories of Registration

- 3.1 Applicants admitted to the School shall be registered as one of the following categories:
- Undergraduate Students: following a course of study leading to an undergraduate award of either Certificate of Higher Education, Diploma of Higher Education, or BA (Hons).
 - Exchange Students: following a predefined study arrangement between the School and an overseas institution of higher education. The student may be entitled to the award of credits but not an award of the School. The student will be registered for an award at another institution.
 - Postgraduate Taught Students: following a course of study leading to the award of either Postgraduate Certificate, Postgraduate Diploma, MA or MFA.
 - Research Students: following a research degree programme to the award of MPhil or PhD. Research students will normally be classed as “internal” students i.e. will fulfil regulation 32.15 on residence (below) and in exceptional cases students may be registered as “External students” (see regulation 32.16-32.18 below).
 - Intercollegiate (University of London) Students: students registered for an award at another member institution of the University of London but who are undertaking one or more units of study at the School. The students will be entitled to the award of credits but not an award of the School.
 - Supplementary Unit Students: students not registered for a named award of the School or any other institution but who are undertaking one or more credit-bearing units of study at the School. The student is entitled to the award of credit only.
- 3.2 A student will not be permitted to register concurrently for more than one degree, diploma or certificate or for any combination of awards of this School.
- 3.3 A person will not be registered as a student of the School while registered as a student for the equivalent qualification of any other university or other institution.

Internal Course Transfer

- 3.4 Students may transfer between one course and another only with approval of both Course Leaders and the Academic Registrar. Applicants for internal transfer should use the form available on MyCentral.
- 3.5 Internal Course Transfer may be dependent upon the student undertaking additional units and/or assessments.

- 3.6 Tuition fees and the length of the course may change as a result of an internal course transfer.
- 3.7 The transfer shall *normally* occur at the start of a term or course year.
- 3.8 Accredited Prior Learning may need to be awarded where the transfer occurs part way through the course. The Course Leader and Academic Registrar shall determine if any of the units undertaken on the previous course may be included as credit towards the award and whether any units on the new course need not be undertaken as a result.

Period and Mode of Student Registration

- 3.9 The individual Programme Specification shall state whether a course is available as part-time or through distance learning. Unless otherwise stated all courses are full-time only.
- 3.10 The individual Programme Specification shall specify what the minimum period of registration on the course shall be. This shall comply with University of London Ordinances and Regulations on the minimum period of study required for the award in question.
- 3.11 The normal period of time to complete a course of study is 3 years (full-time Bachelors' degrees) or 1 year (full-time, Masters degrees) and 3 years (full-time, Research degrees).
- 3.12 The following details the *maximum period*² which a student may be registered on a course from the time of their first enrolment on the course (not including any period of suspension):

<u>Undergraduate Courses</u>	Full-time	Part-time
Certificate of Higher Education:	2 years	N/A
Diploma of Higher Education:	4 years	N/A
Bachelors' degrees (BA):	6 years	N/A
<u>Postgraduate Courses</u>	Full-time	Part-time
Postgraduate Certificate:	2 years	4 years
Postgraduate Diploma:	2 years	4 years
Masters degrees:	2 years	4 years
<u>Research Degrees</u>	Full-time	Part-time
MPhil	3 years	6 years
PhD	4 years	8 years

² The maximum period includes the potential extra time required should a student be unable to progress in each year of the course.

- 3.13 Exchange, Intercollegiate, Short Course and Supplementary Unit students shall remain registered with the School for the duration of the courses/unit(s) being studied only.
- 3.14 If a student reaches the end of the maximum period of registration without completing the award for which they registered the student's registration shall be terminated. An intermediate award (if the student is eligible) may be awarded at the discretion of the Examination Board.

Definition of Full-time status

- 3.15 A student is defined as being full-time if they are studying on a course that is a minimum of 24 weeks long and undertake a minimum of 21 hours per week of study. The 24 weeks of study does not include any vacation periods. The 21 hours per week includes both teaching and directed independent study time.

Extension of the maximum period of registration

- 3.16 A student's period of registration may only be extended beyond that stated in section 3.12 (above) through successful application to the Examination Board (for students on taught programmes) or the Research Degrees Sub-Committee (for research candidates), for which significant Mitigating circumstances endorsed by the Mitigating Circumstances panel would be required. The maximum period of registration may only be extended for a period of one academic year, after which the student will be withdrawn from the course. An intermediate award (if the student is eligible) may be awarded at the discretion of the Examination Board.

Registration

- 3.17 Registration normally constitutes the confirmation of the course to be studied, entry qualifications and fee status and any Disclosure and Barring Scheme (DBS) checks or visa requirements necessary for the course. Registration occurs once only at the beginning of the course of study.

Enrolment

- 3.18 Enrolment (and re-enrolment) constitutes the payment of tuition fees and confirmation that the student will be studying at the School on the stated course for the current academic session and confirmation of their personal details (e.g. term-time address). Enrolment occurs annually.
- 3.19 All students (including Exchange and Intercollegiate students) must enrol at the start of their first year of the course and at the start of each subsequent academic session thereafter for the duration of their registration on the course.

- 3.20 All students must abide by the enrolment procedure published by the School and must enroll to the satisfaction of the School as stated in the pre-enrolment information sent to students.³
- 3.21 Students who, without explanation have neither enrolled nor suspended their studies by the fourth week of the academic year may be permanently withdrawn from the course.
- 3.22 Applicants who have accepted an offer and continuing students will be registered as Pending Enrolment (PENR) whilst awaiting (re-)enrolment. A student who is unable temporarily to fully enroll will normally be registered as Temporary Enrolled until they are either:
- able to enroll; or,
 - are required to suspend their studies until such a time as they are able to enroll; or,
 - are required to permanently withdraw from their course of study and the School.
- 3.23 Students registered as “Temporary Enrolled” or “Pending Enrolment” are expected to fully engage with the course, attend all scheduled classes and other timetabled events of the course and submit and attend all assessments of the course.

Visas

- 3.24 Students who have not complied with the requirements of UK Visas and Immigration and any other legal requirements for entry into and study within the United Kingdom will not be fully enrolled on the course and could be suspended pending the appropriate visa documentation being obtained or even permanently withdrawn from the School.
- 3.25 Students should ensure that they apply for a visa extension should their progress on the course be such that they would not complete within the time granted on their visa.
- 3.26 Students should be aware that visas may not encompass the date of the graduation ceremony.

Disclosure and Barring Scheme (DBS)

- 3.27 Applicants will be informed of any requirement to undergo a Disclosure and Barring Scheme (DBS) check.

³ Failure to register or enroll properly will affect a students' ability to claim and receive Government or School funding, the use of School and University of London facilities including library and computing services, registration of units, submission of and attendance at assessment, the provision of references, council tax certificates, results/transcripts and any other official confirmation of attendance and enrolment or the conferment of an award and the issuing of a graduation certificate.

- 3.28 The School's policy and procedure for the DBS is published in the document: Disclosure and Barring Scheme Policy and Guidance for students and staff.
- 3.29 Non-compliance with the policy may result in the student being required to suspend their studies until such a time as the School is satisfied or to permanently withdraw from the course.
- 3.30 All DBS checks will be Enhanced Disclosures.
- 3.31 Any course requiring a DBS check as part of registration and enrolment should state this in the Programme Specification, prospectus and on the website.
- 3.32 Any unit that incorporates placement learning with vulnerable groups or children as a requirement should state this in the unit outline and state that a satisfactory DBS check is a pre-requisite to undertaking this unit of study.
- 3.33 Any course undertaking regulated activity that would prevent a barred person from undertaking the course should state this in the specification, prospectus and on the website.
- 3.34 Any student who becomes barred on a course where regulated activity is compulsory will be suspended immediately and may ultimately be excluded from the course. On receipt of confirmation of barring the Academic Registrar will request to the Principal that the student be suspended immediately. The student will be then given a specified amount of time to obtain confirmation that they are not barred otherwise they will be excluded.
- 3.35 If placement learning is not a formal requirement of a unit but a student opts to undertake a placement informally as part of their learning, course leaders must take responsibility for ensuring that, when appropriate, a DBS check is completed beforehand and any DBSs with disclosures are forwarded to the DBS panel (as outlined above) before any informal placement activity begins.
- 3.36 Students must ensure that they inform the School of any change in their barred status or any occurrence that may affect their status as outlined in the DBS disclosure given to the School. Failure to do so will result in disciplinary action which may result in the student's exclusion from the School.
- 3.37 Any DBS with a disclosure will be scrutinised by the DBS panel comprising:
- Academic Registrar (chair)
 - Head of Student Experience
 - Programmes Officer (DBS)
 - Relevant Course Leader and/or Admissions Tutor

- Placements Officer

- 3.38 The Panel will determine whether any actions or adjustments may need to be taken as a result of the disclosure.
- 3.39 The Panel will choose whether they need to discuss in person or electronically. It is anticipated that it will be an electronic discussion except for the most serious of cases as determined by the Academic Registrar. The Academic Registrar as Chair will determine whether it is necessary for the Panel to interview the student.
- 3.40 Actions and Adjustments that the Panel might take as a result include:
- Requiring suspension pending further clarification
 - Exclusion from the course (if on the barred list **and** activity with children or vulnerable adults is a **compulsory** component of the course)
 - Require alternative placement arrangements or additional measures put in place.
- 3.41 Students on courses requiring a DBS check must provide an updated DBS when they resume after suspension or re-enrolment will not be permitted.
- 3.42 Failure to disclose information to the School that jeopardises the functioning of a placement opportunity or brings into disrepute the School's reputation with a placement provider may be pursued via the School's Student Code of Conduct and could lead to exclusion.

4. CHANGE OF NAME AND EQUITY MEMBERSHIP

- 4.1 Students are responsible for ensuring that their correct name is recorded accurately by the School, and should advise of any errors or change of name before enrolment. If a student changes their name during their studies, they must advise the School accordingly and provide documentary evidence of the name change. For example, students who have married since first registering at the School should provide a copy of their marriage certificate should they wish to have their name on School records formally changed.
- 4.2 Trans students may request in writing to the Student Advice Service that their name as it appears on School records, including Student Card and e-mail address, be changed to reflect their acquired or desired gender in advance of a formal legal name change. It is expected that a copy of any legal name change would be provided to the Student Advice Service by the student in due course.
- 4.3 Students who adopt a professional name with a trades union or professional membership organisation may inform the School of this; however all official records will remain under

the student's legal name. On written request and submission of proof to the Student Advice Service, a new e-mail address with the student's professional name will be set up by the IT Department. ID cards will not be changed.

- 4.4 Degree certificates are legal documents, and provide a factual account of the outcome of Examination Board deliberations. The School will therefore only consider reissuing degree certificates in exceptional circumstances: for example, where a change of name is associated with gender transition, or where a new name has been adopted for reasons of personal safety (in cases of victim or witness protection). Requests for degree certificates to be reissued in a new name should be made to the Academic Registrar and Director of Academic Services, and should be accompanied by appropriate documentary evidence (for example, a police report or solicitor's letter) and legal proof (for example, a statutory declaration of name change or a birth certificate).

5. COMMUNICATIONS FROM THE SCHOOL OR UNIVERSITY OF LONDON

- 5.1 Communications sent from the School or University of London to an individual student must be regarded as applying to that student only.
- 5.2 Students must ensure that they keep the School informed about any change in their contact details. The majority of notifications will be sent to student's School e-mail address. It is the student's responsibility to regularly check their School e-mail account.
- 5.3 In the event that lectures, seminars or any other activity needs to be cancelled or rescheduled the School will make every effort to notify students in advance, normally via their School e-mail account. This will *normally* be not less than 24 hours before the scheduled event, however circumstances beyond the School's control may inevitably mean that students are informed of rescheduled or cancelled classes with less than 24 hours' notice.

6. UNIT REGISTRATION

- 6.1 All students are responsible for ensuring that they are "signed up" for the correct units for the current academic session by the published deadline.⁴

⁴ Any option unit must be registered by the student. The Programmes Office will inform students how and when to register option units as appropriate. Core units and re-assessments do not need to be registered by the student as this is done automatically by the Programmes Office and the student records system.

- 6.2 The minimum volume of taught study for students registered as either undergraduate students or as postgraduate taught students permitted in an academic year will *normally* be 20 credits.
- 6.3 The maximum volume of *taught* study (not including units of independent study such as a sustained independent project that span two academic sessions) that may *normally* be permitted for a part-time student in one academic year is 90 credits.
- 6.4 The maximum volume of study that may be permitted for a full-time student in one academic year is 120 credits at undergraduate level and 180 for Masters students.
- 6.5 The School CANNOT guarantee that a student will be entered for their assessment(s) if not registered and enrolled by the stated deadline.

7. BREAK IN STUDIES AND PERMANENT WITHDRAWAL

Break in Studies⁵

- 7.1 Students must abide by the Break in Studies Policy (Appendix 5).

Break in Studies and Assessments

- 7.2 Students who have submitted assessments during the academic year up to the point of suspension shall receive marks awarded for those assessments already submitted. Mitigating Circumstances claims must be submitted if the student was unable to attend or submit assessments up to the point of suspension or if any assessments before suspension were affected by such circumstances. A break in studies will not be approved unless these mitigating circumstances are upheld by the Mitigating Circumstances Panel.
- 7.3 Students will be deregistered from any units that commence after the point of suspension.
- 7.4 Any outstanding assessments on units already commenced that are due for submission/attendance after the point of suspension shall be marked as “incomplete” and no credit shall be awarded for them. The units shall not be “failed” and the student will retain the current number of attempts at the assessment for that unit.

Resuming Studies after a Break in Studies

- 7.5 Due to the nature of the teaching and assessments, when resuming, students may be required to repeat assessments already undertaken and passed and attend teaching already undertaken previously.

⁵ Further information on suspension may be found in the School's Break in Studies policy.

- 7.6 Students should consult with the Department of Finance regarding their tuition fees. Students should be aware that when resuming they may be liable for the difference in the level of tuition fee between suspending and resuming their studies or may be liable up to the total annual tuition fee if repeating some or all of their study already undertaken.
- 7.7 Any student repeating a term, terms or the whole of an academic year following a Break in Studies on medical grounds, will not be required to pay tuition fees for the repeated term, terms or whole of the academic year. For Student Loans Company funded students, if funds have already been received for the term, terms or the whole of the academic year that is being repeated, the Student Loans Company will be notified of the relevant change to fee amount to ensure tuition fees are not paid twice.
- 7.8 Students who are required to repeat an assessment already taken shall retain the original mark unless granted a deferral opportunity through the acceptance of mitigating circumstances.
- 7.9 When resuming studies on a course requiring a Disclosure and Barring Scheme (DBS) check a new, updated DBS check must be submitted to the School before resuming the course. This is a condition of returning to study on any course for which a DBS check was a condition of entry.

Permanent withdrawal from a course of study

- 7.10 Any student who withdraws from their course of study at the School must do so in writing to the Programmes Office.
- 7.11 A student who withdraws from a course of study at the School shall immediately cease to be a registered student at the School.
- 7.12 A student who *withdraws* from their course of study before achieving the named award, may at the discretion of the Board of Examiners be conferred an intermediate award (Cert HE, Dip HE, PG Cert, PG Dip) if the student has fulfilled the criteria for that intermediate award. A student must request this in writing; an intermediate award will not be conferred automatically by the School.
- 7.13 At the point of withdrawal any units that have not commenced teaching will be deregistered from the students' record. Students who have submitted assessments during the academic year up to the point of suspension shall receive marks awarded for those assessments already submitted. Any outstanding assessments on units already commenced that are due for submission/attendance after the point of withdrawal shall be marked as "incomplete" and no credit shall be awarded for those units. The units shall not be "failed" and the student will retain the current number of attempts at the assessment for

that unit. Students should therefore consider carefully both the financial and academic consequences of withdrawing before the end of the academic term and/or year.

- 7.14 Having permanently withdrawn, a student may apply to the School to resume the course at the point where they had previously withdrawn. If an intermediate award had been made then this would be rescinded to prevent a student from receiving two awards based on the same credits. The School is not obliged to permit any withdrawn student to resume their studies on the course and if the course has changed since withdrawal, the student may have to resume and/or reapply from the beginning of the course.
- 7.15 Students wishing to resume must do so within five years of withdrawing. The School will not normally permit a former student to resume their course after five years.

8. EXCLUSION AND TERMINATION OF REGISTRATION

- 8.1 A student's registration may be terminated on one or more of the following academic grounds:
- failure to gain the award of the course;
 - failure to satisfy the requirements for progression to the next stage of the course;
 - they have been found to have committed an assessment offence for which exclusion was deemed to be the most appropriate penalty;
 - failure to produce assessed work of a satisfactory standard.
- 8.2 In addition, a student's registration may be terminated for the following other grounds:
- failure to comply with any registration or enrolment requirements of the School;
 - unsatisfactory attendance at lectures, seminars, classes, practical sessions, rehearsals, performances or other prescribed academic activities (see 8.5 to 8.17, below);
 - failure to provide payment of any tuition fees, fines, or levies by the date set by the School;
 - As a result of a breach of the School's Student Code of Conduct (see Appendix 7).
- 8.3 A student who is excluded from a course may, at the discretion of the Board of Examiners, be conferred an intermediate award (Certificate of Higher Education, Diploma of Higher Education, Postgraduate Certificate, Postgraduate Diploma) if they have fulfilled the criteria for that award.
- 8.4 A student who has been excluded on academic grounds may not re-apply or be re-admitted to the same course from which they were excluded or any other course of the School. A student who has been excluded on disciplinary grounds will not normally be readmitted to any course at the School.

Attendance

- 8.5 Unless otherwise stated in the Programme Specification, the School operates a 100% attendance policy for all students on all courses.
- 8.6 Students must attend all scheduled lectures, seminars, tutorials, rehearsals, performances and any other event or meeting convened as part of the teaching, learning or assessment for that unit and/or course.
- 8.7 Students should arrive on time for classes and remain for the duration of the teaching session. Late arrival at, and early departure from, teaching sessions is disruptive, discourteous, unprofessional and unfair to other class members and tutors.
- 8.8 Any student who is unable to attend for whatever reason must inform the Programmes Office, via telephone or email, as soon as they know that they are unable to attend, clearly stating the reason.
- 8.9 Unless otherwise stated in the Programme Specification, any student who is unable to attend over 5 days in succession must provide a doctor's note or other appropriate independent confirmation to the Programmes Office as to why they have been unable to attend.
- 8.10 Academic staff, including those on visiting contracts, must log every student absence with the Programmes Office.
- 8.11 4 unauthorised absences from scheduled contacts will result in an informal warning letter to the student from the Programmes Office; 8 will result in a formal warning from the Course Leader. After 10 unauthorised absences, the matter will be referred to the Academic Registrar (refer to 8.13 below), and the student will be at risk of immediate termination of studies.
- 8.12 In accordance with UK immigration law, a report will be made to UK Visas and Immigration, if an overseas student holding a Tier 4 (General) Student Visa is absent from the School for more than 10 working days without authorisation, or, in the case of research students, fails to attend 10 scheduled supervisions or training sessions.
- 8.13 When course-level support and warnings have not resulted in an improvement to attendance or submission of work, the Course Leader should refer the matter to the Academic Registrar. In so doing, they should confirm that they have discussed the non-attendance with the student and gathered any mitigating circumstances evidence, and that due consideration has been given to invoking the Health, Wellbeing and Support for Study Procedures.

- 8.14 The Academic Registrar will issue a formal warning to the student stating that any further unauthorised absences within 12 months of the date of the letter will result in exclusion. It will also advise the student to seek guidance from their Personal Tutor and/or the Student Advice Service, or Students' Union.
- 8.15 The student will be offered the opportunity to submit a written response to the Academic Registrar, explaining any reasons for their record of absence that have not been previously shared so that options for appropriate further support can be explored. This letter should be received within 7 days of the date of the formal warning letter. The student should continue to attend all scheduled academic activities between receiving a formal warning and submitting a response to that warning, or risk being excluded.
- 8.16 The number of unauthorised absences accrued by a student is 're-set' at the end of the academic year, or after 12 months following the date of a formal letter of warning from the Academic Registrar.
- 8.17 The particular attendance policy that operates within BA Acting, and its articulation with these cross-School regulations, will be communicated to students annually, at the start of the autumn term.

Health, Wellbeing and Support for Study Procedures

- 8.18 The School has a Health, Wellbeing and Support for Study Policy (see Appendix 6). The policy is a means of managing concern about student wellbeing, including academic conduct or progress, where there is sufficient concern that a student's behaviour, attendance and academic progress could be the result of mental or physical ill health or disability or have an impact on the health and safety of other people.

9. SUPPLEMENTARY, SHORT COURSES, EXCHANGE AND INTERCOLLEGIATE STUDY

Supplementary Units

- 9.1 At the discretion of the School, a person may be permitted to undertake units, without being registered for a specific named award. Students who are successful in these units may apply to the School for a transcript giving details of the supplementary units in which they have satisfied the examiners and their value in credits.

Short Courses

- 9.2 The Department of Innovation and Development operates a number of short courses. These courses are non-credit bearing.

Intercollegiate Study

- 9.3 Students registered at other member institutions of the University of London may apply to study individual units at the School.
- 9.4 Students must have obtained the written consent of their “home” institution before being considered.
- 9.5 Acceptance is at the discretion of the School and must be agreed by both the relevant Unit Leader and the Course Leader of the course for which the unit forms a part.
- 9.6 Students registered at Central may request to undertake a unit(s) at another member institution of the University of London. Students should consult their Course Leader before approaching the other institution. Units may only be taken in lieu of an optional unit and only with the approval of the Course Leader.
- 9.7 Programme Specifications will state whether intercollegiate study by Central students on the course is permitted. Unless otherwise stated it is not permitted on any course.
- 9.8 The maximum number of credits that may be taken at another institution of the University of London is 20 credits at any level unless otherwise stated in the Programme Specification.
- 9.9 Intercollegiate students may be required to pay an additional fee for the unit they are studying in addition to the fee paid to their “home” institution.

Exchange Students

- 9.10 The School may admit students from an overseas institution to study pre-determined parts of an existing course curriculum or a specific curriculum developed as part of that exchange agreement.
- 9.11 This will normally be done through a pre-arranged agreement between the School and the other institution approved by Academic Board called the “Memorandum of Agreement”, or by an individual learning (and data sharing) agreement, for example in the case of one-off exchanges.
- 9.12 Such students will be registered as “Exchange Students”.
- 9.13 All Exchange Students will comply with the Regulations, codes and policies of the Royal Central School of Speech and Drama unless specifically stated otherwise in the memorandum of agreement between the two institutions (or equivalent learning agreement).

Central Students Wishing to Study at Other Institutions (Outside the University of London)

- 9.14 An undergraduate degree student following a course of study to a named award at the School may at the discretion of the School undertake comparable learning at another institution outside of the University of London. Students should discuss this with their Course Leader who will then liaise with the Academic Registrar's Office.
- 9.15 The School may permit a student to spend no more than one year of their course (120 credits), other than the first year, studying in another institution of university status in the United Kingdom or abroad provided:
- that the institution has been approved for this purpose by the Academic Board;
 - that in the opinion of the Course Team the study carried out in that institution relates to the course the student is registered on and also forms a coherent whole with the remainder of the course;
 - that Academic Board approves the assessments conducted at the other institution in lieu of those that would have conducted at the School or that an Alternative Assessment (see section 15) is determined in place of those assessments.

10. STUDENTS WITH DISABILITIES

Admission

- 10.1 All students are admitted to courses on the basis of a judgement that they have the capacity to benefit from and to achieve the intended learning outcomes of the course. Students with disabilities admitted to a course, are expected to achieve the core learning outcomes of the course as stated in the Programme Specification. They are therefore assessed on the same learning outcomes as other students, and will in general undertake the same designated assessment tasks as the other students on the course.
- 10.2 Students are strongly advised to inform the School if they have any known disability or condition that might affect their affect their learning experience or ability to undertake set assessments. This should be disclosed at the point of application, registration or enrolment or as soon as possible afterwards.
- 10.3 The School reserves the right to request written confirmation from a medical practitioner or a chartered psychologist/licensed specialist practitioner of any disability.
- 10.4 The School cannot ensure that any appropriate adjustments in accordance with the Disability Discrimination Act (DDA) can be made if the School is not informed of any known/already diagnosed disability or condition in advance of application and/or registration, enrolment or assessment.

- 10.5 Students who advise the School of a disability will have an assessment of their learning needs conducted (IGRAS) by the School to ensure that any necessary adjustments can be communicated to the relevant parties.

Internal Guidance Report for Academic Support (IGRAS)

- 10.6 Central has a procedure for the dissemination of a disabled student's learning support needs to ensure Programme Teams, Programmes Office and any other appropriate departments have the information needed in order to anticipate and meet the requisite adjustments. This is called Internal Guidance Report for Academic Support (IGRAS). This is carried out by the Disability and Dyslexia Service when a student informs the School of a disability.
- 10.7 Once the IGRAS has been determined and signed by the student a copy will be held by the Disability Co-ordinator and a copy emailed to the student, the Course Leader, Programmes Office and any other appropriate departments (e.g. IT Services, Technical and Production Department).
- 10.8 If the effects of a students' disability change over the duration of the course, it is the student's responsibility to inform the School of this and request a review of their agreed IGRAS.
- 10.9 At the time of determining the IGRAS, staff should consider and anticipate all assessments and activities that could be affected over the duration of the whole course and not only the current academic session.
- 10.10 In agreeing what additional support or adjustments may be required, the learning outcomes and assessment criteria for the course will be taken into account.
- 10.11 The IGRAS will identify if the student is eligible for:
- the support of another person, typically to provide communication support, for example a signer or amanuensis. The remit of such a support worker must be clearly specified, to ensure that, in terms of the outcomes to be assessed, the student's own work is considered, without material input from the helper (see 10.12-10.13);
 - a defined period of additional time to complete written assessed work (see 10.21-10.27);
 - an alternative format of assessment for specified types of assessments (see 10.28-10.35);
 - the use in the assessment task of equipment not available to other students (see 10.36);
 - an adjustment to the conduct of the MPhil/PhD viva, for example permitting additional managed breaks during that process;
 - an allowance in marking for poor written English, communication, and presentation weakness arising from a disability which do not materially affect the demonstration of achievement in relation to the learning outcomes. This allowance will not normally exceed 10%;

- 25% additional time for timed assessments (e.g. tests/examinations).

Learning and Teaching Support

10.12 The IGRAS form shall also indicate any adjustments that should be made in terms of the learning and teaching provision on the course. This might include:

- extra sessions on a 1:1 basis for short periods of time;
- informing tutors about the presence of support workers
- allowing rest breaks
- provision of enlarged-print handouts
- in-class reading materials to be provided in advance of class, where possible

10.13 The IGRAS should be anticipatory of required activities and events such as field trips and placements that are part of the curriculum.

General Assessment Principles

10.14 All assessments, including their deadlines, should be published at the start of each academic year in order to assist disabled students with planning more effectively as well as to minimise the need for additional time or adjustments to the format of assessment on the grounds of disability.

10.15 The assessment criteria and any assessment briefing documentation for all assessments should be clearly published in advance and made available in alternative formats where necessary.

10.16 Additional time granted for assessments should not in general be after the rest of the students on the assessment have received feedback on that assessment. This is to maintain the integrity of the assessment process. If a disabled student requires such additional time that the other students will have received feedback on the assessment before they have submitted, then an alternative form of assessment should be developed (see 10.28-10.35).

10.17 All assessments should be designed as far as possible to be inclusive of the needs of disabled students, therefore minimising the need for any reasonable adjustments for students.

10.18 Feedback on assessments should be fully accessible to disabled students.

10.19 Students may (with the permission of the relevant member of staff) record lectures and seminars, although use in an assessment of any statements made should be appropriately attributed to the source. All students must comply with the School's policy on the recording of lectures. The Intellectual Property of the content of the recording remains the

property of those persons featured in the recording and not the student making the recording.

10.20 The School will not make retrospective adjustments to assessment.

Additional Time in Written Assessments

10.21 The IGRAS will state whether a disabled student is eligible for additional time for written coursework.

10.22 The maximum amount of additional time as part of the reasonable adjustment that may be given to a disabled student is usually 4 weeks.

10.23 The amount of time granted may vary following advice from the Disability and Dyslexia Service.

10.24 Disabled students who submit written work after the additional time should complete a claim of mitigating circumstances.

10.25 Students who have received additional time on the grounds of disability may request a further extension if affected by other non-related circumstances. Such a request must be made in accordance with the regulations on extensions (see section 23).

10.26 Students wishing to exercise their right to additional time in written work must request it no less than one week before the deadline.

10.27 Additional time cannot be given for a presentation or any "live" assessment (e.g. a performance) that is conducted requiring the attendance of other students on the unit. Neither can the date of an assessment involving the participation of other students be rescheduled to allow a student additional time. Where it is deemed reasonable to allow a student further time, an adjustment to the format of assessment shall be set in the place of the presentation/performance etc. This could, for example, involve a piece of written work or the submission of a recording of the presentation or a viva voce examination.

Adjustments to Assessment

10.28 Wherever possible, assessment should be planned in such a way that it is inclusive at the point of design and that all students are enabled to demonstrate their abilities.

10.29 The IGRAS will state if the student is eligible for any adjustments to assessments. If adjustments to assessments are needed then they must be discussed with and agreed by the Course Leader and, where applicable, with the External Examiner with advice from the Disability and Dyslexia Service. The adjustment will be authorised on behalf of the Examination Board by the Examination Board Secretary.

- 10.30 Exceptionally, it may be agreed that, although a student's disabilities do not prevent achievement of the learning outcomes of the course as a whole, there are specific outcomes, at the study unit level, which the student cannot demonstrate on grounds of their disability. Provided that it is clear that these individual intended learning outcomes are not essential to the award for which the student is registered, a form of alternative assessment may be agreed, through the process detailed below (section 15), in which agreed alternative outcomes relevant to the award may be assessed. Such adjustments to assessment should be agreed only in the context of evidence that the student is, generally, able to meet the normal requirements of the course.
- 10.31 An adjustment to the format of assessment should be so designed to ensure that the learning outcomes for the unit may still be adequately assessed. An adjustment to a piece of written work for example might be a visual essay, presentation, or viva voce examination in place of the written assessment.
- 10.32 Students wishing to use their right to an adjustment to the format of the assessment must request this no less than one month before the deadline for that assessment, or 3 months if the assessment is a dissertation or portfolio.
- 10.33 Where a presentation has been selected as the alternative format of assessment to written coursework, students must still submit a full academically rigorous bibliography of sources used in developing the presentation.
- 10.34 Students who request alternative assessment formats, but who do not attend or submit the assessment may be liable for any costs incurred by the School and are liable for any academic penalty that may be applied for non-attendance at or non-submission of assessment.
- 10.35 Students undertaking adjustments to the format of assessments will comply with all other academic regulations including late submission and academic misconduct.

Provision of Equipment

- 10.36 The IGRAS may specify the provision of equipment not available to other students undertaking the assessment.

Mitigating Circumstances

- 10.37 Disabled students may claim for unforeseen circumstances affecting their assessment regardless of the use of an adjustment to the format of assessment or additional time. It is therefore recognised that despite being given a reasonable adjustment the student may be affected by circumstances other than their disability that are beyond their control such as illness, bereavements etc.

- 10.38 Students who believe that the nature of their disability was such that the additional time or adjustment to the format of assessment was insufficient may apply for mitigating circumstances. However, students should make every effort to highlight any problems surrounding the assessment and their disability as soon as possible and no later than one week before the deadline for that assessment.
- 10.39 Students who have chronic or long-term conditions that vary over time and periodically become more acute should submit mitigating circumstances if the change in their condition has affected their assessment and no additional time or adjustment to the format of assessment was requested in advance. Evidence from a medical practitioner confirming that the student's condition has become more severe during the period of the assessment will be required.
- 10.40 If a student's disability or dyslexia is diagnosed after the assessment has been completed, but before the Examination Board, the student may ask the Examination Board to consider the disability as a mitigating circumstance.
- 10.41 A student having received additional time or an adjustment to the format of assessment would not normally have mitigating circumstances accepted if submitted solely on the grounds of disability unless the additional time or adjustment was considered to be insufficient.

Appeals in relation to the assessment of disabled students

- 10.42 If an adjustment to the format of assessment has been agreed, but not implemented, the student may have grounds for appeal against the decision of the Examination Board.
- 10.43 If an adjustment to the format of assessment was not conducted appropriately by the School, the student may have grounds for an appeal against the decision of the Examination Board.
- 10.44 Students who were at the time of the assessment diagnosed with a disability but chose not to inform the School of this may lodge an appeal. However, there should be demonstrable reasons as to why they could not inform the School.

11. INTELLECTUAL PROPERTY

- 11.1 The following is applicable to all Students registered on any course of study at the School, and by registering at the School Students agree to the following:
- Intellectual Property (IP) in all work generated by Students in the course of their studies shall be owned by the School with the following exceptions:

- Where Students have created their own course notes, learning aids or other personal learning materials they will own the IP.
- Where Students are the sole Originator of Scholarly and Creative Materials (for instance designs, theses and dissertations) as part of an Individually-based Assessment they will own the IP.
- Where Students originate Scholarly and Creative Materials in partnership with one or more other students as part of their course of study (not including Visiting Industry Professionals), the School shall own the IP.
- Where Students originate either solely or collaboratively with other students Scholarly and Creative Materials not as part of the course of study but using more than Incidental Use of School Resources then the School will own the IP.

11.2 Where the student is the owner of the IP they shall grant to the School an irrevocable, royalty-free, non-exclusive license to use the IP for the administrative, archival, promotional, educational and research purposes of the School, together with the right to sub-license such rights for the same purposes.

Recorded rights

11.3 The School will, where permitted, arrange for the recording of Events, and all rights to the Recorded Material will belong to the School. For example, the Recorded Material may be used:

- as an archive record of a production/performance;
- as evidence of achievement within the assessment process (in the case of curriculum-based activity);
- as part of the marketing or publicity activities of the School (for example, the use of images in the prospectus and audio-visual clips on websites);
- for research purposes;
- for teaching purposes at or by the School; and
- for any legal requirement which the School is obliged to comply with.

Definitions

11.4 **Student** means any person registered as an undergraduate or postgraduate student of the School or following any other course at or delivered by the School.

11.5 **Originator** means the author, creator, inventor or other generator of IP who is an Employee or Student at the time of authorship, creation, invention or other generation.

11.6 **Scholarly and Creative Materials** includes textbooks (unless such textbooks were developed using School-administered funds paid specifically to support textbook development in which case they are Teaching Materials), academic journal articles, conference papers and related presentations, books, monographs, edited collections, personal teaching aids, notes created only for personal use, theses and dissertations,

artistic, musical or dramatic performances, designs, the creation of a character, popular non-fiction, novels and poems, works of fine art, but excluding any such materials or part of them which forms part of Teaching Materials or School Materials.

- 11.7 **Recorded Material** means any record (whether analogue or digital) of an Event made on audio, visual, audio-visual, or written media which is capable of being accessed at a later date, including without limitation, video tapes, audio tapes, DVDs, CDs, photographs, sketches, presentation materials, databases, word processed or manuscript documents and materials made for web-based distribution.
- 11.8 **Teaching Materials** means any materials created at the School or created on behalf of the School that are primarily intended (whether by the School or by some third party) to be used or accessed by Students at any level, for the purposes of any course of study those Students are following including course guides, handouts (including annotated scores and manuscripts), instruction manuals and assessment and examination questions.
- 11.9 **School Materials** means any item in any medium which is produced for the School's administrative purposes (including promotion and marketing of School courses, Student and staff recruitment, papers prepared for any internal committee or similar body, material included in any School handbook for Employees or Students) or any other School purpose and any item created by an Employee whose job description includes the creation of printed or electronic materials.
- 11.10 **School Resources** means any funds, facilities or resources (including equipment and consumables, use/supply of heat, light or power) of the School; another Employee of the School outside that individual's personal, unpaid time; or use of the School's name in the promotion of the work.
- 11.11 **Incidental Use** means only a small amount of unrestricted School funds has been used in circumstances in which IP has been created during the personal, unpaid time of the Originator, and in the creation of that IP only a small amount of time has been spent using School Resources or only insignificant School Resources have been used (such as use of office space, library and other general use information sources, personal computers and personal office equipment).
- 11.12 **Individually-based Assessment** means an assessment listed in the course specification document for a course or programme run by the School that must be completed solely by the individual Student. Unless stated otherwise, all assessments are individually based.

PART 3: GENERAL STRUCTURE AND FRAMEWORK OF SCHOOL COURSES AND PROGRAMMES

12. ACADEMIC YEAR

- 12.1 The undergraduate academic year consists of three ten week terms, extending from October to July. All undergraduate courses are normally expected to follow the same term dates. Faculty Board may exceptionally permit a course to vary the dates of the terms or the number of weeks within a term providing that the total number of weeks for the undergraduate year remains as 30 weeks.
- 12.2 The postgraduate taught academic year normally consists of 3 ten week terms and one longer fourth term during the summer period extending from July until late September. Courses which deviate from this norm shall define the format of the academic year in their Programme Specification.
- 12.3 Research degrees are not limited to a specific definition of terms and vacation periods as they predominately comprise of independent study. However, for the purposes of defining an academic year for research students, this shall follow the same start and end dates of the taught postgraduate academic year.
- 12.4 The word “year” when used without limitations (e.g. “academic”) means calendar year.

13. COURSE STRUCTURES

Course of Study

- 13.1 An academically coherent grouping of units shall be known as a course of study.
- 13.2 Courses of study are awarded on the basis of the accumulation of credit over the duration of the course.
- 13.3 All taught courses comprise of a number of prescribed units at a predefined level for which credit is awarded upon achieving the learning outcomes for the unit. A specified number of credits must be achieved to be eligible for an award for a given course.
- 13.4 A course of study shall lead to a named award (e.g. BA (Hons) Theatre Practice) but may incorporate a number of intermediate awards (e.g. Diploma of Higher Education) within the course of study.

- 13.5 Each course of study shall have a Programme Specification which defines the course. Individual Programme Specifications shall state the required number of credits at which level and for what units must be studied for the named award and shall state which units are core or optional.
- 13.6 Courses of study may vary in the number of units required at each level; subject to the following constraints:
- a) For an Honours Degree, 360 credits will be taken, comprising of 120 credits at levels 4, 5 and 6.
 - b) All Masters Degrees will contain 180 credits, normally including a Sustained Independent Project (SIP) triple unit.
- 13.7 Learning outcomes will be specified for the course as a whole and listed in the relevant Programme Specification. Learning outcomes must also be set for each credit-bearing unit. Attainment of selected learning outcomes for the units required to complete the course must equate with attainment, at least at a threshold level, of the learning outcomes of the course as a whole.
- 13.8 An Honours degree course will normally include a level 6 unit bearing 30 or more credits, in which students are required to complete one or more substantial tasks involving significant autonomous work relevant to the award title.
- 13.9 Unless otherwise stated in the Programme Specification all undergraduate courses are single honours awards.
- 13.10 A Masters course must normally include a unit or units designed to develop research skills appropriate to the subject and also a unit (normally of 60 credit points) involving substantial independent work under the direction of a supervisor. Such a unit is not required to be assessed wholly on the basis of a written dissertation, but must normally incorporate critical or reflective analytical commentary drawing on relevant current research and advanced scholarship in the discipline.⁶
- 13.11 The design of any new course will comply with the stated policy on curriculum design (e.g. the Masters Framework for taught postgraduate courses).

Units

- 13.12 A Unit is a discrete, self-contained amount of assessed learning at a defined level to which a unit credit-value has been assigned.
- 13.13 Each unit will be assessed in relation to its learning outcomes.

⁶ Takes account of the Masters qualification descriptor in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

- 13.14 Each unit shall have a Unit Outline.
- 13.15 The standard undergraduate and postgraduate unit size is 20 credits and may be increased in multiples of 20 to create double units (40 credits) or triple units (60 credits).
- 13.16 Exceptionally, new units may vary in credit tariff. Normally, no unit may carry fewer than 10 credit points and exceptionally credit values may be in multiples of 10 credits providing that such credit values are not inappropriate to the intended study level, or likely to create an excessive burden of assessment or an unduly fragmented learning experience.
- 13.17 The outline for each unit will state how that unit is assessed and how the different elements of assessment contribute towards the overall unit result.
- 13.18 All units shall be assigned a numerical value designating the level of study in accordance with the Framework for Higher Education Qualifications as detailed in 13.27 below.
- 13.19 Units may be designated as **pre-requisite** units. This means that a given level of achievement must be attained in the unit to allow for progression to a subsequent, higher-level unit that assumes a specific knowledge base. The level of attainment required is usually a pass in the unit. Any unit requiring a specific pre-requisite study must be annotated accordingly in literature given to students when selecting their courses and must be specified in the Programme Specification and unit outline.
- 13.20 Units may be designated as core units. All core units must be passed for the award for which they comprise.
- 13.21 Units can be designated as optional; students may choose a stipulated number of units from a range made available to them. Programme Specifications shall state the number of credits within a course structure that are optional. Lists of optional units available to courses shall be published annually.
- 13.22 A unit may be assessed by one or more elements of assessment.
- 13.23 The Unit Outline and Programme Specification should include:
- The nature and approximate timing of each element of assessment.
 - An indication of the scale or magnitude of the element intended (e.g. a word-limit, a performed or devised task of defined scale and/or scope).
 - An indication of what is required to pass the unit. Normally, this means a clear statement of whether it is essential to pass each assessment task or whether an overall unit result will be based on the average or aggregate of the elements, in such a way that it is possible to pass the unit despite failure in one of the tasks. If this is the case, a serious attempt at all the tasks may nevertheless be required to pass the unit.

- The percentage weight of each assessment task in calculating the unit mark if the unit carries a percentage mark: (e.g. performance 40%, critical commentary 40%; conference participation 20%); If the unit is assessed on a pass/fail basis, but includes several assessment tasks, they cannot be weighted precisely unless indicative percentage marks are used as a means to calculate the pass/fail outcome. Where possible, the unit details should nevertheless help students to understand the relative importance of each assessment task in the assessment of the unit as a whole.

- 13.24 In determining that the combination of units to be taken by a student shall form a coherent degree course, the School shall further ensure that the methods by which the units selected are assessed include a variety of assessment methods appropriate to the field of study.
- 13.25 Undergraduate students will not be permitted to follow units valued at more than 120 credits in any one year. Where a student follows a unit during the long vacation, the value of that unit shall be assigned to either the previous or next year/level as appropriate, but in neither year/level may the total exceed the maximum of 120 credits.
- 13.26 The elements of assessment of a unit, whether they are assessed by pass/fail or by percentage mark, and their weight in determining classification or distinction are all aspects of the formal definition of the unit, which can only be changed through a formal process - at validation, or through a formal proposal to the Learning, Teaching and Student Experience Committee, in some cases also requiring endorsement by the Academic Board. Changes in the detail of an assessment task, within the approved specification and weighting, which do not fundamentally change the scale or character of the task, normally do not require approval. Advice on modification procedures is available from the Head of Quality Assurance and Enhancement.

Levels of Study

- 13.27 Units in undergraduate courses will normally be offered at three academic levels:
- a) *Credit Level 4 units* are offered at the standard of the first year of a full-time Honours Degree course and at FHEQ Qualification Level C (Certificate);
 - b) *Credit Level 5 units* are offered at the standard of the second year of a full-time Honours Degree course and at FHEQ Qualification Level I (Intermediate);
 - c) *Credit Level 6 units* are offered at the standard of the final year of a full-time Honours Degree course and at FHEQ Qualification Level H (Honours).
- 13.28 Units in postgraduate courses will be offered at one academic level only: Credit Level 7 units are offered at the standard of a full-time Masters degree and at FHEQ Qualification Level M (Masters).

Award of Credit

- 13.29 Credits are awarded when a student has demonstrated through assessment that they have achieved the designated learning outcomes for the unit. This is effectively when a unit has been passed, or through the award of compensation credit, condoned credit, or APL credit. The minimum overall pass mark for an undergraduate unit is 40% and 50% for a postgraduate unit. Additionally, a minimum level of achievement in any or all of the assessed elements within the prescribed assessment for the unit *may* be required.
- 13.30 Credit for a unit irrespective of the value cannot be divided. A student must therefore satisfy the examiners for the whole unit in order to be awarded credit for that unit.
- 13.31 Credits awarded by the School for a unit may normally only contribute towards one award. Once an award has been made, the award must be rescinded for a higher award to be made based on the same credits. Credits awarded by other institutions may be used towards the total number of credits required for an award within the parameters defined in section 2.12.

Awards

- 13.32 The School adheres to the parameters set for awards under Ordinance 12 of the University of London and to the Qualification level descriptors of the FHEQ (Framework for Higher Education Qualifications_.
- 13.33 At Undergraduate level the School makes provision for the following awards:
 Certificate of Higher Education (FHEQ Qualification Level 4)
 Diploma of Higher Education (FHEQ Qualification Level 5)
 Honours Degree (FHEQ Qualification Level 6) (BA)
- 13.34 At Postgraduate taught level the School makes provision for the following awards:
 Postgraduate Certificate
 Postgraduate Diploma
 Masters (MA, MFA)
- 13.35 At Postgraduate research level the School makes provision for the following awards:
 Master of Philosophy (MPhil)
 Doctor of Philosophy (PhD)

Placements, work-based learning and off-site work

- 13.36 All students undertaking a placement or work-based learning must inform the School's Placements Officer according to the process outlined in the School's Placement Handbook. Any placement or work-based learning activity undertaken where the student has not informed the Placements Officer or not complied with any part of the published process will not be included as fulfilling any mandatory requirement of the course and any assessment resulting from the placement will not be marked.

- 13.37 All students engaged in work off-site must abide by the School's code of conduct for off-site work.
- 13.38 Where a placement or work-based learning activity is a mandatory part of the course which must be completed to pass the course, or where an assessment is directly derived from such activity then this must be clearly stated in the Programme Specification and unit outline.
- 13.39 All students and placement providers must follow the School's complaints and disciplinary procedures.

PART 4: ASSESSMENT AND PROGRESSION

14. THE PURPOSES, PRINCIPLES AND RESPONSIBILITIES OF ASSESSMENT

- 14.1 The assessment of students serves several purposes:
- to provide students with accurate information on their progress and performance, with the aim of helping them to reflect on and improve the quality of their knowledge, understanding, application and skills;
 - to assist students' learning by providing them with the opportunity to review, consolidate and demonstrate what they have learned;
 - to measure the outcomes of students' learning, in relation to the intended learning outcomes of the course and to national and professional frameworks and on this basis to make decisions about the standard of their achievement, their progression within the course, their eligibility for academic credit and awards and, where relevant, their competence for professional practice.

Principles of Assessment

- 14.2 Assessment should be fair, valid, reliable and appropriate to the level of award being offered.
- 14.3 Assessment should support the development, demonstration and (where relevant) measurement of the intended learning outcomes of the course.
- 14.4 Assessment tasks should be marked or graded in relation to explicit criteria. The forms, processes and implications of assessment tasks should be made clear to students, tutors and assessors, including visiting or learner support staff who have input to assessment.

Student Responsibilities in Assessment

- 14.5 It is the responsibility of students to familiarise themselves with the Regulations and other information on assessment in the course and student handbooks and of the deadlines to attend for assessment or to hand in work for assessment.
- 14.6 Unless otherwise provided through course validation, all written work submitted for assessment must be in English. Translations by a third party of work originally written by the student in a language other than English cannot be accepted.
- 14.7 Students must inform Disability and Dyslexia Service, with evidence, of any disability which they believe will cause them exceptional difficulties in undertaking specific assessment tasks. (See section 10).

- 14.8 Students who believe that their assessment has been adversely affected by unforeseen mitigating circumstances must follow the published procedure to disclose and evidence those mitigating circumstances using the relevant form and by the dates required. The Examination Board will not consider mitigating circumstances which have not been submitted, with evidence, by the required date (see section 22).
- 14.9 A student will be deemed to have made an attempt at assessment by the due date, whether or not they have actually submitted work for assessment, unless:
- an extension of time has been agreed in advance in accordance with the published extensions procedure; or
 - an examination board has agreed deferral on grounds of mitigating circumstances.
- 14.10 A student who does not submit work for assessment by the due date, without an extension and without having provided evidence of mitigating circumstances accepted by the Examination Board, will fail the assessment (with a mark of 0% if percentage marks are given).
- 14.11 If the period of extension has expired, or if the date set for a deferred assessment has passed, but work has not been presented for assessment, the student will be deemed to have made an attempt and to have failed, unless evidence of continued mitigating circumstances is supported (see section 22).

15. ALTERNATIVE ASSESSMENTS

- 15.1 If a student cannot for good reason be assessed on a unit by the normal methods detailed in the Programme Specification, then the Examination Board (normally through the Chair) has the authority to approve alternative assessment methods.
- 15.2 The Examination Board must ensure that the alternative method(s) meets the course and unit objectives and that assessment outcomes are comparable in level and scope with those of the validated course unit(s).
- 15.3 Alternative assessment may be set if:
- a) an opportunity has arisen for a student to undertake a learning opportunity, external to the course and normally outside the School, which will support the student in achieving the learning outcomes of the validated unit or other agreed learning outcomes recognised by the external examiner as closely compatible and relevant to the course;
 - b) a student has been required to withdraw from an assessment task (including a public production or performance) pending a disciplinary enquiry or Health, Wellbeing and Support for Study Procedures;
 - c) a student is unable to undertake an assessment as a retrieval due to the nature of the task (e.g. a public production or other time-limited performance). Refer to 24.12, below.

- 15.4 The alternative assessment must be:
- designed by a member of staff with appropriate expertise (normally the relevant unit tutor);
 - approved by the course leader;
 - agreed with the appropriate external examiner;
 - approved in advance by the Chair of the Examination Board.
- 15.5 Alternative assessment arrangements are normally approved by correspondence between the relevant parties. A copy must be lodged with the Secretary to the Examination Board to be held on the Examination Board file.
- 15.6 Alternative assessments will normally be set and marked by staff of the School.
- 15.7 If arrangements are made for an individual student or group of students to take part in a study abroad or exchange programme, the basis of assessment of students' learning during that programme should be agreed and specified in writing before the beginning of the study abroad. Depending on the duration of the study abroad, and on the nature of the exchange institution, assessment may be on the basis of one or more of the following:
- assignment briefs set and marked by examiners at Central, based on learning elsewhere;
 - acceptance of the pass/fail decisions of the other institution based on syllabi and assessment regimes known to the School;
 - acceptance of pass/fail judgements made by the host institution and setting aside the work assessed abroad when determining classification;
 - acceptance of marks awarded by the other institution, if appropriately moderated by a formula reflecting marking norms in different national or institutional systems.

16. VIVA VOCE (TAUGHT PROGRAMMES)

- 16.1 The Examination Board has the discretion to examine any student *viva voce* in addition to the assessments specified in the Programme Specification and/or unit outline(s). This form of assessment is entirely distinct from any formal oral examination within the course and may be used:
- to determine difficult or borderline cases - the *viva voce* may be used only to raise and not to lower a student's mark;
 - as an alternative or additional assessment where valid reasons for poor performance have been established;
 - to determine, where an assessment offence such as plagiarism is suspected but the source has not been identified, whether it is possible that the work submitted could have been the student's own (refer to Appendix 4: Academic Misconduct Procedures). This would be on the recommendation from the Academic Misconduct Panel.

- 16.2 A *viva voce* examination therefore provides the Examination Board with a further means by which, exceptionally, it could be enabled to adjust a mark for a student, rather than require a student to undertake re-assessment.
- 16.3 *Viva voce* examinations will normally be sanctioned by Chair's Action, following consultation with the Course Leader/Examinations Officer and the appropriate External Examiner, and will take place **before** the meeting of the Examination Board and in the presence of an External Examiner.

17. THE FORMAT AND OPERATION OF ASSESSMENT

General

- 17.1 The assessment requirements in any unit shall consist of one or more "elements" of assessment. An element of assessment may be a formal examination, a type of coursework, a performance, *viva voce* examination or any other type of assessment method as deemed appropriate by the School.

Submission of and attendance at assessment

- 17.2 Students must adhere to the prescribed assessment requirements for each individual unit that they undertake. This includes the timely submission of and attendance at all prescribed assessment. Failure to submit or attend assessment to the satisfaction of the School may result in the failure of the individual assessment or the unit in question and consequently the exclusion from the course and the School⁷.
- 17.3 Students must, at the request of the School submit their work to the plagiarism detection service Turnitin. If a student fails to comply with this request, the School is not obliged to mark the work. Where a request to submit work to Turnitin has been made then this is regarded as being a core component of the assessment. Failure to comply will result in failure of the assessment. A deadline for submission via Turnitin will also be set by the School. If a student does not meet the deadline then a penalty for late or non-submission will be imposed.
- 17.4 It is the students' responsibility to ensure that an electronic copy of all coursework submitted (essays, reports, dissertations, theses of written work) is retained by them.

⁷ *It is the student's responsibility to ensure that work is submitted by the published deadlines and in accordance with the published system. Students must check with the Unit Leader and/or the Programmes Office in advance of the deadline if they are unsure of the correct procedure for submission of work.*

- 17.5 The assessment brief will state whether written coursework (e.g. an essay or dissertation) should be submitted in hard copy or electronically. All electronic submissions should be via the School's virtual learning environment (VLE). It is the students' responsibility to ensure that hyperlinks in electronic submissions remain active until the date of the relevant Examination Board.

Length of the retention of submitted work and return of work to students

- 17.6 The School will inform students when they may collect work. Any student work submitted for assessment will be destroyed by the School one calendar year after the date of the final examination board for their graduating cohort.
- 17.7 The School will not take any responsibility for work destroyed that has been made available for collection but has not been collected by the student.
- 17.8 MPhil and PhD theses will be kept by the School indefinitely.

Word Counts of Written Assessments

- 17.9 Where word counts are prescribed for an assessment, they should follow the following conventions:
- Word boundaries should be considered inclusive and absolute (e.g. 1,500-2,000).
 - Word limits should be subject to a +/- 10% inclusive and absolute threshold (e.g. a 3,000 word essay would have a threshold of 2,700-3,300).
- 17.10 Where assessments prescribe a word count, the following principles should apply:
- Students should submit their work stating the word count, excluding: footnotes, references/bibliographies, the main title and any header or footer matter.
 - Students who fall short of the absolute word boundaries or thresholds will be considered to have failed to meet the requirements of the assessment.
 - Where a student exceeds either the boundary or threshold for an assessment, the assessment may be marked only to the limit of the word count as set in the assessment brief. Feedback will be provided on the assessment up to the limit of the word count.

Electronic Submission of Assessment

- 17.11 Assessments may be submitted electronically. This should be specified in the Unit Outline and or Assessment Briefing Paper.
- 17.12 Assessments can be submitted electronically only by the following methods. The method for each specific submission being specified in the assessment briefing paper:
- Via the School's VLE.
 - Via e-mail to the Programmes Office (as directed, and in exceptional circumstances).
- 17.13 It is essential that assessments submitted electronically:

- cannot be changed by the student after submission.
- are able to be viewed by all markers and External Examiners as necessary.
- Can be retained by the School for the duration of assessment and examination board processes.

17.14 Any attempt to change an assessment after submission may constitute an attempt to achieve an unfair advantage and will be pursued under the Academic Misconduct regulations.

17.15 It is the student's responsibility to check that the submission does not exceed the file size able to be uploaded and is in an appropriate file type for upload as well as conforming to any specific file type or size requirements set in the assessment brief.

17.16 Students therefore should not submit 'live' external websites or files hosted on 'live' external websites for assessment as these are able to be changed nor can their retention be guaranteed. The only 'live' website that may be submitted if using the School's VLE is the e-portfolio platform.

Ethical Approval

17.17 Students must follow the published procedure for the ethical approval of projects, dissertations, theses and any other assessed work that falls within the scope of the School's guidance on ethics.

18. MARKING, MODERATION, EXTERNAL SCRUTINY AND FEEDBACK

18.1 The marking and moderation of all assessment shall be governed by the School policy on marking and moderation as defined in the Quality Assurance and Enhancement Handbook.

18.2 Marking should be fair in that it should demonstrably be conducted in an equitable and non-discriminatory manner.

18.3 The selection, appointment, and role of External Examiners shall be governed by the Schools policy on External Scrutiny as defined in the Quality Assurance and Enhancement Handbook.

18.4 Average marks will be rounded to the nearest whole number, those at .5 and above being rounded upwards.

Group Marks

18.5 Where the assessment on a unit involves group work:

- The unit should clearly indicate in the assessment strategy for that unit if there is to be group work as part of the assessment for that unit.

- Unless otherwise stated in the assessment strategy of the unit outline all students within the group should be awarded the same mark.
- If the award of an individual mark for each student is preferable then the method used, this should be clearly stated in the unit outline.
- Only the methods outlined in the guidance on the award of individual marks in group work in the Quality Assurance and Enhancement Handbook should normally be employed.

Feedback on assessment

- 18.6 Feedback should normally be provided to students on assessment no later than six weeks after the date of the assessment (not including Christmas or Easter vacations).
- 18.7 Feedback should not compromise Examination Board decisions. Students should be advised that any mark or grade given is provisional.
- 18.8 Feedback should normally be received by students in advance of the next equivalent *type* of assessment on the course of study, i.e. students should expect to receive feedback on a presentation before the next presentation is due.
- 18.9 Feedback exists in a number of forms such as written or verbal from the tutor, or in the form of peer feedback (i.e. from other students). Tutors should be clear on the format in which feedback will be provided. Where verbal feedback is provided students are strongly advised to take notes.

19. GENERAL

- 19.1 The individual element marks and overall unit result of any unit can only be approved by the Board of Examiners or exceptionally the Chair of the Board of Examiners.
- 19.2 The operation and terms of reference of the Examination Board are detailed in the Quality Assurance and Enhancement Handbook.
- 19.3 An element of assessment is a predefined task of assessment for which a mark or grade will be awarded. The unit outline shall state the percentage weighting that each element of assessment contributes to determining the overall unit result.
- 19.4 The pass mark for all elements of assessment and the overall unit result at undergraduate level is 40%.
- 19.5 The pass mark for all elements of assessment and the overall unit result at postgraduate level is 50%
- 19.6 The maximum mark that may be achieved for an assessment or unit is 100%.

- 19.7 Unless otherwise stated in the unit outline, all assessments shall be marked on a scale of 0-100. All element marks must be to the nearest whole number. All overall unit results shall be rounded up to the nearest whole number.
- 19.8 Where only pass/fail grades are used, a Pass grade shall be equivalent numerically to 40% (for undergraduates) and 50 % (for postgraduates). A fail grade is equivalent to zero at all levels of study.
- 19.9 Elements of assessment may contain sub-components. Where an element of assessment contains sub-components, the overall unit outline or assessment brief for the element should stipulate the relative weighting of one component to another. Students must achieve an overall pass in the element of assessment. Unless otherwise stated in the unit outline or assessment briefing, students do not have to retrieve failed sub-components if they achieved an overall pass in the element (i.e. achieved 40% or 50% or more for undergraduate and postgraduate study respectively).

Attempting units and assessments

- 19.10 A student will be deemed to have attempted a unit if they have not submitted any written notification indicating withdrawal or suspension from their programme by the end of teaching for that unit.
- 19.11 If a student attempts a unit but does not submit any work for the appropriate assessment as stated in the unit outline for that unit by the stated deadline they will be deemed to have failed the unit and to have used up one attempt at the assessment(s) for the unit.
- 19.12 Students are entitled to two attempts to pass any element of assessment only. Once passed a student may not attempt the assessment or unit again in order to improve their mark.

20. FINAL ASSESSMENT DEADLINE

- 20.1 Funding rules on completion and non-completion state that all assessments within an academic year must be submitted no later than 13 months after the start of the course academic year (for new students) or the anniversary of the start of the course (for continuing students). Those submitted after this date must be returned as non-completions.
- 20.2 Thus all work must be submitted no later than 13 months after the start of the course year. No deadlines or extensions are permitted after this date. Second attempts following a submitted first attempt at assessment may be after this deadline. A second attempt

arising from the non-submission or non-attendance at the first attempt must occur before this date.

21. LATE SUBMISSION OF ASSESSMENT

- 21.1 All work submitted late shall be failed and awarded a mark of zero. This shall count as an "attempt" at the assessment. Students are permitted two attempts only at passing any assessment.
- 21.2 Unless a valid claim of mitigating circumstances has been submitted and accepted by the Examination Board then a mark of zero will be approved by the Examination Board and the student will be deemed to have used up one of their attempts at the assessment.
- 21.3 If the student is on their *second and final attempt* at the assessment then the Examination Board shall confirm that the assessment has been permanently failed and that no further retrieval of the assessment shall be permitted (this may have consequences for a student's ability to continue on the course and the student could subsequently be excluded from the course).
- 21.4 If the late submission was the student's *first* attempt at the assessment then the student will be permitted to retrieve the assessment. All students have the right to retrieve any assessment once only.
- 21.5 Where a student has submitted work late, but after feedback for that assessment has been provided to the other students on the unit, then any retrieval must involve the setting of a new piece of assessment. This is to maintain the integrity of the assessment.
- 21.6 The Examination Board, or through delegation to the Programme Team shall determine the form of retrieval. This may be one of the following:
 - Reassessment: the student is required to retrieve the assessment by a date determined by the Examination Board (or delegated to the Programme Team); the assessment shall differ from that originally set.
 - Resubmission: the student will be advised that their late submission shall be used as the assessment for the retrieval. The student will be permitted to re-submit the work by a date specified by the Examination Board (or delegated to the Programme Team) should they so wish (where resubmission is granted the date of resubmission must be before the date that feedback is provided to the other students for that assessment).
- 21.7 Both reassessment and resubmission shall count as one of the two attempts permitted for the assessment.

- 21.8 Providing that feedback has not already been given to the other students on the unit by the time of submission, where mitigating circumstances are accepted the student shall receive the actual mark earned for the assessment, otherwise the student shall be granted a deferral.
- 21.9 Any retrieval shall be capped at the pass mark for that assessment.

Non submission or non-attendance of assessment

- 21.10 Where an assessment has not been submitted or attended and no application for consideration of mitigating circumstances has been accepted (see section 22) a mark of zero will be awarded and the element of assessment shall be failed.

22. MITIGATING CIRCUMSTANCES WHICH ADVERSELY AFFECT ASSESSMENT

- 22.1 Students who have been unable to attend or submit assessments, or who believe their performance in assessment has been affected by Mitigating Circumstances may submit a claim.
- 22.2 Mitigating circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment.⁸
- 22.3 A Mitigating Circumstances claim should be submitted if valid detrimental circumstances result in:
- a) the late or non-submission of assessment;
 - b) non-attendance at assessment(s);
 - c) poor performance in assessment.

What are mitigating circumstances?

- 22.4 Mitigating circumstances are circumstances beyond a student's control, which could not have been foreseen, and which have adversely affected work for assessment. The mitigating circumstances procedure is intended to deal with transient circumstances rather than long term ones without obvious prospect of resolution.
- 22.5 Mitigating circumstances typically relate to:
- Serious problems which prevented the student from completing an assessment task by the due date or after a short extension, or which prevented the student from attending for assessment on a designated date;

⁸ *Guidance Note: "Assessment" relates to any form of assessment including coursework, reports, essays, examinations, laboratory work, in-class tests, projects, dissertations etc.*

- Serious problems or illness on the day of an assessment task which the student believes adversely affected performance, although the student completed the task;
- Problems over an extended period which the student believes seriously and adversely affected preparation for the assessment task which the student nevertheless completed.

22.6 Most commonly, mitigating circumstances concern illness. Other examples include the death of a member of the student's immediate family; the unexpected illness of a relative the student is responsible for; an accident or crime affecting the student for a significant period during work on an assessment task.

22.7 There are some circumstances which may affect assessment, but where the mitigating circumstances procedure may **not** be used. These include:

- Dyslexia, disability, or a long-term medical condition. In all these cases, students should consult the Disability and Dyslexia Service and use the Internal Guidance Report for Academic Support (IGRAS). (See section 10).
- General financial or personal difficulties, unless there is a medical certificate or similar evidence of how these affected the student's health.
- Circumstances the student knew about before starting the course - such as employment or external personal commitments.
- Late submission due to last minute IT failure is not accepted (e.g. a printer breaking) as students should not leave the printing of materials until the last minute.
- Failure to access learning support such as disability or dyslexia is not an acceptable reason for mitigating circumstances. Students with a registered IGRAS form are expected to obtain support as specified in the IGRAS form.

The mitigating circumstance procedure

22.8 The mitigating circumstances procedure allows the examination board to take account of the impact of those circumstances on assessment, and make decisions accordingly. Details of the mitigating circumstances are considered in confidence by a very small Mitigating Circumstances panel, and are not disclosed to the whole Board.

22.9 A *mitigating circumstances* form is available from the Programmes Office⁹, or may be downloaded from MyCentral. Students must complete the form, and return it to their Programmes Officer with evidence, no later than 7 days after the missed/affected assessment date.

22.10 Students must use the form, even if teaching or administrative staff were aware of the problem. The Examination Board will act only on the basis of the form. The Examination Board will normally assume that a student who did not complete the form did not wish the Board to take any account of mitigating circumstances.

⁹ Students may seek advice on completion of the form from the Programmes Office

- 22.11 A circumstance at the School or in an external environment for which the School is responsible, affecting the assessment of a group of students, may be reported by a relevant member of staff directly to the Mitigating Circumstances Panel (e.g. a fire drill during an assessed performance). Students do not need to use the form in such a case.

Acceptable evidence of mitigating circumstances

- 22.12 Serious mitigating circumstances may be the basis of Examination Board decisions to condone failed assessment tasks, allow reassessment without capping marks (deferral), or award a classification higher than that signified by the average mark. Robust evidence of the circumstances is therefore required. The mitigating circumstances form summarises the forms of evidence expected. The School requires sight of original evidence, not only photocopies.

Documentary evidence for claims

- 22.13 All claims should include some form of independent documentary evidence. Documentary evidence must *normally* be presented in English and, where required, translations must be provided by the student using an authorised translator. It is not the responsibility of the School to translate any evidence provided by the student and any un-translated evidence may NOT be considered.
- 22.14 The School reserves the right to check the authenticity of all documentation submitted as part of a Mitigating Circumstances Claim.
- 22.15 Any student who submits documentation that is not authentic may be subject to the School's disciplinary procedures.
- 22.16 Although evidence is normally required, there may be situations which cannot be independently evidenced through documentation. Students may provide (on the form) a clear explanation of the circumstances, their effect on work for assessment, and the reasons why there is no corroborative evidence. In such a case, supporting evidence that the student had told a tutor of the situation at the time may be helpful (e.g. "this was noted in a tutorial record").
- 22.17 Students should be aware that discussing their circumstances with staff does not constitute a submission of a claim of Mitigating Circumstances.
- 22.18 Documents students provide must be time specific in order to ensure their accuracy and relevance to your case.

How mitigating circumstances claims are considered

- 22.19 The Secretary to the Examination Board, will hold a file of mitigating circumstance forms, as received through the year.

- 22.20 A meeting of a Mitigating Circumstances Panel will be convened as appropriate throughout the year. The panel will be chaired by the Chair of the Examination Board or their nominee, must include the Secretary to the Examination Board, and may include one of the Pro or Deputy Deans, the Registrar or their nominee, or a member of academic staff not the course leader for any of the course in the scope of the Board.
- 22.21 The Mitigating Circumstances Panel will consider the mitigating circumstances claims and associated evidence. The panel will not have access to the students' profile of unit results. The purpose of the panel is to:
- ensure consistent treatment of mitigating circumstances across different courses;
 - provide a confidential forum in which sensitive information may be considered, which need not then be revealed to the full Examination Board.
- 22.22 For a claim to be accepted all of the following conditions should *normally* be met:
- a) A student must submit their claim no later than 7 days after the missed/affected assessment date;
 - b) a student must produce independent documentary evidence to show that the circumstances:
 - c) have (or will) detrimentally affected their performance in assessment
 - d) were unforeseen;
 - e) were out of their control and could not have been prevented;
 - f) relate directly to the timing of the assessment affected.
- 22.23 The remit of the Mitigating Circumstances Panel is limited to the consideration of whether or not, on the basis of all the evidence submitted, the student has made a valid claim of Mitigating Circumstances. The final decision of the Mitigating Circumstances Panel is binding.
- 22.24 The Panel will review the evidence presented, in relation to the nature and timing of the assessment and of the circumstances, and may judge the claims to be in one of the following categories:
- a) Supported
 - b) Rejected
- 22.25 The Secretary to the Examination Board will
- record the panel's decisions;
 - inform the student and the course team of the decision;
 - annotate exam board paperwork appropriately, and communicate the panel's judgments to the Examination Board;

- carry forward the record of a student's mitigating circumstances claims supported in previous year for reference at the final Board determining the student's award and classification.
- record details of why a claim was unsuccessful which will be made available to students only on written request.

Decisions which the Mitigating Circumstances Panel may take

22.26 If mitigating circumstances have been supported, the decisions open to the Panel are specified as follows:

Deferral in an assessment

22.27 If the student has failed an element of assessment (either by not completing it or through poor performance) the Board may allow a deferral. This means that the student may be assessed as if for the first time in any or all of the affected assessment. The deferred assessment may necessarily differ in form from the original assessment, but will be comparable. The Examination Board will decide whether the student must attend all or part of the year in order to take the deferred assessment. Attendance may have cost implications for the student.

22.28 The date and format of the deferral shall be the decision of the Course Team but would *normally* be at a time before the start of the following academic year.¹⁰

22.29 A student who passes a deferred assessment will be awarded the actual mark achieved, and may then progress to the next level of the course or to the award for which they are a candidate. The mark will not be capped at the pass mark, as would be the case for retrieval.

22.30 Because of the nature of the original element(s) of assessment or the learning outcomes of the unit, the Board of Examiners may determine that the deferral cannot occur without attendance of the unit, or that the deferral cannot occur until such a time as the unit next runs, in which case the student would not be able to progress to the next year and/or level of study.

22.31 A student who fails a deferral shall retrieve the element of assessment. The mark will be capped at the pass mark, as would be the case for retrieval.

Accepted claims for submission of late work

22.32 Late submission (i.e. a backdated extension) may be permitted when the claim justifies late submission/participation in assessment. In such instances the student will therefore

¹⁰ Where practical the deferral shall take place before the start of the following academic year. An alternative format of assessment to that originally used may be employed at the discretion of the board.

receive their actual mark for the element of assessment and the work shall not be failed in accordance with late submission of assessment regulations.¹¹

Condonement

22.33 If the Board accepts evidence that a student has missed narrowly (i.e. no more than 10%) or failed a unit or an element of assessment in a unit, but that the Board judges that there is evidence that the student is academically prepared to progress, or has met the learning outcomes required for the award, the Board may condone the failure and credit the student with a pass after condonement. The mark awarded for the unit will not be raised, but the Board has discretion to disregard the mark for the affected unit in the calculation of any classification or merit/distinction to which it may have contributed.

Raise the classification or award a merit or distinction

22.34 If the panel has supported the mitigating circumstances claim, and the student's overall average mark is 2% or less below a classification band or the percentage required for a merit or distinction, the Examination Board will normally award the higher classification or the merit or distinction. The marks recorded on the student's transcript will not be raised.

22.35 The Examination Board has discretion to make decisions outside these norms, but may do so only with the support of a relevant external examiner. Such exceptional decisions may take account of the overall profile of marks, the weighting of assessment affected by the mitigating circumstances, and the difference between the student's attainments in the affected tasks compared with that in unaffected tasks. For example, the Board would typically not raise a classification within 2% of the boundary if the whole of the affected unit carried only 5% weight in classification, or if the mark achieved by the student was in line with, or higher than, their marks in other work.

Offer an Aegrotat Award

22.36 If the student is registered for an undergraduate award, and where a high proportion of the student's work has been affected by illness or other serious circumstances, the Board may consider offering an Aegrotat award (see section 30). The student should normally be allowed the option to be reassessed, and is not required to accept the Aegrotat (which is not classified).

Recommend or require Break in Studies

¹¹ *The Board should consider whether feedback has already been given to the other students on the unit. If feedback has not been given to the students the assignment would usually be allowed late and the actual mark can be awarded. Where feedback has already been given before the assignment was submitted it would be usual for the board to grant a "deferral" in the assessment. This would allow the student to be assessed and be awarded their actual mark (rather than being capped) without jeopardising the integrity of the assessment.*

22.37 If it is clear that a student's serious mitigating circumstances are ongoing, and there is evidence that the student will be unable to attend or participate in the course for an extended future period, the Board may recommend or require a period of suspension. (See section 7 above). The Board may particularly require this following recurring mitigating circumstances considered at successive meetings of the Mitigating Circumstances Panel.

Defer Unit

22.38 If the claim is accepted and the Board feels that the circumstances and evidence warrant a deferral in the whole unit i.e. the student shall attend the entire unit and undertake all assessments for that unit as if for the first time. Deferring an entire unit will prevent a student from progressing to the next level of study.

Repeating the Year

22.39 The Examination Board will not offer students an opportunity to repeat assessment tasks which they have passed, in order to achieve an improved outcome.

22.40 Exceptionally, the Examination Board may offer a student the opportunity to repeat a year of the course. In such cases the student shall have submitted sufficient mitigating circumstances evidence to satisfy the Board that the majority of the year's work has been affected by the circumstances. This means that the student will attend the course and will undertake all the assessed work of the course as if for the first time, and will attend the course. The opportunity to repeat the year means that the student re-takes (as if for the first time) all the assessments of the year in question, and not solely those assessment units that were the subject of initial failure.

22.41 A student may only repeat a year once. No more than one opportunity will be given to a student to repeat a year during their study on a course.

22.42 The Panel may also refer the matter to the School's Health, Wellbeing and Support for Study proceedings.

22.44 The Mitigating Circumstances Panel may recommend that a student access the support provided by the Disability and Dyslexia Service and undergo the IGRAS procedure. A student who chooses not to access the support offered by the Centre may not have future claims of mitigating circumstances accepted by the Panel.

Submission of Mitigating Circumstances Claims

22.45 The final deadline for submission of a claim is no later than 7 days after the missed/affected assessment. Students are therefore encouraged to submit mitigating circumstances claims at the earliest opportunity.

22.46 7 days is defined as 7 calendar days which includes weekends. Bank Holidays (England/Wales) and School Closure days are excluded from these 7 days. A mitigating

circumstances claim would not normally be accepted after 7 days except in exceptional situations, such as hospitalisation with no ability to inform the School.

Confidentiality and Record Storage

- 22.47 The Mitigating Circumstances claim and associated evidence will be considered by members of the Mitigating Circumstances Panel solely for the purpose of processing a student's claim. Original documentary evidence shall only be returned upon written request by the student.
- 22.48 Any information provided in the mitigating circumstances claim may be shared with the Disability and Dyslexia Service (with the student's permission).
- 22.49 All claims and evidence will be kept by the School for the duration of time as stated in the School Records Retention Policy after which the records and evidence shall be destroyed.
- 22.50 The School therefore does not accept any liability for the destruction of original copies of evidence after the minimum period of storage has lapsed.

Late and Rejected Mitigating Circumstances Claims

- 22.51 Late claims will not be considered, unless supported by a credible and evidenced explanation of why the circumstances were not known, or could not be shown, before the specified deadline. Being unaware of the mitigating circumstances process, personal feelings such as embarrassment or concerns over confidentiality are not considered valid explanations.

23. EXTENSIONS (TAUGHT PROGRAMMES)

- 23.1 Students may request an extension to a deadline for the submission of assessment to the appropriate Unit Tutor.
- 23.2 An extension will only be considered for unforeseen and unpreventable circumstances that significantly disrupt a student's ability to submit work on time. IT failure is not an acceptable grounds for an extension.
- 23.3 A request for an extension must be made *normally* no later than one week before the deadline.
- 23.4 Extensions are granted by the Unit Tutor who will inform the student and Programmes Office if an extension has been granted and the date of the extended deadline for the assessment.

- 23.5 Extensions may not *normally* be granted solely on the basis of student assessment workload.
- 23.6 An extension will not *normally* be more than one month after the published deadline for that assessment and will not extend beyond the final assessment deadline (see section 20).
- 23.7 Only one extension may normally be given for an assessment, unless a student has valid mitigating circumstances.

24. FAILURE IN ASSESSMENT AND A UNIT

Failure of a unit

- 24.1 If a student fails to achieve an overall result of 40% (for undergraduate) or 50% (for postgraduate) or above in any unit, or has failed an individual element of the assessment within the unit for which a pass was required they will be deemed to have **failed** that unit. This means that:
- no credit will be awarded for the unit;
 - the unit may not count towards the minimum number of credits to be passed at that level;
 - if the student is on their first attempt, the student will have to retrieve the failed assessment(s) of the unit in order to achieve a pass in that unit;
 - if the student is on their second and final attempt at the element of assessment then the unit will be permanently failed and no further assessment on that unit will be permitted.¹⁵
- 24.2 The Board has discretion, if very exceptional reasons are presented, to permit a third attempt at the assessment of one unit. This would normally be to allow the student to exit the course with the relevant intermediate qualification, forfeiting eligibility to continue to the award initially intended. The Board may compensate marginal failure in one unit required for the intermediate award, within the parameters defined in section 25.3-25.5. In making a decision that a student must leave the programme with an intermediate award, the Examination Board should consider the profile of results, retrievals and compensations in terms of the evidence they provide of the student's capacity successfully to achieve the award for which they registered.

Retrieval of Assessment

- 24.3 All students have the right to retrieve any failed element of assessment on one occasion only.

¹⁵ This may have consequences for the student's eligibility to continue on the course of study and the Board of Examiners may have no option but to exclude the student from the course and as a student of the School.

- 24.4 If a unit contains more than one element of assessment, a student will not *normally* have to retrieve an element in which they have already achieved a pass.
- 24.5 Non-submission or non-attendance of retrieval shall result in the award of zero for the retrieval and the loss of the "second" and final attempt at the assessment. This could therefore result in the student failing the unit and consequently the course.
- 24.6 Any student who does not undertake the retrieval at the time when offered shall lose the right to retrieval permanently for that element of assessment and subsequently may fail the unit and consequently the course.
- 24.7 The mark for any retrieval will be capped at the appropriate pass mark for that level of study.
- 24.8 Where a pass in an assessment is compulsory in order to achieve a pass in the unit, retrieval of a failed assessment is compulsory.
- 24.9 Where an assessment has been failed but a pass mark in the element is not compulsory in order to pass the unit, retrieval is not compulsory. However the student has the right to retrieve the assessment, if they so wish, where an actual mark is awarded for the assessment rather than only pass/fail.

Timing and Format of Retrievals

- 24.10 A student who fails a first attempt at assessment, marked in the first or second term of the academic year, will normally be notified of the failure and offered the opportunity to take the retrieval assessment by a specified date before the examination board. Retrieval assessment will therefore normally be taken as close as possible to the time of the original assessment, giving due consideration to the student's ongoing workload.
- 24.11 A student who fails in more than one unit at the first attempt may, at the discretion of the Examination Board, be offered the opportunity **either** to undertake retrievals in the failed assessments prior to the beginning of the next academic year, **or** the opportunity to repeat all or part of the year. At the discretion of the Examination Board this may be a matter of choice for the student. Alternatively, it may be a condition of the re-assessment that the student repeats the year.
- 24.12 The method of retrieval shall be determined by the School and will be either:
- Resubmission - this is the submission of a second attempt at the same assessment. i.e a reworked version of the original submission which may be according to new terms specified in accordance with the regulations.
 - Reassessment - the student is required to undertake a different assessment to that originally taken. This could be a different essay title or a different format of assessment

entirely (e.g. a viva). This should be agreed in advance by *either* one external examiner or the Chair of the Examination Board, and reported to the next meeting of the Examination Board.

- 24.13 The timing and format of the retrieval is determined by the Examination Board usually devolved to the Course Team.
- 24.14 Retrieval assessments will be scheduled for completion before the start of the following academic year wherever possible. Where it is not possible to retrieve the assessment before the start of the following academic year, this will prevent the student from progressing to the next year and level of study.¹²

Retrieval assessment before completion of the unit

- 24.15 Units may span two or three terms, and may therefore include individual assessment tasks which students are required to pass and which are completed significantly before the date of the Examination Board. Retrieval assessment tasks may be set to be undertaken before the Examination Board.
- 24.16 Where a student fails a retrieval assessment in an element which is a required pass as part of their course then the student will be informed that they will be unable to achieve the target award. Students may continue to achieve an intermediate award at their current level only (i.e. they may not progress to a further level of study) and in their current year of study only (i.e. they may not re-enrol for a further year of study).

Alternative units

- 24.17 In the event that a failed core unit is no longer available, the student must attempt an alternative unit determined by the School.

Retrieval in or Retake of a unit to improve a mark or classification

- 24.18 It is not possible to retrieve, resubmit, be reassessed or retake assessments and/or units that have already been passed in order to improve the element of assessment mark, unit result, or degree classification.
- 24.19 A student may only retrieve assessments or retake a unit they have already passed if they have been offered a *deferral* opportunity as a result of a successful claim for Mitigating Circumstances (see section 22).¹³

¹² *Some units will only be retrieved at the next time the unit operates as alternative forms of assessment may be neither be practical, appropriate or fulfill the learning outcomes of the element or unit in question.*

¹³ *This means that, normally, once a satisfactory standard has been achieved in a unit a student may not seek to improve their mark, grade or overall unit result. Students may not take additional credits in an attempt to improve the classification of their award.*

Accepted Mitigating Circumstances Claims for work that has achieved a pass

- 24.20 If, after having a Mitigating Circumstances claim accepted, a student achieves a pass result in the unit, this will be recorded and flagged to the Examination Board at the point of conferment so that if the student is borderline between one classification and another, this may be discussed by the Board.

Non-participation in Deferral Assessments

- 24.21 A student who is offered a deferral opportunity and does not undertake the assessment will retain their original mark and the overall unit result. Students must take the deferral opportunity when it is offered to them. A deferral opportunity cannot be “carried over” to the next time the assessment occurs without a further successful application to the Mitigating Circumstances Board.
- 24.22 All retrievals and deferrals must be within the maximum period of registration for the course. A student cannot, through mitigating circumstances continue on the course beyond the end of the maximum period of registration.

25. COMPENSATION AND CONDONEMENT

- 25.1 Compensation or condonement will be agreed only with the support of all external examiners for the course.
- 25.2 A validated Programme Specification may specify units for which no compensation or condonement may be given.

Compensation (CP)

- 25.3 When a student has exhausted all possible attempts in the assessment for a unit but has marginally failed the unit, or has failed an assessment element within a unit, the Examination Board may compensate failure on the basis of the student’s performance elsewhere. If the unit carries a percentage mark, compensation should be considered only if the overall unit result achieved is 35% or above (for undergraduates) or 45% (for postgraduates). If the unit was assessed on a pass/fail basis, the Board should consider evidence that the failure was marginal. The Board will not normally raise the mark to the pass mark, but will record a pass after compensation.
- 25.4 The Board will not *normally* allow compensation in more than 20 credits or one unit at any one level of the course but the total amount of compensation cannot exceed the maximum level stated below for the student to be still eligible for the award. In reaching a decision
-

to compensate, the Examination Board should seek evidence that the student has met cognate learning outcomes elsewhere in the assessment of the course.

25.5 The maximum number of Compensated and Condoned credits that may *normally* be accumulated by the end of the course is as follows:

BA	60 credits
MA	20 credits
Subsidiary awards (Cert CE, Cert HE, Dip HE, Graduate Cert, Graduate Dip, PG Cert, PG Dip)	No compensation

Condonement (CO)

25.6 If a mitigating circumstances claim is supported, the Board may, exceptionally, condone failure in a unit, and credit the student with a pass after condonement. The mark awarded for the unit will not be raised, but the Board has discretion to disregard the mark for the affected unit in the calculation of any classification or merit/distinction to which it may have contributed.

26. PROGRESSION

26.1 The School operates a progression requirement which is applicable to all undergraduate students.

26.2 The purpose of this requirement is:

- to ensure that students are academically prepared for study at a level higher than that previously undertaken;
- to avoid placing students at risk by allowing them to take new and retrieval or deferred units concurrently; a student may have valid reasons for not completing the assessment at one level, but these do not affect preparedness to study at the higher level.

Progression Requirement

26.3 In order to progress to the next year or level of study all undergraduate students MUST have passed ALL prescribed UNITS for the course in that year/level.

Progression from one year and/or level of study to another

26.4 At the end of each academic year students shall either:

- a) progress to the following prescribed year and level of study for that course¹⁴;

¹⁴ The "Prescribed Year of Study" is specified in the Programme Specification, it states the total number of units that are normally studied in a given year, specifying the core units that should be undertaken, and the number of options and electives that may be studied.

- b) not be eligible to progress to the next prescribed year and level of study and so shall, before the start of the following year/level or if appropriate in the following academic year, be reassessed in one or more elements of assessment or retake the year as required by the School in order to progress at the next opportunity¹⁵;
- c) not be eligible to progress and their registration on the course and at the School is terminated.

26.5 Progression should give due regard to any unit prerequisite requirements that exist on the course.

Progression in Masters Degrees

26.6 Part-time Masters students are expected to make adequate progress on the course and may be required to successfully complete retrieval assessments before undertaking the second year of the course at the discretion of the Examination Board.

Progression in MFA Programmes

26.7 MFA students are expected to make adequate progress on the course and will be required to successfully complete retrieval assessments before undertaking the second year of the course at the discretion of the Examination Board.

¹⁵ The next opportunity would be the following academic year after reassessment/retake units. For example if a first year student is unable to progress at the end of 2008/2009, they would be reassessed/retake units in 2009/2010, and if successful progress to the next prescribed year (second year) in 2010/2011.

PART 5: THE CONFERMENT OF AWARDS

27. GENERAL

Award of Degrees

- 27.1 The School is authorised to confer First and Postgraduate Taught Degrees and Doctorates of the University of London on students registered as students of the School. This authority shall be exercised the Academic Board of the School.
- 27.2 No award will be given to any student who owes any outstanding tuition fees to the School. The Examination Board may consider the student's results but any award will only be confirmed (via Chair's action) once the debt has been cleared.

Field of Study

- 27.3 The field of study for an award will be stated in the Programme Specification and shall normally correspond to the name of the course e.g. Theatre Practice.
- 27.4 The field of study shall be descriptive of the units included in a degree curriculum but it shall be based only on a consideration of those units the examinations of which have been passed. The levels of pass are not relevant to the determination of the field of study.

Approved Course of study

- 27.5 No award may be conferred on a student unless they are registered on an approved course of study with a named award.
- 27.6 The approved Programme Specifications will set out the units that must be passed by a student to achieve each named award. They will also set out if the award depends on the student satisfactorily completing a period of study outside the School, for example a work placement or period of study abroad and whether any credit can be awarded for successfully completing the period of study or for any assessment associated with it.
- 27.7 A Board of Examiners will confirm the title of the award in line with the student's course of study and if applicable the pathway of study on the course.
- 27.8 A student may only be registered for one course (that leads to one of the named awards below) at any one time.

Interim Awards

- 27.9 The School does not make provision for interim awards. For example, a student registered on an Honours degree will not be awarded a Certificate in Higher Education and then a Diploma in Higher Education when as part of their Honours course the student has achieved the required number of credits for the sub-awards.

Awards and borderline classifications (*class of Honours and pass, merit or distinction*)

27.10 The Board of Examiners will not *normally* make any special consideration of borderline cases.

28. UNDERGRADUATE AWARDS

Award of a Certificate of Higher Education (Cert HE)

28.1 To qualify for the award of a Certificate of Higher Education, a student must have:

- a) passed units totaling at least 120 credits at Credit Level 4 or above;
- b) satisfied any specific subject or scheme requirements for the named award.

28.2 The School may award a Certificate of Higher Education with Distinction to a student whose weighted average unit result is at least 70% across the credits passed (not including pass/fail units).

Award of a Diploma of Higher Education (Dip HE)

28.3 To qualify for the award of a Diploma of Higher Education, a student must have:

- a) passed units worth at least 240 credits, at Credit Level 4 or above in total,
- b) which must include at least 120 credits passed at Credit Level 5 (I) or above;
- c) satisfied any specific subject or scheme requirements for the named award.

28.4 The School may award a Diploma of Higher Education with distinction to a student whose weighted average unit result (not including units assessed as pass/fail only) is at least 70% across the credits passed at Credit Levels 5 or above.

Honours awards

Award of a Single Honours Degree

28.5 To qualify for the award of a Degree with Honours, a student must have:

- a) Been awarded at least 360 credits at Credit Level 4 (C) or above (including at least 240 credits at Credit Levels 5 (I) and 6 (H), of which at least 120 credits must be at Credit Level 6);
- b) satisfied any specific subject or scheme requirements for the named award.

Determination of Honours classification:

28.6 The classification of Honours degree to be awarded shall be based on the overall degree mark. The overall degree mark shall be calculated through the combination of specified units at levels 5 and 6. The contribution of the units to the overall degree mark shall be in

proportion to the credit size and 25% of the overall degree mark shall be derived from level 5 units with 75% being from level 6¹⁶.

28.7 The School sets the class of Degree that may be awarded as follows:

First:	70% or above for the overall degree mark
Upper Second:	60-69% or above for the overall degree mark
Lower Second:	50-59% or above for the overall degree mark
Third:	40-49% or above for the overall degree mark

28.8 The final Degree classification agreed through the assessment process is based on academic judgement and the above calculation is only used as a guide.

28.9 Once a student has fulfilled the criteria for the Honours degree they may not undertake further units in order to improve their average result.

Award of a Pass classification (Unclassified/non-honours degree)

28.10 To qualify for the award of a Pass classification, a student must have:

- a) passed credits worth at least 300 credits at Credit Level 4 (C) or above including 60 credits at level 6 (H)¹⁷;

29. POSTGRADUATE TAUGHT AWARDS

Award of a Postgraduate Certificate (PG Cert)

29.1 To qualify for the award of a postgraduate certificate in higher education a student must have passed units to the value of 60 credits at level 7.

Award of a Postgraduate Diploma (PG Dip)

29.2 To qualify for the award of a postgraduate diploma in higher education a student must have passed units to the value of 120 credits at credit level 7(M).

Award of a Masters (MA)

29.3 To qualify for the award of Masters a student must have:

- Been awarded credit to the value of 180 credits at credit level 7 (M);
- no more than 60 credits from study at another institution.

¹⁶ Individual Programme Specifications for the period up to 2012 may vary this method.

¹⁷ As a result of variation in unit credit values, the credit requirement for the unclassified degree may exceed 300 credit points for some courses, but will be below 360 points.

29.4 The School classifies its awards at Postgraduate taught level (PG cert, PG Dip and Masters) as one of the following:

Distinction: The student has achieved an average result of 70% or above in units at Level 7 (M) with a mark of at least 60% in the sustained independent project (SIP).

Merit: The student has achieved an average result of between 60% and 69% in units at credit level 7 (M), with a mark of at least 60% in the sustained independent project.

Pass: The student has achieved an average result of between 50% and 59% in units at credit level 7 (M).

Award of a Master of Fine Art (MFA)

29.5 To qualify for the award of Master of Fine Art a student must have:

- a) been awarded credit to the value of 240 credits at credit level 7 (M);
- b) no more than 120 credits of accredited prior learning.
- c) studied a minimum of 120 credits comprising the second year of the programme.

29.6 The School classifies its award of Master of Fine Art as one of the following:

Distinction: The student has achieved an average result of 70% or above in units at Level 7 (M) with a mark of at least 60% in the sustained independent project (SIP).

Merit: The student has achieved an average result of between 60% and 69% in units at credit level 7 (M), with a mark of at least 60% in the sustained independent project.

Pass: The student has achieved an average result of between 50% and 59% in units at credit level 7 (M).

30. OTHER AWARDS

Posthumous Awards

30.1 Any of the awards conferred by the School, may be conferred posthumously and accepted on the student's behalf by a parent, spouse or other appropriate individual. The normal conditions of award must be satisfied and the award certificate will not refer to its having been conferred posthumously.

Aegrotat Awards

30.2 Aegrotat awards may be recommended **only** for the following qualifications: Certificate of Higher Education, Diploma of Higher Education, and honours degree. Aegrotat awards on Postgraduate courses are **not** permitted.

30.3 Aegrotat awards are **not** classified.

- 30.4 An aegrotat award will only be considered if a student has permanently withdrawn from the course and is unable to continue for the foreseeable future due to long-term illness.
- 30.5 An Aegrotat award may be recommended when the Examination Board does not have sufficient evidence of the student's performance to recommend the award for which the student was a candidate, but is satisfied that but for the illness or other valid cause the student would have reached the standard required.
- 30.6 The Examination Board must offer a student the opportunity either to accept the Aegrotat award or retrieve as if for the first time the assessment units for which there was insufficient evidence of performance on which a judgement could be made.
- 30.7 If the student fails these assessments, then they may not claim the Aegrotat award.
- 30.8 An Aegrotat award may **not** be conferred on courses accredited by a professional body which does not sanction this form of award.

31. POST EXAMINATION BOARD

Communication with students after the examination Board

- 31.1 No assessment results may be given to students by telephone. Normally, no assessment results may be given to students by e-mail. Exceptionally, results may be communicated to an e-mail address provided by the student to the Examinations Officer, usually when the student has left the UK and it is known that written communication may be slow or unreliable.

Result Letters

- 31.2 The Programmes Office will send a result letter, signed by the Academic Registrar or their nominee, to the following:
- Every student recommended for an award;
 - Every student who has failed the course and is excluded. (Such a letter may also indicate that the student has been recommended for lower award within the same course of study. All such letters will advise the student of the Appeals Procedure.)

Retrieval and Deferral Letters

- 31.3 In liaison with course Examinations Officers as appropriate, the Programmes Office will send letters to students to whom the Examination Board has offered retrievals or deferrals, specifying a date by which the task must be complete and where necessary referring the student to the appropriate member of Academic Staff for details of the assessment task.

Students Recommended to Progress to the Next Level of the Course

31.4 The Programmes Office will send a standard progression letter to all students eligible to progress to the next year of a course.

Students Not In Attendance, Deemed Withdrawn

31.5 Normally, withdrawals from a course should have been recorded in advance of the Examination Board. If, exceptionally, it is revealed at the Examination Board that a student has not attended or responded to correspondence, and has not presented evidence of mitigating circumstances, the Secretary to the Examination Board will write to the student, as agreed by the Board, normally advising the student that they have been deemed to have withdrawn from the course.

Award certificates

31.6 For all University of London Awards, certificates are issued directly by the University. For graduates who qualified previously for an Open University Award, certificates are distributed via the School's Academic Registry.

Change of Mark after a Board of Examiners

31.7 In the event that a mark or grade for any assessed work needs to be amended after the board of Examiners has convened and approved the marks and overall unit results, the amended mark and any resulting change in the overall unit result or (for finalists) degree classification must be approved by the Chair of the board (or nominee).¹⁸

31.8 The full range of sanctions outlined in the School's Student Disciplinary Procedures may be applied retrospectively if evidence of an assessment offence is produced after a mark has been awarded.

Revocation of degrees

31.9 The Academic Board may revoke any degree, diploma or certificate granted by the School and all privileges connected therewith, if it shall be discovered at any time and proved to the satisfaction of the School that:

- a) there was an administrative error in the award made under the relevant procedures; or
- b) subsequent to the award, a Board of Examiners, having taken into account information which was unavailable at the time its decision was made, determines that a candidate's classification should be altered or award rescinded.

¹⁸ *Markers and Chairs of-boards in conjunction with Programmes Office should consider for any continuing student whether the change in overall unit result has any effect on their progression status.*

Operational Note: The student shall be informed of the mark amendment and any resulting change to their progression, degree or degree classification in writing by the Programmes Office.

PART 6: RESEARCH DEGREE REGULATIONS

32. GENERAL RESEARCH DEGREE REGULATIONS

Registration

- 32.1 All Candidates register initially for the MPhil. Candidates must 'transfer' to PhD registration (see 33.5-33.8 and Section 34 below). The only exceptions are special entrants who have commenced a relevant course of MPhil or PhD degree study at another institution. Such exceptions will be determined at interview stage.
- 32.2 The normal period of registration for a full-time research Candidate is three years (six years part-time). The School allows for the following variation of this normal registration period:
- 32.3 The minimum period of registration for the degrees of MPhil and PhD (excluding agreed suspensions) shall be two calendar years of full-time study or the equivalent in part-time study.
- 32.4 The normal maximum period of registration is four calendar years of full-time study or the equivalent in part-time study. This allows for one year of full-time (or two years of part-time) study to take place as either a) Writing Up or b) Full Fee Registration (see Section 35).
- 32.5 In the unusual event of finding itself unable to deliver an agreed programme of study due to extreme circumstances beyond its control the School reserves the right to withdraw the offer of a place or - in consultation with the candidate - and where possible, to negotiate a Candidate's transfer to an alternative institution to complete their course of study.

Transfer from MPhil status to PhD status

- 32.6 The Transfer does not necessarily take place in addition to the normal cycle of formal review. It will normally occur within the first year of registration (or equivalent part-time).
- 32.7 The Transfer submission is normally made at the end of the third term of study (or equivalent for part-time Candidates). The formal Transfer Review normally takes the place of the first Annual Progress Review. If, at the normal point of Transfer Review, there are mitigating circumstances for why a Candidate's research has not progressed sufficiently to be ready for such review, it may be postponed upon application to the Research Degrees Sub-committee. In the case of a postponed Transfer Review the first Annual Progress Review should take place, give details of the reasons for delay, and set a date for the Transfer Review.

- 32.8 The Transfer from MPhil status to PhD status is managed internally by one of the Candidate's supervisors and an external reviewer (i.e. a member of the panel who is **not** involved in the research) and who submits a report to the Research Degrees Sub-committee. The Research Degrees Sub-committee operates as an Examination Board in approving progression or setting conditions.
- 32.9 Where the work is judged to be of an appropriate standard, the Candidate will be registered for the PhD.

Mode of Study

- 32.10 Candidates are normally expected to continue on the same mode of study (full-time or part-time) throughout their period of research, however exceptional requests for a change in mode may be considered by Research Degrees Sub-committee. The Committee's decision in any such cases will be final.

Attendance

- 32.11 Full-time Candidates are normally expected to devote 35 hours per week to their studies; part-time Candidates are expected to devote a minimum of 16 hours per week (the equivalent of 2 days per week) to their studies.
- 32.12 Candidates should agree their holiday periods, up to a maximum of 8 weeks per year, with their supervisor. Excessive absences should be reported to the Research Degrees Sub-committee via normal progress report procedures.
- 32.13 Full-time Candidates must seek permission from supervisors before accepting any offer of paid work.
- 32.14 Candidates must fulfill the requirements of attending training sessions as published by Research Services during their first year of registration. Any concerns on attendance should be raised by the supervisor(s) and continued concerns may result in the Transfer Review being postponed, or in extreme cases, failure to progress or permanent withdrawal.

Residence

- 32.15 Candidates are expected to live within such travelling distance of the School as enables them to maintain regular contact with supervisors and attendance at training and other relevant activities and events. Exceptional arrangements for off-campus study may be approved by the Research Degrees Sub-committee where appropriate supervision arrangements may be made (e.g. research abroad) but in any case a minimum of 1 year full-time or 2 years part-time must be spent in London.

Overseas Registration

- 32.16 Exceptionally, the School will permit a Candidate to register with the School to undertake the majority of their research, "externally" to the School and to receive supervision via

distance (e.g. via Skype). This will normally be for those Candidates whose research is based entirely outside of the UK. In such circumstances Candidates will normally be expected to undertake the first year full-time (first two years part-time) at Central.

- 32.17 The Research Degrees Sub-committee will determine the arrangements for supervision but it will be expected that the Candidate will attend in person for a number of short periods of intensive supervision and research training meetings at the School over the period of the degree. In addition the formal transfer from MPhil to PhD, any performance practice assessment and the final viva voce examination for MPhil and PhD will be conducted at the School.
- 32.18 Candidates admitted to the School on this basis will normally be in the advanced stages of research having already undertaken part of their research at another institution.

Working while studying full-time

- 32.19 Candidates and supervisors are requested to follow best practice as set out in the UK Research and Innovation Research Council Training Grant Guide with regards to working while studying full-time, which stipulates that working of any kind (whether within, or external to, the School):
- should be compatible with, and not delay or interfere with, the research training;
 - should be undertaken with supervision approval;
 - should not interfere with the progress of the PhD;
 - is recommended for no more than six hours in any week.
- 32.20 Candidates may be given the opportunity to contribute to teaching at the School through lecturing, demonstrating practical classes, project supervision, marking and taking tutorials, for example. All offers of teaching must be agreed with supervisors in writing. Teaching responsibilities within the School will be clearly defined in writing, must be compatible with a Candidate's research responsibilities, and never exceed an average of 6 hours in total per week. All Candidates must be provided with appropriate training before commencing any teaching, and must be fairly paid for this work. When working as teachers, Candidates are line-managed in that capacity by the Course Leader of the course on which they are teaching.
- 32.21 Candidates may be given the opportunity to undertake research assistance for staff on particular projects. This may include specialist data collection; indexing; researching visual material; minuting meetings and other administrative duties. Research assistant responsibilities within the School will be clearly defined in writing, must be compatible with a Candidate's research responsibilities, and never exceed an average of 6 hours in total per week.

32.22 Teaching and research assistant employment is *normally* only open to Candidates entering their second or third year of study. The School reserves the right to restrict teaching in cases where it is considered to interfere with a Candidate's PhD progress.

Break in Studies

32.23 Candidates should follow the School's Break in Studies policy in Appendix 5 of this Handbook (see also Part 2, section 7).

32.24 In exceptional circumstances, when Candidates are given career enhancing opportunities, a Break in Studies may be allowed. However the maximum of 6 hours per week that a Candidate is permitted to spend teaching or demonstrating does not provide cause for an extension to a submission date.

32.25 A period of suspension, for example for late payment of fees or in consequence of a disciplinary offence, will in no circumstances be treated as an break in studies i.e. there will be no extension to the registration period in such cases.

Illness or Injury

32.26 In cases of illness or injury, the Candidate should inform the supervisors of absences of more than two weeks, and medical certification should be provided. Where a Candidate is or is expected to be absent for more than two months, whether consecutively or cumulatively, Research Services should be informed and arrangements put in place to suspend the course of study where appropriate.

Extensions and Deferrals of submission deadlines

32.27 For the purposes of the Research Degrees Programme, an extension shall:

- a) relate solely to an extended period of time that may, in exceptional circumstances, be added to the maximum registration of a candidate on the Research Degrees Programme,
- b) be for reasons that are unforeseen and unpreventable,
- c) be requested at least one term in advance of the end of the candidate's maximum registration date.

Candidates should discuss circumstances with their supervisors and, if applicable, make a request for an extension in writing, addressed to the Chair of the Research Degrees Sub-Committee. Requests should be submitted to Research Services, who will liaise as appropriate.

32.28 Formal deadlines to work submitted for formal reviews, or to meet the conditions of a review may be deferred by no more than one month at the discretion of the review panel.

32.29 A deferment will only be considered for unforeseen and unpreventable circumstances that significantly disrupt a Candidate's ability to submit work on time.

- 32.30 A request for a deferment must be made *normally* no later than one week before the deadline.
- 32.31 Deferments may not *normally* be granted solely on the basis of Candidate assessment workload.
- 32.32 Only one deferment may be given for a submission. Should the Candidate be unable to submit by the deferred deadline due to circumstances beyond their control the School has a process for considering mitigating circumstances (see Section 22).
- 32.33 Deadlines for other work submitted as part of the process of supervision should be determined and approved locally by the supervision team.

Payment of fees / 'Writing Up'

- 32.34 Fees are payable annually. However, where a Candidate has completed the minimum registration period but not yet submitted their thesis, they may apply for 'Writing Up' status for the final year (or final 2 years for part-time Candidates). In such circumstances (and where agreed by the School), a reduced fee is payable.

English Language Proficiency

- 32.35 All Candidates are required to satisfy the School's standards for proficiency in the English language. However, if after arrival it becomes evident that the Candidate's English, despite having met the minimum requirements, is not satisfactory, they may be required to undertake English language tuition and a timetable for this should be agreed between the Candidate and supervisors. The Candidate will be required to pay for this tuition personally.

School Codes of Behaviour

- 32.36 All Candidates are required to abide by the general School regulations and Student Code of Conduct, as set out in this document.

Academic Misconduct

- 32.37 Academic misconduct (including plagiarism, collusion or other examples as given in the Research Conduct and Ethics Handbook) will be investigated in accordance with Appendix 4 of this Handbook and with reference to the UUK's *Concordat to support research integrity* as appropriate.

Complaints and Appeals

- 32.38 Candidates who are unhappy with any aspect of their supervision should first contact the Associate Director (Research Degrees). If this does not resolve the matter, they should refer to the School's Appeals and Complaints Procedures.

32.39 Candidates wishing to make a complaint or appeal on decisions relating to their progress are referred to Appendices 1 and 2 of this Handbook, where these procedures are set out in full. Candidates who are dissatisfied with the outcome of their final viva examination may appeal under the procedure for consideration of appeals. Candidates also have ultimate recourse to the Office of the Independent Adjudicator for Higher Education once the internal complaints and appeals processes of the School have been completed.

Research Candidate supervision

32.40 Each Candidate will have two supervisors. These are assigned by the School at the point of an offer being made and will normally be internal members of School staff.

32.41 The School operates two models of supervision:

- First and Second Supervision
- Co-supervision

First and Second Supervision

32.42 In the First and Second Supervision model the team are both experienced supervisors. This is the normal model of supervision.

- The First Supervisor will undertake a supervision session on a monthly basis moving to less or more contact as required over the 3 years of study (pro-rata for part-time).
- Once a Candidate has transferred to Writing Up, supervision sessions normally continue for one further term (pro-rata part time).
- The Second Supervisor will see the Candidate approximately once a term.

Co-Supervision

32.43 Co-supervision is used where a member of the supervision team is not an experienced supervisor. A co-supervision team will comprise:

- an experienced supervisor
- an expert in the area of the research but not necessarily having supervised previously.

32.44 The majority of co-supervision meetings will be with both supervisors attending.

32.45 The co-supervision model also allows for additional members to join a supervisory team on an ad hoc basis if particular additional subject expertise is required.

32.46 Co-supervision will be used in the event of an External Supervisor being required.

Supervision Sessions

32.47 Such meetings and schedules depend upon Candidates responsibly meeting their commitments to the programme. Supervisors have the right to postpone or reschedule meetings where Candidates have not developed their work since the previous meeting.

32.48 A supervision record should be kept of each meeting on the relevant prepared form. The Candidate should complete the report within 48 hours of supervision and return to the supervisor. The supervisor should sign the report and forward it to Research Services.

External supervision

32.49 Normally it is expected that all supervision, both first and second supervision, would be provided internally by employees of the School only.

32.50 The School will not make an offer of a place to any prospective Candidate on the basis that their first/primary supervisor will be external to the School.

32.51 The School does not actively use external first supervisors as it is the School's view that first supervision is best provided in-house by employees of the School. This enables the School to provide on-going supervision training, mentoring and support that may not be possible from a distance.

32.52 The School will not appoint an *External* first supervisor on the basis of a change in the topic or methodological approach of the thesis. Where this changes from that agreed at the point of application, and where the School does not have the relevant subject expertise or supervisory capacity internally, the Candidate will be required to withdraw from the programme at the end of that term.

Arrangements following changes to a supervisor's employment

32.53 In the event of a member of staff leaving employment with the School, the School will make every reasonable effort to maintain supervision. The School cannot however guarantee to supervise Candidates in circumstances where it does not have the relevant and available expertise to do so.

32.54 Exceptionally, there may be circumstances beyond the control of the School where external first supervision becomes necessary (see below).

32.55 In normal circumstances when an internal first supervisor leaves the employment of the School, the School aims, as appropriate, to make all reasonable attempts to identify alternative supervisory options. This might be to:

- Support the Candidate in applying to the supervisor's new institution;
- Retain the departing supervisor as an external supervisor in order to maintain the quality of supervision during exceptional circumstances and provide continuity for the Candidate;
- Identify an appropriate *new* first supervisor with expertise and capacity at the School;
- Identify appropriate *external* supervision that can be provided by 'known' staff where the staff member has experience of School systems and procedures etc;
- Support the Candidate in identifying and applying to an alternative institution that has the relevant spare supervisory capacity.

- 32.56 In the event that a member of staff leaves the School and
- the Candidate does not wish to transfer to the new institution of the supervisor and
 - no new supervisor (whether they be internal or external to the School) can be arranged or
 - the Candidate does not agree with the new supervision arrangements,
- then the Candidate will only remain under the supervision of their second supervisor until the end of that term, at which point the Candidate will be deregistered. Where possible, the School will assist to negotiate a Candidate's application to study at an alternative institution to complete their course of study.
- 32.57 A Candidate may not re-enrol for the next academic session without adequate supervision arrangements in place. Where the School cannot find a suitable replacement for a first supervisor then regrettably the Candidate will be withdrawn from the programme.

External first supervision

- 32.58 The allocation of a new first supervisor would normally be expected to be internal to the School, however dependent on supervision capacity and relevant experience and expertise it may be necessary for them to be external to the School.
- 32.59 The School will permit an external first supervisor in the following circumstances only:
- The existing first supervisor has left the employment of the School and agrees to continue to be first supervisor for the remainder of the period of registration; and
 - The Candidate agrees to the arrangements for external supervision.
- OR
- The existing first supervisor has left the employment of the School and does not wish or cannot continue as first supervisor; and
 - there is no spare first supervision capacity or relevant available expertise internally to the School; and
 - The Candidate agrees to the arrangements the School coordinates for external supervision.
- 32.60 Following submission of a full C.V., an external first supervisor will be approved by the Chair of the Research Degrees Sub-committee and then ratified by the Director of Research only. It is essential that an external first supervisor will have:
- demonstrable research interests in the topic of the thesis;
 - have supervised at least one Candidate to completion.
- 32.61 It is desirable that an external supervisor should also hold a PhD.
- 32.62 In circumstances where External Supervision becomes necessary then:
- the external supervisor will receive an induction to the School and the programme and;
 - may be required to undergo supervision training at the earliest opportunity;

- and will be contracted for the remaining normal period of registration and the 'writing up' period.

External second supervision

32.63 The School will exceptionally permit a second supervisor to be external to the School at any stage from the point of offer onwards. A second supervisor will be approved by the Chair of the Research Degrees Sub-committee and then ratified by the Director of Research only. A full C.V. should be obtained from the potential supervisor which should include information on research interests as well as any previous experience of research degree supervision. The Chair of the Research Degrees Sub-committee should identify the relevant common areas of interest between the applicant's proposal and the potential supervisor's expertise.

A prospective Candidate may be accepted on to the programme with an external second supervisor from the commencement of the course. An external second supervisor augments the existing skills, expertise and supervisory capacity of the School. The first supervisor must be an internal member of the School.

External co-supervision

32.64 An external supervisor may be appointed as a co-supervisor when they do not have sufficient experience of supervision to completion but do have the relevant subject knowledge and experience that would otherwise permit them to be appointed as a first supervisor. However the other member of the supervision team must:

- be an internal staff member and
- have supervised at least one Candidate to completion.

33. RESEARCH CANDIDATE TRANSFER AND ANNUAL PROGRESS REVIEW

General structure of reviews

33.1 Candidate progress on the research degree programme (both full- and part-time) will be reviewed by the School's review process: annually for full-time Candidates and biannually (i.e. every two years) for part-time Candidates.

33.2 The first review will incorporate the transfer from MPhil to PhD. This review involves the Candidate submitting a 7-800 word (or equivalent for Practice Research) piece of written work and scheme of research.

The First Annual Progress and Transfer Review

33.3 The Transfer review is initiated by a candidate who submits the three documents detailed below to Research Services. The Transfer Panel is appointed by the Research Degrees Sub-committee and normally consists of an external Assessor (ie. a member of the School who

is not involved in the research) and the second supervisor. This formal review is closer to an 'examination' or 'viva' and involves elements of a defence, i.e. the candidate will undergo a 45-60 minute examination of the content of a substantial piece of written work.

- 33.4 Candidates will submit the following materials, each with a covering form provided by Research Services:
1. **A piece of scholarly research** related to the thesis that, is of doctoral standard, of between 7,000 and 8,000 words. If the Candidate is undertaking practice research, the practice for assessment must be agreed with the supervisor and can be presented in addition to the critical writing, either in the form of documentation or a short presentation. In whichever mode a Candidate chooses to submit the practical component, they should expect for it to be engaged with for no longer than 20mins.
 2. A Transfer Review Report, with sections 1-5 completed.
 3. **A plan of the thesis** of no more than four five pages, which could take the form of provisional abstracts for each chapter, plus timeline for completion (see 33.6).

Transfer Criteria

- 33.5 The purpose of the Transfer Review is to assess whether the research meets the appropriate standards and expectations of work at PhD level. It is expected that the specific components in the Candidate's extended plan, in conjunction with the transfer viva will demonstrate that the following criteria have been met:
- Commitment to pursuing research at Central leading to the PhD degree;
 - Satisfactory progress in the work so far;
 - Ability to formulate a viable hypothesis or research question that could be completed within the normal time frame of the PhD programme;
 - Showing a deep knowledge and understanding of and a critical perspective upon the relevant literature;
 - Developing an appropriate methodology to undertake the required research;
 - Demonstrating the ability to produce work of PhD level in terms of independent research, critical argument, use of sources, clarity of writing, and consistent use of scholarly apparatus;
 - Demonstrating the ability both to defend ideas and to accept constructive criticism;
 - Satisfactory technical and generic skills development;
 - Formulation of a viable plan for the work;
 - Satisfactory completion of elements a to i (below);
 - English Language proficiency, both written and spoken.

Extended plan of thesis project

- 33.6 The plan must include:
- a. **Thesis Title.**
 - b. **Thesis Abstract.** This delineates the broad topic of the project and major research issue(s). It should also include key aims.

- c. **Principal Research Questions.**
- d. **Key Research Methods.** What research methods will be used to address the central research questions.
- e. **Project Thesis Outline.** A brief abstract for each chapter of the thesis identifying the key issue(s) or question(s) the chapter investigates. For a Practice PhD ensure that the nature of the practice is clearly articulated and that outline includes a discussion of how the findings are being articulated.
- f. **Research Resources.** Are there any research resources that you will need during the project? Are there any particular archives you need to visit? Are there interviews you need to undertake? Is there particular training you envisage needing in years two or three of the research? Please ensure you state what referencing system you are using.
- g. **Ethics.** Have you considered the ethical implications of the work? Have you secured ethical clearance for any work with human participants?
- h. **Bibliography.** Provide a bibliography of relevant literature and present the bibliography in accordance with the referencing system you are using.
- i. **Timeline.** Provide specific and realistic dates for completing the different stages of the project.

Decision of Transfer Panel

- 33.7 The panel will recommend to the Research Degrees Sub-committee one of the following:
- The Candidate transfers to PhD registration.
 - The Candidate may transfer to PhD registration providing that the conditions stipulated are satisfactorily completed within 3 months (6 months for part-time Candidate).
 - The Candidate is not permitted to transfer and must complete the thesis for the award of MPhil only. The latter will normally only be recommended once a Candidate has failed to meet the conditions set from the Transfer meeting.
 - The Candidate may not continue on the programme. (This may only be recommended when a Candidate has failed to meet the conditions set or in the academic opinion of the School the project will not meet the requirements for an MPhil or PhD award within the remaining time of registration.)
 - Where a panel is unable to reach an agreement, the matter will be dealt with according to the terms of the School's 'Guidance for the transfer and adjudication process of MPhil/PhD candidates'.
- 33.8 The Panel will complete a Transfer Outcome Form which will confirm the decision and provide any conditions for progression to PhD registration or confirm the reasons for continuing as MPhil status.
- 33.9 The decision to permit the Candidate to complete as an MPhil Candidate will be an academic one based upon the University of London requirements for an MPhil. Candidates

who are required to complete as an MPhil Candidate will have 12 months to submit for the MPhil examination.

- 33.10 Satisfactorily meeting the conditions of the PhD 'Transfer' is not confirmation that the Candidate will be successful in the final examination.

Annual Progress Reviews

- 33.11 Research Candidates complete an Annual Progress Review Report (biannual in the case of part-time Candidates) as a means of assessing their annual progress. The review is a condition for progression.

Review Submission

- 33.12 The review submission includes the following sections:
- Section A - Candidate Self-Evaluation Statement, a document of no more than 3-4 pages covering the following areas: Research Project and Progress; Research Training and Continuing Professional Development. Following the review meeting, this should be submitted to Research Services.
 - Section B - Candidate Supervision and Training Feedback, completed by the Candidate.
 - Section C - Supervisor's Evaluation Report, completed by the supervisory team.

Criteria for Satisfactory Review

- 33.13 To satisfactorily progress in the review the Candidate is expected, through the submission of the Review of Annual Progress Form, to demonstrate:
- On-going progress in the research questions, contribution to knowledge, literature review and contextualisation of the Candidate's work;
 - On-going progress in the methodological aspects of the thesis;
 - On-going viability of the timeline for the different stages of the project and its completion within the standard period of registration;
 - Awareness and addressing of any ethical issues for the project;
 - Adequate planning of research activity over the next year.

For Candidates at the end of the third year of full-time study (or sixth year of part-time study) the supervision team will be required to assess if the Candidate has produced enough of the thesis, at a standard compatible with what is expected of a PhD, to be allowed to transfer to Writing Up Status.

Outcome of the Annual Progress Review

- 33.14 The outcome of a review will be either:
- Satisfactory - Candidate progresses to undertake the next phase (12 months, or equivalent part-time) of study; or
 - Conditional - The Research Degrees Sub-committee specifies conditions which the Candidate must meet in order to progress to the next phase of study. The Candidate will

continue as normal on the programme during the period when they are working to meet the conditions.

- 33.15 Conditions will be given by the Research Degrees Sub-committee if:
- Documentation requested has not been provided by the Candidate.
 - Academic writing is not of a sufficient standard.
 - There is no or adequate plan for the next 12 months of the programme which clearly identifies goals, targets and timescales.
 - Any of the criteria (above) have not been met sufficiently in the view of the panel.
- 33.16 Candidates will have 3 months (or 6 months if part-time) to satisfy the conditions, at which point the panel will report to the Research Degrees Sub-committee that the Candidate:
- Has met the conditions and may continue in the programme, or
 - Unsatisfactory progress has been made and the panel recommends that the Candidate should not continue on the programme and should be deregistered.

Mitigating Circumstances

- 33.17 Candidates who have to satisfy conditions to pass a formal review have one attempt only to do this. An additional attempt may only be granted through successful application of mitigating circumstances by the Candidate (see section 22).

34. "WRITING UP", "FULL FEE" AND "CONTINUATION" STATUS

- 34.1 The normal period of registration for a full-time research Candidate is three years (six years part-time).
- 34.2 At the end of the three year period of full-time registration (or its part-time equivalent), if the Candidate has not written and submitted their thesis they would normally be expected to:
- a) transfer to Writing Up status with minimum supervision (equivalent to one term); or
 - b) re-register with Full Fee status in order to access full supervision.

Writing Up status is for a maximum of one year full-time (two years part-time) (see 34.7-34.10).

Full Fee status is for a maximum of one year full-time (two years part-time) (see 34.12-34.15).

- 34.3 After the maximum period of either Writing Up or Full Fee status a Candidate must submit their thesis.

Extension of Registration on the Research Degrees Programme

34.4 An extension beyond that stated above may be granted only in exceptional circumstances by application to the Research Degrees Sub-committee via Research Services (see 32.27).

Protocol to transfer on to Writing Up status

34.5 Writing up status will *normally* be for no more than one year full-time or two years part-time and will commence *normally* after the end of the three years of full-time registration or equivalent part-time, subject to paragraph 34.6 a-d (below).

34.6 *Exceptionally* a Candidate may proceed to writing up status at the end of the minimum period of full-time registration (2 years) or equivalent part-time (4 years) subject to paragraphs a-d (below):

- a) the Candidate requires minimal supervision (*usually* for one further term, or no more than one supervision session every three months);
- b) no further data collection or research is required in order to complete the PhD;
- c) a final deadline for submission of the thesis has been set and approved by the Research Degrees Sub-committee;
- d) The Candidate has already submitted at least one full draft of the thesis to the supervisor and the supervisor has confirmed to Research Degrees Sub-committee that the draft submitted is of a standard that allows the supervisor to conclude that a final submission should be able to be made within the writing up period.

34.7 The thesis must be submitted for examination no later than one calendar year after the transfer of registration to 'writing up' (two calendar years, part-time).

34.8 The transfer to writing up status will be approved only by Research Degrees Sub-committee.

34.9 At the request of Research Degrees Sub-committee, the Department of Finance shall invoice Candidates for the writing up fee.

34.10 Writing up status will begin at the start of the following academic year, (or January for January start Candidates only) no refund will be given pertaining to tuition fees for the current academic year.

Protocol to re-register with Full Fee status

34.11 Full Fee status will normally be for no more than one year full-time or two years part-time and will commence normally after the end of the three years of full-time registration or equivalent part-time, subject to paragraphs a-d (below).

- a) the Candidate requires more than the minimal supervision provided for under Writing Up status;
- b) elements of further data collection or research are required in order to complete the PhD;
- c) a final deadline for submission of the thesis has been set and approved by the Research Degrees Sub-committee;
- d) The Candidate and supervisors have established a plan to submission of the thesis including scheduling at least one full draft of the thesis to the supervisor.

34.12 The thesis must be submitted for examination no later than one calendar year after reregistration with Full Fee status.

34.13 Full Fee status will begin at the start of the following academic year (or January for January start Candidates only), and no refund will be given pertaining to tuition fees for the current academic year.

34.14 Part-time candidates may complete one year on Full Fee status and then apply to transfer to Writing Up status for one year.

34.15 The Full Fee tuition fee will be that of the advertised fees for home or overseas as appropriate for the year of study.

Continuation status

34.16 Candidates are required to re-enrol as students with the School until they reach the final point of their studies (i.e. the date of the awards letter issued to them by Research Services on behalf of the Research Degrees Sub-committee).

34.17 "Continuation" status is reserved for Candidates who are making corrections following viva or awaiting a second viva. Writing Up status will be given to any Candidate who has submitted and is awaiting the viva only.

34.18 Candidates who have submitted and are awaiting a viva or second viva will not pay any fees if re-registration takes the Candidate into a new academic year or term.

34.19 Candidates registered on "continuation status" shall continue to be permitted access to Library and IT Services.

35. REQUIREMENTS OF THE THESIS

- 35.1 The University of London requirements are available on MyCentral or by contacting Research Services. Section 4.3 (requirements applicable to both MPhil and PhD), Section 4.2 (requirements applicable to MPhil) and Section 4.1 (requirements applicable to PhD) are reproduced below.

The following derives from the University of London Regulations for the Degrees of MPhil and PhD with effect from September 2009:

Requirements applicable to Theses submitted for the Degrees of MPhil and PhD

4.3.1. The greater proportion of the work submitted in a thesis must have been done after the initial registration for a research degree, except that in the case of a student accepted under paragraph 1.4 there shall be allowance for the fact that the student commenced his/her registration at another institution.

(see also section 33.1 above)

4.3.2. A candidate will not be permitted to submit as his/her thesis one which has been submitted for a degree or comparable award of this or any other university or institution, but a candidate shall not be precluded from incorporating in a thesis covering a wider field work which he/she has already submitted for a degree or comparable award of this or any other university or institution provided that he/she shall indicate on his/her entry form and also on his/her thesis any work which has been so incorporated.

4.3.3. A candidate may submit the results of work done in conjunction with his/her supervisor and/or with fellow research workers provided that the candidate states clearly his/her own personal share in the investigation and that the statement is certified by the supervisor (see also paragraph 4.3.6).

4.3.4. A candidate must have the title of his/her thesis approved in accordance with the procedures specified by the College.

4.3.5. The decision to submit a thesis in any particular form rests with the candidate alone and the outcome of the examination is determined by two or more examiners acting jointly.

4.3.6. A candidate must include in each copy of his/her thesis a signed declaration that the work presented in the thesis is his/her own (see also paragraph 4.3.3) and that the thesis presented is the one upon which the candidate expects to be examined.

4.3.7. A thesis must be presented for examination in a final form in typescript or print and be bound in accordance with the instructions issued by the [College at which the candidate is registered].

4.3.8. A request for the thesis to be submitted in A3 format and/or printed on both sides of the page shall be considered in accordance with procedures made by the College of registration and may be approved where there is a demonstrable need.

4.3.9. *The form of the retainable documentation submitted by a candidate who is undertaking practice/performance research in accordance with paragraphs 4.1.3. to 4.1.5. or 4.2.3. to 4.2.5. above shall be approved by the College of registration in accordance with the procedures mentioned in the above paragraph.*

4.3.10. *After the examination has been completed and before the degree is awarded, successful candidates are required to submit to the Research Degree Examinations Office of the University, for lodging in the College/Institute/School of Advanced Study and University libraries, two copies of their theses, one hard-bound and one soft-bound, in accordance with the instructions issued by the Head of the Academic Office, if the copies of the theses submitted for examination did not conform with this specification.*

4.3.11. *Every candidate is required to present a short abstract of his/her thesis of not more than 300 words and bound with each copy of the thesis submitted to the University. One additional loose copy of the abstract must also be provided.*

The UoL Regulation 4.1.5. (for PhD) and 4.2.5 (for MPhil) states that in the field of Drama and Theatre Studies, a candidate may either register to undertake research leading to a thesis submitted in accordance with the normal provisions, or register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In the latter case the thesis should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.

Thesis for the MPhil Degree

4.2.1. *The scope of the thesis shall be what might reasonably be expected after two or at most three years of full-time study.*

4.2.2. *The thesis shall:*

- (a) *consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;*

[The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated by the candidate and certified by the supervisor.]

- (b) *and be either a record of original work or of an ordered and critical exposition of existing knowledge and shall provide evidence that the field has been surveyed thoroughly;*

- (c) *and be an integrated whole and present a coherent argument;*

[A series of papers, whether published or otherwise, is not acceptable for submission as a thesis.]

Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis and thereby make a relevant contribution to the main theme of the thesis.

Publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis.]

- (d) and give a critical assessment of the relevant literature, describe the method of research and its findings and include a discussion on those findings;*
- (e) and be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may permit on an exceptional basis only a thesis in the field of modern foreign languages and literatures only to be written in the language of study; in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarize the main arguments of the thesis;*
- (f) and include a full bibliography and references;*
- (g) and shall not exceed 60,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations.*

[Note: the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.]

Thesis for the PhD Degree

4.1.1. The scope of the thesis shall be what might reasonably be expected after three or at most four years of full-time study.

4.1.2. The thesis shall:

- (a) consist of the candidate's own account of his/her investigations, the greater proportion of which shall have been undertaken during the period of registration under supervision for the degree;

 - a. [The part played by the candidate in any work done jointly with the supervisor(s) and/or fellow research workers must be clearly stated by the candidate and certified by the supervisor.]**
- (b) and form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new facts and/or by the exercise of independent critical power;*
- (c) and be an integrated whole and present a coherent argument;*

[A series of papers, whether published or otherwise, is not acceptable for submission as a thesis.]

Research work already published, or submitted for publication, at the time of submission of the thesis, either by the candidate alone or jointly with others, may be included in the thesis. The published papers themselves may not be included in the body of the thesis, but may be adapted to form an integral part of the thesis and thereby make a relevant contribution to the main theme of the thesis.

Publications derived from the work in the thesis may be bound as supplementary material at the back of the thesis.]

- (d) and give a critical assessment of the relevant literature, describe the method of research and its findings, include discussion on those findings and indicate in what respects they appear to the candidate to advance the study of the subject; and, in so doing, demonstrate a deep and synoptic understanding of the field of study, (the candidate being able to place the thesis in a wider context), objectivity and the capacity for judgment in complex situations and autonomous work in that field;*
- (e) and be written in English and the literary presentation shall be satisfactory, although the College at which the candidate is or will be registered may permit on an exceptional basis only a thesis in the field of modern foreign languages and literatures only to be written in the language of study; in such cases the thesis shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarise the main arguments of the thesis;*
- (f) and not exceed 100,000 words; a College may prescribe a lower number in certain subject areas, which shall be detailed in the relevant College regulations;*

[Note: the bibliography is excluded from the word count; footnotes are included within the word count; appendices are excluded from the word count and should only include material which examiners are not required to read in order to examine the thesis, but to which they may refer if they wish.]

- (g) and include a full bibliography and references;*
- (h) and demonstrate research skills relevant to the thesis being presented;*
- (i) and be of a standard to merit publication in whole or in part or in a revised form (for example, as a monograph or as a number of articles in learned journals).*

36. ARRANGEMENTS FOR THE EXAMINATION OF RESEARCH DEGREES

Nomination and appointment of examiners for research degrees

- 36.1 Examiners are nominated by the first supervisor after consultation with the second supervisor, signed off by the Chair of the Research Degrees Sub-committee, and their appointment is approved by the Director of Research.
- 36.2 The Panel of Examiners normally comprises two examiners:
- one (internal) examiner who is a member of the University of London;
 - one (external) examiner who is external to the University of London.
- 36.3 Exceptionally, where the criteria for an internal examiner cannot be met, a second external examiner is appointed.
- 36.4 An independent chair will be appointed to the Panel of Examiners. The responsibility of the Chair is to manage the conduct of the viva and ensure adherence to regulations but not to contribute to the decision whether or not the standards for award have been met. The Chair will be an internal member of staff unconnected to the Candidate's project and appointed by the Chair of the Research Degrees Sub-committee.
- 36.5 Supervisors should informally approach examiners to ascertain whether they would be willing to act as an Examiner. Examiners are formally nominated on the Examination Entry form. Research Services shall formally write to the nominated examiners and shall at the same time inform the examiners of the proposed title of the thesis and include the 300 word short description of the thesis as completed on the Examination Entry form by the Candidate.
- 36.6 Where a member of permanent staff is due to be examined then the Panel of Examiners should be comprised entirely of members from outside of the School.

Eligibility to Examine

- 36.7 Examiners should be experts in the field of the thesis but not necessarily in all parts of the precise topic. The aim should be to appoint two examiners who, between them, cover most aspects of the work to be presented by the Candidate and will be able to make an independent assessment of the Candidate.
- 36.8 At least one examiner should have experience of examining for a research degree.
- 36.9 Nominated examiners should have had no direct involvement in the Candidate's research nor any close connections with either the Candidate or supervisor which might inhibit a completely objective examination. They should not have taken an active role in considering the Candidate's transfer of status from MPhil to PhD.

- 36.10 An examiner should not normally be appointed more than once during a given year by the School.
- 36.11 Individuals who were previously members of staff, Candidates or other members of the School (for example, Visiting Lecturers) should not be appointed as an external examiner until a period of three years has elapsed. In exceptional circumstances, such individuals may be appointed as quasi-internal examiners where it proves impossible to find a suitable person to fill the role of internal examiner.
- 36.12 Overseas examiners may be appointed as external examiners only in exceptional circumstances and where it is considered that such an appointment is necessary. The supervisors should provide a statement indicating:
- a) the reasons for the nomination of an examiner from overseas;
 - b) the examiner appointed is familiar with the British higher education system; and
 - c) confirmation from Research Services regarding the arrangement for funding travel and subsistence expenses of the examiner.
- 36.13 Both examiners will receive a briefing document on their role in advance of confirmation of their appointment by the School. Confirmation of the appointment and the payment of any fees and expenses shall be made by Research Services.
- 36.14 The College is aware that some overseas examiners will not necessarily incur travel costs any higher than those of a UK examiner. For example, if the overseas examiner is already in the UK on other business at the time of the viva. In such cases, the supervisor should make it clear in the supporting statement why the nominated overseas examiner should be treated as a UK examiner as far as expenses are concerned.
- 36.15 In the event that in the time between the examination of one (or more) practice-based elements and the date of the viva voce an examiner is (for unforeseen reasons, for example illness) unable to continue with the examination, a new examiner will be appointed. The examiner will be sent the DVD recordings of the practice-based elements and any notes of their co-examiner. The new examiner will not be sent any notes or reports written by the examiner who they replace.

Examination Entry

- 36.16 An Examination Entry form must be completed jointly by the supervisor AND Candidate. The form shall confirm the Candidate's details, thesis title and description, examiners and the schedule of assessment for the examination.
- 36.17 The submission for the examination is seen as a single line of enquiry which may be multi modal.

- 36.18 The schedule of assessment must comprise of a written thesis and a viva. In addition it may contain one or more elements of practice to be assessed by the examiners.
- 36.19 The viva is the last assessment to occur in the schedule of assessment.
- 36.20 The entry form must be submitted to Research Services no less than four months before the first scheduled assessment, either the viva or, if required, the Practice Exam.
- 36.21 The entry form for PhD examination may not *normally* be submitted until the Candidate reaches their third year (full-time) on the research degree programme (or equivalent part-time).
- 36.22 If the Candidate has not submitted their written thesis for examination within 12 months of the submission of the entry form for the examination, the entry will be cancelled. Registration on the Research Degrees Programme shall be suspended pending investigation by the Research Degrees Sub-Committee and either a new Examination Entry Form will be required, or the Candidate will be deregistered.
- 36.23 Candidates registered for MPhil submission may not submit their examination entry form until the six months before the completion of the minimum period of study for research degrees (2 years full-time as defined by the University of London).
- 36.24 The Examination Entry form shall be approved on behalf of the Research Degrees Sub-committee by both the the Chair of the Research Degrees Sub-committee and Director of Research.
- 36.25 At the end of the three year period of full-time registration (or its part-time equivalent) the Candidate should either be in the position to submit the thesis, transfer to Writing Up status for a maximum of one year full-time (two years part-time), or re-register for Full-Fee status for one further year (or two years part-time). After this period of either Writing Up or Full Fees status the Candidate is expected to be in the position to submit the thesis (see 35.2) or they will be deregistered.
- 36.26 An extension beyond that stated above may be granted only in exceptional circumstances by application to the Research Degrees Sub-committee via Research Services.

Thesis Submission

- 36.27 Candidates are entered for either the award of MPhil or PhD depending on the results of the Transfer Review. Candidates may not submit before the minimum period of registration has elapsed (two years, full-time) and must submit before the end of the maximum period registration. The decision to submit is made by the Candidate.

- 36.28 All Candidates must adhere to the regulations concerning the requirements, format, word count, presentation, and submission of the thesis.
- 36.29 A Candidate undertaking a practice/performance research degree may request to submit the thesis in A3 format. Requests must be made in writing to the Research Degrees Subcommittee and have the support of the primary supervisor. Requests for the thesis to be printed on both sides of the page should also be submitted to the Research Degrees Subcommittee.
- 36.30 In accordance with University of London regulations (4.1.5) a Candidate may *either* register to undertake research leading to a thesis submitted in accordance with the normal provisions, *or* register to undertake original research in performance practice on the understanding that the material is submitted concurrently and is examined as an integrated whole. In the latter case the thesis should include evidence in the form of practical performance which exemplifies and illustrates the ideas contained in the written part of the thesis. However presented, this work must be accompanied by an adequate and approved form of retainable documentation.
- 36.31 The Examination Entry form shall detail the method(s) by which practice and performance based parts of the examination shall be adequately retained (e.g. recording of performances and submission as a DVD to accompany the thesis etc).

Organisation of the Viva Examination

- 36.32 After the Examination Entry Form has been approved Research Services arranges all aspects of the viva examination: they contact the examiners to identify and confirm a mutually convenient time and place to hold the viva examination, notify the Candidate and supervisors of the date of the viva examination and practice elements, and confirm the date of submission for the thesis.
- 36.33 The viva examination should normally be held at the School. If it is proposed that it be held off-site, the supervisor should obtain approval from the Research Degrees Subcommittee via Research Services. The holding of viva examinations by tele- or video-conferencing is not normally permitted and would only be approved in very exceptional circumstances; any enquiries about this should be addressed to Research Services in the first instance.
- 36.34 The viva examination will normally occur within 3 months of the submission of the thesis and no earlier than one month after submission in order to provide Examiners with sufficient time. The date and time of the viva is a matter for the School and the Examiners. The School's decision is final.

Preliminary Independent Reports

- 36.35 Each examiner is asked to write an independent preliminary report on the thesis and, where used, practice elements in advance of the viva examination. It is expected that each examiner will write their report after reading the thesis but before conferring with the co-examiner about it.
- 36.36 Typically the preliminary report identifies particular areas which the examiner believes should be explored with the Candidate during the viva examination, and, if possible, makes an initial recommendation, based on an assessment of the thesis, for the result of the examination. These recommendations should not be indicated to the Candidate in advance of the viva, which is an integral component of the examination.
- 36.37 The examiners should exchange their preliminary reports with each other before conducting the viva examination and send a copy to Research Services 24 hours before the examination is conducted.

Queries and special arrangements for the examination

- 36.38 If the examiners have any queries about the School's requirements for the award of the research degree and about the regulations they should contact Research Services.
- 36.39 All matters relating to the examination are confidential and examiners should not contact any third party, other than the supervisor as provided for in the regulations and this guidance. Otherwise all queries must be made through Research Services.
- 36.40 The educational needs provisions of the Disability Discrimination Act require institutions to make reasonable adjustments for Candidates with physical and special learning difficulties in their assessment. The School, via Research Services, will facilitate a process of identification for specific provision via the IGRAS system. Candidates are encouraged to inform Research Services at the time of examination entry (or as soon as possible afterwards) if they require any special arrangements to be made. Examiners will be advised of any such arrangements with their appointment letters. If examiners are informed directly by the supervisor or Candidate of any disability they should seek the advice of Research Services. The School operates a process of Independent Chairs for every MPhil and PhD viva to assist in ensuring that reasonable adjustments are made.

Purpose and conduct of the viva examination

- 36.41 The purpose of the viva examination is to examine the Candidate on the subject of the thesis and relevant subjects. During the viva the examiners should seek to establish whether all the requirements for a thesis submitted for the relevant degree have been met, and to establish that the thesis is genuinely the work of the Candidate. If there is any doubt that the thesis is the Candidate's own work the examiners should contact Research Services.

- 36.42 The examiners are advised to discuss between themselves the strategy they propose to adopt during the viva and to outline this to the Candidate at the outset of the examination.
- 36.43 There are no set requirements about the conduct of viva examinations, nor about their duration, but they should be conducted in such a way that the Candidate has adequate opportunity, encouragement and time to explain their research and to defend the thesis and any practice elements. It is recommended that, during a long viva examination, examiners should allow short break(s) at appropriate point(s). A typical viva examination would normally last approximately 2 hours.
- 36.44 No persons other than the examiners, the independent chair and the Candidate may attend the viva examination.
- 36.45 The supervisor shall be invited, unless the candidate indicates otherwise on their entry form, to attend the oral examination of their MPhil or PhD candidate as an observer. The supervisor does not have the right to participate in the examination of the candidate but may contribute if invited to do so by the examiners. Otherwise the oral examination shall be held in private.
- 36.46 If the Candidate becomes so unwell or distressed during the viva examination as to be unable to proceed, the examiners should, after such consultation with the Candidate and supervisor as is possible at that time, decide whether or not to continue the viva examination.
- 36.47 If the examination continues, they should note in their final report that the Candidate was unwell. If they decide not to continue they should determine whether sufficient evidence has been provided to allow a decision to be taken or whether it will be necessary to hold the viva examination on another occasion.
- 36.48 If the Candidate makes comments to the examiners, which put them under moral pressure (e.g. alluding to the consequences of failure for him/her), or offers any kind of incentive to the examiners to pass him/her, the examination should be terminated and a report should be written by the Independent Chair, addressed to the Academic Registrar and submitted via Research Services.

The outcome of the examination for MPhil

- 36.49 At the conclusion of the viva examination the Candidate should withdraw and the examiners should confer on the result in private.

- 36.50 The examiners have discretion, after the initial private discussion, to consult Research Services, the Academic Registrar or Associate Director (Research Degrees), particularly if they have doubts relating to the appropriate decision to be made.
- 36.51 The options open to the examiners in determining the results of the MPhil examination are:
- Pass;
 - Pass subject to corrections to be completed and checked by one or both examiners within three months;
 - Not pass, but the Candidate is allowed to revise the thesis and resubmit it within 12 months;
 - Not pass, but the Candidate is allowed to submit to a second viva examination on the same thesis and by the same examiners within 12 months;
 - Fail outright: no re-entry permitted. The Candidate is excluded from the School.
- 36.52 The Candidate may re-submit at any point within the time-frame outlined above but may re-submit only once.
- 36.53 Examiners should not consider option e) unless they have first considered and rejected as inapplicable the preceding options.

The outcome of the examination for PhD

- 36.54 At the conclusion of the viva examination the Candidate should withdraw and the examiners should confer on the result in private.
- 36.55 The examiners have discretion, after the initial private discussion, to consult Research Services, the Academic Registrar or the Chair of the Research Degrees Sub-committee, particularly if they have doubts relating to the appropriate decision to be made.
- 36.56 The options open to the examiners in determining the results are:
- Pass;
 - Pass subject to corrections to be completed and checked by one or both examiners within three months;
 - Not pass, but the Candidate is allowed to revise the thesis and resubmit it within 18 months;
 - Not pass, but the Candidate is allowed to submit to a second viva examination on the same thesis and by the same examiners within 18 months;
 - Fail PhD but the Candidate is deemed to have met the requirements for an MPhil (with or without minor amendments) or should be allowed to resubmit a revised thesis for the MPhil degree within 3 months;
 - Fail outright: no re-entry permitted. The Candidate is excluded from the School.

- 36.57 The Candidate may re-submit at any point within the time-frame outlined above but may re-submit only once.
- 36.58 Examiners should not consider option e) unless they have first considered and rejected as inapplicable the preceding options; and should not consider option f) unless they have previously considered and rejected as inapplicable all the previous options.

Reporting the decision

- 36.59 Examiners are required to complete the Outcome of Research Degree Examination form indicating which of the available decisions they have made and should include the following:
- Name of the Candidate;
 - Thesis title;
 - Signatures of each of the examiners;
 - Date.
- 36.60 Examiners are required to write a joint report giving the grounds on which their decision is based. The report should normally be submitted to Research Services within two weeks of the viva taking place. It should have regard to the requirements of a thesis for the relevant research degree. It should not cross-refer to the examiners' preliminary reports unless the examiners wish the Candidate to be sent a copy of those preliminary reports.
- 36.61 If the examiners decide to refer the Candidate to revise and resubmit the thesis for the degree, they should indicate in what ways the current thesis fails to satisfy the requirements for the degree, and should indicate clearly the revisions which they consider should be made.
- 36.62 Examiners who are referring a Candidate to revise and resubmit the thesis in 18 months (for PhD) or 12 months (for MPhil) should indicate on the Outcome of Research Degree Examination form and in their joint report whether:
- a) it will definitely not be necessary to conduct a viva examination on the revised thesis, or
 - b) they will definitely require a viva examination on the revised thesis, or
 - c) they want to reserve their position until they have read the revised thesis.
- 36.63 If the examiners decide that the criteria for the PhD degree have not been met, but the criteria for the MPhil have been, or might be, satisfied they should:
- a) explain the basis for their decision not to allow resubmission for the PhD; and
 - b) show how the requirements for a thesis for the MPhil are satisfied.
- 36.64 The MPhil degree is an award in its own right and may not be awarded unless the criteria for that degree are satisfied. It is not awarded as compensation for a failed PhD.

- 36.65 If the examiners' decision is to fail the Candidate outright, they should indicate the basis for their decision to reject all the other options open to them.
- 36.66 The examiners should agree between themselves at the end of the viva examination the arrangements for drafting and finalising their joint report and for sending it, the Outcome of Research Degree Examination form, their preliminary reports, and their copies of the thesis to Research Services. This should be done within two weeks of the examination. If, for any reason, it is not possible for the reports to be returned within two weeks of the viva examination, one of the examiners should contact Research Services to discuss the problem.
- 36.67 If the examiners have indicated on the Outcome of Research Degree Examination form that they require the Candidate to make minor amendments, Research Services will send a further request to the named examiner for certification that the amendments have been completed satisfactorily.
- 36.68 Examiners have the right to make comments in confidence in a separate report to the Principal.

Notification to the Candidate

- 36.69 If the examiners wish to advise the Candidate orally and informally of their decision at the conclusion of their deliberations following the examination, they must make clear to the Candidate that the result is not formal and final until confirmed and notified by letter from the School to the Candidate.
- 36.70 A copy of the Outcome of Research Degree Examination form and the examiners' joint report is routinely sent to the Candidate when they are officially informed by letter from Research Services of their result. The Candidate does not normally see the examiners' preliminary reports, but may do so if the examiners so request and will do so in the event of them appealing against the examiners' decision.

Conferment of award

- 36.71 Research degrees are confirmed at a meeting of the Research Degrees Sub-committee on behalf of the Academic Board, and conferred at the following graduation ceremony. The committee meets termly.
- 36.72 Following confirmation of the award, copies of the examiners' joint report will be forwarded to the Candidate, supervisors, and Chair of the Research Degrees Sub-committee by Research Services.
- 36.73 The Academic Records Office shall be responsible for informing the University of London of any awards made.

Examination of re-entry Candidates

- 36.74 Unless it is impossible for them to do so, it is expected that the original examiners will examine the Candidate on re-entry.
- 36.75 In examining a re-entry Candidate the examiners should have regard for the report they made on the first examination, copies of which can be made available to them.
- 36.76 Examiners have discretion on whether or not to hold a viva examination on a revised and resubmitted thesis, but will need to have regard for any statement they have made about this in their joint report on the original examination.
- 36.77 When the revised thesis is dispatched to the examiners the Research Office will ask them to confirm whether a further viva examination is required. If so, Research Services will inform the candidate and supervisor, and will make the necessary arrangements.
- 36.78 The re-entry examination for the research degree is subject to the same rules and procedures as the original examination, apart from the possibility of not holding a viva examination.
- 36.79 The examiners may request the appointment of a third examiner at any time if they consider it desirable and should always do so before they report formally that they are unable to arrive at agreement. In these circumstances they should contact the Chair of the Research Degrees Sub-committee via Research Services for advice in the first instance.
- 36.80 Candidates may revise and resubmit a thesis once only.

Examiners' fees and expenses

- 36.81 A fee is paid to each examiner following the initial examination and following any subsequent re-entry examination after a referral. Payment is authorised automatically on receipt of the examiners' joint report.
- 36.82 Examiners may claim reasonable travel and other expenses in accordance with the relevant schedules. Claims should normally be submitted to Research Services on the form provided at the end of the examination, but may be submitted earlier where advance payment for tickets has been necessary.

Equal opportunities

- 36.83 All examinations of the School are subject to the School's Equal Opportunities Policy, copies of which are available from Research Services. All Candidates are subject to the same academic criteria and requirements.

Appeals procedure

36.84 The School's Appeals procedures provide the appeal mechanism for research degree examinations. See Appendix 1: Appeals Procedure.

Final Thesis Submission

36.85 Once all corrections and amendments to the thesis have been made by the Candidate and confirmation of the award has been received from the Examiners, the Candidate should ensure that the final hard bound copy of the thesis and the final electronic copy is provided to the School within one month of notification to the Candidate by the School that the revised thesis has met the requirements of the Examiners.

Instructions and notes on submission, format and binding of theses submitted for the degrees of MPhil and PhD

36.86 Theses have to be robust enough to endure the examination process and also have to be easily identified.

36.87 Once the examination is successfully completed, copies of the thesis are deposited in the School's library so that the research undertaken can be publicly available: one hard-bound copy will be deposited in the library of the School (and will be the archival/reference only copy) and one electronic copy will be uploaded on to the School's e-repository.

36.88 Every Candidate submitting a thesis must do so in accordance with the following instructions and all preceding regulations (including word length stipulations):

A. Number of copies

Two, soft-bound copies must be submitted to Research Services. Each Candidate is required to bring one additional copy to the viva examination paginated in the same way as the copies submitted to the School and adequately bound. A pdf copy must be supplied for the Research Office's records.

B. Presentation

Theses must be presented in a permanent and legible form in typescript or print except that mathematical or similar formulae may be inserted neatly by hand. Photographic and other illustrations should be permanently mounted on A4 size paper and bound in with the thesis. In no circumstances should 'Sellotape' or similar materials be used for any purpose.

A request for the thesis to be submitted in A3 format and/or printed on both sides of the page shall be considered in accordance with procedures made by the College of registration and may be approved where there is a demonstrable need.

Candidates must make every effort to correct errors before submission. It is not the task of Examiners to act as editors and/or proof-readers of a thesis. Candidates seeking to commission a professional proofreader should first consult the advice on proofreading provided in the Research Degrees section of MyCentral.

C. Paper

A4 size paper (210 x 297 mm) should be used. Plain white paper must be used, of good quality and of sufficient opacity for normal reading. Only one side of the paper may be used. [See also Section K, binding, below]

D. Layout

Margins at the binding edge must be not less than 40 mm (1.5 inches) and other margins not less than 20 mm (0.75 inches). Double or one-and-a-half spacing should be used in typescripts, except for indented quotations or footnotes where single spacing may be used. Additional decisions regarding layout should be made, as appropriate to the thesis, with the supervisory team.

E. Pagination

All pages must be numbered in one continuous sequence, i.e. from the title page of the first volume to the last page of type, in Arabic numerals from 1 onwards. This sequence must include everything bound in the volume, including maps, diagrams, blank pages, etc. Any material which cannot be bound in with the text must be placed in a pocket inside or attached to the back cover or in a rigid container similar in format to the bound thesis (see also Section L below).

F. Title Page

The title page must bear the officially-approved title of the thesis, the Candidate's full name as registered, the name of the School (The Royal Central School of Speech and Drama, University of London) and the degree for which the thesis is submitted. The title page should be followed by a signed declaration that the work presented in the thesis is the Candidate's own.

G. Abstract

The signed declaration should be followed by an abstract consisting of no more than 300 words. A soft copy of the abstract should be submitted to Research Services with the thesis.

H. Table of Contents

In each copy of the thesis the abstract should be followed by a full table of contents (including any material not bound in) and a list of tables, photographs and any other materials.

I. Illustrative material

Illustrative material may be submitted in the following forms and should be listed in the table of contents:

- (a) Audio recordings: Compact cassette tape C60 or C90.
- (b) Photographic slides: 35 mm in 2" x 2" frame

(c) A reliable brand CD-R with phthalocyanine dye (clear light green or light green disc hue), DVD-R or DVD+R.

(d) A USB flash drive data storage device.

(e) Illustrative material in other forms (including videotapes) may be submitted at the discretion of the Research Degrees Sub-committee of the School.

Any material which cannot be bound in with the text must be placed either in a pocket inside or attached to the cover or in a rigid container similar in format to the bound thesis. If it is separate from the bound volume it must be clearly labelled with the same information as on the title-page (see Section F, title page, above).

Each copy of the thesis submitted must be accompanied by a full set of this material.

J. Practice/Performance PhDs

A Candidate who is undertaking practice/performance in accordance with the provisions of the relevant MPhil and PhD regulations should have sought approval from the School of the form of the retainable documentation in advance of submitting the thesis. A thesis may be submitted in A3 format where the Research Degrees Sub-committee has agreed there is a demonstrable need. Requests for the thesis to be printed on both sides of the page should also be submitted to the Research Degrees Sub-committee.

K. Binding

In the first instance Candidates should submit two soft-bound copies of their theses.

Soft-bound theses should have the pages glued in.

If the thesis has to be bound in two volumes, the spine should indicate this clearly, e.g. Vol. 1 and Vol. 2.

[The date on the copies of the thesis submitted for examination in November and December should be that of the following year.]

L. After the Examination

After the examination is complete Candidates should make sure that Research Services has one hard-bound copy and electronic copy of the thesis with any required corrections completed.

Hard-bound theses must:

- have the pages sewn or be mechanically fixed in a permanent manner.
- be covered in medium blue cloth (e.g. water resistant material);
- be lettered in gold up the spine with Degree, Year, and Surname and Initials in the same form as the College records, with letters 16 or 18 point (.25 inch).

- if the thesis has to be bound in two volumes, the spine should indicate this clearly, e.g. Vol. 1 and Vol. 2.

[The date on the copies of the thesis submitted for examination in November and December should be that of the following year.]

The School will not issue the result of the examination to successful Candidates until it has received one final hard-bound and one final electronic copy and the examiners have confirmed that any amendments to the thesis required by them have been made.

Online Thesis Embargo

36.89 A Candidate may apply to the School for restriction of access to the thesis and/or the abstract of the thesis on the grounds of commercial exploitation, patenting or other exceptional circumstances.

PART 7: APPENDICES - STUDENT PROCEDURES

Appendix 1: APPEALS PROCEDURE

1. When to appeal

- 1.1 An appeal is essentially a request that the School review a decision made on your academic progress and/or assessment results. If you are not happy with a decision, you have the right to appeal against it. These decisions include:
 - 1.1.1 an Examination Board decision that you have failed your course and must leave, or that you may not progress to the next year or level of your course (in the case of research degree students, this might be the decision of the Research Degrees Sub-Committee);
 - 1.1.2 a decision of a Committee of Investigation about an academic offence e.g. cheating or plagiarism;
 - 1.1.3 a degree classification;
 - 1.1.4 a research degree examination outcome (including reviews and upgrades).
- 1.2 You cannot appeal if your only complaint is that you did badly and think you should have done better; questioning the academic judgement of the examiners is not a permissible grounds for appeal. It is your responsibility to know about submission deadlines, so if you missed a deadline only because you forgot or misremembered it, you can't appeal on those grounds either. If you want to appeal your results, you must refer to the following grounds for appeal:
 - 1.2.1 Particular circumstances affecting your performance of which the examiners / your supervisor(s) were not aware when their decision was taken and which could not reasonably have been presented to them. You will need to explain why you could not have submitted a Mitigating Circumstances form;
 - 1.2.2 There was a procedural irregularity (including administrative error) or other inadequacy in the conduct of the assessment, or processing of marks or grades, or the categorisation of an award. For example the wrong marks were entered into the system, or there was a serious disturbance during an assessment;
 - 1.2.3 There exists evidence of prejudice or bias on the part of an examiner. This involves an examiner marking you unfairly because they dislike you, or are prejudiced against you because of your ethnicity, religion, disability or gender. This would usually only apply to assessment where work is not subject to double-marking procedures;
 - 1.2.4 In the case of a decision to exclude you from your course on grounds of unsatisfactory work, the grounds may also include that the decision can clearly be demonstrated to be unreasonably harsh.

2. What you are entitled to expect when you make an appeal

2.1 Fair and timely consideration

- 2.1.1 You can expect your appeal to be dealt with fairly and in a timely way. You will not be disadvantaged for having made an appeal in good faith.
- 2.1.2 For appeals following the July Undergraduate Examination Board, and particularly in relation to students being asked to withdraw from the course rather than progress, the School will aim to conclude the appeals process in time for the September meeting of the Board. In all other cases the School will aim to conclude the appeals process within 3 months of receipt of the application.
- 2.1.3 The School aims to meet the timescales in these procedures wherever practicable, and will inform you of the progress of your appeal at every stage, advising you if any delay is inevitable.
- 2.1.4 Individual members of staff may have, by nature of their position, defined roles in these procedures. Deputies may be appointed to assume these roles if the staff member is not available to fulfil those roles or if they have any direct connection with the appeal under consideration. Any deputy so designated will have been approved by the Principal in that role and will have no direct connection with the decision against which you are appealing.

2.2 Confidentiality

- 2.2.1 Appeals will be treated in strict confidence. Once a final decision has been taken, one full set of documentation will be retained for record and audit purposes by the Academic Registrar. All other sets of documents that relate to an appeal will be destroyed. All members of staff and students involved in any part of the appeals process are bound by confidentiality.

3. Advice for a student wishing to make an appeal

- 3.1 A student seeking advice on how to make an appeal or advice on how the procedure operates is advised to contact the Student Advice Service.

4. Support

- 4.1 If your appeal progresses to Stage 3 (The Appeals Panel), you may choose to be accompanied by a person of your own choice, who is **not** a member of staff or a visiting lecturer. This person may speak on your behalf at the hearing, but at the invitation and under the direction of the Chair of the Academic Appeals Panel or the member of staff convening the meeting.
- 4.2 You must give the Academic Registrar 48 hours' notice if you wish to be accompanied, and to give the name of the proposed person, their position and their relationship to you.

4.3 If you choose a fellow student to accompany you, they can be assured that their involvement will be considered entirely separately to their own course of study.

5 **Monitoring and audit of appeals**

5.1 The Academic Registrar will maintain a central record of appeals and their outcomes.

5.2 The Academic Registrar will report all outcomes of appeals and complaints procedures at the end of each academic year. Their report will be made in a form that protects the anonymity of the student and the confidentiality of the appeal.

5.3 The School will review these Procedures annually. The Procedures will be amended, as required, to reflect any changes in statutory requirements and in the light of experience.

6. **Submission of written appeal**

6.1 A student applying for a review of an Examination Board (or Research Degrees Sub-Committee) decision, or appealing against exclusion for unsatisfactory work, must submit the appeal to the Academic Registrar within 10 working days of the formal publication of the decision (i.e. the date written on the letter giving the decision). It is a student's own responsibility to be available or make alternative arrangements to receive such correspondence.

6.2 The application must be made in writing, using the form obtainable from the Student Advice Service (or MyCentral). The form must be attached to appropriate supporting evidence. (Examples of documentary evidence could include a signed and dated Medical Certificate from a doctor, or signed and dated correspondence on headed notepaper).

6.3 If the student is requesting consideration of extenuating circumstances, their statement of appeal must include full, valid reasons why this information was not made available previously.

6.4 Students must complete the form in its entirety, answering all the questions and attaching supporting evidence for it to be considered further.

7. **Stage 1: consideration of appeal by the Academic Registrar**

7.1 On receipt of a request for a review of an Examination Board (or Research Degrees Sub-Committee) decision the Academic Registrar will:

- acknowledge its receipt;
- require a written statement from the Course Leader/relevant tutors in connection with the issue(s) raised in the application;
- check whether any extenuating circumstances contained in the application were raised with the Course Tutor and/or taken into consideration by the Examination Board (or Research Degrees Sub-Committee) and/or note whether the circumstances (and evidence)

are at least as substantial as those which the Examination Board (or Research Degrees Sub-Committee) would normally have taken into account, for the request of the review to be upheld;

- decide, in the light of all documentation received above, whether there are valid grounds for the request, in consultation with the Deputy Principal where they are in any doubt.

7.2 The following criteria will be used in deciding whether there are any valid grounds for the request to proceed:

7.2.1 are the grounds for review a questioning of academic judgement?

7.2.2 has any evidence been produced to support a claim that the procedures leading up to the decision were not properly carried out?

7.2.3 has any evidence been produced to support a claim of inappropriate marking, malpractice by the Examination Board (or Research Degrees Sub-Committee), or any other irregularity at any stage of the assessment and/or Examination Board processes?

7.2.4 could any extenuating circumstances now being raised have had a bearing on the decision for which the application for review is based?

7.2.5 has the student provided valid reasons as to why they could not or were unwilling to divulge these previously?

7.2.6 has evidence been provided that could suggest that the decision to exclude the student may have been unreasonably harsh?

7.3 The **decision** will be one of the following:

7.3.1 insufficient evidence has been produced in connection with the claim and/or the grounds for review are de facto based on a questioning of academic judgement;

7.3.1 there is doubt as to whether evidence has been produced; or

7.3.2 evidence has been produced for grounds for review.

7.4 If the decision is that insufficient evidence has been produced, the Academic Registrar will inform the applicant (through the issue of a Completion of Procedures letter), Chair of the Examination Board (or Research Degrees Sub-Committee) and the Course Leader/relevant tutors in writing that the appeal has been rejected as invalid.

7.5 If the decision is that there is doubt as to whether sufficient evidence has been produced to justify a review of the decision, then the appeal will proceed to stage 2 below.

7.6 If the decision is that there are valid grounds for the appeal, the appeal will proceed directly to stage 3 or, in the case of Examination Board (or Research Degrees Sub-

Committee) decisions, the appeal may proceed directly to stage 4. The decision may similarly be referred back to the Examination Board (or Research Degrees Sub-Committee) if, although the Academic Registrar considers that there are no formal grounds for appeal, the appeal has nevertheless revealed new information which might, in their opinion, lead the Board/Committee to wish to change its decision.

8. Stage 2: circulation of appeal details to the Academic Appeals Panel

8.1 The Academic Registrar will circulate a report of the circumstances to the members of the Academic Appeals Panel. The report will include:

8.1.1 the application for review and supporting documentary evidence;

8.1.2 the regulations governing the course and its assessment (if necessary);

8.1.3 a statement from the Course Leader/relevant tutors;

8.1.4 a statement from the Chair of the Examination Board (or Research Degrees Sub-Committee), if relevant;

8.1.5 any statement submitted on behalf of the Examination Board (or Research Degrees Sub-Committee), if relevant;

8.1.6 a Summary Note indicating their view of the issues for consideration.

8.2 Any of the members of the Academic Appeals Panel may request that the Panel meet to consider the matter further.

8.3 If no Academic Appeals Panel member requests a meeting within 5 working days of receipt of the Academic Registrar's report, the matter shall be regarded as concluded and the student shall have no further right to appeal and will be notified by the Academic Registrar accordingly (through the issue of a Completion of Procedures letter).

9. Stage 3: meeting of the Academic Appeals Panel

9.1 If any member of the Academic Appeals Panel requests a meeting of the Panel or the appeal proceeded directly to stage 3, the Academic Registrar will arrange a meeting of the Academic Appeals Panel to take place not later than 20 working days after the expiry of the period for receipt of the application. They will circulate their report to the Academic Appeals Panel.

9.2 At its meeting, the Academic Appeals Panel will have the right to determine its own procedures.

9.3 The Panel will give consideration to the Academic Registrar's report.

9.4 The applicant, the accompanying friend or representative of the applicant and the Chair of the Examination Board (or Research Degrees Sub-Committee) will have the right to appear before the Academic Appeals Panel to speak to and to amplify any written statement.

- 9.5 The Academic Appeals Panel may invite members of the Examination Board (or Research Degrees Sub-Committee) and/or other relevant persons to speak.
- 9.6 The Panel may call witnesses and/or require other documentary evidence considered relevant to the Panel.
- 9.7 The Academic Registrar will act as Secretary to the Academic Appeals Panel.
- 9.8 The decision of the Academic Appeals Panel as to whether or not to request the Examination Board (or Research Degrees Sub-Committee) to reconsider its decision will, if necessary, be determined by a simple majority. In the event of an equality of votes, the Chair will have a second or casting vote.
- 9.9 The Academic Appeals Panel's **decision** shall be, in the case of Examination Board (or Research Degrees Sub-Committee) decisions, either:
- 9.9.1 that no grounds for review have been established; or
- 9.9.2 that grounds for review have been established.
- 9.10 For cases where a student has been excluded from the School on academic grounds, the Academic Appeals Panel's decision shall be either:
- 9.10.1 that the decision excluding the student from the School on academic grounds should be revoked: or
- 9.10.2 the appeal should be disallowed.
- 9.11 When the Academic Appeals Panel has reached its decision, the Academic Registrar will either:
- 9.11.1 inform the applicant (through the issue of a Completion of Procedures letter) and the Course Leader/relevant tutors, in writing, of the Panel's decision, within 5 working days of the meeting of the Academic Appeals Panel. The matter will be regarded as closed and the student will have no further right of appeal; or
- 9.11.2 where the Academic Appeals Panel decides to uphold the request for a review by the Examination Board (or Research Degrees Sub-Committee), the Academic Registrar will communicate the decision to the applicant and to the Chair of the Examination Board (or Research Degrees Sub-Committee) within 5 working days and the appeal will proceed to stage 4.
- 9.12 The Procedure detailed above completes the School's consideration of an appeal against exclusion of a student for unsatisfactory work.

10. Stage 4: meeting of the Examination Board

- 10.1 An Examination Board (or Research Degrees Sub-Committee) required to review its original decision will normally meet within 10 working days of receipt by the Chair of its instruction to do so.
- 10.2 Either the Examination Board (or Research Degrees Sub-Committee) in full will be reconvened or a Committee of it will be authorised to act. The minimum membership requirements of a reconvened Board/Committee, or its sub-committee, will normally be at least three of its members present at the original meeting and will include:
 - 10.2.1 an external examiner (all external examiners if a final classification is under review) and the Chair or their nominee (for all Examination Board appeals);
 - 10.2.2 the Chair of the Research Degrees Sub-Committee and primary supervisor (for all research degree appeals).
- 10.3 If the Examination Board/Committee, or its sub-committee, cannot for any reason convene within the stated period, the reasons must be reported to the Academic Registrar and arrangements for Chair's action may be put in place, but no decision will be taken without, as a minimum, reference to at least one External Examiner present at the original meeting where the initial decision was made.
- 10.4 The Examination Board (or Research Degrees Sub-Committee) Secretary will inform the Academic Registrar, in writing, of the Board/Committee's decision and the reasons for reaching that decision, as soon as possible.
- 10.5 If the Examination Board (or Research Degrees Sub-Committee) does not modify its decision, the Academic Registrar will inform the student of the outcome within 5 working days (through the issue of a Completion of Procedures letter). However, if the Academic Registrar believes there are grounds for referring the matter to the Academic Board, in consultation with the Chair of the Academic Appeals Panel, then they will progress the appeal to stage 5.
- 10.6 The decision of the reconvened Examination Board (or Research Degrees Sub-Committee) shall not be subject to further appeal by the student.

11. Stage 5: referral of the appeal to the Academic Board

- 11.1 Where an Examination Board (or Research Degrees Sub-Committee) has not modified its decision and the Academic Registrar, in consultation with the Chair of the Panel, believes there are grounds for referring the matter to the Academic Board, they will do so.

- 11.2 The Academic Board will decide its own procedures in these circumstances, but any sub-group it might empower to investigate the matter further, on its behalf, will include one external member (i.e. neither a member of staff, external examiner, nor a member of the Governing Body).
- 11.3 The Procedure detailed above completes the School's consideration of an appeal against exclusion (or non-progression) of a student for failure in assessment.
- 12. Constitution of the Academic Appeals Panel**
- 12.1 Each year the Academic Board will establish an Academic Appeals Panel to consider applications for a review of a decision of an Examination Board (or Research Degrees Sub-Committee).
- 12.2 The Academic Appeals Panel will consist of:
- 12.2.1 A senior academic as Chair;
- 12.2.2 two members of the academic staff of the Academic Board, or its sub-committees, or its Examination Boards (or the Research Degrees Sub-Committee);
- 12.2.3 the Students' Union President - as the student representative of the Academic Board - or, where necessary, an alternate as approved by the Chair of Academic Board.
- 12.3 The academic staff will be drawn from a priority list established by lot at the first ordinary meeting of the Academic Board in the Autumn Term, to be valid for the following year, or until replaced.
- 12.4 No member of staff or student who has an interest in a specific application or who is connected with the course on which the applicant has been studying may be a member of the Academic Appeals Panel while it considers the case.
- 12.5 The quorum of the Academic Appeals Panel will be three.

Appendix 2: STUDENT COMPLAINTS PROCEDURES

1. Introduction

- 1.1 It is the right of every student to make a complaint. If a student has a particular problem with something (or someone) during their studies at Central, they are encouraged first to try to resolve it informally with the person or department concerned (refer to section 5, below). However, if this is not possible or appropriate (for example, in the case of particular allegations relating to an individual's conduct), the Complaints Procedures are the formal way to ask for the School's help in getting things put right. All complaints, whether addressed informally or formally, will be handled in a professional, unbiased and non-confrontational manner.
- 1.2 The School's terms and conditions for those on credit-bearing programmes set out the mutual rights and obligations that exist when students accept the offer of a place at Central. Its Student Protection Plan outlines the steps the School would take to support students in the event that there is a risk to the commencement or continuation of their studies. The Academic Regulations and individual Programme Specifications describe what all students are entitled to expect from the School, and provide its regulations about student work and conduct.
- 1.3 Programme Specifications:
- set out the curriculum and assessment scheme that a student may expect from their course, as well as the professional conduct expected of students;
 - define what is required in course-specific working contexts, such as collaborative or group work or placements;
 - define what a student can expect in terms of learning support and feedback.
- 1.4 The Academic Regulations define the overarching framework that governs students' time at Central, and the policies and procedures that relate to this. The Student Code of Conduct and the Standards of Professional Conduct Policy (for employees) also lay out the general expectations for conduct within the School, as well as the various formal procedures that govern these.
- 1.5 It is every student's individual responsibility to familiarise themselves with all policies and regulations that pertain to their time at Central. If a student needs help in accessing any of these materials, or in understanding them, they should seek advice from the Student Advice Service. Through the process of annual registration a student becomes contractually obliged to follow all relevant regulations and procedures and is unable to claim ignorance of them in mitigation.

2. General principles

- 2.1 A student can complain about anything related to their time at the School, both academic and non-academic. Complaints about the conduct of other students, however, are dealt with through Central's Student Disciplinary Procedures (refer to section 5, below). Complaints about the conduct of members of staff are dealt with through the Human Resources Department's Investigation Policy.
- 2.2 Complaints can normally only be accepted from a registered student, not from any third party (including parents or guardians). Complaints from former students will be accepted for a period of four months after their studies have concluded or been terminated. For the avoidance of doubt, this means that a complaint will be accepted from a former student for four months following the date of the letter informing them of their final degree outcome, or the date recorded on the student database of their formal withdrawal. For more details, refer to section 7 ('Timing'), below.
- 2.3 Exceptionally there may be circumstances where a student is represented by a third party in making a complaint (examples of a third party might include an officer of the Students' Union, or other adviser). If a complaint is being made by a representative of a student, they will be required to explain why the student is unable to, or choosing not to, represent themselves. A representative cannot be a member of staff, visiting lecturer, governor, or a practicing member of the legal profession.
- 2.4 Whilst a complaint cannot be submitted by anyone other than a student (subject to the provisions of paragraph 2.2 and 2.3, above), in making a complaint a student may be advised and supported by a third party (such as a Students' Union officer or other advisor). With the exception of the President of the Students' Union, the person providing this advice and support cannot be a member of staff, visiting lecturer, or governor.
- 2.5 Where the issues raised within a complaint affect more than one student, those students can submit a complaint as a 'group complainant'. In such circumstances, in order to efficiently manage the progress of the complaint, the group is required to nominate one student who will act as the group representative. The School will only deal with the group representative in handling the complaint (although individuals within the group may still be contacted or interviewed as part of a complaint investigation), and they will be responsible for liaising with other members of the group. Students considering a group complaint are reminded to use existing fora, such as Course Committees, as a first attempt to seek a resolution.
- 2.6 Anonymous complaints will not normally be investigated, unless there are valid - and appropriately evidenced - reasons given. It should be noted that in many circumstances raising a concern anonymously could impede the investigation and communication of any outcome.

- 2.7 Frivolous, vexatious or malicious complaints will not be considered and may render the complainant subject to Student Disciplinary Procedures. These are defined as:
- complaints which are repetitive or obsessive;
 - complaints which lack any serious purpose or value;
 - complaints which are designed to cause disruption or annoyance;
 - complaints in which an unrealistic or unreasonable outcome is requested;
 - complaints where the complainant acts in an unreasonable manner.
- 2.8 Anyone directly involved in a complaint, including the complainant, will be entitled to see all the evidence that is considered as part of a formal investigation and to have the opportunity to make their case. The identity of these individuals will be made clear to the reporting student.
- 2.9 The burden of proof in all complaint investigations will be on the complainant. Any decision that is reached in response to a complaint will be on the basis of the balance of probabilities: that is, that it is more likely than not that the alleged incident(s) occurred.
- 3. Complaints about academic matters**
- 3.1 'Academic matters' relate to courses, learning opportunities (including placements) and other academic services.
- 3.2 The School aims to provide students with educational opportunities which will enable them to fulfil the learning outcomes of a course, as described in the Programme Specification. The documents, policies and procedures described in section 1, above, should be the main reference points in assessing whether or not there are grounds for a complaint. A student cannot complain about the lack of a service which they were never led to expect, even if it is available in another institution that they know about.
- 3.3 As in most institutions, there may be occasions when the learning opportunities available are adversely affected by unforeseen circumstances or matters outside of the School's control. When this happens, students are entitled to expect that the School will take reasonable steps to resolve problems or to make appropriate alternative arrangements without undue delay; refer to the School's terms and conditions for students on credit-bearing HE programmes for more information. Formal complaints must normally relate to academic provision or services which **consistently** and/or **seriously** fall short of what students have been led to expect.
- 3.4 Examples of the sorts of actions that might legitimately prompt a student complaint would be:
- persistent failure to supervise a student in accordance with the requirements of a course;
 - persistent cancellation of tutorials with a student without proper notice and/or reason;

- persistent failure to mark or return a student's work;
- persistent failure to communicate to the student information about the course, its assessment and other relevant matters, or to operate within course and/or college regulations;
- persistent failure to supply a learning support service to a student as specified in the Programme Specification;
- serious disruption to a student's learning environment that has not been adequately addressed at the time it occurred.

3.5 In the case of circumstances demonstrably beyond the School's control (when it may be necessary for the School to make reasonable changes to the content, teaching and services provided for any course), the School guarantees to do its utmost to minimise any disruption that might arise and to keep students fully informed of any changes. It reserves the right, however, not to accept any complaints that might thereby arise.

3.6 It should be noted that the following are not normally considered under these Complaints Procedures:

- an allegation about the conduct of another student (this is dealt with by the Student Disciplinary Procedures);
- complaints about the conduct of members of staff, including visiting lecturers (which are dealt with through the Human Resources Department's Investigation Policy);
- concerns about a decision made by an academic body regarding student progression, academic assessment and award (these are dealt with by the Appeals Procedures);
- dissatisfaction about the outcome of an academic misconduct process (this is dealt with by the Appeals Procedures);
- a concern about a decision made under other specific regulations or procedures (e.g. Health, Wellbeing and Support for Study).

4. **Complaints about non-academic matters**

4.1 'Non-academic matters' include complaints in connection with general services - for example buildings, security, cleaning, catering, or student welfare support.

4.2 Complaints relating to external bodies and their services, such as the Student Loans Company or University of London residential accommodation, are not handled by the School and need to be addressed to that external body. Advice on how to do so can be obtained from the Student Advice Service.

4.3 Complaints about the Students' Union should be addressed to the Union and will be handled according to their procedures, as described in its constitution.

5. Complaints relating to breaches of the School's Code of Conduct

- 5.1 Complaints received about an alleged breach of the Student Code of Conduct by a student will be handled by the student Disciplinary Procedures. Refer to those procedures for more information.
- 5.2 Following a Stage 1 consideration, complaints received about the conduct of a member of staff will be managed by the Human Resources department. Each complaint will be fully investigated in accordance with Central's investigation procedure. The outcome of the investigation process could invoke the staff Disciplinary Procedure. Following the completion of the investigation process, you will be informed of the outcome in a Completion of Procedures letter issued by the Assistant Academic Registrar or their representative. If your complaint results in action being taken against an individual, you will be informed of this but will not normally receive any further details, for reasons of confidentiality.
- 5.3 Please note that in all complaints cases handled under paragraph 5.2 above, there is normally no further recourse within these Student Complaints Procedures after the publication of the Completion of Procedures letter, but you may take the case to the Office of the Independent Adjudicator for Higher Education (see section 15, below).

6. When to make a formal complaint, and informal complaints resolution

- 6.1 If a student has a complaint, in the first instance they should **always try to resolve it through informal discussion** with the staff or service directly concerned. Informal resolution often produces a positive outcome quickly and effectively, and with a minimum of stress for the complainant and anyone else involved.
- 6.2 Where a student requests an informal discussion with a member of staff about their complaint, they can expect that member of staff to attempt to resolve it in a straightforward, reasonable and prompt manner. They will aim to establish the cause of the complaint and explore the student's proposed remedy, making a note of conclusions (including any agreed outcome) that will then be shared with the student.
- 6.3 If a student has concerns about approaching their course team, or another member of staff, directly, then they should book an appointment with the Head of Student Experience and Services, who will be able to provide advice, support or act as a mediator to facilitate resolution of the complaint. Appointments can be made through the Student Advice Service. The Students' Union can also provide support and advice.
- 6.4 If informal resolution is not appropriate (for example, in the case of particular allegations relating to an individual's conduct), possible or successful, then it is proper to make a formal complaint.

7. Timing

- 7.1 If a student wishes to make a formal complaint, then it must normally be received by the Assistant Academic Registrar within 8 weeks of the incident or event that has prompted the complaint occurring. Complaints from former students will be accepted for a period of up to four months after their studies have concluded or been terminated; refer to section 2.2, above.
- 7.2 In exceptional circumstances the Assistant Academic Registrar may accept complaints beyond these deadlines. Any such late submissions would need to be accompanied by an evidenced case to support late consideration.
- 7.3 If a complaint is rejected as having been submitted outside of the proscribed timeframe, a Completion of Procedures letter will be issued and there will be no further recourse within the School. If you remain unsatisfied with this outcome, then you may be able to take the matter to the Office of the Independent Adjudicator for Higher Education (see section 15, below).

8. What you are entitled to expect when you make a complaint

8.1 Fair and timely consideration

- 8.1.1 A student can expect their complaint to be dealt with fairly and in a timely way. The School aims to resolve all complaints within 90 calendar days from the receipt by the Assistant Academic Registrar of a completed complaint form (this including a maximum of 35 days for the submission and consideration of a request to review the outcome of a complaint: refer to section 14, below). The School aims to meet the timescales within these procedures wherever practicable and will advise of any delays.
- 8.1.2 Specified members of staff have defined roles in these procedures. Alternates may be appointed by the Academic Registrar to assume such roles if the specified staff are not available or if they have any direct connection with the complaint under consideration. The Dean of School may act on behalf of the Academic Registrar in these procedures.
- 8.1.3 No student will be disadvantaged for having made a complaint in good faith. To that end, the School will not normally permit a person who is the subject of a complaint formally to lodge a counter-complaint (should they wish to do so) until procedures for dealing with the initial complaint have been completed. The School does, however, recognise that there may be circumstances where it is appropriate to deal with related complaints simultaneously.

8.2 Confidentiality

- 8.2.1 Complaints will be treated on a 'need to know' basis, involving only such persons as are required to enact these procedures. Anyone involved in handling a complaint, or forming a

part of the investigation, is required to adhere to the confidentiality of these procedures. Students who are interviewed, who accompany someone at an interview, or who submit evidence as part of a complaint investigation may be asked to refrain from discussing the matter with other members of the School community, in the interests of a fair, robust and uncompromised process. This does not preclude them from seeking appropriate support (for example from the Students' Union, the Student Advice Service, or a friend or family member) as long as the broad principle of confidentiality is respected by all parties.

- 8.2.2 It is not possible for a student to submit a complaint and ask for it to be kept entirely confidential, as this would make investigation of the complaint impossible. There may be elements of a complaint (e.g. medical evidence) that can be kept confidential, but not if this evidence is critical to the complaint investigation.
- 8.2.3 If a student has any requirements or concerns about the confidentiality of their complaint, they should discuss this with the Assistant Academic Registrar at the time of submitting the complaint.
- 8.2.4 Once a complaint has been concluded, one full set of documentation will be retained electronically and confidentially for record and audit purposes by the Academic Registrar: refer to the School's Data Protection and Records Retention Handbook for more details. All other sets of documents that relate to a complaint will be destroyed.
- 9. Advice for a student wishing to make a complaint**
- 9.1 A student seeking advice on how to make a complaint or advice on how the procedures operate is advised to contact the Student Advice Service. The Students' Union may also be able to provide advice and support.
- 9.2 Complaints must be submitted on the Student Complaint Form, which should be completed fully. Complaints about the conduct and behaviour of other students should be submitted on a Student Disciplinary Offence Notification Form: refer to the School's Student Disciplinary Procedures for more information.
- 9.3 Complaints that are submitted without documented evidence will not normally be considered. It is recognised that in some cases documented evidence might be difficult to obtain, and the Assistant Academic Registrar and Student Advice Service can provide advice. Appropriate evidence could include the following:
- screenshots or copies of email correspondence;
 - names of potential witnesses;
 - a supporting statement from a GP or other medical practitioner.

10. Multiple complaints / appeals

10.1 Where a student submits multiple complaints near-simultaneously, the School reserves the right to consider these within a single process. Where a student submits both a formal appeal and a formal complaint, investigation of the complaint will normally take precedence, with formal investigation of the appeal therefore following notification of the outcome of the complaint. However, the School reserves the right to pursue both cases simultaneously, where in the judgement of the Assistant Academic Registrar they are deemed to be inextricably linked. In such cases there may be some variance to the normal Complaints Procedures, at the discretion of the Academic Registrar; the student who has submitted the complaint(s) and/or appeal can expect to be informed of any necessary variance.

11. Redress for complaints

11.1 A student will be asked as part of a complaints investigation process what they would consider to be a satisfactory outcome. This will be taken into consideration by the School if the complaint is upheld and the proposed outcome is considered reasonable and proportionate in the circumstances.

11.2 Where the complaint is about a member of staff, and is therefore dealt with by the staff investigation procedure (see section 5, above), the investigating officer will be made aware of the statement relating to a satisfactory outcome, but due process will always take precedent.

11.3 The School will ensure that any remedy for a complaint is implemented promptly.

11.4 If the complaint is upheld and the student incurred unavoidable expenses in making the complaint, the School may reimburse some or all of such costs, at the discretion of the Academic Registrar. A student seeking advice on what might constitute reasonable expenses in relation to a complaint submission should consult the Assistant Academic Registrar for advice before committing themselves to any such expenditure.

12. STAGE 1: Initial consideration of a formal complaint

12.1 There is an expectation that you will have attempted informal resolution of your complaint before submitting a formal complaint, where it is appropriate and possible to do so. The formal complaint form contains a section where you must explain what informal efforts have already been made to resolve your complaint and why these have failed, or why you believe informal resolution is not appropriate in the particular circumstances. If the Assistant Academic Registrar considers that informal resolution to your complaint has not been fully explored and that there are not good reasons for this, then they can refer the formal complaint on to the appropriate member of staff for informal investigation. In such

circumstances, these formal complaints procedures would only be followed if the informal investigation were to refer the matter back to the Assistant Academic Registrar.

- 12.2 If the Assistant Academic Registrar considers your complaint to be demonstrably unjustified or unsupported by appropriate evidence, they will issue a Completion of Investigation letter within 21 calendar days of the complaint having been received, giving reasons why it will not be taken further. The Assistant Academic Registrar will consult with other relevant senior managers if there is any doubt as to whether a complaint should be investigated further at this stage.
- 12.3 If you are unhappy with this outcome, you may ask for a review of the decision (see section 14, below).
- 12.4 Where your complaint relates to the conduct of a member of staff, it will be referred to the relevant disciplinary procedures (see section 5, above).
13. **STAGE 2: Investigating a formal complaint**
 - 13.1 If your complaint is accepted at Stage 1 of these Procedures, the Assistant Academic Registrar will acknowledge receipt of your complaint and select an appropriate member of staff to act as investigation manager. The Assistant Academic Registrar will act as clerk to the investigation process.
 - 13.2 The investigation might include seeking verbal and written statements from relevant persons. If meetings are held with others, you are entitled to receive a record of the discussion(s); this record may take the form of a summary as part of the Completion of Investigation letter. All evidence considered as part of the complaint will be shared with all relevant parties.
 - 13.3 A meeting with the complainant is not automatic and will only occur if the investigating manager considers it necessary. You will normally be given a minimum notice of 48 hours if you are to be invited to meet with the investigating manager.
 - 13.4 If you are invited to a meeting as part of the investigation, you may choose to be accompanied by a friend. With the exception of the Student's Union President, this person cannot be a practising lawyer, a member of staff, a visiting lecturer or a governor of the School and they may not act as your legal representative during the meeting. They may speak on your behalf at the meeting, but only at the invitation and under the direction of the investigation manager. You must inform the investigating manager if you wish to be accompanied and you must provide the name and relationship of the proposed person.
 - 13.5 You will be provided with a copy of the notes that are taken at the meeting for your records, and will be invited to comment on their factual accuracy.

- 13.6 Following their investigation, the investigation manager, in liaison with the Assistant Academic Registrar, will normally produce a report detailing the outcome of their investigation and any agreed actions. Each report will be reviewed by an independent senior member of staff, to ensure that due process has been followed. If your complaint is about a member of staff, you will not be provided with a copy of the report for reasons of confidentiality. However, you will be informed if the report is to be used as the basis of a staff Disciplinary Procedure.
- 13.7 If the complaint is considered to be entirely unjustified or it is decided that appropriate action has already been taken to resolve the complaint, the Assistant Academic Registrar will issue a Completion of Investigation letter within 55 calendar days of the complaint having been received, giving reasons why the complaint has not been upheld. This letter will include a copy of the investigation report (and associated appendices).
- 13.8 Where a complaint is upheld, the Assistant Academic Registrar will consult with relevant staff about any redress the School may offer you and/or any actions that might be taken by the School as a result. This may require the authorisation of the Principal. You will receive a Completion of Investigation letter within 55 calendar days of the Student Complaint Form having been received that details the outcome of the investigation into your complaint and any redress that is being offered and/or any action being taken by the School as a result. This letter will include a copy of the investigation report (and associated appendices).
- 13.9 If you are unhappy with the outcome of your complaint, you may ask for a review of the decision (see section 14, below).
- 14. Stage 3: Requesting a review of the outcome of a complaint**
- 14.1 If you are not satisfied with the outcome of your complaint, you should submit a Student Complaint Review Form to the Academic Registrar within 14 calendar days of the receipt of a Completion of Investigation letter, detailing the reasons that you wish a review of the original decision to be undertaken. If the Academic Registrar is unable to undertake the review themselves, they may refer it to an appropriate senior officer of the School.
- 14.2 Please note that if your complaint related to the conduct of a member of staff, and was consequently dealt with by the relevant disciplinary procedure, you cannot normally ask for a review of the outcome of the disciplinary investigation under the auspices of these Complaints Procedures.
- 14.3 The Complaint Review Form is available from the Student Advice Service (and can be downloaded from MyCentral). In the Complaint Review Form you must indicate on what grounds you are requesting the review (refer to paragraph 14.5, below), and provide

appropriate evidence. The Assistant Academic Registrar and Student Advice Service can advise on what might constitute appropriate evidence.

- 14.4 You must submit the Complaint Review Form within 14 days of receiving the Completion of Investigation letter or the matter will be considered closed and a Completion of Procedures letter will be issued upon request.
- 14.5 The possible grounds for a review of the outcome of a complaint are:
- that there has been a material irregularity in the procedures leading to the outcome;
 - that the outcome is demonstrably unreasonable;
 - that there is evidence of bias in the determination of the outcome.
- 14.6 If your Student Complaint Review Form does not adhere to one or more of these grounds, then it will be rejected immediately and there will be no further recourse within the School. A review of a formal complaint will not normally consider the issues contained in the original complaint afresh and will not normally involve a further investigation.
- 14.7 Upon receipt of a Student Complaint Review Form, the Academic Registrar will consult the records compiled by the Assistant Academic Registrar and arrange such meetings as they judge appropriate, in order to reach a final decision on your complaint. This may include a meeting being held with you and, at the Academic Registrar's discretion, this meeting may be individual or it may be a joint meeting with other people who have been involved in the complaint to date.
- 14.8 Within 21 calendar days of their receipt of your Complaint Review Form, the Academic Registrar will issue a Completion of Procedures letter that confirms the final outcome of your complaint.
- 14.9 In conducting a review, the Academic Registrar will either uphold the original decision, either in whole or in part, or they will overturn the original decision, either in whole or in part, and substitute it with a new decision of their own.
- 14.10 Upon the completion of a complaint review by the Academic Registrar, there is no further internal recourse. If you remain dissatisfied with the outcome of your complaint, then you may be able to take the matter to the Office of the Independent Adjudicator for Higher Education (see section 15, below).
- 15. Further Recourse**
- 15.1 Once you have received a letter from the School confirming that the Student Complaints Procedures have been concluded (a Completion of Procedures letter), then you may complain to The Office of the Independent Adjudicator for Higher Education (OIAHE) if you

are dissatisfied with the outcome. The OIAHE provides an independent scheme for the review of student complaints about a final decision of a University's disciplinary or appeal body. Full details can be found at:
<http://www.oiahe.org.uk/>

- 15.2 The University of London does not deal with appeals, complaints or disciplinary matters from students of its constituent Colleges.
- 16. Monitoring and audit of appeals and complaints**
- 16.1 The office of the Academic Registrar will maintain an electronic record of complaints and their outcomes. The Academic Board and Governing Body will receive an anonymised report on all outcomes of appeals and complaints at the end of each academic year. The Governing Body will receive monthly updates on the number of complaints that the School has received.
- 16.2 The School will review these Student Complaints Procedures annually; the Procedures will be amended, as required, to reflect any changes in statutory requirements and in the light of experience.

Appendix 3: STUDENT DISCIPLINARY PROCEDURES

1. Introduction

- 1.1 These procedures set out the way in which Central manages allegations of non-academic student misconduct. Its procedures relating to cases of suspected academic misconduct – including plagiarism, collusion, and contract cheating – are outlined separately (refer to Appendix 4).
- 1.2 Central expects all members of its community – students and staff – to conduct themselves in a professional, courteous and inclusive manner. The Student Code of Conduct provide more details on the standards of behaviour expected of you whilst you are registered to study at Central, and the kinds of behaviour that will result in these Disciplinary Procedures being triggered. In addition, the Student Charter sets out what you can expect of Central and what Central expects of you.
- 1.3 If you are subject to these Procedures any claim that you were unaware of, or did not understand, the Student Charter and the Student Code of Conduct will not be accepted as mitigation. If you need help accessing or understanding any formal School documentation, please seek advice from the Student Advice Service.
- 1.4 These Procedures apply to all undergraduate, postgraduate taught and postgraduate research students registered at the School.

2. General principles

- 2.1 Allegations of disciplinary offences, whether addressed informally or formally, will always be handled in a professional, fair and unbiased manner.
- 2.2 Students who are subject to these disciplinary procedures can expect to be notified as soon as possible after an allegation has been formally received. The School aims to complete Stages 1-3 of these procedures within 60 days of this notification being sent to the student. Any review that is requested of a decision made following a disciplinary investigation (ie Stage 4) will normally be heard within 30 days of the request being received (refer to section 6, below, for more information).
- 2.3 The School will inform those involved in disciplinary proceedings (the student about whom an allegation has been made, and, for example, any witnesses) if there are any unavoidable delays to the timings noted under paragraph 2.2, above.
- 2.4 Except in extreme circumstances (such as complete incapacity), students cannot appoint any third party, including parents or guardians, to act on their behalf in these Procedures.

- 2.5 Any student who is subject to a disciplinary investigation has the right to know the case against them, and to be given access to any evidence that is used in the enactment of these procedures. For this reason, it is not normally possible to keep confidential the identities of any witnesses to an alleged disciplinary offence.
 - 2.6 The burden of proof in all disciplinary investigations will be on the School: that is, it will be Central's responsibility to prove that a student has done what they have been accused of doing. (Where a student requests a review of a decision made following a disciplinary investigation, however, the burden of proof will be on the student: refer to section 6, below, for more information). Any decision that is reached as part of a disciplinary investigation will be on the basis of the balance of probabilities: that is, it is more likely than not that the alleged misconduct occurred.
 - 2.7 Central reserves the right not to proceed with any investigation following an allegation against the behaviour of a student if it considers that there is insufficient grounds or evidence to do so.
 - 2.8 Disciplinary investigations and hearings will be treated on a 'need to know' basis, involving only such persons as are required to enact these procedures. Anyone involved in handling a disciplinary case, or forming a part of the investigation, is required to adhere to the confidentiality of these Procedures. Students who are interviewed, who accompany somebody, or who submit evidence as part of a disciplinary investigation may be asked to refrain from discussing the matter with other members of the School community, in the interests of a fair, robust and uncompromised process. This does not preclude them from seeking appropriate support (for example from the Students' Union, the Student Advice Service, or a friend or family member) as long as the broad principle of confidentiality is respected by all parties.
 - 2.9 The School's duty of care extends to all parties involved in a student disciplinary investigation, whether they have made an accusation of an offence or whether they have themselves been accused of one. This means that advice and support (whether from the Student Advice Service or the Students' Union) is available to each party equally.
 - 2.10 Once a disciplinary case has been concluded, one full set of documentation will be retained electronically and confidentially for record and audit purposes by the Academic Registrar: refer to the School's Data Protection and Records Retention Handbook for more details. All other sets of documents that relate to a disciplinary will be destroyed.
 - 2.11 The School reserves the right to make reasonable adjustments to these Procedures, for example in respect of any illness or disability experienced by a student or member of staff.
3. **STAGE 1: Initial consideration of an alleged offence**

- 3.1 If a member of staff or student believes that you have been involved in a disciplinary offence, then they have a responsibility to report this matter to the Assistant Academic Registrar. The member of staff or student should complete Student Disciplinary Offence Notification Form.
 - 3.2 If the Assistant Academic Registrar receives a report of an alleged offence that is demonstrably vexatious or has no evidence-base, then they have the right to dismiss the allegation without taking any further action.
 - 3.3 Where there is concern that mental health, illness or disability may have directly impacted on behaviour and/or conduct, the matter may be referred to the School's Health, Wellbeing and Support for Study Procedures as an alternative to disciplinary action.
- 4. STAGE 2: Investigation**
- 4.1 If an allegation is not dismissed at Stage 1 of these Procedures, the Assistant Academic Registrar will contact you via your School email account to inform you that they have received an allegation of an offence on your part. You will receive a written explanation of the offence that is being investigated (normally in the form of the completed Student Disciplinary Offence Notification Form) and any associated evidence, as well as a copy of these Procedures and the Student Code of Conduct and Student Charter.
 - 4.2 The Assistant Academic Registrar will acknowledge receipt of the allegation with the member of staff or student who submitted it, and, in consultation with the Academic Registrar, select an appropriate member of staff to act as investigation manager. In the case of particularly serious or sensitive allegations, the School might deem it necessary to bring in external specialists to conduct investigations. The Assistant Academic Registrar will act as clerk to the investigation process.
 - 4.3 An investigation of the allegation will take place and there will be an attempt to resolve the matter through mediation and the agreement of all parties who are involved. The School recognises, however, that mediation would not be an appropriate course of action in all cases (for example, where bullying or harassment has been alleged).
 - 4.4 Whilst the investigation is under way, the School will inform any Examination Board that is due to take place and your results may be withheld until the matter is fully and finally resolved. This includes final degree awards.
 - 4.5 You will normally be invited to a meeting as a part of the investigation into the alleged offence. Attendance is compulsory at any such meeting and non-attendance may result in it being necessary for the School to reach conclusions without your involvement. You will normally be given at least 48 hours' notice of your required attendance; however, this

notice period may be reduced if it is decided that an urgent investigation is required (for example, in the case of very serious allegations).

- 4.6 If you are invited to a meeting with the investigation manager, you may choose to be accompanied by a friend or a representative of the Students' Union, but who (with the exception of the Students' Union President) may not be a member of staff, a visiting lecturer or a governor of Central. This person will not be able to speak on your behalf, or answer questions on your behalf, but may remind you of relevant information. The investigation is not a legal process and the person accompanying you will not act in the capacity of a legal representative.
- 4.7 The outcome of the investigation will normally be one of the following:
- it is determined that there is no evidence to support the allegation. You will receive a Completion of Investigation letter confirming that the matter is closed;
 - it is determined that a minor breach of Central's standards of behaviour has been committed, which may be resolved without reference to a disciplinary hearing (refer to paragraph 4.8, below);
 - it is determined that a major breach of Central's standards of behaviour has been committed, which should be referred to a disciplinary hearing (refer to Section 5, below).
- 4.8 If the investigation manager concludes that there has been a minor breach of Central's standards of behaviour (as laid out in Section 1, above), then they may recommend an outcome to the Academic Registrar without reference to a disciplinary hearing. In this instance, one or more of the following penalties will normally be imposed:
- an oral warning;
 - a written warning which would remain on your student file for a defined period of time, of which you will be informed, and which might be taken into consideration in the investigation of any future offence within that period;
 - compulsory attendance at an appropriate workshop, or completion of an appropriate online module;
 - your agreement to pay the cost of any damage caused as a result of the offence;
 - a fine (which may be suspended), usually of not more than £250;
 - a written apology to any injured party, provided willingly by you;
 - exclusion for a defined period from using specified School resources or services.
- 4.9 The penalties given in paragraph 4.8 above are indicative only, and any other such outcome as is deemed fair and appropriate may be proposed by the investigation manager.
- 4.10 You will have the opportunity to confirm the notes of any meetings that are held with you as part of the investigation process. A Completion of Investigation letter will subsequently be issued to you which will summarise the outcome and your responsibilities. You will have

the right to appeal the outcome of any investigation concluded in this way (refer to Section 6, below).

5. STAGE 3: Disciplinary hearing

- 5.1 If a disciplinary investigation concludes that a major breach of Central's standards of behaviour has been committed, then it will be referred to the Academic Registrar to undertake a formal Disciplinary hearing. If the Academic Registrar is unable to undertake the hearing themselves, they may delegate this to an appropriate senior officer of the School.
- 5.2 On receiving a report of an alleged disciplinary offence, the Academic Registrar will normally invite all parties involved to the Disciplinary hearing. It is recognised, however, that there are some circumstances in which it would not be appropriate for a reporting student to be present at this hearing. You will receive the report from the Stage 2 investigation of the disciplinary offence, and any associated evidence. You will have the right to see a copy of any written information about you which is considered as part of the hearing process.
- 5.3 Whilst the hearing process is under way, the School will inform any Examination Board that is due to take place and your results may be withheld until the matter is fully and finally resolved. This includes final degree awards.
- 5.4 You will normally be given at least 48 hours' notice of your required attendance at the hearing, although this notice period may be reduced if the Academic Registrar decides that it is necessary to expedite the process (for example, in the case of very serious allegations). Your attendance at the hearing is compulsory; non-attendance may result in it being necessary for the School to reach conclusions without your involvement.
- 5.5 At the hearing, you may choose to be accompanied by a friend or a representative of the Students' Union, but who (with the exception of the Students' Union President) may not be a member of staff, a visiting lecturer or a governor of Central. This person will not be able to speak on your behalf, or answer questions on your behalf, but may remind you of relevant information. The Disciplinary hearing is not a legal process and the person accompanying you will not act in the capacity of a legal representative.
- 5.6 The Disciplinary Panel will comprise the Academic Registrar (or their nominee), as Chair, and at least one other senior School manager who is not directly associated with the course on which you are registered or a service department which has been concerned in the alleged breach of discipline. The Assistant Academic Registrar will act as clerk to the hearing.
- 5.7 The order of the Disciplinary hearing will normally be as follows:

- The Panel will hold an initial pre-meet to discuss matters of process;
- The student and their representative will join the meeting;
- The investigation manager will join the meeting, and will outline the allegation against the student and present the evidence upon which it is based, which may include calling witnesses;
- The student will be invited to make a statement in response to the alleged offence;
- The Panel will question the student, including on points of clarification;
- The student will be invited to present their case, which may include calling witnesses;
- Witnesses will be asked to withdraw;
- The student and investigation manager will be invited to make any concluding comments;
- The student and investigation manager will withdraw to enable the Panel to consider its decision.

5.8 If the Disciplinary Panel agrees that the student has committed a disciplinary offence, one or more of the following penalties will normally be imposed:

- an oral warning;
- a written warning which would remain on your student file for a defined period of time, of which you will be informed, and which might be taken into account in any subsequent disciplinary investigation within that period;
- compulsory attendance at an appropriate workshop, or completion of an appropriate online module;
- a requirement from you to make amends for the offence (e.g. a letter of apology to the individual(s) affected by your behaviour);
- a requirement from you to meet (or contribute to) the cost of any damage which you have caused;
- a fine (which may be suspended), usually of not more than £500;
- exclusion for a defined period from using specified School resources or services;
- suspension from the School for a fixed period of time;
- a recommendation that you be excluded permanently from the School.

5.9 The penalties given in paragraph 5.9 above are indicative only, and any other such outcome as is deemed fair and appropriate may be imposed by the Academic Registrar or Disciplinary Panel.

5.10 A decision to exclude you permanently from the School will only be taken following a recommendation to the Principal from a Disciplinary Panel.

5.11 You will have the opportunity to confirm the notes of the Disciplinary hearing. You will subsequently be sent a Completion of Investigation letter to inform you of the outcome(s) of the disciplinary hearing. This will normally be issued within 14 calendar days of the last interview held or the final meeting of the Disciplinary Panel.

- 5.12 You have the right to appeal against the outcome of a disciplinary hearing (see Section 6 below).
- 6. STAGE 4: Requesting a review of a decision made after a disciplinary investigation**
- 6.1 You may request a review of a decision made following a disciplinary investigation, and must make your appeal in writing to the Assistant Academic Registrar within 14 calendar days of the date of the Completion of Investigation letter.
- 6.2 A request for review received later than 14 calendar days will not normally be accepted and evidence would need to be provided for exceptional consideration to be given. If no request for review is received, then you will, upon request, be issued with a Completion of Procedures letter detailing the final outcome of the disciplinary investigation.
- 6.3 The possible grounds for review are:
- that there has been a material irregularity in the procedures leading to the outcome;
 - that there is evidence of bias in the determination of the outcome;
 - that the outcome is demonstrably unreasonable.
- 6.4 A request for review will not be accepted for any other reasons than those given in paragraph 6.3 above, and your request must clearly state the grounds and must provide supporting evidence. The Assistant Academic Registrar and Student Advice Service can advise on what might constitute appropriate supporting evidence.
- 6.5 On receipt of a request for review of the outcome of a disciplinary investigation, the Assistant Academic Registrar will make a written report to the Dean of School on whether your request falls within the grounds stated in paragraph 6.3 above.
- 6.6 If the Dean of School is unable to consider the request (for example, because they have been involved at an earlier stage of the disciplinary procedure), then another senior officer of the School will act on their behalf.
- 6.7 If the request does not fall into the grounds stated in paragraph 6.3 above, it will normally be rejected and the original disciplinary outcome will remain. The Dean of School will inform the Assistant Academic Registrar of their decision and you will be issued with a Completion of Procedures letter to notify you if this is the outcome.
- 6.8 If the request for review does fall within the possible grounds, all paperwork relating to the original disciplinary investigation(s), together with any new evidence (where applicable), will be given to the Dean of School who may request to meet with one or more persons involved in the investigation(s).

- 6.9 In certain cases (for example, those of particular seriousness and/or where the decision of the original disciplinary investigation has been the exclusion of the student concerned), the Dean of School may establish an Appeals Panel to hear the appeal. This Panel will be chaired by the Dean of School, and will normally include at least two senior managers of the School, or one senior manager and an independent member of the Governing Body, and a representative from the Students' Union who has had no prior involvement in the disciplinary process.
- 6.10 The hearing, whether conducted by the Dean of School alone or by an Appeals Panel, shall be a review of the decision and not a rehearing of the original allegation. Where you are invited to attend to discuss their appeal, you may choose to be accompanied by a friend or a representative of the Students' Union, but not by someone who is a member of staff, a visiting lecturer or a governor of Central (with the exception of the President of the Students' Union). The role of this representative will be to support and advise you as appropriate and to be present as an independent observer. You will normally be given a minimum notice of 48 hours if you are to be invited to attend an appeal hearing.
- 6.11 Upon consideration of all of the evidence, the Dean of School or Appeals Panel may either:
- uphold the decision made as a result of the original disciplinary investigation(s), either in whole or in part;
 - not uphold the decision made as a result of the original disciplinary investigation(s), either in whole or in part.
- 6.12 Where it is decided not to uphold the decision made as a result of the original disciplinary investigation, either in whole or in part, the Dean of School or Appeals Panel will take one or more of the following actions:
- overturn the decision and determine that no further action should be taken against you;
 - apply a different (normally lesser) penalty;
 - refer the case back to the original Disciplinary Panel for further consideration;
 - refer the case to a new Disciplinary Panel for fresh consideration.
- 6.13 The decision of the Dean of School will be final, and a Completion of Procedures letter will be issued detailing their decision.

7. Risk assessment

- 7.1 While it is conducting an investigation into an alleged disciplinary offence, the School may put in place certain proportionate measures to mitigate any risk it perceives to the students involved or to the wider School community. These measures might include imposing particular restrictions on your activities or movements within the School; in the

most serious cases, you may be temporarily excluded from Central while the investigation is taking place.

- 7.2 Any such decision will be made on the basis of a risk assessment completed by the Academic Registrar, a copy of which you will be provided with. The risk assessment will be reviewed regularly, normally on a weekly basis, and any measures that have been imposed may accordingly be rescinded, replaced or curtailed.
- 7.3 A temporary exclusion may only be authorised by the Principal, Deputy Principal or Dean of School. Once temporarily excluded you may not enter the campus without permission from the Academic Registrar and to do so would be considered a further disciplinary offence.

8. Disciplinary offences that are subject to criminal investigation

- 8.1 If the School is notified that an alleged offence is under investigation by the police, then it will cooperate with the criminal investigation in whatever way it is advised to do so by the police. It may still put in place certain precautionary measures to mitigate any risk that it perceives to Central and its community; refer to Section 7, above.
- 8.2 During any criminal investigation into the conduct of one of its students, the Academic Registrar will make regular contact with the student and/or the police to review its progress and/or any change in status.
- 8.3 Where a student is charged with or convicted of a criminal offence, the School will review whether a breach of its code of conduct has also been committed that would necessitate referral to these procedures. In the event that a student is convicted of an offence by a criminal court, the School will view this as conclusive evidence that the alleged offence has occurred, without the need for an investigation.
- 8.4 Where a student is not charged with or convicted of a criminal offence following a police investigation, the School will still consider whether there has been a breach of its code of conduct, and, if so, refer the matter for consideration under these procedures.
- 8.5 If the alleged breach of discipline is potentially a criminal offence, but the alleged victim does not wish to involve the police, the School may exceptionally still report the matter if, for example, it decides that such a disclosure is necessary to protect it or its staff and students from harm, or to prevent a further crime from taking place.

9. Further recourse

- 9.1 Once you have received a letter from the School confirming that the Student Disciplinary Procedures have been concluded (a Completion of Procedures letter), if you are dissatisfied with the outcome then you may complain to The Office of the Independent

Adjudicator for Higher Education (OIAHE). The OIAHE provides an independent scheme for the review of student complaints about a final decision of a University's disciplinary or appeal body. Full details can be found at:

<http://www.oiahe.org.uk/>

- 9.2 The University of London does not deal with appeals, complaints or disciplinary matters from students of its constituent Colleges.

Appendix 4: ACADEMIC MISCONDUCT PROCEDURES

1. Introduction

- 1.1 An assessment offence is defined as “any attempt whether successful or unsuccessful to achieve an unfair advantage in any element of assessment over other candidates participating in the assessment”. This policy may apply to any assessment submitted/attended as part of the formal assessment towards an award.
- 1.2 Assessment Offences are categorised as Plagiarism, Collusion and Other Offences.
- 1.3 The purpose of this policy is to ensure equity of treatment for all students and to establish a clear and progressive tariff of penalties and define when each is appropriate.

2. Plagiarism

- 2.1 Plagiarism can be defined as the submission for assessment of material (written, visual or oral) originally produced by another person or persons, without correct acknowledgement, in such a way that the work could be assumed to be the student’s own. Plagiarism may involve the unattributed use of another person’s work, including ideas, opinions, theory, statistics, graphs, models, paintings, artefacts, performance, computer code, drawings, quotations of another person’s actual spoken or written words, or paraphrases of another person’s spoken or written words.
- 2.2 Plagiarism can take a variety of forms and can include any of the following:
 - copying a whole or substantial parts of a paper from a source text (e.g. a web site, journal article, book or encyclopedia), without proper acknowledgement in either the text or the bibliography;
 - summarising or paraphrasing another’s piece of work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained, without citing and including a reference to the work in the bibliography;
 - piecing together sections of the work of others into a new whole;
 - procuring a paper from a company or essay bank (including internet sites);
 - submitting another student’s work, with or without that student’s knowledge;
 - submitting a paper written by someone else (e.g. a peer or relative) and passing it off as one’s own;
 - representing a piece of joint or group work as one’s own;
 - self-plagiarism (i.e. submitting material without citing that it has previously been used in other work/assessment, either at Central or elsewhere).
- 2.3 Plagiarism can occur in any piece of work. This policy applies to any alleged case of plagiarism in any piece of work submitted for formal assessment at the School.

2.4 A student who knowingly assists another student to plagiarise (for example: by willingly giving them their own work to copy from) is committing an assessment offence.

3. Collusion

3.1 An assessment offence is committed if a piece of work is produced with the help or collusion of another person, or persons, when the assignment was to have been undertaken and completed by a student working individually. This includes cases where two or more students submit work for assessment that is identical in its entirety or in substantial parts. It also includes cases where help has been given to improve the style of written language in the work submitted, although help with basic proof-reading for typographical and grammatical errors is normally permitted. If working with others collaboratively, it is important that all contributors are identified and acknowledged.

4. Other Offences

4.1 Other offences that may be considered as assessment offences include:

- a) Contract cheating (i.e. the submission of work commissioned from another person).
- b) Deliberate attempts to represent falsely on unfairly the ideas or work of others.
- c) The invention or fabrication of data.
- d) The inclusion of unauthorised members in student teams conducting group work assignments.
- e) Being party to any arrangement which, if enacted, would constitute a breach of the regulations and/or could create an unfair advantage in assessment.

5. Investigation

5.1 If an internal marker or external examiner suspects or finds evidence of academic misconduct or an attempt to gain unfair advantage in a piece of assessed work, they must refer the matter promptly to the Examinations Officer for the course, with a brief written note explaining the grounds for suspecting an attempt to gain unfair advantage. If the work in question is written, the marker should, if possible, annotate the script(s) (or a copy thereof) to show the location of passages which have given rise to suspicion of plagiarism, collusion, or work undertaken by a person other than the student. If there is evidence of plagiarism from an external source known to the marker, the note should state the source. Referral to the Examinations Officer must not, however, be delayed by an attempt to identify the source.

5.2 The Examinations Officer should determine whether the scale of plagiarism is such that it could be considered a minor infringement (5.3-5.4) or is more serious (5.5).

Scale of Plagiarism

5.3 Minor plagiarism would include cases of sloppy referencing and should apply to cases where it is believed that there was no intent to plagiarise. An example of a minor plagiarism case would be where a student has clearly made an attempt to reference by providing details of their source in the bibliography and/or made an attempt of referencing within the text.

Minor plagiarism should be only used where the plagiarism is confined to a small number of sentences. Where entire paragraphs or more are plagiarised or there is no attempt at referencing section 5.5 should apply.

- 5.4 Where the Examinations Officer believes that there is clear evidence of minor plagiarism AND it is the student's first offence, the Examinations Officer should meet with the student and present the evidence. Provided the student does not dispute the evidence, and accepts that it is a case of academic misconduct, the matter need not be investigated further. However the evidence should be provided to the Academic Registrar for a decision by the Academic Misconduct Panel regarding the penalty. The Panel may:
- Issue an oral or written warning (normally only in respect of assessment at level 4 or a pass/fail assessment, not contributing to the classification of the award);
 - Award a reduced mark for the element of assessment affected;
 - Award a reduced overall mark for the assessed unit (normally because no marks are given for the part of the work affected by misconduct);
 - Or the Panel in view of the evidence determine that the case is more serious and therefore begin proceedings as below:
- 5.5 In all other cases (including where a student disputes a case) the Examinations Officer will liaise with the Academic Registrar and with the relevant external examiner to investigate the suspected academic misconduct. Investigation may include:
- consideration of the assessment brief;
 - where relevant, scrutiny of the script or scripts (or equivalent for work which is not written) to establish the extent of similarity between the work of students if collusion or plagiarism are suspected;
 - efforts to locate the source of suspected plagiarism;
 - an investigation of discrepancies in handwriting or writing style if it is suspected that the work was done by someone other than the student.
- 5.6 A similar investigation will be carried out if an allegation of misconduct is made by a third party (normally another student on the course). Anonymous allegations will not be investigated.
- 5.7 If investigation reveals no persuasive evidence of misconduct, the work will be marked on its merits. The mark given may take account of the student's poor referencing or failure to follow the scholarly protocols expected at the relevant academic level.
- 5.8 If, after initial investigation, the Examination Officer considers that there are continued grounds to suspect misconduct, the student(s) will be notified in writing of the investigation and will be invited to an interview with the Academic Misconduct Panel.
- 5.9 The Academic Misconduct Panel will comprise:

- A nominee of the Dean of Studies who will act as Chair (and will normally hold the position for the entire academic year);
 - A nominee of the Academic Registrar.
- 5.10 The Examinations Officer for the programme will be present at the Panel meeting and may ask questions of the student however will not be involved in determining any penalty that may be applied.
- 5.11 The information regarding the case will normally be sent to the External Examiner in advance for any comment that they may wish to provide.
- 5.12 The purpose of the interview is to give the student an opportunity to explain the matters which have given rise to suspicion of academic misconduct. The student may be accompanied by a friend. The role of the friend is to support the student and where appropriate to remind the student of relevant information. The friend will not answer questions on the student's behalf, and will not act in the capacity of a legal representative.
- 5.13 If the independent individual work of two or more students shows a degree of similarity which could not have occurred by chance, but all or both deny any misconduct and investigation fails to identify who is at fault, the Panel may decide that it is not possible to determine whether either or any of the students has met the learning outcomes for the unit, and may decide either that a penalty should be imposed on all, or that both or all should be reassessed as if for the first time, normally on the basis of a different assessment task.
- 5.14 If initial investigation strongly suggests that there has been some form of academic misconduct but it has proved impossible to substantiate the nature of the offence, the student may be invited to an interview with a member of the assessment team, in the presence of another internal examiner or the external examiner, to establish the student's understanding of the assessment topic, or where relevant, their understanding of the methods used to complete the assessment task. The student may submit evidence (for example working drafts and notes). The purpose of the interview is not to assess the student, but to determine whether the student has the knowledge, understanding or skills sufficient to have completed the work submitted. If it is decided that the student could have completed the work, the work must be assessed on its merits. If it is decided that the student could not have completed the work, a brief report of the interview will be prepared for the Panel.
- 5.15 The burden of proof in all academic misconduct investigations will be on the School: that is, it will be Central's responsibility to prove that a student has done what they have been accused of doing. Any decision that is reached as part of an academic misconduct

investigation will be on the basis of the balance of probabilities: that is, it is more likely than not that the alleged misconduct occurred.

- 5.16 The penalty for academic misconduct shall be determined by the Academic Misconduct Panel, taking account of the advice of the external examiner. The penalty will reflect the scale of the offence and number of offences recorded previously.
- 5.17 Depending on the seriousness of the offence, the range of penalties which the Academic Misconduct Panel may normally apply includes:
- An oral or written warning (normally only in respect of assessment at level 4 or a pass/fail assessment, not contributing to the classification of the award);
 - A reduced mark for the element of assessment affected;
 - A reduced overall mark for the assessed unit (normally because no marks are given for the part of the work affected by misconduct);
 - Failure in the element of assessment with opportunity to undertake retrieval of the element if the regulations permit this (retrieval mark capped at the pass mark).
 - Failure in the entire unit, with opportunity to undertake retrieval in all elements if the regulations permit this (retrieval marks capped at the pass-mark).
- 5.18 The most serious offences may have the following penalties applied. These offences may include but are not restricted to third offences, the use of essay banks and cheat sites, significant (more than 50%) plagiarised material with no attempt at citing within the text or including a reference in the bibliography, and the unattributed use of another person's data.
- Failure in the unit without opportunity to undertake a retrieval (this could prevent the student from meeting the requirement for the qualification for which they are registered and thus would subsequently fail the course);
 - Failure in all units in the relevant level (this will normally be applied when multiple instances of misconduct have been reported within the current level and the student has been found previously to have committed misconduct at a lower level of study);
 - A recommendation to the Dean of School that the student's studies be terminated immediately (this will normally be reserved but not limited to instances of third occurrences of misconduct or where the level of misconduct is such that it is deemed inappropriate for someone to remain on the course such as when the majority of a substantial piece of work contributing to the award is affected, such as a dissertation).
- 5.19 The Examination Board may not compensate a unit that has been failed due to academic misconduct.
- 5.20 A student may appeal against a penalty imposed for academic misconduct.
- 6. Assessment offence after a mark, unit result, or award has been assigned**

- 6.1 If evidence of an assessment offence is produced after a mark has been awarded, the mark, unit result, or an entire award can be revoked.
- 6.2 The student should be informed in writing that the mark is held in suspension and that the School has the right to examine any previous submissions.
- 6.3 The assessment offence should be dealt with in the normal way and the result communicated to the Chair of the Examination Board. If the Chair of the Examination Board determines that the overall unit result must be amended, the student shall be informed of the amended decision in writing.
- 6.4 If, however, the Board recommends that the student's award should be revoked, the Chair will bring the full documentation to the Deputy Principal.

Appendix 5: BREAK IN STUDIES POLICY

1. Background

- 1.1 The Break in Studies Policy ('suspension') exists to allow students and research candidates (the generic term 'student' is used throughout this Policy) an extended break from the School where such a break will enable them to resolve circumstances that have impacted on their ability to fully engage with their studies. It is only used in the most exceptional of circumstances, as defined below.
- 1.2 Suspension may also be used by the School to require a student to take a break from their studies, but this will only be done in very particular and formal circumstances, such as in relation to a disciplinary case.
- 1.3 Suspension is a formal process that is managed by the Programmes Office.
- 1.4 The School endeavours at all times to provide the best learning experience for our students and we recognise that sometimes it becomes impossible for a student to continue to properly engage with their studies through no fault of their own - this policy exists to provide a means for a student to take some 'time out' during any such exceptional circumstances.
- 1.5 Suspension is a formal process designed to deal with a single, extended and normally unexpected need to be absent from study. Where a student's situation is particularly complicated or long term in nature, it is not appropriate to use this policy and the School will make a more detailed investigation with the student into the particular set of circumstances, so that appropriate support arrangements could be put in place on a case-by-case basis. In some cases it will be in the student's best interests to withdraw from their studies altogether and reapply to join the programme again at a later date - in such circumstances it may be possible for the student to rejoin at the beginning of the year of study in which they withdrew (see Accreditation of Prior Learning regulations).
- 1.6 Suspension is not normally available to undergraduate students in their first year of study (except for those students with specific needs who have an IGRAS in place - please refer to staff in the Disability and Dyslexia Service), as the School believes that anyone needing to take a break from their studies at this early stage of a three-year programme is better served by withdrawing and then reapplying to join a new cohort at the beginning of the programme when they are able to fully engage with their studies. Any student in this situation should consult with their academic tutors and/or the Student Advice Service for further help and advice.

2. Grounds for Break in Studies

- 2.1 A student may request an extended leave of absence from their programme of study by approaching a member of staff in the Programmes Office (appointments can be made via email); evidence must be provided of the grounds on which the suspension is being requested. A break in studies will only be granted in the most exceptional circumstances, according to the following criteria:
- it must be on the basis of an unforeseen, unforeseeable and/or unpreventable change in circumstances¹⁹;
 - the required length of absence from studies must be longer than that which could be accommodated by other means;
 - an intended date of return must be agreed that is achievable by the student and appropriate to both the student and the programme;
 - it cannot be granted to address academic failure unrelated to other circumstances.
- 2.2 It is recognised that there are many different factors that may influence an individual's decision to request a break in studies and the criteria are therefore necessarily broad - each request is considered entirely on its own merits and is treated in complete confidence by all those involved. Students may wish to discuss their situation with their Programme Leader (or Year/Pathway/Strand Tutor, or research supervisor in the case of research candidates) and the Student Advice Service prior to starting the formal process of suspension; the Programmes Office will, in any case, consult with these persons as a part of processing a request for a break in studies.
- 2.3 Except in the case of research candidates, where it might be relevant to or form a part of their research activity, a break in studies will not normally be granted for paid or voluntary employment opportunities.

3. Process for Applying for Break in Studies

- 3.1 All formal requests for suspension should be preceded by informal discussions with the School's academic and support staff to ensure that all alternative avenues to avoid a break in studies have been fully explored.
- 3.2 In order to make a formal request for suspension, a student should first complete a Break in Studies Request Form, available from the Student Advice Service or MyCentral. In order to submit a formal request for suspension, you must ensure that you conform to the grounds given above. It is also a requirement that supporting evidence is provided to corroborate the grounds cited for your request (e.g. a medical certificate where the request relates to illness). It is not normally possible for the School to grant a break in

¹⁹ where a student has disclosed a disability, a break in studies may form a part of the reasonable adjustments being offered and therefore such a student would be exempt from this clause.

studies without supporting evidence being provided, although in exceptional circumstances testimony from a personal tutor or research supervisor would be permissible in lieu of such documentation. This form and the supporting evidence should then be submitted to the Head of Student Experience, who will make arrangements for a Break in Studies Panel to be convened, to which you will be invited. If you are unable to attend the Break in Studies Panel, it will meet in your absence. The Break in Studies Panel will be chaired by the Head of Student Experience and may include the Programme Leader (or Year/Pathway/Strand Tutor, or research supervisor), the relevant Programmes Officer (or the Head of Research Services for research candidates) and a member of the staff of the Student Advice Service or Disability and Dyslexia Service Service (as appropriate). The Academic Registrar (or their deputy) may also attend the meeting at the request of the Head of Student Experience and will act as Chair if the Head of Student Experience is not available.

- 3.3 The purpose of the Break in Studies Panel is to:
- consider the grounds for the break in studies request;
 - discuss the academic and practical consequences of suspension with the student;
 - ensure the best possible opportunity for the student to successfully continue in their studies.
- 3.4 The Break in Studies Panel will result in a decision being made about the break in studies request. If the School does not consider that the request meets the grounds given above, then it will be declined and the student will be expected to continue with their studies. This decision is final and there is no right of appeal (the nature of the circumstances that lead to a formal request for a break in studies being made do not properly allow for an extended process of appeal, as this risks negatively impacting on the student's academic progress and personal circumstances).
- 3.5 If a request for a break in studies is successful, then the student will be permitted to temporarily discontinue their studies until the agreed return date.
- 3.6 The return date will be agreed with the student to enable the circumstances of the suspension to be addressed fully and to provide the most suitable re-entry point back into their programme. This will normally be the day following the date of suspension, one year later; the minimum period of time that a research candidate can take a break in their studies for is one term, and they will normally be required to resume their studies on the first day of the term in which they are returning. However, the Break in Studies Panel will make a judgement based on the circumstances of the suspension and the nature of the particular programme. The maximum period of any single suspension, or any combination of suspensions, is two years.
- 3.7 By undertaking a break in studies, a student accepts that amendments may be made to the programme curriculum and/or regulations during the period of absence and agrees to abide

by any such changes. Amendments to the curriculum will be discussed at the Returner's Interview. In exceptional circumstances a programme may be suspended or closed during the period of suspension, in which case the measures outlined in the School's Student Protection Plan will be applied.

3.8 A date for a Returner's Interview with the Break in Studies Panel will also be agreed, which will normally be approximately one month before the agreed return date. It is the responsibility of the student to note these dates and to ensure that they are met.

3.9 Where a student does not contact the School to undertake their Returner's Interview, or subsequently does not return to their studies on the agreed date, they will automatically forfeit their place at the School and will be deemed to have permanently withdrawn.

4. Process for finalising a Break in Studies

4.1 The Break in Studies Panel will provide the final sign off of their break in studies (alternative arrangements will be made for those students who have already departed or are otherwise unable to attend in person).

4.2 It should be noted that the last date of attendance is normally the date of suspension, and therefore the final date that formal student status is held. By this date the student must have returned all library and equipment loans (including those from the University of London library) and have copied all electronic files from their email and network accounts. *The School is not responsible for any loss of data caused by a student not copying their electronic files off the network prior to completing their break in studies.*

4.3 Following sign-off of the break in studies, the student's School ID will be deactivated. The Student Loans Company and other relevant statutory and/or financial bodies will be informed. The student will be required to provide contact details to cover the period of their suspension. The student will then start their break in studies, effective from the date agreed at the Break in Studies Panel. Advice on the financial consequences of taking a suspension must be sought from the School, as these can vary depending on the individual circumstances. You must also refer to the published Tuition Fees document which you will have received with your offer letter (copies are available from the Student Advice Service).

4.4 From the date of suspension until the intended date of return, the individual will not be permitted, or required, to undertake any formal study. Informal arrangements may be made with the Programme Leader (or Year/Pathway/Strand Tutor, or research supervisor in the case of research candidates) upon the request of the student, but these will not include any form of assessment and must not be substantive in nature. *A suspension will not be granted to a student who is able to continue engaging in their studies.*

4.5 Students who have submitted assessments during the academic year up to the point of suspension shall receive marks awarded for those assessments already submitted. Mitigating Circumstances claims must be submitted if the student was unable to attend or submit assessments up to the point of suspension or if any assessments before suspension were affected by such circumstances. A break in studies will not normally be approved unless these mitigating circumstances are upheld by the Mitigating Circumstances Panel. However, the Chair of a Stage 2 or 3 Health, Wellbeing and Support for Study Procedures Panel may exceptionally recommend that a student is permitted to apply for a Break in Studies without first being required to submit a Mitigating Circumstances application for assessments affected by unpreventable and unforeseen health or wellbeing matters raised in the panel meeting.

5. Process for Returning to Study

5.1 On the agreed Returner's Interview date a student **must** attend the interview (or undertake it by telephone), which will be conducted by the Break in Studies Panel. The purpose of this interview is to assess the ability of the student to re-engage with their studies and the student will normally provide supporting evidence to demonstrate that the circumstances leading to the break in studies have now been resolved. If a student does not attend the interview (or undertake it by telephone), then they will immediately forfeit their place at the School and be deemed to have permanently withdrawn - please note that this is necessary, because the School cannot indefinitely hold a place that could otherwise be filled by another student.

5.2 The outcome of the Returner's Interview will be one of the following:

- (i) where there are any doubts of a student's ability to immediately reengage with their studies, a further suspension may be required (up to the maximum of two years in total);
- (ii) where there are serious doubts of a student's ability to continue with their studies in the foreseeable future, they may be required to withdraw permanently;
- (iii) where the student is able to demonstrate that they are ready to continue in their studies, they will be reinstated from the intended date of return.

5.3 Where a student does return to their studies, the Break in Studies Panel will complete the Returner's Form, which will be passed to the Academic Records Office in order for their formal student status to be reinstated and all associated actions taken, including the return of their ID card; the relevant funding authority will also be notified.

6. Break in Studies Required by the School

6.1 If the School requires a student to take a break in studies, the relevant formal policy will take precedence (e.g. the Disciplinary Procedures). In such cases the manager responsible for the formal process being enacted.

Appendix 6: HEALTH, WELLBEING AND SUPPORT FOR STUDY PROCEDURES

1.1 Background

Central is committed to supporting students and recognises the importance of a student's health and wellbeing in relation to their academic progression and wider college experience. The School has a responsibility to support students to feel and function well in order to maximize their potential whilst at the School.

The Health, Wellbeing and Support for Study Procedures are intended as a supportive process which can be used by staff when a student's health, wellbeing and/or behaviour is having a detrimental impact on their ability to progress academically or having a negative impact on those around them.

These procedures should be used for any student whose ability to study or progress on their course is compromised as the result of their health, wellbeing or a disability.

Wellbeing cases should, of course, first be considered as a part of a new student being, and choosing to be, admitted to the college, with due consideration of any reasonable adjustments that may be necessary before a Break in Studies is considered (please refer to Appendix 5: Break in Studies Policy).

It is possible that the use of any formal procedure may increase a student's experience of stress, particularly if the role and purpose of these procedures is not understood. In order to minimize the risk of causing additional stress, these procedures should be used sensitively, ensuring that the student understands the focus on their best interests. Where appropriate and applicable these procedures may be used in lieu of a disciplinary procedure. All possible steps should be taken to minimize additional concerns and anxieties experienced by the student.

It is the obligation of the School to foster independence, self-awareness and personal responsibility amongst students. In this context it is also important that students take an active part in the process and take appropriate steps to manage their own mental or physical health and wellbeing in order to fulfill their academic potential. It is important that this emphasis on personal responsibility is clearly communicated to students from the outset.

Students are advised to visit the Student Advice Service's [web pages](#) for information and guidance on managing their own mental health and wellbeing. These procedures may be used for all levels and modes of study: undergraduate, postgraduate taught, postgraduate research, and for full-time and part-time study.

1.2 How and when should these Procedures be used?

Concerns should be acted on promptly as early intervention and support can result in better outcomes for the student and may avoid the situation becoming more complex.

The Health, Wellbeing and Support for Study Procedures should be considered as an alternative to other means of managing concern about academic conduct or progress where there is sufficient concern that a student's behaviour, attendance and academic progress could be the result of mental or physical ill health or disability or have an impact on the health and safety of other people.

These procedures aim to ensure that:

- the best interests of the student are considered in relation to their personal situation, their health, wellbeing and/or any disability they may experience;
- students are supported to study to the best of their ability and, wherever possible, to meet the required learning outcomes and complete their course;
- students who are experiencing difficulties in relation to their health, wellbeing and/or disability are supported to address their difficulties at the earliest appropriate point;
- students are able to make informed decisions regarding options available;
- any reasonable adjustments that the student may be entitled to are considered and where appropriate put in place;
- staff from across Central work together, where appropriate, so that students experience a consistent and fair process.

If staff are unsure about whether to implement these procedures, they should seek advice and discuss their concerns with the Head of Student Experience or with staff in the Student Advice Service. In order to work within the boundaries of confidentiality and data protection these initial concerns need to be discussed without using the student's name.

Staff are also referred to the guide for staff on supporting students with mental health difficulties and should seek advice from the Disability team on individual cases.

1.3 Structure of These procedures

These procedures have 3 Stages - Stages 1, 2 and 3. The Stages represent the degree of concern and/or the perceived seriousness of the situation.

These procedures can be entered at any Stage; however, in most cases Stages 1 and 2 should be used before escalation to Stage 3. If the concerns are not being remedied by the recommended and agreed actions at one Stage, then the next Stage may be instigated. Some student cases may stay at the same Stage, or move between Stages 1 and 2, and may never reach Stage 3.

A student has the right to appeal against any final decision made at Stage 3 of these procedures.

A record of all Wellbeing cases is kept, confidentially, by the Student Advice Service and regularly monitored by the Head of Student Experience.

All documentation and meeting dates should be sent to the Student Advice Service for recording and tracking.

1.4 Who can instigate these procedures?

Stages 1 and 2 of these procedures will be instigated by a member of academic staff from within the student's course team. Stage 3 can only be instigated by the Director of Learning and Teaching or the Head of Student Experience, or their nominees, following consultation with other relevant staff (this will normally be representatives from the course team, the Programmes Office and the Student Advice Service).

Except in extreme circumstances (such as complete incapacity), students cannot appoint any third party, including parents, to act on their behalf in these procedures.

2 Stage 1 - Emerging Concerns

- 2.1 Stage 1 is intended to be informal and used when there are emerging concerns about a student's health, wellbeing and/or behaviour and the impact that this has on their ability to progress on their course. Such concerns may include significant deterioration in health, appearance or attitude, particularly where there is an impact on attendance, ability to meet deadlines, succeed academically, or participate in normal student life.
- 2.2 A member of the relevant course team will act as the 'lead person' to instigate Stage 1. For Research Degree candidates the lead person will be the Research Office Manager following consultation with other relevant staff (this will normally be the Supervisor).
- 2.3 The lead person should clarify the situation, including:
 - identification of the issue(s) arising;
 - collation of any other relevant information about the student (e.g. non-attendance, missed deadlines, isolation);
 - clarification of what action has been taken so far and whether anyone has discussed these concerns/issues with the student;
 - discussion with their line manager or a member of Student Advice Service staff to consider most appropriate approach.
- 2.4 The lead person should contact and/or approach the student, in a sensitive and understanding way, to request a meeting, as a result of concerns being raised about them in relation to their health, wellbeing and studying. This could be done

by email or letter. The student should be given clear information about these Procedures, with particular emphasis on the fact that it is intended to support them. Templates and guidance on communication can be provided by the Student Advice Service.

- 2.5 Other relevant members of staff may be invited to the meeting. However as Stage 1 is intended to be relatively informal, it is recommended numbers attending are kept to a minimum and efforts should be made to make sure the student does not find the meeting intimidating. The student should be informed who else will be present and the reason they will be there.
- 2.6 The student may be accompanied by a friend or a member of the Student Union team (whose name must be notified to the lead person at least 24 hours in advance of the meeting), but any such person attends in a supportive capacity only and is not permitted to speak or otherwise act on behalf of the student. Proxies for students shall not normally be allowed, unless defined by the Internal Guidance Report for Academic Support for the student.
- 2.7 The meeting with the student should take place in a private space and the following points should be considered and included as appropriate:
 - Identification/explanation of the concern being raised (clear examples can be helpful).
 - Opportunity for the student to give their perspective of what is happening, and (if appropriate) clarification of whether this has happened before and if so what previously was helpful.
 - Clarification of relevant School rules and regulations of which the student needs to be aware.
 - Clarification of the student's personal responsibility (e.g. to be 'well enough' to study and to be respectful of others).
 - Consideration of what would be helpful and make the difference to the student in order to support them and minimize concerns.
 - Signposting the student to any relevant School support services that they may benefit from.
 - Clarification of agreed actions and options to support the student and minimise the concern (e.g. accessing Learning Support, taking a Break in Studies).
 - Agreement of a date to meet again to review the situation and who needs to attend. The length of time between the meeting and the review should be agreed by all present, taking into account relevant academic and personal factors.
 - Explanation that a continuation of the same or any additional concerns could result in escalation to Stage 2 of these procedures.

- 2.8 Any agreed actions should be documented by the lead person in the meeting and a copy sent to the student no more than 5 working days after the meeting has taken place.
- 2.9 A copy of these actions and notification of the outcome of the Stage 1 meeting should also be sent to the Student Advice Service, where it will be kept on a confidential student file for the duration of the student's course and will enable the Student Advice Service to inform other relevant staff of the outcome.
- 2.10 The lead person should arrange for a review meeting approximately 1 month after the Stage 1 meeting took place and/or before the end of the current term.
- 2.11 The Stage 1 review meeting should include:
- review of how the student has been since the first meeting;
 - explanation/exploration of any further concerns arising;
 - exploration of further/on-going support required;
 - agreement of whether further action is necessary. If the concern has been resolved no further action may be necessary. If concerns continue or have increased, escalation to Stage 2 should be considered.
- 2.12 In cases where the student is invited but fails to attend Stage 1 meetings:
- the student will be informed that the situation will be discussed in their absence;
 - if there are straightforward options about how to proceed, agreed expectations, support options and plans should be communicated to the student with a timescale for completion and date of review;
 - if the situation is more complex or unclear, steps should be taken to escalate to a Stage 2 meeting;
 - the student should be made aware that if they fail to take the opportunity to meet to discuss concerns about their health and wellbeing then it may be necessary to consider using Disciplinary Procedures as an alternative route, or to require a Break in Studies without further consultation.
- 3 Stage 2 - Continuing Concerns**
- 3.1 Stage 2 of these procedures are used where there is continued and on-going concern following Stage 1, or when there is significant concern about a student's health, wellbeing, behaviour, safety and/or ability to study, and where a response from the School is clearly indicated as appropriate.
- 3.2 A Stage 2 meeting will normally be instigated by a member of academic staff from the student's programme and will be led by the Head of Student Experience, their nominated deputy, or the Deputy Dean.

- 3.3 The student should be informed of the meeting and its purpose in a clear, written statement from the lead person (see 1.2 above), normally 4 working days before the meeting.
- 3.4 The student may be accompanied by a friend or a member of the Student Union team (whose name must be notified to the lead person at least 24 hours in advance of the meeting), but any such person attends in a supportive capacity only and is not permitted to speak or otherwise act on behalf of the student. Proxies for students shall not normally be allowed, unless defined by the Internal Guidance Report for Academic Support for the student.
- 3.5 The meeting should cover the following:
- Identification/ explanation of the issue/concern (providing clear and specific examples) and any past relevant information.
 - Opportunity for the student to give their perspective on the issues and if appropriate a history of events, past experiences and helpful strategies or support for managing these issues.
 - Clarification of relevant School rules and regulations.
 - Clarification of the student's responsibilities at the School.
 - Consideration of what would be helpful or make the difference to the student in relation to their support and in order to minimise the concerns.
 - Signposting the student to any relevant School support services that they may benefit from.
 - Clarification of agreed actions and support options to change and improve the current situation (e.g. accessing Learning Support, taking a Break in Studies).
 - Explicit clarification of the consequences of failing to complete the agreed actions and/or a continuation of the cause for concern.
 - Agreement of any interim monitoring or measures.
 - Agreement of a date to meet again to review the situation.
- 3.6 Agreed actions should be documented by a note taker from the Student Advice Service.
- 3.7 A copy should be sent to the student, all other attendees of the meeting and logged with the Student Advice Service, no more than 5 working days after the meeting has taken place.
- 3.8 A copy should be kept in the confidential student file for the duration of the student's course.

- 3.9 The Stage 2 meeting will designate responsibility to monitor the process and ensure the review meeting takes place. This will usually be the lead person in the Stage 2 meeting.
- 3.10 The lead person should arrange for a review meeting approximately 1 month after the Stage 2 meeting took place and/or before the end of the current term.
- 3.11 The Stage 2 review meeting should include:
- review of how the student has been since the first meeting;
 - review of whether agreed actions have been undertaken;
 - explanation/exploration of any further concerns arising;
 - consideration on new or on-going relevant mitigating evidence;
 - exploration of further/on-going support/adjustments that may be necessary;
 - agreement of whether a further action plan is necessary. If the concern has been resolved no further action will be necessary. If concerns continue or have increased a further action plan may be put in place, or a Stage 3 meeting may be suggested.
- 3.12 If the student does not attend any of the agreed meetings:
- the student will be informed that the situation will be discussed in their absence;
 - if there are straightforward options about how to proceed, agreed expectations, support options and plans will be communicated to the student with a timescale for completion and date of review;
 - if the situation is more complex or unclear, steps will be taken to escalate to a Stage 3 Panel meeting;
 - the student should be made aware that if they fail to take the opportunity to meet to discuss concerns about their health and wellbeing and/or fail to provide any supporting evidence of underlying issues, then there may be no alternative to using Disciplinary Procedures to address the concerns, or to require an immediate Break in Studies without further consultation.
- 3.13 In cases where a Break in Studies is agreed, the relevant procedures must be followed. This will include it being made clear what needs to happen in order for a return to study to be considered and the student responsibilities for attending meetings and obtaining required evidence.

4 Stage 3 - Serious Concerns

- 4.1 Stage 3 of these procedures is used where there is serious and/or persistent concern about a student's health, wellbeing and/or behaviour, safety and/or fitness to study. In most cases escalation to Stage 3 will follow attempts to address concerns through Stages 1 and 2. However, in some cases it may be appropriate to proceed directly to Stage 3 - examples include, but are not limited to:

- where health, wellbeing and fitness to study is seriously and demonstrably compromised;
- when all other options to deal with the situations have been explored at course level and a wider School perspective is required;
- when a higher level of decision-making and authority is required;
- where a student's behaviour impacts on the learning opportunities and/or college life of other students or staff; where there are serious concerns regarding risk to the health and safety of the student and/or where there is a perceived threat and/or risk to others.

- 4.2 The decision to convene a Stage 3 Panel meeting will be made by the Pro Dean and Director of Teaching, Learning and Student Experience, or in their absence by their nominee (who will be an appropriate senior manager of the School with responsibility for student welfare and support). This decision will be made in consultation with the member of staff raising the concern.
- 4.3 If the Director of Learning and Teaching or the Head of Student Experience believes that the circumstances leading to Stage 3 of these procedures are so serious that the student's continued presence in the School poses a serious threat to themselves, staff, other students or property, the student may be temporary excluded from the School pending the completion of these procedures. A temporary exclusion can only be authorised by the Principal, Deputy Principal or Dean of School. Once temporarily excluded, a student may not enter the campus without permission and to do so would represent a disciplinary offence.
- 4.4 Where possible the objective of a Stage 3 Panel meeting will be to ensure that the School considers all possible options to enable the student to continue with their studies. The Panel meeting will consider the student's present situation, taking into account past relevant experiences, whilst also considering relevant School procedures and regulations. However escalation to Stage 3 signifies real concern about the student's current ability to continue studying, and the Stage 3 Panel meeting will consider whether it may be in their best interest to consider Suspension or withdrawal from study.
- 4.5 Ultimately a Stage 3 Panel can require a compulsory Break in Studies, or withdrawal, but this would only ever be an absolute last resort when agreement between the college and the student cannot be reached and the college has an evidenced case to proceed.
- 4.6 A Stage 3 Panel will consist of the following staff:
- Director of Learning and Teaching, or their nominee, acting as Chair;
 - the Academic Registrar, or their nominee;
 - the Head of Student Experience;

- representatives from the student's course team;
- a representative from the Disability and Dyslexia Service (if appropriate)
- a note-taker to record the key points and outcomes of the meeting.

A representative from the Students' Union would also normally sit on the Panel.

- 4.7 The student should be informed of the Panel meeting and its purpose in a clear, written statement from the Director of Learning and Teaching, normally sent 4 working days before the meeting. The statement should include all the information outlined in section 2.4.
- 4.8 The student may be accompanied by a friend or a member of the Student Union team (whose name must be notified to the Chair of the Panel at least 24 hours in advance of the meeting), but any such person attends in a supportive capacity only and is not permitted to speak or otherwise act on behalf of the student. Proxies for students shall not normally be allowed, unless defined by the Internal Guidance Report for Academic Support (IGRAS) for the student.
- 4.9 The student should be encouraged to prepare in advance for the meeting by speaking to key staff and obtaining any necessary documentation and reports, and giving consent for disclosure of medical reports. The student may wish to write a short summary report for the meeting.
- 4.10 In preparation for the meeting the key staff involved with the student may be invited to write a summary report of the present and past relevant/key issues. This information will be sent to the Director of Learning and Teaching and may be circulated to people attending the meeting. All contributions to the meeting will be treated in the strictest of confidence and according to relevant legislation.
- 4.11 It may be considered helpful to convene the meeting without the student for an initial period of 30 minutes, to allow those who have no prior involvement with the student to familiarize themselves with the process and with relevant information prior to the student's arrival, in order to understand the issues and the possible options.
- 4.12 At the meeting the following should be covered:
- Summary of presenting situation, concern(s) being raised, and past relevant information.
 - Opportunity for the student to give their perspective of current issues and if appropriate history of events, past experiences and helpful strategies or support for managing the issues. Clarification of Fitness to Study by a medical practitioner, if appropriate.
 - Clarification of relevant School rules and regulations.
 - Clarification of the student's personal responsibilities at the School.
 - Identification of any further information which may be required.

- Clarification of the options available to the student at this stage (e.g. Break in Studies, permanent withdrawal).
- Consideration of what would be helpful or make the difference to the student in relation to the options available.
- Signposting the student to any relevant School support services that they may benefit from.
- Clarification of agreed options/actions and support options that the student is encouraged to access.
- Explicit clarification of the consequences of failing to complete the agreed actions and/or a continuation of the causes for concern.
- Agreement of any interim monitoring or measures.
- Agreement of a date to meet again to review the situation.
- In cases where Suspension is the outcome, the meeting should talk the student through the relevant procedures and make explicit what is required to happen before the student is permitted to return to study.

- 4.13 In the event that the student does not attend the meeting, the aspects outlined in 4.11 above should be considered in their absence and those present at the meeting will consider and agree the best course of action. By not attending, a student loses the right to contribute to the decision-making process and will be clearly informed of this.
- 4.14 A report of the key points discussed in the meeting and agreed actions should be documented by the note-taker of the Stage 3 Panel.
- 4.15 A copy should be sent, via the Chair, to the student, all other attendees of the meeting and the Student Advice Service, no more than 5 working days after the meeting has taken place.
- 4.16 Documentation regarding the outcome of the Stage 3 meeting and arrangements for review will be held in the confidential student file.
- 4.17 In cases where a Break in Studies is agreed, the relevant procedures must be followed. This will include it being made clear what needs to happen in order for a return to study to be considered and the student responsibilities for attending meetings and obtaining required evidence.
- 4.18 In cases where withdrawal of the student is the outcome of the Stage 3 meeting, this must be notified to and ratified by the Principal or Dean of School acting on their behalf, who will in turn report it to the next meeting of the Academic Board.

5 Procedures Relating to Review and Appeal of Decisions

- 5.1 A student may appeal against a decision reached at Stage 3 of these Procedures. Where agreement between all involved parties cannot be reached during Stages 1 or 2, then the Procedures will necessarily progress to the next Stage. Students should note that a request for review of a decision will only be accepted if there is evidence of the following:
- (a) procedural irregularity or bias;
 - (b) further material circumstances which could not reasonably have been expected to have been submitted for consideration by the Panel (i.e. an evidenced explanation of why further relevant information is being provided at the review stage and was not provided earlier in the procedures).
- These are the only reasons that an appeal will be considered and any such appeal must be accompanied by clear evidence to substantiate it.
- 5.2 Students should lodge any request for review with the Academic Registrar and Director of Academic Services by submitting a written statement detailing the grounds for request within 10 working days of being notified of a decision at Stage 3.
- 5.3 The Academic Registrar and Director of Academic Services (or nominated deputy) will establish whether there is a prima facie case for considering the case before a Review of Health, Wellbeing and Support for Study Panel. If no prima facie grounds for review are found, they shall dismiss the request, informing the student in writing of the reasons for doing so. If it is decided that there is a prima facie case for a review, a Review of Health, Wellbeing and Support for Study Panel shall be convened.
- 5.4 A Review of Health, Wellbeing and Support for Study Panel shall be chaired by the Dean of School, and will include another senior member of academic staff and the Students' Union President (or nominated deputy). No member of the Panel will have previously been associated with the complaint. The secretary of the Panel will be the Assistant Academic Registrar.
- 5.5 The student shall be informed of the date of the meeting of the Review not less than 10 working days in advance. They may choose to appear before the Panel but the Panel may also hear a case, by mutual agreement, in the absence of the student. The student may be accompanied by a friend or a member of the Student Union team (whose name must be notified to the secretary of the Panel at least 24 hours in advance of the meeting), but any such person attends in a supportive capacity only and is not permitted to speak or otherwise act on behalf of the student. Proxies for students shall not normally be allowed, unless defined by the Internal Guidance Report for Academic Support for the student.

- 5.6 The Panel may invite any relevant staff members to attend and will also consider the report of the Stage 3 Panel meeting.
- 5.7 Documentation submitted by the student in support of the request for review shall be circulated to the Review of Health, Wellbeing and Support for Study Panel and to the student not less than five working days before the meeting.
- 5.8 Such documentation will normally comprise the documentation and papers relevant to the earlier consideration during the Health, Wellbeing and Support for Study Procedures and the reasons of the Academic Registrar for referring the case to the Panel.
- 5.9 The meeting will commence with private discussions within the Review of Health, Wellbeing and Support for Study Panel to clarify matters of process.
- 5.10 The student, and any accompanying person, will be called to appear before the Panel and the proceedings will continue as follows:

- (i) a statement will be requested from the student about the case;
- (ii) the Panel will question the student.

The student and the Chair of the Stage 3 Panel meeting are entitled to attend throughout the duration of the review hearing.

- 5.11 The Panel will then interview, in turn, the Chair of the Stage 3 meeting; other members of academic or other staff involved in the Health, Wellbeing and Support for Study considerations.
- 5.12 The Panel shall require the student and the Chair of the Stage 3 meeting to withdraw while it reaches its decision.
- 5.13 The Panel, having considered the evidence, may uphold or reject the request for review, such a decision being final and there will be no further recourse within the School.
- 5.14 The Review of Health, Wellbeing and Support for Study Panel shall minute its deliberations and decisions and submit a report to the School's Executive Management Group (EMG). If the Panel report includes a recommendation requiring action before the next meeting of the EMG, it shall be for the Principal to authorize action and then report to the EMG retrospectively. Such action may include, but it is not restricted to, the following:
 - (i) to reject the review and confirm the original outcome;
 - (ii) to refer the case back to Stage 3 for reconsideration;
 - (iii) to appoint a new Stage 3 'lead person' to reconsider the case afresh;

(iv) to annul a decision of Stage 3 and substitute it with an alternative decision (which may be recommended by the Review of Health, Wellbeing and Support for Study Panel) approved by the EMG (or Principal acting on its behalf), where circumstances make it appropriate for it so to do.

5.15 The Secretary of the Panel shall notify the student in writing of the Panel's decision, giving the reasons for it, within five working days of the meeting. The student shall also be sent a copy of the Panel's report to the EMG.

6 **Arrangements for Monitoring and Review of Health, Wellbeing and Support for Study Procedures**

6.1 The Health, Wellbeing and Support for Study Procedures will be subject to annual review. An annual report will be made to the first meeting of the Academic Board in each academic session.

6.2 The report will contain:

- the number of Health, Wellbeing and Support for Study Procedures cases during the previous academic session;
- the number of resultant Breaks in Studies;
- the number of resultant Withdrawals;
- the number of students who have been through these Procedures at some point during their studies and have successfully completed their course during the reporting year.

Appendix 7: STUDENT CODE OF CONDUCT

General Principles

The student experience, and a collaborative approach to learning, are at the core of Central's mission. By creating new challenges in our training environments, and establishing ourselves as a world-leading centre for performance teaching and research excellence, we aspire to foster a climate of creativity, artistry and innovation.

This can only be achieved if all members of the School's community have the trust and confidence to work alongside each other in an environment that permits freedom of thought and expression within a framework of respect for the rights of other people.

This Code of Conduct define the standards of behaviour that are required of all students during their time as a registered student of Central, and were developed in collaboration with Students' Union. They apply to all student activity related directly or indirectly to being a registered student at Central, including both academic and social contexts.

What follows is intended to outline key headline areas, alongside illustrations of the kinds of behaviour that may result in the Student Disciplinary Procedures being triggered. This is not intended to be an exhaustive list of all behaviours that would contravene the Student Code of Conduct. You should make yourself familiar with this document so that you are able to conduct yourself in a professional, courteous and inclusive manner. Any behaviours which negatively impact on the people that make up the Central community (and all those who come into contact with it) or the physical environment of the campus will not be tolerated.

Equal Opportunities

Central aims to be a community where staff and students are treated on the basis of their intrinsic value as human beings and where opportunities are available for all to use and develop abilities in order to realise potential. Central considers that equality and diversity are enriching, both collectively to the School community and individually to its members. It aims to create and sustain a working environment in which true equality for all is created through understanding and behaviour. This includes fostering equality of opportunity through promoting good relations among and between staff and students.

The School is committed to equality of opportunity for all, irrespective of gender, race, age, ethnic or national groups, marital status, sexuality, LGBTQ+, disability, religion, political belief or trade union activity. Discrimination takes place when an individual is treated less favourably than others based on a protected characteristic.

The School is committed to taking positive action to promote such equality of opportunity, and this applies to both students and staff.

The School has published a Single Equality Scheme.

Behaviour

Central expects all members of its community - students and staff - to conduct themselves in a professional, courteous and inclusive manner. The following is an indicative list of behaviours that would result in Student Disciplinary Procedures being triggered. This list is not exhaustive, but is intended to give an overview of the kinds of behaviour that will trigger the Student Disciplinary Procedures as outlined in Appendix 3 of the Handbook of Academic Regulations.

- Bullying, aggressive, threatening, indecent, disorderly, offensive, violent or other unreasonable behaviour or language, whether expressed orally or in writing (including electronically and on social networking websites) whilst on the School's premises or engaged in activity associated with the School (this includes the Student Union Bar and any occasions away from the campus where you are interacting with members of the School community);
- Harassment: that is, unwanted physical, verbal or non-verbal conduct which may (intentionally or unintentionally) violate a person's dignity or create an intimidating, hostile, degrading, humiliating or offensive environment, and/or which interferes with an individual's learning, working or social environment. (Harassment also includes treating someone less favourably because they have submitted or refused to submit to such behaviour in the past).
- Misuse or unauthorised use of the School's premises, facilities or property, including misuse of a computer or networks in breach of the relevant IT and library regulations and policies;
- Misappropriation of funds or assets belonging to the School or the Students' Union;
- Repeated breaches of course discipline, despite course-level warnings.
- Conduct which prevents or disrupts teaching, learning, assessment or research at the School or in a placement organisation, or the School's administration, or the orderly conduct of any meeting or activity of the School or involving the School.
- Conduct likely to cause loss, damage or harm to the School, its staff or students or members of the public on School premises, or to their property or safety or the School's property;

- Serious, wilful or recurrent disregard for the School's Health and Safety procedures;
- Behaviour which breaches the School's Single Equality Scheme and associated Statements on Equality;
- Any criminal offence committed on the School's premises;
- Any criminal offence committed outside the School which, in the judgement of the Principal or their designate, is detrimental to the School, or to any student or member of staff or governor of the School;
- Failure to comply with a previously imposed penalty arising from a formal Student Disciplinary Procedures investigation;
- Failure to attend a disciplinary and/or appeal interview without reasonable cause.

Sexual Misconduct

Sexual misconduct which includes (but is not limited to) the following, within or outside a sexual or romantic relationship, including where consent to sexual activity has been given then withdrawn, or if consent has been given on previous occasions: sexual intercourse or engaging in a sexual act without consent; attempt to engage in sexual intercourse or a sexual act without consent; sharing private sexual materials of another person without consent; kissing or touching inappropriately without consent; inappropriately showing sexual organs to another person; repeatedly contacting or following another person without good reason; making unwanted remarks of a sexual nature. For the avoidance of doubt, in this paragraph, 'without consent' includes purported consent obtained by force, intimidation, manipulation or coercion. Sexual harassment, that is any form of unwanted or persistent behavior of a sexual nature.

Racism

The term 'racism' relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a group or person's race. Racially based conduct that subjects a student or a staff member to discrimination on the basis of race or has the purpose or effect of substantially interfering with an individual's work or study performance or creating an intimidating, hostile or offensive work or study environment.

Racial harassment may include, but is not limited to the following: verbal or written racial slurs, epithets, jokes, comments or terms; repeated remarks to a person that contain racial, derogatory or demeaning implications; sabotage of work or projects when associated with other forms of racial harassment; racially oriented graffiti; verbal, written, or physical

expressions of hatred due to race; display or distribution of racially oppressive or demeaning objects, pictures, literature, magazines, cartoons, posters or images; harassment involving objects or items historically or stereotypically associated with race; unwelcome physical contact, close physical proximity or looks when associated with other forms of racial harassment.

Hate Incidents

Hate incidents and hate crime are acts of violence or hostility against a person or property that is motivated by hostility or prejudice towards a person due to a particular characteristic. This could be a disability, race or ethnicity, religion or belief, sexual orientation, transgender identity or an alternative sub-culture hate crime.

Hate incidents can take many forms: verbal abuse like name-calling and offensive jokes, harassment, bullying or intimidation, physical attacks, threats of violence, on line abuse.

Social Media and Online Behaviour

All students have a responsibility to conduct themselves in a professional, courteous and inclusive manner - this includes all online and virtual spaces and all types of social media.

Central will not tolerate online bullying or other activities (such as posting indecent or offensive content) undertaken on the internet that have a damaging or pernicious effect on other individuals or on the School.

Any inappropriate or damaging comments or activities undertaken anywhere online that come into the public arena will be subject to formal Student Disciplinary Procedures.

For the avoidance of doubt, this includes emails (whether sent from a Central or other account), chat rooms, email, texts, instant messaging (e.g. WhatsApp), Facebook, Twitter, Instagram, YouTube and any other social media platform or internet forums.

Alcohol and Drugs

As a community, students and staff can expect to work, study and socialise together in a reasonable manner, free from the effects of alcohol, drugs and other intoxicating substances and within a safe environment (in line with the School's Health and Safety Policy).

Under the Misuse of Drugs Act, 1971, it is an offence for the School knowingly to permit certain activities such as the smoking of cannabis, the possession of illegal drugs or the supply of controlled drugs to take place on its premises.

The School also has a requirement to comply with the Licensing Act 2003 covering bars and the use of public spaces.

Students who are suspected of being under the influence of drugs and/or alcohol may not be permitted to attend studies at the discretion of the Programme/Course/Pathway Leader. In such circumstances the formal Student Disciplinary Procedures will be triggered.

Students must not be under the influence of drugs and/or alcohol when taking any active part in any performance or production on Central's premises or on offsite projects or placements.

Activities rendering the School liable to legal prosecution will be treated, in the first instance, under the Student Disciplinary Procedures. Serious offences may be referred to the police.

Attendance and Punctuality

All students at Central are expected to maintain full attendance to all aspects of their programme. It is an essential part of the specialist training offered at Central that students are punctual and present for all sessions. Lateness and non-attendance are considered to be formal disciplinary matters. It is a student's responsibility to note their Programmes Officer details and the method for reporting absences.

Academic Conduct

Students at Central are expected to comply with best academic practice, and not to commit any assessment offences (such as plagiarism, collusion, or contract cheating) during the course of their studies.

Awareness and caring for others

You should be aware of the help and support available at Central from sources such as the Student Advice Service, Disability and Dyslexia Service, the Counselling Service and Central's Student Union.

You should show consideration for the welfare of your friends and peers and, if appropriate, provide advice on seeking help or speak to a member of staff if you are worried about another person's well-being, health or behaviour.

Health and Safety

Central takes Health and Safety (H&S) seriously, because we believe that:

- Everyone has a right to a healthy and safe learning environment;
- Good H&S is an integral part of best practice in all our activities;
- It is an essential part of being a good employer and quality educational establishment.

Students have a responsibility to contribute to Central's healthy and safe learning environment. Following are some principles that all students are expected to follow.

All students should ensure that they understand any requirements or procedures that are relevant to what they are doing and should follow them. Central aims to only stipulate rules when necessary and to protect students' health and safety. If a student is unsure of how to do something or use any equipment, they should ask for help or guidance.

Students must only use equipment and tools for which they have the necessary authorisation. If in doubt, see point above.

A safe and healthy environment starts with taking personal responsibility. If a student is using a space, they should think of the obvious hazards over which they have some control (e.g. slips and trips, sharp edges, space to move freely, falls from height) and do something about them to minimise the risk of injury or ill-health.

Embrace risk assessment! If a student is doing something slightly different, spend a few minutes thinking about what extra hazards this might create that may not have been covered by existing arrangements. Work out what needs to be done and then do it. This will be integral within some courses, but it is relevant to everything and everybody.

Try not to introduce any new hazards into spaces unwittingly or unnecessarily - for example, if a student is using their own equipment, check that this is appropriate first and always give things a visual inspection before use (e.g. 80% of all electrical problems are preventable by checking things like cables, plugs and connections before use).

If there is something not quite right with a space and the student is unable to fix it, speak to the relevant course team or to the Estates Team as soon as possible so that the issues can be resolved.

Student must report any health and safety incident that they witness or are involved in, however trivial. Central can only learn how to prevent things going wrong if we have enough information. Our reporting and investigation procedure is based on the principle of considering incidents as learning opportunities.

If a student sees good practice, then they should share it. Learning from good practice is just as useful as learning from when things go wrong.

Remember that whatever you might read or hear, good health and safety - the kind we aspire to at Central - is about enabling all students to achieve their potential and is never about preventing or constraining their learning or self-expression.

Date Effective:
1st September 2019