

---

# **General Academic Regulations**

## **2023–24**



**Ravensbourne**  
University London

<b>Owner</b>	<b>University Secretary and Director of Strategic Delivery</b>
<b>Contact</b>	<b>quality@rave.ac.uk</b>
<b>Approval date</b>	<b>19 July 2023</b>
<b>Version</b>	<b>2</b>
<b>Approval authority</b>	<b>Academic Board</b>
<b>Date of next review</b>	<b>July 2024</b>

# Contents

<b>Part 1: Committees</b>	<b>7</b>
Committee Diagram	9
Academic Board	10
Learning, Teaching and Assessment Committee	15
Quality and Policy Committee	18
Academic Partnerships Committee	21
Boards of Studies	24
Assessment Boards	27
Research Committee	30
Ethics Committee	32
Appeals Panel	34
Academic Titles Sub-Committee	36
Honorary Awards Sub-Committee	38
Student Voice Committee	40
<b>Part 2: General Academic Regulations</b>	<b>43</b>
<b>Section 1 – Preliminaries</b>	<b>44</b>
<b>Section 2 – Awards</b>	<b>46</b>
Chapter 1 – Awards	46
Chapter 2 – Conferment of Awards	49
Chapter 3 – Rescinding Awards	49
Chapter 4 – Appointment of Professors, Visiting Professors and Professors Emeritus	50
Chapter 5 – Appointment of Honorary Fellow and Honorary Professor	59
<b>Section 3 – Course Approval</b>	<b>61</b>
Chapter 1 – Course Approval Procedure (including Re-Approval)	61
Chapter 2 – Module Approval Procedures	69
Chapter 3 – Modifications to Courses and Modules	75

Chapter 4 – Procedures for the Suspension and Withdrawal of Courses and Modules	80
<b>Section 4 – Course Monitoring</b>	<b>83</b>
Chapter 1 – Annual Course Monitoring	83
<b>Section 5 – Admission and Registration</b>	<b>85</b>
Chapter 1 – Criteria for Admissions	85
Chapter 2 – Support for Applicants with a Disability or Long-term Medical Condition	103
Chapter 3 – Accreditation of Prior Learning ('APL')	105
Chapter 4 – Admissions Appeals and Complaints Procedure for Applicants	107
<b>Section 6 – Academic Progress and Engagement Monitoring</b>	<b>109</b>
Chapter 1 – Personal Progress Review Policy	109
Chapter 2 – Academic Progress and Engagement	110
Chapter 3 – Procedure for the Granting of an Interruption of Studies	119
Chapter 4 – Course Transfer	121
Chapter 5 – Termination of Registration	123
<b>Section 7 – Student Conduct</b>	<b>126</b>
Chapter 1 – Community Code of Conduct ('the Code')	126
Chapter 2 – Breaches of the Code	131
Chapter 3 – Student Disciplinary Procedure	135
Chapter 4 – Academic Malpractice	144
<b>Section 8 – Examination and Assessment</b>	<b>152</b>
Chapter 1 – Assessment Rules: Undergraduate Awards	152
Chapter 2 – Assessment Rules: Postgraduate Awards	156
Chapter 3 – Extenuating Circumstances Applications	159
Chapter 4 – Marking and Feedback Policy	165
Chapter 5 – Failure, Progression and Retakes	174
Chapter 6 – Retention and Destruction of Work Submitted for Assessment	180
Chapter 7 – Aegrotat and Posthumous Awards	182

<b>Section 9 – External Examination</b>	<b>183</b>
Chapter 1 – Nomination, Appointment and Termination	183
Chapter 2 – External Examiner Obligations	188
<b>Section 10 – Complaints and Appeals</b>	<b>192</b>
Chapter 1 – General Policy on Academic Review	192
Chapter 2 – Student Complaints Procedure	193
Chapter 3 – Student Appeals Procedure	202
<b>Section 11 – Supporting Student Success</b>	<b>206</b>
Chapter 1 – Disability Disclosure Policy	206
Chapter 2 – Learning Support and Reasonable Adjustments	207
Chapter 3 – Wellbeing and Mental Health Policy	219
Chapter 4 – Fitness to Study Policy	222
<b>Section 12 – Collaborative Provision</b>	<b>228</b>
Chapter 1 – Collaborative Provision Approval Process	228
Chapter 2 – Learning through Work Policy	236
<b>Section 13 – Academic Freedom</b>	<b>241</b>
Chapter 1 – Academic Freedom Policy	241
Chapter 2 – Code of Practice on Freedom of Speech	242
Chapter 3 – Complaints about Infringement of Academic Freedom or Freedom of Speech	244
Chapter 4 – Controversial Speakers, Meetings and Activities	245
Chapter 5 – The Prevent Duty	250
<b>Part 3: Research Regulations</b>	<b>257</b>
<b>Section 1 – Research Ethics Code of Practice</b>	<b>258</b>
<b>Section 2 – General Applicability of the General Academic Regulations</b>	<b>262</b>
<b>Part 4: Emergency Regulations</b>	<b>263</b>

<b>Part 5: Schedules</b>	<b>269</b>
Schedule A – Ravensbourne University Awards	270
Schedule B – Forms owned by the Quality and Policy Committee	272
Schedule C – Derogations	273
Schedule D – Glossary	274

# Part 1:

# Committees

This section sets out the membership and terms of reference of the key bodies within the committee structure of Ravensbourne University London ('the University').

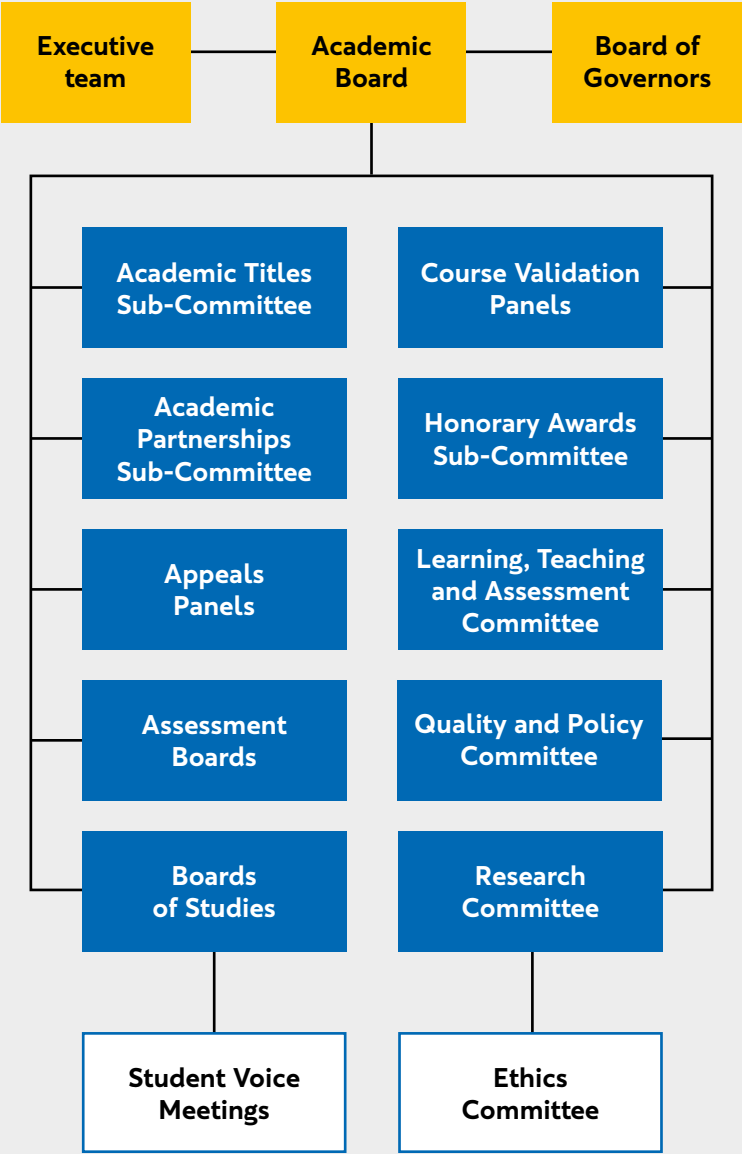
Three separate bodies share responsibility for the character, organisation and function of Ravensbourne University: the Board of Governors, the Academic Board and the University Executive Team.

1. The Board of Governors is legally responsible for determining the educational character and mission of the University and for overseeing its activities.
2. The Academic Board is the primary academic authority within the University. In particular, it considers and advises the Vice-Chancellor on matters relating to awarding taught degrees. To help it carry out its duties, the Academic Board delegates responsibility for some matters relating to quality management to its committees.
3. The Executive Team, under the leadership of the Vice-Chancellor, is the University's senior management team with responsibility for organising, directing and managing the academic and academic-related functions of the University. The Executive Team includes the Vice-Chancellor, Deputy Vice-Chancellor, University Secretary and Director of Strategic Delivery, the Dean, the Chief Operating Officer, the Director of IT, the Director of Finance, the Director of People and Culture and the Director of Innovation, Industry and Enterprise.

The way in which these three strands operate and interact with each other is fundamental to maintaining and improving quality and standards within the University.



# Committee Diagram



---

# Academic Board

## Academic Board Terms of Reference

### Purpose

1. The Academic Board shall be the academic authority of the University and shall best promote the academic and professional work of the University and safeguard the integrity and standards of its awards.

### Membership

There shall be an Academic Board of no more than twenty-five (25) members.

The Academic Board members shall comprise:

#### Ex Officio Members

- Vice Chancellor<sup>1</sup> (Chair)
- Dean
- Deputy Vice-Chancellor
- Chief Operating Officer
- President of the Student's Union
- Academic Heads (x7)
- University Secretary and Director of Strategic Delivery
- Vice President of the Student's Union

#### Nominated Members

- Two Members of the Board of Governors nominated by the Board of Governors.

#### Elected Members

- Academic Staff Representatives x4
- Professional Services Staff Representatives x1

#### Co-opted Members

Up to four appointed by the Chair annually.

**Quorum:** At least half of the members of whom no fewer than three shall be Ex-Officio Members and at least one Nominated Member.

---

1 The Vice Chancellor may nominate a Deputy Chair from among the members of the Academic Board to take the chair in their place.

**Secretary:** The Head of Academic Quality shall act as Secretary to the Academic Board.

**Frequency:** The Academic Board shall meet at least three times per year.

### **Terms of Reference**

2. Subject to the provisions of these Terms of Reference, to the overall responsibility of the Board of Governors, and to the responsibilities of the Vice Chancellor, the Academic Board shall be responsible for:
  - a. General issues relating to the research, scholarship, teaching and courses at the University;
  - b. Criteria for the admission of students;
  - c. The appointment, extension and withdrawal of internal and external examiners;
  - d. The University's General Academic Regulations;
  - e. The assessment and examination of the academic performance of students;
  - f. The content of the curriculum;
  - g. The conferment of awards;
  - h. The academic standards and the validation/re-validation of courses;
  - i. The procedures for the award of qualifications and honorary academic titles;
  - j. The procedures for the expulsion of students for academic reasons.
  - k. Agreements with other validating, accrediting or awarding bodies;
  - l. Collaborative provision;
  - m. Considering the development of the academic activities of the University and the resources needed to support them and for advising the Vice Chancellor and the Board of Governors thereon; and
  - n. Advising on such other matters as the Board of Governors or the Vice Chancellor may refer to the Academic Board.

The Academic Board shall receive the following for approval:

- a. From the Secretary of the Academic Board, the minutes of the previous meeting;
- b. From the University Secretary and the Director of Strategic Delivery, the Annual Monitoring and Evaluation Report;
- c. From the University Secretary and the Director of Strategic Delivery, the Conduct of Assessment Report;

- d. From the Dean, the Learning Environments and Student Support Annual Report;
- e. From the University Secretary and Director of Strategic Delivery, the Annual Course Monitoring Summary Report;
- f. From the University Secretary and the Director of Strategic Delivery, the Annual Academic Collaborations Report;
- g. From the University Secretary and the Director of Strategic Delivery, the External Examiners and Externality Annual Report;
- h. From the Chief Operating Officer, the Annual Admissions and Recruitment (including APL) Report;
- i. From the University Secretary and the Director of Strategic Delivery, the Student Achievement Annual Report;
- j. From the University Secretary and the Director of Strategic Delivery, the Annual Review of the Academic Regulations;
- k. From the University Secretary and the Director of Strategic Delivery, the Annual Report on Programme Approvals;
- l. From the Dean, the Annual Learning, Teaching and Assessment Report;
- m. From the Chair of the Validation/Re-Validation Panel, the Validation/Re-Validation Report.

To assist it in its provision of advice to the Board of Governors, the Academic Board shall receive the following for approval:

- a. From the Chair of the Academic Board, the Academic Board Annual Report;
- b. From the Dean, the Self-Assessment Report (for Ofsted and ESFA) (joint meeting with the Board of Governors);
- c. From the Dean, the Quality Improvement Plan (for Ofsted and ESFA) (joint meeting with the Board of Governors);
- d. From the Dean, the Learning, Teaching and Assessment Strategy (every 3 years);
- e. From the Head of Knowledge Exchange and Research, the Research Strategy (every 3 years);
- f. From the Dean, the NSS results;
- g. From the Head of Immigration Compliance, the Annual UKVI Report;
- h. From the University Secretary and the Director of Strategic Delivery, the Quality and Standards Report;
- i. From the University Secretary and the Director of Strategic Delivery, the Annual Student Complaints and Appeals Report;
- j. From the University Secretary and the Director of Strategic Delivery, Annual Degree Outcomes Statement;
- k. From the University Secretary and the Director of Strategic Delivery, the Equality, Diversity and Inclusion Annual Report;

- l. From the University Secretary and the Director of Strategic Delivery, the Annual Transparency Return;
- m. From the University Secretary and the Director of Strategic Delivery, the Access and Participation Plan Monitoring Return
- n. From the Dean, the Graduate Outcomes Survey Results;
- o. From the University Secretary and the Director of Strategic Delivery, the Student Protection Plan (every 2 years) (also received by the Governance and Nominations Committee);
- p. From the University Secretary and the Director of Strategic Delivery, the review of Student Transfer Arrangements (every 2 years).

The Academic Board shall receive the following for discussion:

- a. from the Vice-Chancellor, the Vice-Chancellor's Report;

To assist it in its provision of advice to the Board of Governors, the Academic Board shall receive the following for discussion:

- a. from the President of the Student's Union, the Annual Student Written Submission (to be discussed at the joint meeting with the Board of Governors).

The Academic Board shall receive the following for noting:

- a. Minutes of sub-committees from the following:
  - i. Quality and Policy Committee
  - ii. Learning, Teaching and Assessment Committee
  - iii. Academic Titles Sub-Committee
  - iv. Research Committee
  - v. Boards of Studies

### **Reserved Business**

- 3. The student representatives on the Academic Board shall not be entitled to receive papers, participate in or be present for discussions relating to the admission or academic assessment and examination of individual students or affecting the appointment, promotion or personal affairs of a member of staff of the University. The Chair shall decide whether a matter falls within the terms of the above proviso.

### **Authority**

- 4. The Academic Board is responsible to and reports to the Board of Governors.
- 5. The Academic Board has the power to form ad hoc sub-committees and working groups. The Academic Board and those sub-committees may invite other persons to attend from

time to time as appropriate to contribute to the issues under consideration by the Academic Board.

### **Voting and Recommendations**

6. It is expected that decisions of the Academic Board will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Learning, Teaching and Assessment Committee

## Learning, Teaching and Assessment Committee Terms of Reference

### Purpose

1. The purpose of the Committee is to maintain a strategic overview of the delivery and development of learning, teaching and assessment across Ravensbourne's academic provision, the operation and monitoring of these.

### Membership

There shall be a Learning, Teaching and Assessment Committee (the LTAC) of no more than thirty-two (32) members:

The LTAC shall comprise:

#### Ex-officio Members

- Deputy Vice-Chancellor (Chair)
- Course Leader (PGCert in Learning and Teaching for Creative Courses)
- Dean
- Director of Learning and Teaching
- Head of Academic Quality
- Head of Registry
- Head of Admissions
- Head of Postgraduate Programmes
- Head of Research
- Head of Student Recruitment and Engagement
- Head of Student Services
- President of the Students' Union

#### Appointed Members

- Half the Course Leaders (approximately 14)
- Up to five academic members of staff
- Two representatives from the Student Parliament appointed by the President of the Students' Union

**Quorum:** Half the members of the LTAC of whom no fewer than three shall be Ex-Officio Members.

**Secretary:** The Secretary shall be appointed by the Head of Academic Quality.

**Frequency:** The Learning, Teaching and Assessment Committee shall meet at least three times in each year.

### **Terms of Reference**

2. The LTAC shall assist and support the Academic Board as the academic authority of Ravensbourne University London and shall provide advice to the Vice-Chancellor, if that service is sought.
3. The LTAC's overriding functions shall be to:
  - a. Safeguard the standards of learning, teaching and assessment;
  - b. Oversee and monitor the overall effectiveness of learning, teaching and assessment against strategy and policy; set targets and key performance indicators and monitor progress against these;
  - c. To identify and share innovation and best practice to enhance the University's learning, teaching and assessment activities, and to support staff in their pedagogical effectiveness and scholarly activity;
  - d. Oversee strategic alignment of learning and teaching activities with resources, learning environments and student support, to ensure delivery of an integrated student experience;
  - e. Ensure that each programme of study is delivered in a manner that provides, in practice, a learning opportunity and resources which give students a fair and reasonable chance of achieving the academic standards required for successful completion;
  - f. Ensure that Ravensbourne University London fosters an ethos of inclusive practice and operates in accordance with the Equality Act 2010 and that all aspects of provision are available to individuals with protected characteristics, where reasonable;
  - g. Proactively review, promote and disseminate internal and external initiatives and developments that will enhance academic and professional practice, course delivery and the student experience within the University; and
  - h. To provide leadership and guidance in relation to the enhancement of learning, teaching and assessment through the establishment of Enhancement Working Groups.
4. To assist it in its provision of advice to the Academic Board, the LTAC shall receive the following for approval:
  - a. From the Dean, the Learning, Teaching and Assessment Strategy (every 3 years);
  - b. From the Head of Research, the Research Strategy (every 3 years);
  - c. From the Dean, the Annual Learning, Teaching and Assessment Report;



- d. From the Dean, the Learning Environments and Student Support Annual Report;
  - e. From the Deputy Vice-Chancellor, the Annual Scholarship Report;
  - f. From the Head of Academic Quality, the Student Achievement Annual Report;
  - g. From the Head of Access and Participation, the Access and Participation Plan Monitoring Return;
  - h. From the Head of Planning, the Access and Participation Plan Monitoring Return;
  - i. From the Head of Planning, the Equality, Diversity and Inclusion Annual Report;
  - j. From the Dean, the ESFA (apprenticeships) Year-End Report;
  - k. From the Head of Academic Quality, the Conduct of Assessment Report.
5. To assist it in its provision of advice to the Academic Board, the LTAC shall receive the following for discussion:
- a. From the Dean, the Graduate Outcomes Survey Results;
  - b. From the Dean, the NSS Results;
  - c. From the Chairs of Enhancement Working Groups, reports on progress and outputs from enhancement activities.

### **Authority**

6. The LTAC is responsible to and reports to the Academic Board.
7. The LTAC has the power to form ad hoc sub-committees and working groups. The LTAC and those sub-committees may invite other persons to attend from time to time as appropriate to contribute to the issues under consideration by the LTAC.

### **Voting and Recommendations**

8. It is expected that decisions of the LTAC will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Quality and Policy Committee

## Quality and Policy Committee Terms of Reference

### Purpose

1. The purpose of the Quality and Policy Committee is to monitor and safeguard academic standards and ensure the University regulations are fit for purpose.

### Membership

There shall be a Quality and Policy Committee (the QPC) of no more than thirty (30) members.

The QPC shall comprise:

#### Ex Officio Members

- University Secretary and Director of Strategy Delivery (Chair)
- Dean
- Head of Academic Quality
- Head of Planning
- Head of Registry
- Head of Student Services
- President of the Students' Union
- Casework Manager
- Head of Immigration Compliance
- Head of Academic Operations

#### Appointed Members

- Half the Course Leaders (approximately 14)
- Up to five academic / professional members of staff

#### Co-opted Members

- Two representatives from the Student Parliament appointed by the President of the Students' Union

**Quorum:** Half the members of the QPC of whom no fewer than three shall be Ex-Officio Members.

**Secretary:** The Secretary shall be appointed by the Head of Academic Quality.

**Frequency:** The Quality and Policy Committee shall meet at least three times in each year.

### **Terms of Reference**

2. The QPC shall assist and support the Academic Board as the academic authority of Ravensbourne University London and shall provide advice to the Vice-Chancellor, if that advice is sought.
3. The QPC's overriding functions shall be to:
  - a. Safeguard the standards of academic awards;
  - b. Monitor academic standards through the analysis of data;
  - c. Review and approve policies within the General Academic Regulations, and forms and guidance in Appendix A of the General Academic Regulations;
  - d. Review the regulatory landscape and ensure the University regulations are fit for purpose and propose changes to the regulations for consideration by the Academic Board, where necessary.
4. To assist it in its provision of advice to the Academic Board, the QPC shall receive the following for approval:
  - a. From the Dean, the Self-Assessment Report (for Ofsted and ESFA);
  - b. From the Dean, the Quality Improvement Plan (for Ofsted and ESFA);
  - c. From the Dean, the ESFA (apprenticeships) Year-End Report;
  - d. From the Head of Academic Quality, the External Examiners and Externality Annual Report;
  - e. From the Head of Academic Quality, the Annual Quality and Standards Report;
  - f. From the Head of Academic Quality, the Annual Monitoring and Evaluation Report;
  - g. From the Head of Academic Quality, the Conduct of Assessment Report;
  - h. From the Casework Manager, the Annual Student Complaints and Appeals Report;
  - i. From the Head of Planning, the Annual Transparency Information;

- j. From the Head of Academic Quality, the Annual Course Monitoring Summary Report;
  - k. From the Head of Academic Quality, the Annual Academic Collaborations Report;
  - l. From the Head of Academic Quality, Annual Degree Outcomes Statement;
  - m. From the Head of Academic Quality, the Annual Review of the Academic Regulations;
  - n. From the Head of Academic Quality, the Student Protection Plan (every 2 years) (also received by the Governance and Nominations Committee);
  - o. From the Head of Academic Quality, the review of Student Transfer Arrangements (every 2 years);
  - p. From the Head of Student Services, the Annual Fitness Study Summary Report;
  - q. From the Head of Immigration Compliance, the Annual UKVI Report.
5. To assist it in its provision of advice to the Academic Board, the QPC shall receive the following for discussion:
- a. From the Dean, the Graduate Outcomes Survey Results;
  - b. From the Chairs of Enhancement Working Groups, reports on progress and outputs from enhancement activities.

### **Authority**

- 6. The QPC is responsible to and reports to the Academic Board.
- 7. The QPC has the power to form ad hoc sub-committees and working groups. The QPC and those sub-committees may invite other persons to attend from time to time as appropriate to contribute to the issues under consideration by the QPC.

### **Voting and Recommendations**

- 8. It is expected that decisions of the QPC will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Academic Partnerships Committee

## Academic Partnerships Committee Terms of Reference

### Purpose

1. The purpose of the Academic Partnerships Committee is to monitor the academic standards and quality of collaborative partner provision, and maintain an overview of collaborative partners and partnership development.

### Membership

There shall be an Academic Partnerships Committee (the APC) of no more than twenty (20) members.

The APC shall comprise:

### Ex Officio Members

- Dean (Chair)
- Deputy Vice-Chancellor, or nominee
- Director of Learning and Teaching
- University Secretary and Director of Strategic Delivery
- Head of Academic Quality
- Head of Strategic Recruitment Partnerships
- Quality Manager (Partnerships)
- Head of Planning
- Head of Registry
- Head of Admissions
- President of the Students' Union

### Appointed Members

The Course Leader or Link Lecturer(s) associated with a collaborative partner.

**Quorum:** Half the ex officio and appointed members of the APC of whom no fewer than three shall be Ex-Officio Members.

**Secretary:** The Secretary shall be appointed by the Head of Academic Quality.

**Frequency:** The Academic Partnerships Committee shall meet at least three times in each year.

## **Terms of Reference**

2. The APC shall assist and support the Academic Board as the academic authority of Ravensbourne University London and shall provide advice to the Vice-Chancellor, if that advice is sought.
3. The APC's overriding functions shall be to:
  - a. Ensure that procedures for academic partnerships are in accordance with the Office for Students Regulatory Framework;
  - b. Monitor the effectiveness of quality assurance to ensure high quality teaching, learning and assessment at partner institutions;
  - c. Maintain an overview of the performance of partners and ensure that standards of awards are credible and secure;
  - d. Ensure effective management of partnerships;
  - e. Consider plans for potential new partnerships;
  - f. Approve and maintain oversight of articulation agreements and progression agreements;
  - g. Receive and approve the audits and reviews of academic partners, and identify any issues which may have wider implications for the University, including financial and legal due diligence issues.
4. To assist it in its provision of advice to the Academic Board, the APC shall receive the following for approval:
  - a. From the Quality Manager (Partnerships), the Annual Academic Collaborations Report.
5. To assist it in its provision of advice to the Academic Board, the APC shall receive the sections of the following, where relevant to partnership activity, for discussion:
  - a. From the Head of Academic Quality, the External Examiners and Externality Annual Report;
  - b. From the Head of Academic Quality, the Annual Quality and Standards Report;
  - c. From the Head of Academic Quality, the Annual Monitoring and Evaluation Report;
  - d. From the Casework Manager, the Annual Casework Report;
  - e. From the Head of Planning, the Annual Transparency Information;
  - f. From the Head of Academic Quality, the Annual Course Monitoring Summary Report;
  - g. From the Dean, the Graduate Outcomes Survey Results;
  - h. From the Chairs of Enhancement Working Groups, reports on progress and outputs from enhancement activities.

**Authority**

6. The APC is responsible to and reports to the Academic Board.
7. The APC has the power to form ad hoc sub-committees and working groups. The APC and those sub-committees may invite other persons to attend from time to time as appropriate to contribute to the issues under consideration by the APC.

**Voting and Recommendations**

8. It is expected that decisions of the APC will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting, save that co-opted members are not entitled to a vote. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Boards of Studies

## Board of Studies Terms of Reference

### Purpose

1. The primary purpose of the Board of Studies is to take a holistic view of the student learning experience in order to assure and enhance the quality of learning opportunities. The groupings of the Boards of Studies will be determined by the Deputy Vice-Chancellor.

### Membership

#### Ex Officio Members

- Deputy Vice-Chancellor, or nominee<sup>2</sup> (Chair)
- Dean
- Head of Academic Quality
- Head of Planning
- Head of Registry

#### Appointed Members

- Academic Heads or equivalent (depending on the provision being considered)
- Course Leaders, or a nominee (depending on the provision being considered)
- One member of academic staff from Contextual Studies

#### Co-opted Members

- Academic Heads (from provision not being considered)
- President of the Students' Union
- A member of Student Parliament appointed by the President of the Students' Union

Boards of Studies may invite such other staff or students to attend its meetings for the purposes of providing information or expertise as deemed appropriate.

**Quorum:** Half of the members of whom no less than two shall be academic members of staff.

---

<sup>2</sup> The Chair will normally be a nominee selected by the Deputy Vice-Chancellor



**Secretary:** A Secretary will be appointed by the Head of Academic Quality.

**Frequency:** Boards of Studies shall meet once per semester.

### **Terms of Reference**

2. The primary purpose of the Boards of Studies shall be to assist the Academic Board to:
  - a. Safeguard the standards of academic awards, professional qualifications and other educational provision;
  - b. Ensure that each programme of study is delivered in a manner that provides, in practice, a learning opportunity and resources which give students a fair and reasonable chance of achieving the academic standards required for successful completion;
  - c. Review performance of action plans set out in paragraph 3(a) and performance against key student outcomes.
3. In fulfilling this purpose the Boards of Studies shall be responsible for the following specific functions:
  - a. To continually review existing provision on the basis of student data (including completion, continuation and progression), Annual Course Monitoring Reports, External Examiners' Reports, Student Voice Committee minutes, external surveys and monitor the implementation of their subsequent action plans;
  - b. To consider and approve all proposals for minor modifications to the courses;
4. More generally, the Boards of Studies shall:
  - a. Take such other action as is needed to promote academic quality and standards;
  - b. Offer advice on matters as invited by the Chair;
  - c. Discharge such other functions as the Academic Board or the QPC and LTAC may, from time to time, determine;
  - d. Ensure that the needs of students with protected characteristics in the Equality Act 2010 are fully considered in all decision-making processes.

### **Authority**

5. The Boards of Studies are responsible to and report to the Academic Board.
6. The Boards of Studies have the power to form ad hoc sub-committees and working groups. Those sub-committees

and working groups may invite other persons to attend from time to time as appropriate to contribute to the issues under consideration by them.

### **Voting and Recommendations**

7. It is expected that decisions of the Boards of Studies will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Assessment Boards

## Internal Assessment Boards Terms of Reference

### Purpose

1. To review, monitor and manage students' assessment profiles and determine progression and awards to the Final Assessment Board.

### Membership

#### Appointed Members (Voting)

- Chair, independent of the course, appointed annually from a previously approved pool of examination board chairs by the Academic Board. The pool shall be reviewed annually and refreshed as necessary.

#### Ex-officio Members (Voting)

- Academic Heads(s) responsible for the course(s) being considered.
- Course Leader(s) responsible for the course(s) being considered.
- External examiners: responsible for the assessment or examination of the modules.

#### Ex-officio Members (Non-Voting)

- Head of Registry, or nominee
- Head of Academic Quality, or nominee

**Quorum:** At least half of the voting members.

**Secretary:** The Secretary shall be appointed by the Head of Registry.

**Frequency:** The Internal Assessment Boards shall meet at least once per annum and additionally as required.

### Terms of Reference

2. In fulfilling its duties, the Internal Assessment Board shall be responsible for the following specific functions:
  - a. Internal Assessment Boards will determine the progression from one semester to the next for each student, based on all submitted assessments to date. Where a student has failed an assessment or failed to submit an assessment, the Board will determine what is required of the student in terms of resubmissions. Decisions might be for the student to proceed to the next semester, to resubmit, to interrupt a student's studies or to withdraw the student;

- b. All marks and recommendations are considered provisional until ratified by the Final Assessment Board;
- c. Students may appeal the outcome of the Internal Assessment Board by using the Appeal process.

## Final Assessment Board

### Purpose

1. The Final Assessment Board will be responsible for confirming student progression from one stage to the next, or determine if a student is required to repeat or partially retake the year. If they achieve their degree, the Final Assessment Board will recommend to the Academic Board the classification of that award.

### Membership

#### Appointed Members (Voting)

- Chair, independent of the programme, appointed annually from a previously approved pool of examination board chairs by the Academic Board. The pool shall be reviewed annually and refreshed as necessary.

#### Ex-officio Members (Voting)

- Internal examiners: responsible for the assessment or examination of the modules<sup>3</sup>.
- External examiners: appointed to a course, whose role, authority, duties and rights shall be defined in the External Examiner Policy.

#### Ex-officio Members (Non-Voting)

- Academic Head(s) responsible for the course
- Course leader(s) responsible for the course
- Head of Registry, or nominee
- Head of Quality, or nominee

**Quorum:** At least half of the members.

**Secretary:** The Secretary shall be appointed by the Head of Registry.

**Frequency:** The Final Assessment Board shall meet at least once per annum and additionally as required.

---

3 Where the Programme Director or Course Leader acted as an internal examiner for the course(s) being considered, they will move to be a voted member of that Final Assessment Board.

## **Terms of Reference**

2. In fulfilling its duties, the Final Assessment Board shall be responsible for the following specific functions:
  - a. To scrutinise and, if satisfied, endorse recommendations made to it in respect of students' fulfilment of assessment requirements by the internal and external examiners, and to pass the recommendations to the Academic Board and to such validating or accrediting bodies as are appropriate. If a student does not fulfil the requirements of their intended award, their academic profile will be reviewed for a lower award as applicable;
  - b. Where a student is not being considered for a final award at this point, the Final Exam Board may determine the progression for those students based on all submitted assessments to date (e.g. part-time students);
  - c. To monitor the conduct of assessment procedures and the academic standards of the courses.
3. Students may appeal the outcome of the Final Board of Examiners by using the Appeal process.

## **Authority**

4. Boards of Examiners are responsible to and report to the Academic Board.

## **Voting and Recommendations**

5. It is expected that decisions of the Boards of Examiners will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Research Committee

## Research Committee Terms of Reference

### Purpose

1. The purpose of the Research Committee is to oversee the implementation of the University's Research Strategy and to provide a framework for developing a research environment.

### Membership

#### Ex-Officio Members

- Deputy Vice-Chancellor, or nominee (Chair)
- Director of Innovation, Industry and Enterprise
- University Secretary and Director of Strategic Delivery
- Head of Knowledge Exchange and Research

#### Co-opted Members

- Up to five co-opted members (that may include Academic Heads) appointed by the Chair.

#### Appointed Members

- Up to five active researchers appointed by the Chair.

**Quorum:** At least three ex-officio members are required to be present.

**Secretary:** A Research Administrator shall act as Secretary to the Research Committee.

**Frequency:** The Research Committee shall meet at least twice per year.

### Terms of Reference

2. In fulfilling its duties, the Research Committee shall be responsible for the following specific functions:
  - a. Overseeing the University's Knowledge Exchange and Applied Research Strategy, review it annually and prepare a report for Academic Board;
  - b. Developing staff research outputs for REF2021 and associated procedures;
  - c. Making recommendations to Executive Committee on resourcing and funding;
  - d. Providing periodic reports against the annual institutional Key Performance Indicators associated with research;

- e. Providing a formal and supportive framework for developing Ravensbourne's research environment;
- f. Ensuring researchers meet the UK and EU codes of conduct for Research Integrity and receive the minutes of the Research Ethics Sub-Committee;
- g. Overseeing the allocation of internal Ravensbourne research funds;
- h. Considering appeals or complaints against decisions made by the Ethics sub-committee.
- i. Review any cases of research misconduct that come to the Committee's attention, and recommend action to Academic Board (this may be dealt with in a specially convened session of the Research Committee)
- j. Review the supervision of PhD students in conjunction with the research committee of any collaborating organization, for which purpose a member of the Research Committee will be co-opted onto the relevant board at that institution.

### **Authority**

- 3. The Research Committee is responsible to and reports to the Academic Board.

### **Voting and Recommendations**

- 4. It is expected that decisions of the Research Committee will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Ethics Committee

## Ethics Committee Terms of Reference

### Purpose

1. The purpose of the Committee is to ensure the ethical standards of practice in research is maintained, to protect participants, researchers, institutions and funders from harm, and to preserve respondents' rights. To provide reassurance to the public and external bodies that due care is being taken in research. It is also the aim of the committee to facilitate, not hinder, valuable research, and to protect researchers from unjustified criticism.
2. In accordance with the National Research Ethics Service advice, referred to in 'A Framework of Policies and Procedures for University Research Ethics Committees' university Research Committees "...should not be responsible for the proactive monitoring of research. They should, however, continue to be responsible for keeping the original approval under review" (AREC, 2013:23).

### Membership

#### Ex-Officio Members

- Head of Knowledge Exchange and Research (Chair)<sup>4</sup>
- Deputy Vice-Chancellor
- Director of Innovation, Industry and Enterprise
- University Secretary and Director of Strategic Delivery

#### Co-opted Members

- Two co-opted members from the Research Committee<sup>5</sup>.

**Quorum:** At least three members are required to be present, including the Chair.

**Secretary:** An Administrator shall act as Secretary to the Ethics Committee.

---

4 Where there is a conflict of interest between the Chair and the research proposer, the Deputy Vice-Chancellor will chair the Ethics Committee.

5 This can be any two members from the Research Committee who may vary from meeting to meeting.



**Frequency:** The Ethics Committee shall meet at least once per annum and additionally as required.

### **Terms of Reference**

3. In fulfilling its purpose, the Ethics Committee shall be responsible for the following specific functions:
  - a. To receive details of any research proposal which has either failed Ravensbourne's Self-Certification form for staff OR where a student research project has been considered by the student's supervisor as raising ethics questions (see the attached Research Proposal Guidelines, October, 2014);
  - b. To consider such research activity or research project on behalf of Ravensbourne and to either (a) approve it as proposed, (b) approve it under certain defined conditions or specific requirements, or (c) refuse approval;
  - c. To exercise powers to require the halting of research if substantive ethics flaws are identified at any time until the issue(s) have been remedied to the satisfaction of the Research Ethics Committee (REC).

### **Authority**

4. The Ethics Committee is responsible to and reports to the Research Committee.

### **Voting and Recommendations**

5. It is expected that decisions of the Ethics Committee will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

### **Appeals**

6. Where the proposer disagrees with the outcome of the Ethics Committee's decision, they can appeal to the Research Committee who may uphold or reject the appeal. If the proposer disagrees with the outcome of the Research Committee's decision, they can appeal using the University's Appeals Process.

---

# Appeals Panel

## Appeals Panel Terms of Reference

### Membership

#### Ex-Officio Members

- University Secretary and Director of Strategic Delivery (Chair)

#### Co-opted Members

- Two senior academics
- A senior member of the Registry team

**Quorum:** At least three members are required to be present.

**Secretary:** A Casework Officer shall act as Secretary to the Appeals Panel.

**Frequency:** The Appeals Panel shall meet at least once per annum and additionally as required.

### Terms of Reference

1. In fulfilling its duties, the Appeals Panel shall be responsible for the following specific functions:
  - a. To hear and determine all applications, and appeals from students, coming before it as is reasonably possible, having regard to the circumstances of each case and the requirements of natural justice and fairness. The burden of proving that the appeal should be allowed rests on the student and the standard of proof is on the balance of probabilities.
  - b. To consider all applications to extend the period within which an appeal may be heard, where under any regulation or procedure an appeal is required to be made to the Appeals Panel within a specified period.
  - c. To consider all applications for the Appeals Panel to intervene in or alter the workings, or procedures of, a lower committee or panel, where it is felt that those workings or procedures contravene the principles of natural justice, reasonableness or fairness, when applied to the specific case referred to in the application.

2. Following consideration by the Panel, they may either:
  - a. Reject the appeal: (including by confirming the decision at Stage One) and advise the student accordingly that their appeal is not upheld.
  - b. Overturn the decision: and substitute their own decision for that of the original decision-maker. Where a decision of the Assessment Board is overturned, the decision of the Assessment Board is replaced with the new decision and will be noted at the next Assessment Board.
  - c. Refer the decision: by requesting the original decision-maker consider the new evidence or a new decision-maker review all the evidence and make a new determination. (For the avoidance of doubt, where a matter is referred the subsequent decision can be appealed under the appeals process)

### **Authority**

3. The Appeals Panel is responsible to and reports to the Academic Board.

### **Voting and Recommendations**

4. It is expected that decisions of the Appeals Panel will normally be reached by consensus and after due debate but if a vote is required then decisions shall be made on the basis of a majority of those attending and voting at a quorate meeting. In the event of an equality of votes being cast, the Chair shall have a casting vote.

---

# Academic Titles Sub-Committee

## Academic Titles Sub-Committee Terms of Reference

### Purpose

1. Academic Board shall convene an Academic Titles Sub-Committee for the purpose of scrutinising and approving applications and nominations for academic titles and their conferment.

### Membership

The Academic Titles Sub-Committee shall comprise:

#### Ex-Officio Members

- The Vice-Chancellor (Chair)
- The Deputy Vice-Chancellor

#### Appointed Members

- A lay member of the Board of Governors
- An academic member of the Academic Board, or a member of the Professoriate
- Two specialist external advisers of professorial standing<sup>6</sup>

The Sub-Committee may at its discretion request that the Secretary seek additional opinion or consult in confidence any person or persons at Ravensbourne or externally as are necessary to the scrutiny of an application.

**Quorum:** Four members of whom one should be an external professor and one should be a lay member of the Board of Governors.

**Frequency:** The Academic Titles Sub-Committee shall meet at least once per annum and additionally as required.

**Secretary:** The Head of Academic Quality, or nominee shall act as Secretary.

---

6 The external members of the Sub-Committee will normally be senior academics active in their discipline and hold the title of Professor at another UK institution. They shall be appointed to have the expertise, familiarity and experience to deal with the broad range of the disciplinary areas at Ravensbourne. They shall not within the last five years, have been a member of staff, governor, external examiner, validation panel member or engaged in a collaborative project with Ravensbourne staff or engaged in any activity which might reasonably be held to constitute a conflict of interest.

### **Terms of Reference**

2. In fulfilling its duties, the Academic Titles Sub-Committee shall be responsible for the following specific functions:
  - a. To consider individual proposals put forward under the procedure for the promotion of academic staff to the Professoriate and act as the decision-making body;
  - b. To have oversight of policy and procedure for the promotion of staff to the Professoriate, including promotion and review criteria;
  - c. To consider the data on the Professoriate including the number and its diversity.

### **Authority**

3. The Academic Titles Sub-Committee has overall responsibility for the conferment of academic titles, including the right to confer the titles of Professor.
4. The minutes of the Academic Titles Sub-Committee shall be reported to the Academic Board under Reserved Business.

### **Voting**

5. A decision for or against an application for the conferment of the title of Professor shall be made by a majority of votes of the members of the Committee. The Chair shall have a second or casting vote should there be an equality of votes.

### **Confidentiality**

6. Academic Titles Sub-Committee proceedings shall be private and confidential to its members.

---

## Honorary Awards Sub-Committee

### Purpose

1. The Honorary Awards Sub-Committee is established by the Board of Governors and Academic Board. The Committee's role is to approve, on delegated authority from the Board and Academic Board, nominations for honorary awards.

### Membership

The Committee shall have up to fifteen (15) voting members

### Ex-Officio

- Chair of the Governance and Nominations Committee (who will be Co-Chair of the Committee);
- Chair of the Academic Board (who will be Co-Chair of the Committee);
- Deputy Vice-Chancellor;
- Chief Operating Officer;
- Lead Governor for EDI;
- President of the Students' Union; and
- University Secretary and Director of Strategic Delivery.

The remaining members shall be appointed by the Co-Chairs from amongst the members of the University community, save that at least one independent governor must be appointed.

Appointed members may be appointed to serve for an individual meeting or for such longer period as determined by the Co-Chairs.

### Attendees and Observers

Members of the executive, the Board, Academic Board, external representatives or proposers may be invited to attend meetings where business relevant to them is to be discussed.

The Committee shall have the right, whenever it is satisfied it is appropriate to do so, to enter into private session and exclude any or all other participants and observers other than the Secretary.

**Quorum:** A meeting will be quorate where seven (7) voting members are present, save that there must be at least one member from both the Board and the Academic Board. Decisions will usually be made by consensus, but in the event of a tie the Chairs shall

have casting votes. Where a tie occurs after casting votes, the nomination will not be approved.

**Frequency of Meetings and Notice:** The Committee shall meet as and when required. For a meeting to be validly called, members must be given at least seven (7) days' notice, in writing, by the Secretary.

**Secretary:** the Committee shall be supported by the University Secretary or nominee.

## **Terms of References**

### **Reporting**

2. A summary of each of the Sub-Committee's meetings will be circulated to all members of the Board of Governors and Academic Board.
3. The Sub-Committee will prepare an annual report covering the:
  - a. Awards made by category;
  - b. The diversity of the honourees overall and in each category;
  - c. Any rescissions of honorary awards.

### **Authority and Duties**

4. The duties of the Sub-Committee in relation to nominations shall be to:
  - a. Approve specifications for eligibility for honorary awards;
  - b. Consider proposals, applications and any other means whereby potential honourees are identified and to determine whether to make an honorary award;
  - c. Consider the diversity of honourees, inter alia, in relation to age, gender, disability, sexuality, religion or belief and ethnicity and where the honourees are not diverse to consider action to secure diversity;
  - d. Consider the rescission of honorary awards where in the reasonable opinion of the sub-committee the award is no longer appropriate.

---

# Student Voice Committee

## Purpose

1. The purpose of the Student Voice Committee is to monitor and review the delivery and management of each course and provide opportunity for regular consultation on issues of concern between students, course leaders and managers.

## Membership (to vary in accordance with the agenda)

### Ex-Officio Members

- Academic Head (Co-Chair)
- President of the Student Union, or nominee (Co-Chair)
- Course Leader
- Head of Student Services, or nominee
- Head of Academic Operations, or nominee
- Module Leaders

### Co-opted Members

- Up to three academic members of staff<sup>7</sup>
- Up to five professional services members of staff<sup>8</sup>

### Student Representatives

- At least one student representative from each level and pathway (if relevant) of the course.

### As required

- The Co-Chairs will invite senior managers to address specific issues as necessary.

**Quorum:** At least one of the Programme Directors (or nominee) and at least half of the student representatives.

**Frequency:** The Student Voice Committee shall meet at least once per semester (where teaching is occurring in the semester) for each course.

---

7 These can be any three academic members of staff and may vary from meeting to meeting.

8 This must include a member from the IT team, and can include a member of staff from each of the following teams: Prototyping, Library, Kit Store, Facilities, MSE. This may vary from meeting to meeting.



**Secretary:** The Programme Administrator shall act as Secretary to the Student Voice Committee.

### **Terms of Reference**

2. The SVC shall seek to liaise with students to:
  - a. Consider student feedback, collected and collated in advance when possible, identifying issues to be dealt with at the course level and referring all other issues to the Board of Studies and the appropriate manager(s);
  - b. Consider any other course level issues raised by students, reporting to the Board of Studies and the appropriate manager(s) as necessary;
  - c. Provide an opportunity for students to give feedback and contribute to thinking on the Annual Course Monitoring process;
  - d. Provide an opportunity for students to consider external examiner reports and actions being taken in response to the report;
  - e. Consider, as appropriate, any reports of external reviews and to ensure that course level issues are dealt with, and refer all other issues to the Board of Studies and the appropriate manager(s).

### **Authority**

3. Student Voice Committees (SVC) are sub-committees of, and report to, the Board of Studies responsible group of courses that comprise the subject cluster.

NOT



SHIRT ☒  
BAG ☒  
SAMPLE ☒

ON!  
BAG ☒  
1

THREE ☒  
☒

NEED TO BE L

THAT ☒  
1 ☒



GROUND  
CREW

# Part 2:

# General Academic Regulations

# Section 1 – Preliminaries

## Introduction

1. These General Academic Regulations ('the Regulations') were originally approved by the Academic Board on 19 July 2023. The Academic Board is the only body vested with the power to amend these Regulations.
2. All students and staff of Ravensbourne University London ('the University') are subject to the requirements of these Regulations and their associated sub-regulatory instruments.
3. Sub-regulatory instruments may be found in additional rules, policies, procedures and forms supporting these Regulations and may be approved by the Quality and Policy Committee. Additional rules, policies, procedures and forms supporting these Regulations are set out in [Schedule B](#).

## Interpretation

4. The interpretation of these Regulations, and all sub-regulatory instruments, rests with the University Secretary and Director of Strategic Delivery. Where the interpretation of the University Secretary and Director of Strategic Delivery is contested, the matter will be referred to the Academic Board whose decision shall be final and the Academic Board will not be bound to give reasons for its decision.
5. For the purpose of interpretation, the definitions given in Schedule D shall apply in respect of these Regulations and any sub-regulatory instruments.

## Conflict

6. In the event of a conflict between these Regulations and the regulations of an external Professional, Statutory or Regulatory Body ('PSRB'), these Regulations shall take precedence, unless the Academic Board has authorised a derogation.
7. Where regulations are developed for a specific course they will be referred to as Course Regulations and distinguished by the name of the specific course (e.g. BA (Hons) Architecture). In the event of a conflict, these Regulations will take precedence, unless the Academic Board has authorised a derogation.

### **Delegation**

8. The Academic Board may delegate authority under these Regulations to a person or academic body of the University. Where the Academic Board has delegated decision-making or interpretative powers, these will be listed in the body of these Regulations.

### **Suspension of Regulations**

9. The Academic Board may choose, at its sole discretion, to suspend, intervene or alter the workings of any of regulation or sub-regulatory instrument, where it feels that in a specific case the application of the regulation, in either effect or process, contravenes the principles of natural justice, reasonableness or fairness. The Academic Board is not bound to act under this provision and any decision made under this provision shall be final and the Academic Board will not be bound to give reasons for its decision(s).

# Section 2 – Awards

## Chapter 1 – Awards

### Awards

1. The University may make such awards as are approved by the Academic Board consistent with the terms of its Taught Degree Awarding Powers.
2. All awards, and consequently the courses that lead to them, must be assigned, at the point of validation, to a Level of the Framework for Higher Education Qualifications. Qualifications may be assigned at Level 4, 5, 6 or 7. Awards at one Level may include stages at a lower Level in order to facilitate progression.
3. The Level of a course, or part of a course, may be assigned at Level 3 where the purpose of the course, or part of a course, is designed to facilitate students to progress to study at Level 4.
4. Awards approved by the Academic Board are listed in [Schedule A](#).
5. Awards must have a designated credit value and Level. The amount of credit required for each of the University's awards is:

Award title	FHEQ Level	CATS (Credit) Points
Foundation Certificate	3	120
Certificate of Higher Education	4	120 (of which at least 90 must be at Level 4 or above)
Diploma of Higher Education	5	240 (of which at least 120 must be at Level 5)
Foundation Degree	5	240, of which at least 120 must be at Level 5
Bachelor's Degree	6	300, of which at least 60 must be at Level 6
Bachelor's Degree with Honours	6	360, of which at least 120 must be at Level 6
Postgraduate Certificate	7	60, of which at least 40 must be at Level 7
Postgraduate Diploma	7	120, of which at least 90 must be at Level 7

<b>Award title</b>	<b>FHEQ Level</b>	<b>CATS (Credit) Points</b>
Taught Master's	7	180, of which at least 150 must be at Level 7
MBA	7	180, of which at least 150 must be at Level 7
MFA	7	Up to 240 credits

6. University awards are made up of modules, each of which must be assigned a credit value. Existing courses may be delivered according to their approved credit structure. For new courses, a standard module will consist of 20 credits. Other permitted module credit values are 40 and 60. A 60 credit value can only be used at Levels 6 and 7. The University uses the Credit Accumulation and Transfer System (CATS), which is based on the achievement of learning outcomes and a notional ten hours of learning per credit. Learning in this context includes formal contact, guided study, work-based learning, assessment, independent study and the independent use of learning resources.
7. A transcript of credit may be awarded to students who demonstrate they have achieved the learning outcomes specified for a module or modules; and have met any other requirements (e.g. the payment of fees). An award may only be made where a student meets the learning outcomes of a named University award; has accumulated the credit required for the award; and has met any other requirements (e.g. the payment of fees).

### **Titles of Awards**

8. The title of an award will be approved as part of the course validation process. The title must reflect the body of knowledge and skills acquired through the course of study, taking into account the module learning outcomes, module content, assessment methods and course learning outcomes. Where there is a relevant Benchmark Statement, the requirements of the statement should be evidenced before the title is approved.
9. Exit awards (which may be awarded where a student has not achieved sufficient credit for the intended award , but has achieved sufficient credit for the exit award must be articulated as part of the course validation process and must comply with paragraph 8, above.

10. Awards which are based on the study of two disciplines may be referred to as:

- a. 'A and B', where there is an approximately equal balance between the two subjects; or
- b. 'A with B' for major/minor combinations where the minor accounts for at least 25% of the credits.

Where a minor subject accounts for less than 25% of the total credits it cannot be used in the award title.

### Duration of Study

11. The maximum periods during which students may be registered for awards at the University are as follows (this includes any periods of interruption or deferral of studies, suspension or other absence):

Award title	Normal length FT (PT) (academic years)	Maximum FT (PT) academic years
Certificate of HE	1 (2)	2 (3) years
Diploma of HE	2 (4)	4 (5) years
Foundation Degree	2 (4)	4 (5) years
Bachelor's Degree with or without Honours	3 (6)	6 (8) years
Postgraduate Certificate	6 months (1 year)	1 (2) years
Postgraduate Diploma	6 months (1 year)	1 (3)
Master's Degree	1 (2)	2.6 (4) years
MArch	2 (4)	4 (6)
MBA	1 (2)	2.6 (4) years
MFA	1 (4) for 180 credits/18 months (5) for 240 credits	2 (4) for 180 credits/3 (6) for 240 credits

12. Maximum registration periods for students admitted with advanced standing or for students whose mode of attendance changes during the registration period will be calculated pro rata.

13. On completion of their course or at the point they withdraw or when they reach the maximum registration period permitted, students will receive the award for the highest qualification they have achieved. This is determined by the number of credits achieved to that point and the achievement of the learning outcomes for the award.



---

## Chapter 2 – Conferment of Awards

1. Where an award has been approved by the Academic Board and a student has achieved the learning outcomes of the named award and accumulated the required credits for the award, the University may make an award. Conferment is delegated to the Assessment Board, to award students with their degree outcome.
2. Where a student fails a named award for which they are enrolled, but has achieved the learning outcomes for an exit award (which has been approved by the Academic Board) and accumulated the required credits for the award, the University may make an award.

### Conditions of Awards

3. An award will only be made to a student when all the following conditions are met:
  - a. the candidate is a registered student with the University;
  - b. the candidate has paid all course fees;
  - c. an award has been recommended by the Assessment Board in accordance with these Regulations; and
  - d. the result of the Assessment Board has been approved by the Academic Board.

### Certificates and Transcripts

4. Students who receive an award of the University will be given a certificate and a transcript of study.
5. Students who have achieved credit with the University, but not an award, will receive a transcript of study only.
6. Transcripts will comply with the information requirements of the [Diploma Supplement](#) requirements issued by the European Commission, Council of Europe and UNESCO.

---

## Chapter 3 – Rescinding Awards

1. The Academic Board may rescind an award, if:
  - a. It is established that the relevant authorised body within the University made its decision on the basis of misleading or incorrect evidence; or
  - b. In the case of honorary awards, information becomes available,

- or events occur, which demonstrate the continued conferment of the award is no longer appropriate; or
- c. It is established that academic misconduct took place.
2. If a student elects to complete a course of study at an interim stage and has conferred upon them an interim/exit award, but subsequently elects to reregister and continue with that course of study and is successful in achieving a higher award, the Academic Board shall rescind the lower award.
  3. In all cases where the Academic Board agrees to rescind an award the following actions shall be undertaken:
    - a. In the case of awards the University (via Registry), and in the case of honorary awards, the University (via the University Secretary) shall write to the person concerned informing them of the Academic Board's decision and request the return of any documentation or artefacts relevant to the award;
    - b. The University's record of the award shall be amended to show that it has been rescinded, together with the reasons for doing so;
    - c. In the case of an award for the completion of an academic course, where an award has been made for a previous stage in that course, the student's transcript shall be amended to delete reference to the previous award.
  4. There shall be no right of appeal against the decision of the Academic Board.
- 

## **Chapter 4 – Appointment of Professors, Visiting Professors and Professors Emeritus**

### **Introduction**

1. In order to further its educational aims, advance its applied research strategy and to encourage and recognise outstanding scholarly distinction amongst its academic staff, the University has established a procedure for the conferment of the title of Professor.
2. The conferment of the title of Professor recognises academic and professional distinction and is separate from the process of job evaluation and pay grading of a role. The conferment of the title Professor does not of itself carry an automatic grade progression or salary banding.

3. The titles of Professor will be made by the Academic Titles Sub-Committee.

### **Professor**

4. The conferment of the title of Professor recognises outstanding distinction within a particular subject or area of interest, together with leadership and a contribution to strategic objectives of the University.
5. The title of Professor may only be conferred upon a permanent member of the University's staff with i) responsibility for the delivery of teaching on a higher education course, or ii) the oversight of a major institutional research project; or iii) the strategic management of a function with an impact on the academic operations of the University.
6. Nominations for the title of Professor may be submitted to the Secretary of the Academic Titles Sub-Committee by an applicant in person or by a line manager or by a member of the executive.
7. In all cases, the submission must establish that there is:
  - a. a prima facie case for the consideration of the nominee (i.e. that member of staff held the title at a previous UK or international institution of similar standing); or
  - b. a compelling case for the consideration of the nominee in terms of their achievement against the criteria set out in paragraph 8 below.
8. The criteria, which the Committee shall apply in making its decision, shall be that the holder of the title shall be a thought leader and have a national and/or international profile and be sought out by the relevant community to contribute their views. In particular, Professors will demonstrate:
  - a. achievement in teaching, leadership and/or management of higher education at the University. Evidence that this criterion is met should include at least some of the following:
    - i. exceptional and sustained positive feedback on personal teaching or course leadership from students, external examiners and other appropriate stakeholders;
    - ii. the development of innovative and academically successful courses of study (recruitment, retention, achievement and employment);

- iii. leadership of significant pedagogical innovation, curriculum development, enhancement activity or change project the University;
  - iv. leadership of significant teaching collaborations with other institutions or external bodies;
  - v. securing learning and teaching development funding for the University;
  - vi. recognition at national level for learning and teaching innovations (for instance, the achievement of a HEA National Teaching Fellowship, acquiring HEA Senior or Principal Fellow status, citations, case studies or invitations to speak at conferences);
  - vii. active involvement and/or leadership of national committees or societies relating to learning, teaching, assessment or higher education management.
- b. Achievement in a practice or discipline relevant to the University. Evidence that this criterion is met should include at least some of the following:
- i. a body of original personal work or practice which is significant in at least national and preferably international terms;
  - ii. original work or practice which extends the oeuvre or enhances practice (for example, new or improved systems, designs, artefacts, exhibitions, performances, events, products, processes, materials, devices, services, films, compositions, broadcasts or policy guidance);
  - iii. peer esteem demonstrated through academic citation and/or regular invitations to present at national and international conferences, contribute to publications or to lecture externally;
  - iv. public exhibitions, screenings, productions or performance of work;
  - v. commercial exploitation or industrial adoption of invention, innovations or applications;
  - vi. prestigious or high value consultancy;
  - vii. prestigious or high value commissioned work or publication;
  - viii. discipline related awards, prizes or honours;
  - ix. peer recognition for contribution for role in teaching students who have won awards, prizes or honours;
  - x. external examinerships, and/or membership of validation panels;
  - xi. press citations related to disciplinary expertise;
  - xii. visiting Professorships.

- c. Achievement in contributions made to professional bodies in a discipline area relevant to the University. Evidence that this criterion is met should include at least some of the following:
  - i. active involvement in the leadership of a learned society, discipline organisation or professional, statutory or regulatory body (e.g. at national committee level or in national leadership role);
  - ii. referee or editorial activity for disciplinary or professional journals;
  - iii. judge for national or international professional competition related to the discipline area;
  - iv. service in an advisory or consultative nationally or internationally for a learned society, discipline organisation or professional, statutory or regulatory body;
  - v. service in a representative capacity nationally or internationally on matters relating to the subject or profession;
  - vi. involvement in course review and accreditation activity for a professional, statutory or regulatory body;
  - vii. commissioned publication of professional textbooks;
  - viii. fellowships, life memberships or other distinctions bestowed by a learned society, discipline organisation or professional, statutory or regulatory body.
- d. Achievement in research or scholarship in a relevant discipline area. Evidence that this criterion is met should include at least some of the following:
  - i. a contribution to knowledge, thought or practice which is original and has extended or enhanced it;
  - ii. a sustained record of high quality peer reviewed publication (books, chapters, articles, conference papers) and/or other recognised peer reviewed forms of output (exhibitions, performances, screenings, artefacts);
  - iii. the production of work which is recognised as nationally or preferably internationally excellent in terms of its originality, significance and rigour;
  - iv. academic distinction e.g. academic awards, research prizes;
  - v. citations and/or other evidence of impact;
  - vi. editorships, refereeing for journals, grant reviewing for awarding bodies or services for learned societies;
  - vii. record of attracting research funds, competitively awarded grants and other discipline related income;
  - viii. refereeing for peer review journals, or reviewing activity for research councils and other funding agencies;

- ix. leadership and/or management of research teams or function;
  - x. prestigious or high value commissioned research;
  - xi. commercial exploitation or industrial application of research findings.
9. Nominees are required to submit an application and CV demonstrating achievement against the criteria in paragraph 8, above. While the Committee will consider the whole of an individual's career, it will give particular attention to achievements in the five years prior to the submission of the application.
10. The Committee may wish to examine or evaluate any of the evidence cited in the application and/or CV and may request a copy of any publication cited or seek other authentication or corroboration.
11. The Committee may request that the nominee appears in person before the Committee to present their case for the award of the title and to answer questions on the submission and their body of work. In cases where there is a *prima facie* case for consideration and award of the title, a presentation may not be required (for instance, where a professorship has already been awarded to the nominee by another institution).
12. Nominees will be required to nominate two referees of their choice. Referees should normally hold a professorial title awarded by a UK higher education institution and be qualified in the area to which the nominee's claim for professorship is related. Referees will be invited to verify the contents of the application and curriculum vitae and make further comments as they feel appropriate, in confidence, to the Committee.
13. Where the Committee believes a submission has merit and should be encouraged but that the candidate has not yet sustained the originality, significance and excellence necessary for the award of professorial title, the Committee may decide that the candidate should be considered for or awarded the title of Associate Professor.
14. The decision of the Committee shall be conveyed to the applicant by the Secretary to the Sub-Committee. Where it is decided it is not yet appropriate to confer the title of Professor, the applicant will be given reasons and advice on what would be sought in a future application. In such cases, it is not expected the candidate will re-apply in the same academic year.

15. Within one academic year commencing after the conferment of the title of Professor, the Professor shall deliver a public lecture on a subject reflecting on practice in a discipline area relevant to the Professorship. Members of the profession related to the subject of the lecture shall be invited to attend.

### **Creation of a Chair**

16. From time to time, the University may decide to establish a Chair in a specified subject. The establishment of these may be supported by an endowment of funds from an external source, but posts may also be funded from within an existing staffing budget.
17. Only the Vice-Chancellor may approve the establishment of such positions. Normally, the Academic Titles Sub-Committee will be consulted in relation to the job description for the post and the Chair of the Sub-Committee, or another member of the Sub-Committee nominated by the Chair, will form part of the interview panel. The recruitment process for such positions is otherwise the same as that for any other senior academic post.
18. Where a successful applicant for a Chair already holds the title at a peer institution, this shall be regarded as *prima facie* evidence for the award of the title and the Chair of the Sub Committee may approve the use of title from the commencement of their appointment. Where the applicant does not currently hold the academic title, the approval of the title will be brought to the Sub-Committee for ratification. The approval of the title will be made in accordance with paragraph 3, above.

### **Use and Tenure of Title**

19. The title, once conferred, may be used by the member of staff from the point they are officially notified by the University. The member of staff may be conferred formally at the next Graduation.
20. The title, once conferred, shall be held only until the member of staff ceases employment at the University.

### **Procedure for the Conferment of Professor Emeritus**

21. The Academic Board may confer the title of Professor Emeritus upon a member of staff who is retiring or leaving the institution. Candidates for the conferment of the title Professor Emeritus will normally:
  - a. have a distinguished record of service at the University (normally no less than five years prior to retirement);

- b. be retiring and/or not continuing in employment at the University;
  - c. have been conferred with the title of Professor at the University or a peer institution;
  - d. be held in high regard or esteem within the University community, their wider academic discipline areas or the professional communities to which the University relates.
22. A Professor Emeritus will not remain an employee of the University and will not normally act as a visiting professor or sessional lecturer. However, it is expected that a Professor Emeritus will remain engaged with the life of the University, though, for instance:
- a. participating or speaking at occasional public events, ceremonies or conference at the University;
  - b. the provision of advice or comment on course development;
  - c. exceptionally, at the request of a senior manager, acting as an honorary chair for events or committees at the University;
  - d. at the request of the Vice-Chancellor, formally representing the University at an external event or gathering.
23. Any member of academic staff or the executive may nominate a retiring member of staff for Professor Emeritus status.
24. Nominations for the conferment of Professor Emeritus status shall be sent to the Chair of Academic Board in the first instance who will consider the nomination against the criteria above. If the nomination is in broad alignment with the criteria, the Chair shall refer the nomination to a meeting of the Academic Titles Sub-Committee for consideration.

### **Procedure for the Appointment of Visiting Professors**

25. The conferment of the title of Visiting Professor recognises academic and professional distinction. Visiting Professors will have benefits including access to the University's facilities and network, subject to agreement with the department that appoints them. Remuneration will be specific to the Visiting Professor and as agreed and approved by the proposing department.
26. In order to be appointed as a Visiting Professor, the applicant must be able to benefit the reputation of both the University and its courses and enhance the University's provision. Appointees should be persons of recognised stature and reputation. Benefits from an appointment may include:
- a. strengthening and/or formalising links between courses and



prominent practitioners in their field to the benefit of University students;

- b. providing a source of specialist inputs to the curriculum on a regular basis to the benefit of University students from distinguished individuals who would not find a sessional or fixed term contract of itself, attractive;
- c. developing new research projects or funding proposals;
- d. facilitating knowledge exchange with industry;
- e. building connections with international organisations, including other universities, colleges and HEIs;
- f. retaining connections with former colleagues of significant standing who continue to have a major contribution to make to the University and its activities, and recognising this in a way which demonstrates the University's respect and appreciation;
- g. providing PR opportunities for the University and its courses; or
- h. undertaking special academic projects with staff or students.

27. The title can be conferred upon persons of appropriate distinction (other than permanent members of staff) who are engaged with the University for a finite period of time (e.g. a fixed-term contract) and are working in relevant areas to the department that will host them. This would include industry, applied or pure research, teaching at another HEI or equivalent, and similar areas.

28. Nominees may have academic credentials normally associated with the title. In such cases, the nomination should demonstrate that the nominee has a record of achievement:

- a. in teaching, leadership and/or management of higher education courses in a discipline delivered at University and/or
- b. in research or scholarship in a discipline area which is taught at the University.

There should be potential for research and knowledge exchange based on the Visiting Professor's area of expertise.

29. An individual on a fixed term or sessional contract who has been awarded either a full professorial title or visiting title at a peer institution is eligible *prima facie* to be nominated for the title of Visiting Professor at the University.

30. As benefits an institution engaged in practice based creative education, some nominees may not have the academic credentials (e.g. publications) normally associated with the title and yet are of such standing that a Visiting Professorship is an appropriate title to

reflect their national and/or international achievements in business, practice or society. Commonly, nominees should fulfil one or more of the following criteria:

- a. being acknowledged nationally or internationally as a leading practitioner in a discipline area taught at the University;
- b. recognition as a thought leader or expert within their profession, industry sector or discipline;
- c. have held a leadership or managerial position of national or international significance in their industry; or
- d. have a record of entrepreneurship or innovation of national or international note.

31. It is recognised that these criteria are neither comprehensive nor exhaustive and that the award of a Visiting Professorship may be appropriate and valid in other cases provided that a case for the equivalence of the nominee's achievement has been demonstrated.
32. Nominees (or sponsors) for appointment as Visiting Professors should submit an application and CV to the Academic Titles Sub-Committee for consideration, with final approval from the Academic Board. Applications should outline how the nominee meets the criteria in paragraphs 26–31, above, as appropriate; and the details of their proposed engagement with the University in line with paragraphs 33–34, below.
33. Appointments will normally be of a minimum of six months' duration and normally imply that the nominee will not be employed on any other contract with the University.
34. Visiting Professors must be able to commit a minimum of one day per month (or equivalent amount of time) on average over the duration of their appointment. Dates are fully flexible to best suit the needs of the department or course. This will include lectures or workshops with students; at least one open lecture for staff and outside guests; and sessions with departmental staff about knowledge exchange, industry developments or research. The application should outline of the proposed activities, listing expected outcomes from the collaboration, potential dates for lectures and workshops, and an explanation as to how this will benefit the University.

---

## Chapter 5 – Appointment of Honorary Fellow and Honorary Professor

1. From time to time the University may wish to confer an honorary title on people of recognised stature and reputation who have contributed to the success of the University or who have enhanced quality of the student experience.
2. Honorary titles available to be conferred are:
  - a. Honorary Fellow
  - b. Honorary Professor
  - c. Doctorate

### Eligibility

3. An honorary title may not normally be offered to:
  - a. serving members of staff of the University;
  - b. serving members of the Board of Governors; or
  - c. UK politicians while in office.
4. In considering nominations for the award of an Honorary title, due consideration will be given to potential conflicts of interest, ethical issues and reputational factors.

### Honorary Fellow

5. Nominations can be made by any member of staff, student or Governor. Nominations should be made to the Vice-Chancellor (or nominee) at least two months prior to the annual Graduation. The Vice-Chancellor (or nominee) is responsible for scrutinising nominations and approving a shortlist to be submitted to the Honorary Awards Sub-Committee for approval. The award of the title is subject to the agreement of the nominee. Honorary titles will normally be conferred in person at a Graduation ceremony.
6. Honorary Fellowships may be awarded to individuals who have distinguished themselves in one of the ways described below. Such awards should benefit the reputation of the University and contribute to its standing, as well as rewarding those who have distinguished themselves or contributed significantly to the achievement of the University's mission.
7. Honorary Fellowships may be awarded to individuals who have met one or more of the following criteria:
  - a. have rendered exceptional service to the University;

- b. alumni or other stakeholders who have had a close association with the University or who serve as a role model for students and other stakeholders; or
  - c. have raised the University's public profile or have the potential to raise its profile.
8. In considering the award of an Honorary Fellowship, consideration should be given in the case of external nominees as to whether the conferment of another title, such as 'Visiting Professor', 'Professor Emeritus' or 'Honorary Professor' may be more appropriate if the nominee is to have an ongoing engagement with the University's teaching or research.

### **Honorary Professorship**

9. The title Honorary Professor may be conferred on nominees of outstanding distinction when there is a prima facie case that they have met the criteria for Visiting Professor; they have an association or have made a contribution to the University's standing or mission; and are not employed (in any capacity) by the University.
10. Nominations can be made by members of staff or Governors. Nominations should be submitted to the secretary of the Academic Title Sub-Committee including a CV and application which addresses the criteria

### **Doctorate**

11. Nominations can be made by any member of staff, student or Governor. Nominations should be made to the Vice-Chancellor (or nominee) at least two months prior to the annual Graduation. The Vice-Chancellor (or nominee) is responsible for scrutinising nominations and approving a shortlist to be submitted to the Honorary Awards Sub-Committee for approval. The award of the title is subject to the agreement of the nominee. Honorary titles will normally be conferred in person at a Graduation ceremony.
12. Honorary Doctorates can only be awarded to individuals who have attained distinction in a subject discipline relevant to the University. Such awards should benefit the reputation of the University and contribute to its standing, as well as rewarding those who have distinguished themselves or contributed significantly to the University's fields of practice.

# Section 3 – Course Approval

---

## Chapter 1 – Course Approval Procedure (including Re-Approval)

1. The purpose of this procedure is to ensure that course development and approval processes (commonly referred to as validation) at the University meet fully the mandatory Expectations for Standards and Quality, and Core Practices and take into account (for the institutional context) the guiding principles, common practices and advice set out by the Office for Students, and in the UK Quality Code, Advice And Guidance: Course Design And Development, November 2018.

### Introduction

2. The Academic Board is responsible for the academic standards of all University awards. To ensure that the academic standards and quality of the learning opportunities offered to students are appropriate, all higher education courses at the University are subject to a rigorous process of development, approval, internal (re)validation and, where appropriate, external (re)validation.
3. Validation is the process by which new courses are approved formally for addition to the University's portfolio. Revalidation is the process by which substantial revisions to existing courses are made, or the validation of any existing course is continued.

### Stage 1 – Approval to Proceed to Validation

4. The University maintains strategic oversight of all course design, (re)development and approval to ensure consistent and transparent outcomes and that academic and business aspects of course development are integrated. Portfolio development must be in alignment with the University's mission and strategic objectives. The development and validation of a new course or the substantial revision of an existing course requires a commitment of financial, human and technical resources and requires formal approval at institutional level. The authority to approve the development of a new course or the redevelopment of an existing course rests with the Portfolio Development Group ('PDG').
5. All new Higher Education (HE) and Further Education (FE) developments are subject to Stage 1 of this Policy.

The following is an indicative list of the developments subject to Stage 1:

- a. new courses;
  - b. revised courses;
  - c. new pathways on existing courses;
  - d. revisions to course or pathway titles;
  - e. new modes of study (e.g. part-time, online, accelerated, etc.);
  - f. new credit bearing awards (e.g. standalone modules or professional development awards);
  - g. new or revised courses designed and developed in partnership with an external organisation or collaborative partner.
6. To facilitate flexible and continuous improvement of provision, modifications are managed through the Modifications to Courses and Modules procedure in Section 3, Chapter 3 of these Regulations.
  7. The PDG is chaired by the Vice-Chancellor (or nominee) and reports to the Executive who shall approve its Terms of Reference. The Executive shall ensure that the PDG's membership reflects the need for input from the University's academic management, and relevant resource and professional support departments in decision making and integrated planning following the approval of a proposal.
  8. Proposals for new courses or modules or substantial revisions to existing courses or modules may originate from a number of sources, e.g.:
    - a. initiatives by academic managers;
    - b. ideas generated by individual academic staff members or groups of staff;
    - c. opportunities identified by Portfolio Development Group itself;
    - d. initiatives by employers for new provision to meet specific needs; or
    - e. proposals from external organisations or partners for provision to be delivered collaboratively.
  9. Any member of academic staff may propose a new course. However, ideas for new courses should be discussed with the Dean or Deputy Vice Chancellor before a formal proposal is put forward to the Portfolio Development Group.
  10. Prior to submission to the PDG, a Course Leader Designate will be appointed with responsibility for the preparation of a Course Proposal Form for submission to Portfolio Development Group. In the case of an existing course seeking permission for revalidation

to extend its approval, a Course Proposal Form must also be completed. In the case of the latter, the Course Proposal Form must reflect on the experience of delivering the existing course, including feedback from students. The forms must be completed in full and the requisite signatures obtained before submission to the PDG via the Quality Team. A maximum of two HECOS codes is required and the split across the course. Once allocated these need to be signed off by the Dean.

11. The PDG shall ensure that a proposal for any development or redevelopment of the course portfolio will deliver high-quality, relevant, market-attractive courses which lead to credible and recognised positive outcomes for students and that the proposal demonstrates:
  - a. financial viability;
  - b. realistic projections of potential student numbers;
  - c. a sound analysis of the student recruitment market position;
  - d. a sound analysis of industry needs and potential employment opportunities for graduates;
  - e. appropriate existing resources exist or that additional resources will be made available in a sustainable way (including specialist facilities, learning resources and student support services) to deliver a high-quality academic experience;
  - f. teaching space requirements have been considered and available space has been identified;
  - g. existing academic expertise exists and a pragmatic evaluation of the course's future needs so that there will be sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience (where such expertise does not exist, an assessment should be made of the additional resources needed and that they can be made available in a sustainable way);
  - h. appropriate support for the validation process (including resources to write validation documentation);
  - i. appropriate use of data and information from the experience of delivery (in the case of a revalidation);
  - j. any risks associated with the development or redevelopment of a course of module have been taken into account.
12. The PDG can determine whether a proposal can be considered on the papers or whether the Course Development Team (which must include the Course Leader Designate and may include representation from the professional services) are required to attend the meeting to answer questions.

13. Following consideration of the proposal, the PDG may decide to:
  - a. approve the development of the course to validation;
  - b. request further work on the proposal prior to its approval (including a guide as to which areas require further development);
  - c. defer the proposal and seek further information on the required resources (including teaching space);
  - d. reject the proposal.
14. Once a proposal is approved by the PDG it can be marketed, 'subject to validation'.

## **Stage 2 – Validation**

15. Following approval by the PDG, a course proposal may proceed to (re)validation. Academic Board delegates responsibility for the conduct of the process of internal (re)validation to a Validation Panel.
16. The Course Leader Designate will lead a Course Development Team ('CDT') to create the required validation documentation for submission to a Validation Panel.
17. Prior to submission of the validation documents to the Validation Panel, the CDT must seek the advice of at least one external academic adviser. This person must not be connected with the course development or its envisaged delivery and will provide independent advice from an academic subject perspective. The report from the external academic adviser must be included in the documentation submitted to the Validation Panel, as well as the CDT's response to any points made.
18. The validation documentation consists of the following documents:
  - a. The Course Proposal Form (CPF) – this shall provide an analysis of the background to and rationale for the course and the resources allocated to it (including staff CVs);
  - b. The Course Specification, which shall include the items set out in the Course Specification Template and will provide definitive information on the content, structure, delivery, assessment and regulations of the course, and its modules;
  - c. Module Descriptors (1 per module);
  - d. External Reviewer's Reports (for the course and modules), from independent external assessors of standing in the relevant subject whose appointment has been approved by the Head of Academic Quality. The assessor must report on the curriculum and whether its treatment is appropriate, up-to-date and balanced.



19. If seeking course re-approval, the CDT must also submit the Course Re-Approval Critical Review Form.
20. In addition, if the course replaces an existing course, the appropriate Course Withdrawal Form must also be submitted to the Validation Panel.
21. Validation is an independent process through which the University assures itself that the course meets sector standards. As such, the process is managed by the Quality Office, independent of the Course Development Team. The Validation Panel is appointed by the University Secretary and Director of Strategic Delivery, or nominee, and must consist of:
- a. A Chair from amongst the senior academics<sup>9</sup>;
  - b. Two external panel members one of whom should be an academic from the discipline area and the other of whom may be a second academic or a representative of the industry most relevant to the course (advice may be sought from the CDT on suitable appointments and appointments will be checked for conflicts of interest, but the eventual appointment is at the discretion of the University Secretary and Director of Strategic Delivery, or nominee);
  - c. An internal adviser, who shall be a senior academic from a different cluster;
  - d. A student (who may be a member of the SU executive or a current student if a course is being revalidated);
  - e. University Secretary and Director of Strategic Delivery, or nominee.
22. For a meeting to be quorate, at least four members of the Validation Panel must be present which must include at least the Chair and one external. The Validation Panel will be assisted by a secretary appointed by the Head of Academic Quality.
23. The CDT must provide the Validation Panel secretary with the relevant documentation at least 2 weeks before the date of the panel. Support in the preparation of the documentation can be sought from the Quality Office.
24. The Validation Panel will meet to consider the documentation for the course and to meet the Course Development Team to

---

9 Senior Academics include members of the Professoriate, the Deanery (or above) or Programme Directors (or equivalent)

ask questions on the proposal. It is expected that the questioning will be rigorous in ensuring there can be full confidence in the standards and quality of the proposed provision, but the event should be conducted on a basis of mutual respect appropriate for a professional process of peer review. In the case of revalidation, the Validation Panel may also meet with students.

25. Where a course is accredited by a PSRB, the PSRB will need to be informed of changes being made to the course ahead of the (Re)Validation event.
26. Through the documentation and the meeting, the Validation Panel must satisfy itself that:
  - a. the course meets the requirements of any external reference points, including any relevant Subject Benchmark statements, the framework for higher education qualifications (FHEQ), the QAA UK Quality Code and, where appropriate, the requirements of professional and statutory bodies and employers;
  - b. the award title (including any exit award) reflects the intended learning outcomes and content of the course;
  - c. the aims and outcomes of the course are appropriate;
  - d. the curriculum content is appropriate to the delivery of the aims and outcomes and there is sufficient breadth and depth in the curriculum;
  - e. the level of the course is appropriate in terms of its intellectual challenge and value and its place in a national qualifications framework using level descriptors as appropriate;
  - f. the admissions criteria are appropriate to the level of the course and will afford students a fair and reasonable chance of success;
  - g. the course has the right balance between academic and practical elements, personal development and academic outcomes;
  - h. the mode(s) of study are appropriate and that there is an appropriate learning and teaching strategy, including the blend of face to face, online study and self-study;
  - i. where appropriate, adequate provision for placement or work-based learning has been put in place;
  - j. the methods and volumes of assessment on the course are appropriate for the demonstration and measurement of the learning outcomes;
  - k. the profile of entrants to the course has been considered and the needs of all entrants considered within the curriculum;
  - l. the concept of progression has been built into the curriculum ensuring an increasing level of challenge, developing skill and learner autonomy, where the course is made up of different stages;

- m. the development takes account of the opportunities potentially available to students on completion of a course (i.e. employment opportunities/further study);
  - n. the overall student experience has a coherence and an intellectual integrity that are related to the course's purposes and which takes into account the needs of different entrant profiles and students on different modes of study;
  - o. the course is in accordance with the University's regulations or, where a derogation has been sought, that the derogation is appropriate and only to the extent necessary to achieve the objective;
  - p. sufficient account has been taken of University's regulations, policies and procedures;
  - q. the resources necessary to support the course are available and in place; and
  - r. the course documentation is of a high quality which will support student understanding of the course.
27. Following its meeting, the Panel will meet privately and determine whether the course is:
- a. approved;
  - b. approved, subject to conditions;
  - c. referred back to the CDT for further work prior to formal approval;
  - d. not approved.
28. The Validation Panel may also apply recommendations and make commendations.
29. In addition, the Validation Panel will confirm:
- a. the title, awards, duration and mode(s) of study approved; and
  - b. the number of intakes for which approval has been given (normally 5 intakes).
30. Where the Validation Panel imposes condition(s), the remedial action to address the condition(s) must be completed by the CDT and reported to the Academic Board for final sign-off. (For the avoidance of doubt, conditions must be completed prior to final sign-off.) Where the Validation Panel imposes recommendations, the CDT must report to the Academic Board on how it intends to take these forward, but they do not need to be completed prior to final sign-off. Dates for completed documentation will be agreed with the secretary, but in all cases must be submitted at least 5 working days prior to the relevant Academic Board.

31. In the case of the outcome:
- in paragraph 27(a), the Chair will confirm the decision to the CDT on behalf of the Panel.
  - in paragraph 27(b), the Chair will confirm to Academic Board, on behalf of the Panel (following consultation where necessary), that the condition(s) have been met.
  - in paragraph 27(c), the revised documentation will be circulated to all members of the panel for approval. A second panel meeting may be required in some cases. The panel's recommendation and a summary of any condition(s) will be presented orally to the CDT at the conclusion of the validation event and a date will be agreed between the panel and the CDT by which any conditions must be met.
  - in paragraph 27(d), the Dean will make a decision regarding the extent to which the course proposal and curriculum development requires review in line with the reasons for non-approval of the course proposal in question, and whether its approval remained feasible.
32. A written report of the event and its outcome will be produced by the secretary and approved by the Chair (following consultation, if necessary) of factual accuracy and will be submitted to the Academic Board along with any response by the CDT to conditions and recommendations, if any.
33. Following successful validation, the secretary will inform relevant stakeholders so the new course can be entered into the University's student record system and the timetabling system. This is essential for: timetabling and resource planning; assessment and results administration; and marketing and advertising the course.

### **Stage 3 – Academic Board Sign-off**

34. Where a course is recommended for approval by a Validation Panel (with or without conditions), it must be sent to the next available Academic Board for final sign-off.

The Academic Board must satisfy itself that:

- the process of validation was in accordance with the Regulations; and
- that any conditions have been met.

35. Once a course has received final sign-off, it can be marketed without a note that it is, 'subject to validation'.

## **Stage 4 – Deployment**

36. Once a course is approved by a Validation Panel, but prior to deployment, the PDG must determine whether the course should be deployed. In making this decision, the PDG is likely to consider, amongst other things:
- a. whether the course, as approved, continues to represent the commercial opportunity as originally envisaged; and
  - b. whether the University continues to be in a position to provide the resources required to support successful delivery of the course.
37. For the avoidance of doubt, Stage 4 can happen before, concurrently or after Stage 3.

## **Definitive Course Documents**

38. Following final sign-off by the Academic Board, the CDT must lodge the Definitive Course Documents<sup>10</sup> with the Quality Office within 5 working days. Schemes of Work will need to be created and updated ahead of the cohort start date.

---

# **Chapter 2 – Module Approval Procedures**

## **Introduction**

1. Each new module must be approved before it can be included within a course or offered to students.
2. Usually new modules will be devised as part of a course and will be considered for approval under the Course Approval and Re-Approval regulations.
3. Where a module is devised separately from the course(s) in which it is intended to be included, it must be approved through the procedure set out below.
4. Modules are the building blocks of courses and the quality and reputation of courses relies upon the quality and standard of the modules which comprise them.

---

10 These templates will be owned by the Quality and Policy Committee. The course documents submitted to the validation panel will stop being proposed and become the Definitive Course Documents once final approval is given at the Academic Board.

5. The module approval procedure comprises two stages:
  - a. Stage 1: Preliminary Proposal; and
  - b. Stage 2: Module Approval.

### **Stage One: Preliminary Review by the DVC**

6. The purpose of stage one of the process is to act as a preliminary filter to establish that the idea for a module – or the re-approval and thus the continuation of an existing module – is financially viable, fits into the Mission Statement and the Strategic Plan of the University and that it is worthy of the University resourcing the further development or re-development of the proposal.
7. The proposer of the application should seek a meeting with the DVC or nominee and the relevant Academic Head setting out:
  - a. reasons for the development of the module;
  - b. its subject matter;
  - c. the course(s) in which it is intended to be offered;
  - d. who would deliver it;
  - e. whether it overlaps with, replaces or continues existing provision;
  - f. consideration of the potential impact on students with protected characteristics (Equality Act 2010).
8. If the DVC, or nominee, considers there is a case for pursuing the proposal, or an agreed version of it, they will authorise its internal marketing to current students. From marketing, should demand for the module prove sufficient the DVC, or nominee, will further authorise the design and development, together with the provision of any resources to aid that development, that they may see fit.
9. The DVC, or nominee, will monitor the development of the proposal, assess its viability and ensure that the business case and risk management receive continuing attention within the development of the proposal. The DVC will report on the progress of the proposal to the PDG.
10. If the DVC, or nominee, does not consider the case made warrants the University proceeding, the DVC will either reject the proposal or refer it back for further consideration.

11. The DVC will report all proposals and the decision in relation to each of them to the PDG at the earliest opportunity.

### **Stage Two: Module Approval**

12. On the recommendation of the DVC, the Head of Academic Quality will establish a Module Approval Panel (MAP) to consider the proposal.
13. The Proposer must research and draft the proposal and forward the proposal to the Head of Academic Quality for submission to the Module Approval Panel (MAP).
14. The proposal consists of the following documents:
  - a. the Module Proposal Form (MPF),
  - b. the relevant course handbook(s) for all courses in which the module will be offered, and
  - c. a report from an independent external assessor of standing in the relevant subject whose appointment has been approved by the Head of Academic Quality. The assessor must report on the curriculum and whether its treatment is appropriate, up-to-date and balanced.
15. In addition, if the module replaces existing modules within a course the appropriate module withdrawal forms must also be submitted to the MAP.
16. The MPF provides an analysis of the background to and rationale for the module. It should be prepared specifically to facilitate module approval and should take into account that members of the validation panel may include persons unfamiliar with the University and with the background to the proposal. The completed MPF must be self-critical and analytical. The draft MPF will provide definitive information on the content, structure, delivery, assessment and regulation of the module.
17. In developing the proposal, the proposer must take into account relevant internal and external reference points, consult with relevant stakeholders about the proposed new or continuing module and evidence of this consultation should be included in the subsequent documentation for module approval.
18. If the module receives final approval (Stage 2 Approval), the MPF will cease to be a draft and will be incorporated into the course handbook(s) as the authoritative record of the module.

19. The MAP shall comprise at least:
- one member of the Quality and Standards Committee or senior academic appointed by the University Secretary and Director of Strategic Delivery (Chair);
  - the University Secretary and Director of Strategic Delivery (or nominee);
  - one external member with relevant academic or specialist experience;
  - one academic from a department not directly involved in the proposal.
20. The MAP will meet with the Module Development Team and with Academic Head(s) for all courses to which the module relates.
21. In determining what recommendation to make on a module proposed for validation, the MAP must have regard to the academic standards and the quality of the learning opportunities and to this end evaluate:
- the title proposed and its consistency with the University's policy;
  - whether the MPF presents sound reasons for the approval of a new module and includes all supporting information that is required;
  - whether the standards and the quality of the module are appropriate for the level of course;
  - the resources required (including teaching staff, support staff, IT, library and module-specific resources);
  - whether the proposed module makes adequate use of appropriate learning resources that are available and accessible (e.g. e-learning tools etc.);
  - the staff development issues arising from the development of the module and how these will be addressed;
  - the place of the module in the portfolio of modules in the course(s) involved;
  - the relevance, currency and validity of the module in the light of developing knowledge in the designated field;
  - the validity and relevance of the module aims and learning outcomes;
  - the design principles underpinning the module (and of each mode of delivery) submitted for approval;
  - the validity and soundness of the assessment methodology, and its relationship to the learning outcomes and the standards specified;
  - the effectiveness of the resources to support the student's learning;



- m. the quality indicated in the teaching staff and how research, scholarship or professional activity inform teaching;
  - n. whether the module provides students with a fair and reasonable chance of achieving the academic standards required for successful completion;
  - o. whether the module design has taken into account relevant University policies.
22. Where a module proposed for validation is a successor to a previous module, the MAP must, additionally, give careful regard to the previous module during the period of its approval with particular reference to:
- a. the case for withdrawing the superseded module made on the appropriate form and confirmation provided on the safeguards for registered students, including protect the expectations of students, satisfy the University's contractual obligations to students and to partner bodies, and, ensure that the change takes account of any implications for associated areas of provision;
  - b. evidence on the standards of the previously approved module;
  - c. whether and how students' learning opportunities were enhanced in response to feedback;
  - d. steps taken to maintain the currency and validity of the previously approved module; and,
  - e. action taken to remedy any identified shortcomings on the previously approved module.
23. Following its consideration of the proposal the MAP shall report to the Quality and Policy Committee and confirm:
- a. Approval: the module be approved for delivery subject, in due course, to re-approval in accordance with established policy;
  - b. Approval for a Specified Period: the module be approved for a specified shorter period after which the continued presentation of the module would depend on further approval;
  - c. Conditional Approval: the module be approved for the full term, or for a specified shorter period, conditional upon the fulfilment of certain requirements to the satisfaction of the MAP by a specified date;
  - d. Referral to Course Team: a module be referred back to the relevant team for further development work to be undertaken by a specified date, at which point the module would be eligible for re-submission to the MAP. At this further meeting, the MAP must decide whether to recommend approval, approval for a specified period, conditional approval, or non-approval;

- e. Non-approval: where there are important reservations about whether the module complies with the criteria stated for the approval of modules, recommend the non-approval of the module.
24. If the module proposes inclusion in separate courses, the MAP should make individual confirmations to the Quality and Policy Committee for each of the different courses under consideration.
25. The MAP's decision will be separately reported to the PDG.

---

## Chapter 3 – Modifications to Courses and Modules

1. It is expected that the delivery of Higher Education courses is a dynamic process and that regular updates to courses/modules is part of enhancing the quality of provision offered by the University.
2. Changes needed to validated courses may be identified through a variety of mechanisms, including: sector or subject developments, external examination, student feedback, annual course monitoring and periodic review. The effect of the changes on shared modules with other courses must be taken into consideration.
3. In making any changes to a validated course, consideration must be given to the student contract, CMA guidance and the University's Student Protection Plan.
4. Changes to validated courses fall into three categories:
  - a. Course Housekeeping;
  - b. Minor Modifications; and
  - c. Major Modifications/Revalidation.
5. When making changes, course teams should seek the advice and guidance of the Quality Office.

### Course Housekeeping

6. Course Housekeeping is considered a normal part of running courses and each year it may include the following:
  - a. updating reading and resource lists;
  - b. minor changes to module content but no changes to the module aims, objectives or learning outcomes; and
  - c. textual updates.
7. Academic staff who are considering undertaking course housekeeping should contact the Quality Office to request the Definitive Course Documents. All changes should be made clear through tracked-changes and the documents submitted back to the Quality Office.
8. Approval of housekeeping changes will be made by the University Secretary who will retain a revised copy of the Definite Course Documents via the Quality Office. Once approved, the revised Definitive Course Documents will be circulated to key stakeholders

to inform the University's student record system which is essential for: timetabling and resource planning; assessment and results administration; and marketing and advertising the course. Students must be informed of changes by the course team.

### **Minor Modifications**

9. Minor modifications are more extensive changes than course housekeeping and can include:
  - a. changes to module title(s);
  - b. changes to module aims;
  - c. changes to module learning outcomes;
  - d. changes to learning and teaching methods;
  - e. changes to assessment (including changes to type, weighting between two or more assessments and word count/duration),
  - f. changes to assessment strategies (such as assessment methods and weightings);
  - g. changes to course length;
  - h. changes to mandatory admission requirements beyond the minimum academic requirements set out in Section 5, Chapter 1, paragraph 3<sup>11</sup>;
  - i. extending the use of a module as acceptable to another course;
  - j. changes to the course delivery structure (e.g. the semester in which a module is taught).
  - k. changes to mapping of core competencies/assessment criteria, where included on module descriptors
10. Minor Modifications should be proposed by the Course Leader and submitted on the relevant Minor Modification pro forma to the Board of Studies for approval, with the proposed changes clearly marked and appended. Agreement from the External Examiner(s) for changes at all levels must be sought and their confirmation should be appended to the documentation. No more than one third of the total course credit will be amended by minor modifications in any one academic year; this equals 120 credits for a three year undergraduate degree, and 60 credits for a Postgraduate Masters degree. A record of this will be kept by the Quality Team to ensure this limit is not exceeded. This is to ensure that changes are made within the spirit that was intended, and that substantive elements of the course do not change fundamentally without undergoing revalidation.

---

11 If this change is being proposed, a derogation will need to be sought from Section 5, Chapter 1, paragraph 3. Approval of derogations is by the Academic Board.

11. Consideration must be given not just to the specific changes, but also to the overall impact of the changes on the course as approved. Course teams should work with the Quality Office who will advise on whether the changes are minor or major. If the course team disagrees with the determination of the Quality Office, the matter will be referred to the University Secretary and Director of Strategic Delivery whose decisions shall be final. In regard to percentage of course changes, any and all changes to a module contribute to the overall third of changes allowed. It is expected that changes should be reasonable, for example this would include categorisation of the following types of changes:
  - a. Any substantive changes to Module Learning Outcomes, but not changes to all Los, Aims and Assessment in any one module;
  - b. Any substantive changes to Module Aims, but not changes to all Los, Aims and Assessment in any one module;
  - c. Any substantive changes to Assessment, but not changes to all Los, Aims and Assessment in any one module;

Any indication that entire modules are not fit for purpose in line with their intended course delivery should trigger a revalidation where more than one individual module is requested to undergo material changes to its purpose, to ensure robustness in the overall delivery of the course content.

12. Where proposed changes will have an impact on existing students, evidence of consultation with students should be attached to the documentation. The Quality Office will submit a confirmation statement with the proposals outlining that the scale and scope of the changes do not contravene the student contract or CMA guidance, or require implementation of the University's Student Protection Plan. Where such a confirmation cannot be given, the changes must be referred to the Academic Board. Students must be informed of changes by the course team.
13. Once approved, the revised Definitive Course Documents must be submitted to the Quality Office within 5 working days and will be circulated to key stakeholders to inform the University's student record system which is essential for: timetabling and resource planning; assessment and results administration; and marketing and advertising the course.

## **Major Modifications/Revalidation**

14. Major modifications are the most extensive types of changes to courses and can include:
  - a. changes to course learning outcomes, aims and/or objectives; or
  - b. introducing a new compulsory module, deleting an existing compulsory module;
  - c. alterations to the credit weighting of modules;
  - d. changing the structure of the course;
  - e. adding a mode of study (e.g. online/accelerated).
15. The extent of proposed changes via major modification will not exceed two thirds of the total course credit. Where proposals exceed this limit, a full new course proposal and validation process, including Stages 1–4 above, must be followed.
16. Major modifications should be submitted on the relevant Major Modification pro forma and will be considered by a Validation Panel (following Stage 2, above) save that the Panel will have authority to approve the proposal without final sign-off by the Academic Board or PDG.
17. Where it is proposed that current students are affected, the proposal must include confirmation that every student has consented to the change. If all students have not consented, the changes will be reserved for the Academic Board and the Quality Office will submit a statement with the proposals outlining any contravention of the student contract, CMA guidance or the need to implement the University's Student Protection Plan.
18. Once approved, the revised Definitive Course Documents must be submitted to the Quality Office within 5 working days and will be circulated to key stakeholders to inform the University's student record system which is essential for: timetabling and resource planning; assessment and results administration; and marketing and advertising the course. Students must be informed of changes by the Course team.

## **Course Title Change**

19. Requests for course title changes must be submitted in the relevant pro forma to the PDG. Evidence of consultation with the External Examiner(s) must be included which specifically addresses the question of whether the body of knowledge and skills developed by the course is appropriate to the proposed course title.

20. Where current students are affected, the proposal must include confirmation that all students have consented to the change. If all students have not consented, the course title change will be reserved for the Academic Board and the Quality Office will submit a statement with the proposals outlining any contravention of the student contract, CMA guidance or the need to implement the University's Student Protection Plan.
21. Once approved, the revised Definitive Course Documents must be submitted to the Quality Office within 5 working days and will be circulated to key stakeholders to inform the University's student record system which is essential for: timetabling and resource planning; assessment and results administration; and marketing and advertising the course. Students must be informed of changes by the Course team.

---

## Chapter 4 – Procedures for the Suspension and Withdrawal of Courses and Modules

1. Courses may need to close for a number of reasons, including business or academic reasons, or a lack of market interest. In closing a course, the key consideration will be to ensure that any student affected by closure has an opportunity to complete their course of study. Particular regard must be had to ensuring compliance with the University's Student Protection Plan.
2. Where a course is **suspended**, it remains on the list of approved University awards, but students cannot be recruited or enrolled onto the course until the suspension is lifted. Where a course is suspended continuously for three academic years it will be deemed withdrawn. The Quality Office will keep a record of suspended courses and will inform Academic Board of any automatic withdrawals under this provision.
3. Where a course is **withdrawn**, it is no longer an award of the University (except for teach-out students) and students cannot be recruited or enrolled onto the course. A withdrawal cannot be overturned, but a course can be put back on the list of University awards where it has gone through the course approval process.

### Stage 1 – Portfolio Development Group

4. A proposal to suspend or withdraw a course or module should be submitted to the PDG as early as possible. The PDG must be given information in relation to:
  - a. student recruitment;
  - b. the staffing of the course and potential changes;
  - c. the strategic drivers for closure, including the external environment;
  - d. developments with the subject area;
  - e. the potential impact on current students, efforts to mitigate negative impact and an analysis in relation to the University's Student Protection Plan; and
  - f. the strategic impact on other courses and/or collaborations.
5. The PDG can either reject the proposal, seek further information or accept the proposal. Where the proposal is accepted:
  - a. if the proposal is to suspend a course or module, the PDG will have authority and any decision must be reported to the next meeting of the Academic Board;



- b. if the proposal is to withdraw a course or module, the PDG must refer the case to the Academic Board for final approval.
- 6. Where a course or module is suspended, the PDG can lift the suspension at any time following a request accompanied by a report on:
  - a. student recruitment;
  - b. the staffing of the course and potential changes;
  - c. the strategic drivers for opening, including the external environment
  - d. developments with the subject area; and
  - e. the potential impact on current students.

## **Stage 2 – Academic Board**

- 7. Where the PDG authorises the withdrawal of a course or module, the sponsor of the withdrawal must report to the Academic Board on:
  - a. the impact on other courses and/or collaborative projects;
  - b. the impact of the closure on students;
  - c. how quality and standards and the student experience will be maintained until the teach-out period is complete;
  - d. the process of consultation with or notification of students where the delivery of the course will materially change (please note, that if the delivery will materially change then the modification process must also be followed);
  - e. progression for students who may need to repeat modules or who have interrupted;
  - f. the strategy for ongoing delivery and support (including areas such as external examiner arrangements, revalidation requirements, etc.) during the teach-out period;
  - g. the implications regarding professional body registration (where applicable);
  - h. the implementation of the Student Protection Plan and how students will be protected during the teach-out period;
  - i. notification of prospective students (where applicable).
- 8. Where current students are on the course, a transitional arrangements report, directed at protecting students on the course, must be included with the proposal. In the exceptional circumstances where this may not be possible, alternative arrangements (in line with the Student Protection Plan) must be identified and approved by the Academic Board.
- 9. Following consideration of the application and transitional arrangements report, the Academic Board can either:

- a. accept the proposal;
  - b. reject the proposal; or
  - c. request further information to come to another meeting of the Academic Board.
10. Where the proposal is rejected, the matter will be referred back to the PDG for further consideration. The PDG can determine whether to continue with the course or refer the withdrawal back to the Academic Board with reasons.

### **Stage 3 – Notification**

11. Where the withdrawal is approved, the withdrawal sponsor must inform relevant departments (on an ongoing basis) of the withdrawal, including proposed dates and any other critical considerations, actions or dates. For the purpose of this paragraph, relevant departments include:
- a. Registry and Admissions;
  - b. Finance;
  - c. Marketing and Communications including the web team;
  - d. Planning;
  - e. Student Services;
  - f. Quality;
  - g. Student Visas;
  - h. Library and IT;
  - i. Human Resources; and
  - j. External Examiners.
12. The Quality Office is responsible for informing any PSRBs (if relevant).
13. The Dean, or equivalent, or nominee, is responsible for informing current students (if relevant), working with the Course Leader, and must stay in communication with students throughout the teach-out period.
14. Registry is responsible for informing any applicants (if relevant) of the decision and may offer alternatives at the University or suggest other institutions who deliver similar courses.
15. The Board of Studies is responsible for monitoring the effective withdrawal of courses and for monitoring the quality of the student experience during the teach-out period (if relevant).

# Section 4 – Course Monitoring

---

## Chapter 1 – Annual Course Monitoring

1. As part of the University's commitment to academic excellence, all higher education courses are monitored on an annual basis to provide assurance that standards are maintained and to assist in enhancing the student experience.
2. This process also enables the University to ensure that the value of qualifications awarded to students at the point of qualification and over time are in line with sector-recognised standards and that courses continue to provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
3. This process enables:
  - a. course teams to identify strengths, weaknesses, opportunities and threats based on evidence;
  - b. evaluation of the extent to which students continue to achieve the learning outcomes, and any developments needed in order to improve or maintain achievement;
  - c. good practice to be identified and disseminated across the institution;
  - d. course teams to respond to student feedback from a variety of sources (e.g. Student Liaison Committees, NSS and other internal student feedback processes);
  - e. the impact of changes proposed to the course during the forthcoming academic year to be outlined;
  - f. assurance that threshold standards are being met; and
  - g. continuous enhancement year on year.
4. The process of course monitoring is separate from validation, which concerns the process by which a course is (re)/approved. Courses are also subject to Periodic Review, which takes a long-term look at course provision and its mission alignment and strategic value.

### Process

5. The Annual Course Monitoring Process must be complete by the end of January in each year.

6. Course teams must submit a written report on the prescribed form, submitted by the end of January in the following year.
7. Collaborative Partners will be asked to submit a written report.

### **Data**

8. The Annual Course Monitoring Process will be based on the following data sets (which, wherever possible will be benchmarked against internal and national results):
  - a. NSS metrics for: teaching on my course; assessment and feedback; and academic support;
  - b. HESA continuation data;
  - c. employability data – DLHE/LEO/GO;
  - d. data on applications, offers and enrolment (including by protected characteristic and a review of whether approved entry requirements remain appropriate);
  - e. data on student achievement (considering student entry and exit profiles and protected characteristics);
  - f. student feedback from internal surveys, such as module evaluation;
  - g. attendance monitoring data;
  - h. external examiner comments (including from the current year, but also from the previous year and an update on the previous year's Action Plan);
  - i. number, nature or pattern of complaints/appeals received (if any); and
  - j. free text comments from the NSS and other internal surveys.

### **Outcome of Annual Course Monitoring**

9. Individual reports will be submitted to the relevant Board of Studies for follow-up and monitoring of progress actions. A report on the operation of the process will form part of the Monitoring and Evaluation Report from the Quality Office to the Academic Board.
10. A summary report identifying thematic areas of good practice and the key areas for development at an institutional level will be created by the Quality Office and submitted to the Academic Board. As relevant, key themes and outputs from the reports may also be used in various other reports, including the Annual Quality and Standards Report.

# Section 5 – Admission and Registration

---

## Chapter 1 – Criteria for Admissions

1. The University is committed to ensuring that enrolled students can successfully complete their chosen course. For this reason, it will only offer a place on a course where, in its opinion, an applicant is likely to be able successfully to complete the course. In making that determination, the University is exercising academic judgment.
2. The University is committed to following the principles of the Universities UK Fair Admissions Code of Practice, through the delivery of an admissions service that is fair, transparent and in the interests of applicants.
3. To guide the exercise of the University's academic judgment, it has adopted a unified set of minimum academic qualification requirements for admissions purposes.

### Minimum Academic Qualifications

4. For admission to the following courses, the qualifications listed are required as a way of demonstrating an applicant is likely to be able successfully to complete the course. Individual courses may set further admissions requirements in addition to those listed below:
  - a. Further Education (FE) courses: one A-level at mark C or above  
Foundation courses (Level 3 integrated into an undergraduate course): one A-level (32–56 Tariff points/A\* – C Mark) and a GCSE or equivalent in Mathematics and English Language at mark 4/C or higher for all applicants at the point of enrolment.  
Foundation courses (Level 3 integrated into an undergraduate course): one A-level (32–56 Tariff points/A\*–C Grade) and a GCSE or equivalent in Mathematics and English Language at grade 4/C or higher for all applicants at the point of enrolment.
  - b. Undergraduate (UG) courses with integrated foundation year or year zero: one A-Level or equivalent.
  - c. Undergraduate (UG) courses: two A-levels or equivalent.
  - d. Postgraduate (PG) courses: a UK Bachelor's degree with First, Upper Second Class or Lower Second Class Honours, or an overseas qualification of an equivalent standard from a university or educational institution of university rank, or equivalent.

5. All courses also require GCSE or equivalent in English Language at mark 4/C or higher.
6. Access to HE course: applicants will be assessed on an individual basis.
7. The above requirements are not exhaustive and the University welcomes applicants with equivalent UK or international qualifications. In making offers, the University may make use of the UCAS tariff system (information about the tariff system can be found at [ucas.com/ucas/tariff-calculator](https://ucas.com/ucas/tariff-calculator)). A full list of alternative equivalent qualifications, international qualifications, and additional academic requirements can be found on the University's website or can be requested from the Admissions Office. Where a qualification is not listed, equivalence will be determined by the Admissions Officer using available resources, such as Education Counselling and Credit Transfer Information Service (ECCTIS).
8. In addition to the academic entry requirements, some courses have additional admissions requirements, some courses also require submission of a portfolio/showreel and/or an academic interview, which will be clearly advertised on the online prospectus.
9. The University will issue unconditional offers once all academic and non-academic requirements are satisfied. The University may also choose to issue unconditional offers on courses where admissions decisions are substantively informed by an interview and/or portfolio.
10. Where a course is over-subscribed and there is competition for places, the University may adopt discretionary criteria. The University also reserves the right to operate a waiting list should the number of potential offer holders outweigh the number of places available.
11. For an application to be considered complete and ready for assessment by the university, the university must receive all relevant application information, including personal statement, and academic reference(s) by the published application deadlines. The University may consider incomplete applications on a discretionary basis only.

## **Interviews**

12. Where an interview is held, it may be held online, in person, or in an alternative format. The purpose of the interview will be to assess academic potential and assist in determining whether an applicant is likely to be able successfully to complete the course. If applicants are interviewed for a course, then all applicants who hold the minimum academic qualifications should be interviewed.
13. The University is committed to ensuring that there are no unnecessary barriers to entry onto its courses, and additional assessment should only be used where they are required in order to assess the academic suitability of an applicant.
14. Interviews will be conducted by at least one academic and may include a second member of staff including either a second academic, a student ambassador or a member of professional services staff.
15. All applicants for a course will be asked the same questions, the primary purpose of which must be to assess whether an applicant is likely to be able to successfully complete the course; and consistent assessment criteria must be applied throughout the admissions cycle.
16. Interview notes must be completed and returned to the Admissions Office within 24 hours of the interview taking place and staff are notified that interview notes are subject to the Data Protection Act and copies may be given to any applicant who requests them subject to any exemptions that exist in law.

## **Alternative Routes for Admissions**

17. Where a prospective student does not meet the minimum academic qualification requirements, the Dean, or equivalent, or nominee, may consider the student's motivation, a portfolio, formal academic qualifications, progress made during their studies or relevant work experience (or a combination of the above) in determining whether an applicant is likely to be able successfully to complete the course. Where a determination is made that an individual is likely to be able successfully to complete the course, they may be admitted to the University, despite not meeting the minimum academic qualification requirements.

## **English Language Entry Requirements**

18. Ability in English language is essential for successful engagement with, and completion of, the University's courses. All applicants whose first language is not English are required to provide recent evidence that they have a sufficient command of English successfully to undertake their course of study.
19. For the University's courses, the following minimum English language entry requirements apply:
  - a. Further Education (FE) courses: IELTS 5.0 overall and a minimum of 5.0 in each component: reading, writing, speaking, listening. Applicants requiring a student visa to study must submit a secure English Language Test accepted by the UKVI.
  - b. Undergraduate (UG) courses with integrated foundation year or year zero: IELTS 5.5 overall and a minimum of 5.5 in each component: reading, writing, speaking, listening, or equivalent.
  - c. Undergraduate (UG) courses: IELTS 5.5 overall and a minimum of 5.5 in each component: reading, writing, speaking, listening, or equivalent.
  - d. Postgraduate (PG) courses: IELTS 6.0 overall and a minimum of 5.5 in each component: reading, writing, speaking, listening, or equivalent.
20. The above requirements are not exhaustive, and a full list of accepted alternative English Language qualifications and exemptions are published on the English Language section of the online prospectus.
21. Where the University has good reason to believe that applicants applying from certain regions or with particular qualifications are more likely to present a visa refusal risk – it may insist on a higher IELTS equivalency to account for this.
22. If an applicant does not meet the English Language requirement at the point of application, then an additional English condition will be added to any offer of entry. The university will also provide information on relevant pre-sessional English provision that it would accept as evidence of English Language ability once successfully completed.



## **Partnerships, Progression Agreements and Top-ups**

23. Where the University has entered into a partnership or progression agreement, specific requirements may apply which are different from the general minimum academic requirements. Students seeking to apply via this route will be advised of the specific requirements.
24. Where the University has approved a top-up course, the specific entry criteria for the course will be set at validation and will be advertised on the relevant page of the University's online prospectus.

## **Admission and Selection**

25. The authority to admit students rests with the Dean or equivalent. The exercise of this authority will normally be delegated to a nominee. An applicant will be required to demonstrate in the application that they do, or are likely by the point of enrolment to, meet the minimum entry requirements in order for their application to be considered.
26. Admissions Officers will check all recommendations for admission before processing an offer to ensure compliance with the University's regulations and any external requirements (e.g. the Home Office, SLC or other relevant PSRB).
27. Full Time Undergraduate applications must be submitted via the Universities and Colleges Admissions Service (UCAS). Applicants domiciled outside the UK may apply through UCAS or apply directly to the University through the online application portal.
28. The University adheres to the deadlines published by UCAS for undergraduate applications and applications made after the deadline are not guaranteed equal consideration and may be unsuccessful if places are no longer available.
29. Applications for FE, Postgraduate and Top-Up courses may be received directly via the University's online applications portal.
30. The deadline for PG and FE course applications will be published on the University's website. Applications made after the deadline are not guaranteed equal consideration.
31. Where partnership and/or progression agreements exist, if alternative admission arrangements exist then they will be specified in the partnership and/or progression agreement and will be advertised to prospective students separately

### **Applications for Deferred Entry**

- 32. The University will consider applications for deferred entry from Undergraduate, Postgraduate and Further Education applicants intending to enrol in the academic year following the year of application.
- 33. Applicants holding an offer of admission may only apply for deferral for a maximum of one year.
- 34. Applicants wishing to make any further deferral will be required to re-apply for admission and be considered in competition with other applicants in the desired year of entry.

### **Applicants Under 18 Years of Age**

- 35. The University is committed to equal opportunities and all applications are considered on their individual merits. Occasionally the University admits students who are under the age of 18 years old.
- 36. It is important that these students understand the University is a pre-dominantly adult environment where the vast majority of students are over the age of 18, and therefore they will be entering into an adult environment. The University treats all of its students as independent and mature individuals, and students who are less than 18 years old will be treated in the same way.
- 37. At the same time, the University is aware that anyone under the age of 18 is legally a child and there may be additional wellbeing needs as a result.
- 38. The University is not able to take on the usual rights and responsibilities that parents have for their children and will not act in loco parentis for students under the age of 18 years old.
- 39. Where it is proposed that a child applicant is accepted onto a course, a contract of care to support and safeguard the applicant must be put in place by the Designated Safeguarding Lead prior to enrolment. In addition to approval by the Dean or equivalent or nominee, additional approval of the application and contract of care must be obtained from the University Secretary and the Director of Strategic Delivery prior to enrolment.
- 40. Where it is proposed that a child applicant is accepted onto a course, a contract of care to support and safeguard the applicant

must be put in place by the Designated Safeguarding Lead prior to enrolment. In addition to approval by the Dean or equivalent or nominee, additional approval of the application and contract of care must be obtained from the University Secretary and the Director of Strategic Delivery prior to enrolment. The contract of care must be signed by the Designated Safeguarding Lead, the applicant and the applicant's parents or guardian. As well as the specific arrangements for the applicant, the contract must contain the following clauses:

- a. an acknowledgement that the University does not assume parental responsibility for students under the age of 18;
- b. a consent by the parent/guardian for the child to study at the University and approve terms and conditions of being a student on behalf of the child;
- c. the details of two emergency contacts;
- d. an acknowledgement that the University cannot share information about the child with the parent or guardian without the child's explicit consent;
- e. that in an emergency, the University is permitted to contact either or both of the listed emergency contacts; and
- f. parents or guardians will also be required to take on the responsibilities for any fees or costs incurred through study at Ravensbourne

41. Applicants who are under the age of 18 and parents or guardians of applicants under the age of 18 should be made aware by the Admissions Officers that the University does not own any accommodation and that accommodation providers will have their own policies on accommodating children and should be contacted directly.

### **Multiple Applications**

42. The University will consider applications for multiple courses from a single applicant. However, if an applicant is successful in receiving multiple offers, only one Firm offer may be held.

### **Fee Status Assessment**

43. As a condition of enrolment, all students are required to pay fees. These may include but are not limited to Tuition Fees and Fees relating to the course (e.g. field trips, materials, printing etc.).

44. Prior to an offer being made, the applicant's fee status will be assessed. The Fee Status Assessment will form no part of the academic decision-making on the application.

45. The University will determine fee status in accordance with the Education (Fees and Awards) (England) Regulations 2007 (SI 2007, No. 779), as amended from time to time, or any successor regulation.
46. The relevant fee status will be communicated to an applicant at the point an offer is made. If the University is unable to make an assessment based on the information provided, the applicant will be required to complete a Fee Assessment Form, which will be sent at the point of offer.
47. All applicants have the right to appeal their fee status classification see Chapter 4 – Admissions Appeals and Complaints Procedure for Applicants. Applicants appealing their fee status are expected to provide an explanation of why they believe their status to be incorrect, accompanied with relevant documentary evidence to support their appeal. Fee status appeals are the responsibility of the Head of Admissions (or a nominee).
48. The Fee Status assessment will be completed on the assumption that the information provided by the applicant is correct. If it later becomes apparent that the information provided was incorrect, the University has the right to amend the fee status.
49. Up to date information on tuition fees will be published on the relevant section of the University's website:
- **Further Education:** [ravensbourne.ac.uk/information/prospective-students/fees-and-funding/further-education-fees-and-funding](https://ravensbourne.ac.uk/information/prospective-students/fees-and-funding/further-education-fees-and-funding)
  - **Undergraduate:** [ravensbourne.ac.uk/information/prospective-students/fees-and-funding/undergraduate-fees-and-funding](https://ravensbourne.ac.uk/information/prospective-students/fees-and-funding/undergraduate-fees-and-funding)
  - **Postgraduate:** [ravensbourne.ac.uk/information/prospective-students/fees-and-funding/postgraduate/home-postgraduate-tuition-fees](https://ravensbourne.ac.uk/information/prospective-students/fees-and-funding/postgraduate/home-postgraduate-tuition-fees)
  - **International:** [ravensbourne.ac.uk/international-students/how-apply/international-tuition-fees](https://ravensbourne.ac.uk/international-students/how-apply/international-tuition-fees).

### Visa Status Assessment<sup>12</sup>

50. Students who do not have a UK or Irish passport must have, at all times while studying with the University, a valid visa or leave to remain that permits study in the UK and student applications will be additionally screened for visa status and Student Visa eligibility,

---

12 Student Visa applicants should additionally familiarise themselves with the additional requirements for Student Visa applicants, below.

based on the requirement to assess eligibility to study as required by the UKVI.

51. Students who require a student visa to study in the UK are required to demonstrate that they meet the eligibility requirements to be successfully issued with a Confirmation of Acceptance for Studies (CAS) which the student can then use to apply for a student visa. This screening process will form no part of the academic decision making on the application.
52. The University reserves the right to withdraw or change an offer if an applicant is ineligible to study at the University due to immigration status. Applicants in this position will be informed directly as soon as possible.
53. If an applicant's visa status changes then the University offer of admission will remain valid for the academic cycle in which it was issued.
54. It is expected that all information relevant to an application has been disclosed to the University during or immediately post application submission. The University may consider additional information submitted after a decision on an application has been communicated however, this will be at the University's discretion and it is not guaranteed that this will be accepted.
55. The University may require any student identified as requiring a Student Visa to undergo an interview to assess their suitability and intention to study at the University.
56. The University reserves the right to refuse to sponsor a student for a Student Visa. This will occur where it deems the applicant to be at too high a risk of a visa refusal, which could be from information provided at application stage through to CAS issuance.

## **Irregularities in an Application**

57. The University's decision on an application is in good faith on the basis that the information provided is complete and accurate. If there is any change in circumstances after submitting an application (for example, a change in subjects studied), the applicant must inform the University as soon as possible. The University reserves the right to terminate any student's enrolment should it be discovered that a false statement has been made or significant information omitted during the application process.
58. The University will not accept any additional information submitted after a decision on an application has been communicated. It is expected that all information relevant to an application has been disclosed to the University during or immediately post application submission.
59. Revisions to predicted marks will only be considered in the event of an administrative error on behalf of the school/college when the original reference was completed. Such revisions will only be considered when submitted by the referee directly and only prior to a decision being reached on the application.
60. Should UCAS alert the University to possible plagiarism in an application (e.g. using someone else's personal statement) the applicant will be invited to provide an explanation and any relevant supporting documentation. The case will be considered by a panel consisting of the Head of Admissions and a senior academic from the subject area. The Panel may determine that:
- a. the case is not sufficiently answered by the applicant and the application will be rejected; or
  - b. the applicant has sufficiently answered the case then the application will proceed as normal.
- Following the decision, the applicant will be informed of the decision by the Admissions Office. An applicant has the right of appeal against a decision made in accordance with paragraph 58(a) and should follow the appeal process in Section 10, Chapter 3.

## **Accepting an Offer**

61. Applicants for full time undergraduate courses who have applied via UCAS will be notified by UCAS of the date by which they must respond to the offers they have received. UCAS applicants will respond to their offer through the UCAS application system.

62. Applicants applying directly to the University will be informed by the University of the date by which they must respond to the offer they have received. Direct applicants must respond through the University's admissions system.

### **Offer-holders with Criminal Convictions**

63. The University does not wish to debar individuals with criminal convictions from taking advantage of the opportunities provided by Higher Education. In general, a criminal record is not to be regarded as an obstacle to study at the University and offers will be made in the normal manner on the basis of academic merit.

64. Where an offer holder has a relevant unspent criminal conviction, as defined below, the applicant must declare this to the University once an offer is made. Failure to declare a relevant offence may invalidate the offer and result in expulsion from the University. Relevant offences are:

- a. sexual offences;
- b. harassment offences;
- c. offences of violence;
- d. supply of controlled substances;
- e. crimes involving firearms or knives;
- f. offences under any relevant terrorism acts;
- g. arson;
- h. theft offences; and
- i. offences under the Computer Misuse Act 1990.

If you have been convicted of similar offences listed above but in a jurisdiction outside the United Kingdom, and that conviction would not be considered spent, you should declare those convictions as though they took place in the United Kingdom.

65. Where an offer holder declares a relevant unspent criminal conviction, the conviction will be considered by a panel chaired by the Chief Operating Officer and a senior academic. Cases will be anonymised so that the offer holder cannot be identified. The offer holder will be permitted to provide written representations to the Panel. Following deliberation, the Panel may determine that:

- a. there is no risk, or an acceptable level of risk, to the University community and the Offer shall proceed as normal; or
- b. there is an unacceptable risk to the University community and the offer should be revoked.

An applicant has the right of appeal against a decision made in accordance with paragraph 63(b) and should follow the appeal process in Chapter 4.

66. In considering whether an offer holder poses a risk, the Panel shall have regard to the following:
- a. the nature of the offence and whether the conviction has any bearing on the offer holder's suitability to becoming a member of the student body;
  - b. the circumstances by which the commission of the offence took place (personal or social factors);
  - c. the time that has passed since the commission of the offence;
  - d. any factors that mitigate the level of risk to the institution and community;
  - e. any representations made by the offer holder's probation officer; and
  - f. any risk to staff, students, University property or those whom the university interacts.
67. Information regarding unspent criminal convictions provided to the University shall be processed in accordance with the provisions of the General Data Protection Regulation and Data Protection Act 2018<sup>13</sup>.
68. If, following a declaration, an offer holder is allowed to enrol, the University shall retain the information disclosed securely for the duration of enrolment or until the offence is spent under the Rehabilitation of Offenders Act 1974, whichever is shorter.
69. If, following a declaration, the Panel deems an offer holder a risk and does not allow them to progress to enrolment, the information disclosed shall be destroyed at the end of the admissions cycle.
70. If, after your initial declaration you are convicted of any of the relevant offences for the duration of your study, you must notify the Head of Student Services immediately ([studentservices@rave.ac.uk](mailto:studentservices@rave.ac.uk)).

### **Unsuccessful Applications**

71. The University reserves the right to refuse admission where:
- a. the applicant has not met the published academic and/or non-academic entry requirements;
  - b. there is evidence that an applicant cannot meet any professional, academic or vocational requirements of their course of choice;

---

<sup>13</sup> If you would like further information on how your personal data is handled, please contact [dpo@rave.ac.uk](mailto:dpo@rave.ac.uk)



- c. discretionary criteria are applied and the applicant does not meet the requirements of the discretionary criteria;
- d. an applicant has made a fraudulent misrepresentation in their application, e.g. plagiarism, dishonesty;
- e. the applicant's actions during the admissions process have been found to be in breach of the Community Code of Conduct;
- f. a Student Visa applicant is unable to meet the statutory requirements for their visa.

### **Confirmation of Conditional Offers**

72. Applicants who have applied via UCAS will have their places confirmed with UCAS by the University's Admissions Office once the University is satisfied that all conditions (academic and non-academic) relating to their offers have been successfully achieved. Academic qualification results for the majority<sup>14</sup> of undergraduate applicants are received directly from the awarding body via UCAS. If an applicant is taking a qualification which is not received via UCAS then evidence of exam results should be sent to the Admissions Office.
73. Applicants who do not meet the academic requirements of their offer will be reviewed by a member of the academic team to determine whether the applicant is still likely to be able successfully to complete the course. Where it is determined an applicant is still likely to be able to successfully complete the course, they may be made an offer on the course applied for or an alternative course.
74. Applicants who have applied directly to the University for Undergraduate, Postgraduate or Further Education courses will have their places confirmed by the University when it considers all conditions (academic and non-academic) to have been successfully achieved. This includes receipt of evidence of exam results which must be sent directly to the Admissions Office.
75. For all applicants, all offer conditions must be met by 31 August in the year of application, unless and agreed exception is granted by the Head of Admissions.

---

14 A full list of qualification results is available from UCAS directly. Applicants should check whether their qualifications are on this list.

## **Changes to Courses**

76. Minor changes to courses are a routine part of ensuring that courses remain up to date and offer students the best educational experience and employment prospects upon graduation. Minor changes may include changes to optional modules, minor changes to the overall balance of assessment types, updating of course content, minor changes to the learning and teaching strategy (including learning hours and how some material will be delivered). Such changes would not normally invalidate an offer or acceptance.
77. Under rare circumstances, it may be necessary to make more significant changes to a course after the time an offer of a place is made and before enrolment onto that course. If this situation arises the University will inform affected students at the earliest possible opportunity and will advise students of relevant options available to them.
78. Options may include:
- a. deferral of a place until the following academic year;
  - b. an offer to study an alternative course;
  - c. an offer to study the course through an alternative mode of delivery;
  - d. support in finding an alternative provider;
  - e. withdrawal of acceptance of an offer.
79. Significant changes to a course may include:
- a. discontinuation of the course (including because there are insufficient numbers to run the course);
  - b. significant changes to the structure of the course for example, the withdrawal of validation by a professional, statutory or regulatory body or the failure of an advertised course to gain such approval or accreditation;
  - c. alterations to the content of the course such as major module changes;
  - d. structural changes to the delivery of the course, including assessment, teaching or learning.

## **Additional Requirements for Student Visa Applicants**

### **Documents**

80. Student Route Visa applicants must provide the University with original documents to confirm their identity and visa status, unless the requirement to do so is waived (e.g. Ravensbourne is able to verify the particular visa and passport documents online via an official verification system), before they can be fully enrolled.

Failure to do so could prevent an applicant from being able to enrol. Photocopies, faxed or other non-original documents ID documents are not accepted. The original documents a student must bring includes:

- a. Passport
- b. Proof of entry to the UK (stamped entry clearance vignette OR flight itinerary or boarding pass IF the student enters through an eGate)
- c. Document confirming permission to remain in the UK for study (share code and eVisa IF the student enters through an eGate)
- d. BRP card (IF student does not enter through an eGate)
- e. UKVI decision letter
- f. UK telephone number
- g. UK address

81. If an applicant does not have their Biometric Residence Permit (BRP) at the point of enrolment, they will only be fully enrolled where they can provide a Home Office decision letter and/or short-term visa vignette/ or UKVCAS/SCC receipt of a valid Student Route visa application. The student would be required to present a copy to Registry of their BRP once it has been received.
82. Where a student is unable to arrive in the UK by the in-person enrolment deadline they must inform the University as soon as reasonably possible by emailing: [ukvicompliance@rave.ac.uk](mailto:ukvicompliance@rave.ac.uk). Where a student does not enrol by the published enrolment deadline and does not have permission from the University to arrive later the offer to study may be withdrawn and a report will be made to the Home Office to cancel the sponsorship of the Student visa.
83. New students must also attend the sponsored student orientation/ induction course as part of their enrolment requirements.
84. Continuing sponsored students must complete the online re-enrolment task and if required provide the University with originals of the current and valid passport(s), visa or BRP (or UKVCAS/SCC receipt confirming submission of a visa application where the student applied to extend the Student Visa) which will be checked by the University to confirm the student's identity and valid UK immigration permission.

## Tuition Fees

85. In order to be fully enrolled at the University, sponsored students must comply with the requirements of the Ravensbourne University London Tuition Fee Policy<sup>15</sup>:
- Self-Funding Students: Subject to the agreement of the Finance team, fees can be paid in instalments, otherwise full payment of the annual tuition fee is required within 7 days of enrolling.
  - Fee Payable by a Sponsor: Confirmation that fees are being paid by a sponsor must be received by the University no later than 31 October.
  - Returning undergraduate students must pay the relevant year's tuition fees and any other relevant year charges.

## Student route (previously Tier 4) visa holders Responsibilities

86. By enrolling/re-enrolling, all sponsored students confirm they will adhere to the following Sponsored Student Responsibilities<sup>16</sup>:
- to meet the terms and conditions of the Student Visa immigration permission as defined by the Home Office/UK Visas and Immigration (UKVI). It is the sponsored student's responsibility to comply with these requirements and failure to do so may result in the University withdrawing its sponsorship of the student's visa;
  - ensure the University has up to date contact details and inform the Registry immediately of any changes to: address in the UK; permanent residential (overseas) address; personal or institutional email address; UK telephone/mobile number;
  - stay in London or within a reasonable distance of the University campus during semester time;
  - inform the Home Office/UKVI of any changes to UK contact details, if applicable;
  - provide the Admissions Office with a scanned copy of a passport and immigration permission (student short term visa and decision letter) before arrival at the University;
  - inform the University of any changes to relevant documents e.g. if a new passport is obtained; a new Biometric Residence Permit (BRP); or if there is a change in immigration status.

---

15 Please refer to the tuition fee refund procedures for sponsored Student Route visa students on the website for more information on the University's refund policy for sponsored students. [ravensbourne.ac.uk/international-students/how-apply/international-tuition-fees](https://ravensbourne.ac.uk/international-students/how-apply/international-tuition-fees)

16 Please note that these Sponsored Student Responsibilities are subject to change in line with changes to UK Immigration Policies, Rules and Regulations that apply to sponsored students.

- g. leave the UK as soon as possible within 60 days of:
  - i. the University making a report to UKVI that it is withdrawing sponsorship;
  - ii. in the event of an authorised leave of absence, interruption of studies, deferral, withdrawal from the course or retake exams and the student will not be attending during the year;
- h. satisfactorily engage with the course and attend all scheduled classes, contact points, work placements, meetings with tutors or supervisors and all other required contact points<sup>17</sup>;
- i. only work the number of hours as permitted by the immigration permission (FE students are currently permitted to work 10 hours per week during term time; and PG and UG students are currently permitted to work 20 hours per week during semester time<sup>18</sup>. All students are permitted to work full-time during official vacation periods. Please check the University's website and student internet for official semester dates);
- j. ensure the University email is regularly checked and act appropriately and in a timely manner to any communication related to Sponsored Student status (the University will normally use this email to contact students during their studies).

### **Obligations Once Admitted**

87. By accepting an offer, a student is agreeing to Ravensbourne's terms and conditions including those for Student visa students. It is every student's responsibility to update the information the University holds as part of enrolment or re-enrolment and students must inform Registry immediately of any changes to address or other contact details. Any delay in communication, resulting from a failure to update such details, shall not be recognised as excusing any failure to comply with the University's Regulations or any failure to respond to any correspondence from the University. The procedure for changing an address and other details can be found on the intranet here: [ravensbourne.sharepoint.com/sites/Registry/SitePages/Changes-to-Personal-Details.aspx](https://ravensbourne.sharepoint.com/sites/Registry/SitePages/Changes-to-Personal-Details.aspx)

---

17 Please note, the University will monitor engagement of all sponsored students and will report persistent unauthorised absence to the Home Office. If a student is unable to attend classes or other contact points due to illness or other reasons they must inform their tutor and the attendance monitoring team in advance, to avoid the absence being recorded as unauthorised. Please read Section 6, Chapter 2, Academic Progress and Engagement for more information.

18 Please note Postgraduate students must adhere to the 20 hours per week rule during the summer term.

88. In compliance with student's agreement to familiarise themselves with and abide by the student contract, students should note the requirements of their course as stated in the course handbook and any specific rules and regulations governing the conduct of assessment on the course contained in the assessment regulations. These are available on the intranet. In signing the enrolment form, students agree to comply with the student contract, assessment regulations, these General Academic Regulations and associated policies. Students should be aware that there are specific penalties related to the late submission of assessed work and academic misconduct (including plagiarism).
89. In the course of studies, students will have access to and use of the University's resources, including those on the University's premises and offsite. In signing the enrolment form, students signify their willingness to abide by all relevant published rules. Students may be held financially liable for any damage deliberately or recklessly caused to resources through unauthorised use of the resource or through negligent behaviour. In such cases, students will have to pay the full cost of repair or replacement. In serious cases, students may also be subject to the University's disciplinary regulations.

### **Applications from students seeking re-admission**

90. This part of the policy refers to applicants who have previously been enrolled at Ravensbourne who chose to either a) withdraw from the course voluntarily or b) were required to withdraw as a result of a decision by an authorised university body or person. Students who have since completed a higher level award and are seeking entry onto a higher level of study are not covered by this policy and should apply in the usual way.
91. All applications for re-admission should follow the standard admissions process for the level of study being applied to.
92. Applications should include details of the course previously studied in addition to the course of intended study if re-admitted. Applicants should also include a statement outlining why they would like to be re-admitted, which includes an explanation of why they feel they will be more successful on this occasion.
93. Applications from students who have previously withdrawn themselves voluntarily are able to apply for re-admission at the next available opportunity. If an applicant in this situation is applying for re-admission onto the same course, then they

will need to demonstrate to the admissions team that the circumstances which required them to withdraw have now changed.

94. The university will not normally permit re-admission of students whose enrolments were terminated because of a decision taken by the University until at least one complete academic year of instance (e.g. September to September) has passed. E.g a student withdrawn by the university in January 2024 would not normally be permitted to seek re-admission until September 2026 onwards.
95. Where re-admission is requested within this period, this will only be considered in exceptional circumstances and will require satisfactory evidence to demonstrate that there has been a significant change or development in their circumstances that means they are now in a position where they will be able to successfully complete the course. Alternatively, if the request for re-admission is for a completely different subject area then applicants would need to demonstrate their reasons for changing subjects and why they feel more able to successfully complete in the new subject.
96. All requests for re-admission of students whose registration was previously terminated by the university will require the approval of the Dean (or nominee) should they wish to return earlier than outlined above.

---

## **Chapter 2 – Support for Applicants with a Disability or Long-term Medical Condition**

1. The University is committed to ensuring that all students can access its courses and so during the application, interview and enrolment process students can declare any support needs or requirements. This information is made available to Student Services so the University can identify and support specific student needs through reasonable adjustments to ensure equality of access to facilities and the admissions process.
2. Where an applicant declares a disability or long-term medical condition, the University will:
  - a. respond appropriately and supportively to a student declaring a disability or long-term medical condition;
  - b. separate disability issues from decision making on academic grounds;

- c. ensure admissions staff, tutors, course leaders and others involved in the admission process fully understand the procedures when offering a place to a student declaring a disability or long-term medical condition;
  - d. provide applicants with information on the support available to them from the University.
3. All applicants who disclose a disability or long-term medical condition will be sent a letter from the Student Services team offering assistance with their application or to discuss any support requirements should they be offered a place at the University. The Student Services team will liaise with admissions tutors should any support be required and the University will coordinate this provision as appropriate – e.g. organise communicators for deaf students.
4. The Student Services team is available to all staff involved in the admissions process and can provide advice regarding any concerns or questions following an interview with a prospective student. Where appropriate, Student Services will seek advice and guidance from external agencies.
5. The Student Services team will maintain contact with students who have been offered a place on a course. As relevant, support will include liaison with external agencies, for example, Student Finance England, disability support agencies etc.
6. All students disclosing a disability or long-term medical condition will be invited to a support interview with one of the Student Services team. This takes place after the academic interview and gives the applicant the opportunity to establish any additional requirements they may need and to raise any concerns they might have. Students are not obliged to take up the support needs interview if they do not wish to, but support can be accessed at any time during the student's studies by contacting the Student Services team.
7. Once offered a place, disabled students and students with a long-term medical condition will also be invited to a meeting with the Health and Wellbeing Support Coordinator who will run through a checklist to establish what support the individual students may need and what support is already in place. Students will be provided with a copy of the support in a 'Individual Learning Plan' to be provided after the discussion, and students will be asked to sign its contents. The information will be used for the following purposes:



- a. to identify what actions the University needs to take to meet student needs; and
  - b. begin to identify what support a student can get as a student, for example the Disabled Students Allowance.
8. The University will maintain individual confidentiality at all times and ensure it does not enter into discussions with third parties (including parents) without the consent of the individual student. Once a student enrolls at the University, the Student Services team will establish consent to share information with appropriate members of staff to ensure effective support can be put into place – for example reasonable adjustments to the delivery of the course/achievement of learning outcomes. If a student does not want information shared, they will be able to sign a confidentiality agreement preventing the disclosure of the information, but please note that this may impact on the support which is available.

---

## **Chapter 3 – Accreditation of Prior Learning ('APL')**

1. The principle of Accreditation of Prior Learning (APL) is to recognise significant learning by an applicant which can exempt them from a number of credits for admission to a course. The University will consider applications for APL on a case by case basis. APL may be put forward to support:
  - a. demonstration of the admissions criteria; or
  - b. for the purpose of supporting advanced entry onto a course.
2. Accredited Prior Learning can come from two categories:
  - a. Accreditation of Prior Certificated Learning (APCL): the use, for either of the above purposes, of any learning which has been formally assessed and certificated from previous study with an education institution.
  - b. Accreditation of Prior Experiential Learning (APEL): the use, for either of the above purposes, of any learning which is acquired through experience (including, but not limited to, formal tuition, training courses, work or professional experience) but for which no formal qualification has been awarded.
3. Applicants may seek accreditation for one or more purposes, and in one, or both APL categories.

## Principles

4. In determining APL applications, the following principles will be applied:
  - a. applications for APL from admissions criteria will be dealt with prior to consideration of the full application and the decision on equivalence of APCL or APEL will be determined based on relevance level, authenticity, currency and sufficiency;
  - b. APL applications for the purpose of module or stage (e.g. Level 4) exemptions will only be considered once it has been established an individual meets the admissions criteria;
  - c. APL for credit will only be awarded where an applicant can demonstrate that they have achieved the learning outcomes of the relevant module(s) or stage, not simply based on learning;
  - d. No APL will be awarded where this is prohibited by a relevant PSRB.
5. The maximum APL that can be awarded is 2/3 of a course, subject to no APL being awarded against the final third of an award (e.g. for an undergraduate honours degree student, 240 credits of APL could be awarded against Levels 4 and 5, but no APL can be awarded against Level 6).

## Procedure

6. Applications for APL must be made on the prescribed form and should, wherever possible, be submitted with the application for a course. Applicants must demonstrate that the learning meets the following criteria:
  - a. Relevance – the learning is relevant to the APL sought;
  - b. Level – the learning is at the same level as the credit for which APL is applied;
  - c. Authenticity – the application should demonstrate the applicant's efforts and provide verification of authenticity;
  - d. Currency – in general, applications for APL should be based on evidence that is within the last 5 years to ensure the learning is current;
  - e. Sufficiency – the evidence presented should show the learning is equivalent to the credit applied for.
7. Applicants for APCL must include:
  - a. certified copies of any relevant certificates; and
  - b. curriculum information for the relevant learning;Any document not in English, must be accompanied by a certified translation.

8. Applicants for APEL must be made through a portfolio which:
  - a. describes in detail the prior learning or experience;
  - b. describes how the prior learning or experience gained is relevant to the credit or exemption applied for;
  - c. describes how the applicant has achieved the learning outcomes for the credit applied for (whether for module(s) or stage(s))
  - d. provides evidence of prior learning or experience, for instance:
    - i. examples of written work undertaken
    - ii. reflective accounts of learning;
    - iii. testimony from employers, colleagues or clients;
    - iv. narrative account of learning gained.
9. Applications will be considered by the Course Leader who will decide on how many, if any, credits to award based on the student meeting the required learning outcomes on the University's course.
10. Final approval will be required from the Dean or equivalent or nominee for Admissions to process an offer for advanced entry.
11. The relevant Academic Head and Registry department will be informed prior to any offer being made.
12. Assessments taken outside the University will not be counted towards final degree classification.

---

## Chapter 4 – Admissions Appeals and Complaints Procedure for Applicants

1. An **appeal** is a written request by an applicant for a formal review of an admission decision or the wording, terms or conditions of an offer; a **complaint** is a specific concern of irregularity of maladministration in the process of admissions.
2. An appeal will be considered where there is:
  - a. objective and authoritative evidence of improper conduct or administration or procedural error in the consideration of the application;
  - b. significant evidence comes to light which is relevant to the admissions decision, but, for good cause, was not available at the point of the original application.

Decisions against academic judgment or from applicants who do not meet the published minimum admissions criteria will be dismissed at the preliminary stage.

3. Appeals should be lodged within 10 working days decision and will be considered by the Student Casework Team.
4. Complaints should be dealt with informally in the first instance, by raising the matter with the Head of Admissions (or nominee). Where an issue cannot be resolved informally, applicants should send a written complaint to [complaints@rave.ac.uk](mailto:complaints@rave.ac.uk) within 15 days of the conclusion of the informal complaint. Complaints will be dealt with by the Complaints Officer on the same basis as other complaints. Any accompanying evidence must be provided and an indication of the remedy sought must be given.

# Section 6 – Academic Progress and Engagement Monitoring

---

## Chapter 1 – Personal Progress Review Policy

1. The University seeks to ensure that all students study within a supported learning environment. The personal progress review system part of a range of mechanisms in place designed to offer personal and academic support to individuals. During their time at the University, students are offered a variety of personal review opportunities in small groups and individually to suit student and course requirements.
2. The University's personal review system is intended to encourage students to manage and evaluate their own learning. Reviews offer a focussed opportunity for students to discuss their progression and identify any difficulties or obstacles to this with relevant staff. The system aims to achieve a co-ordinated view of issues and achievements where they relate to activities on courses of study.
3. The objectives of the personal progress review are to:
  - a. improve retention and achievement on courses of study;
  - b. identify and support the needs of all students;
  - c. encourage student self-evaluation;
  - d. ensure that students have regular opportunities to reflect on their learning and progression and discuss this with a relevant member of staff;
  - e. offer students the opportunity to discuss individual learning priorities and plans at key stages of study;
  - f. promote equality of opportunity for all students through the identification of individual learner needs; and
  - g. offer all students the opportunity to access additional support when necessary.
4. All students will be offered two personal progress review sessions per academic year. Course Leaders will allocate and notify students of a tutor and organise personal reviews for each student.
5. The personal review will offer a supportive confidential discussion of issues as they relate to academic learning and

teaching. If support for wider/personal issues is required tutors will refer the student to Student Services ([studentservices@rave.ac.uk](mailto:studentservices@rave.ac.uk)).

6. Any information discussed in the personal review will remain confidential unless the student specifically agrees to other staff being informed for example for purposes of learning support.

---

## Chapter 2 – Academic Progress and Engagement

1. Ravensbourne University recognises that there is a clear link between student attendance, engagement and achievement. **Attendance** is defined as the student's presence during scheduled learning sessions, including live online ones. **Engagement** is defined as the student's active participation in their studies, including contributing to sessions and group work, using learning resources, meeting assessment requirements, responding to University communications. If a student attends classes regularly they will have a greater chance of successfully completing their course. Furthermore, an engaged student who is committed to independent study inside and outside the classroom will have an even greater chance of success. The University therefore aims to encourage and support students to attend learning sessions and fully engage with learning activities.

The University therefore monitors student attendance and engagement during semesters to identify patterns of absence and low engagement, and responds by working with students to help overcome any issues that may impact on their attendance and engagement.

### Responsibilities

2. Students are expected to engage in all teaching and learning sessions associated with the course on which they are enrolled. Examples of sessions include but are not limited to:
  - a. Lectures
  - b. Seminars
  - c. Tutorials
  - d. Workshops
  - e. Dissertation supervision
  - f. Laboratory work
  - g. Other practical sessions
  - h. Work placements
  - i. Field trips and other external visits

3. Students are expected to arrive on time for classes (whether on campus or online) and remain for the duration of the teaching session. Students who leave a session before the end will be marked as absent.
4. Students are expected to have their web cameras on when a session is being delivered online.
5. Students are responsible for reporting their absence in a timely manner – see point 8
6. Where a course of study has more than one teaching group students must attend the group they are assigned to. Failure to do this may result in an absence being recorded.
7. In return the University undertakes to:
  - a. be transparent about how it uses the attendance and engagement data it collects;
  - b. as far as possible use these data to improve student support and University services;
  - c. use the data to support compliance with UKVI requirements.

### **Student absence**

8. It is understood that a student may occasionally miss some of their teaching due to illness or other unforeseen reasons. In such circumstances students must notify the University via the absence reporting form where an absence is, or is expected to be, **less than 7 calendar days**.
9. Appropriate reasons for absence may include (but are not limited to):
  - a. Emergency or last-minute medical appointments
  - b. Minor illness
  - c. Family emergency

These absences will not need to be authorised but may be used in mitigation should a student's level of attendance fall below the expected standards.

10. In the event of transport strike action students should as far as possible plan their journey ahead of time. The University attendance policy offers a 30% leeway to help students manage unexpected disruption to their attendance including travel disruption. The university may make an exception to authorise absence under these circumstances and any decision to do so will be communicated to all students.

### **Authorising absence**

11. Where an absence is **longer than 7 calendar days** for reasons beyond the student's control, written evidence will be required to authorise this absence (for example a medical certificate from a medical practitioner) and should be emailed to **(for UG & PG students)** [studentattendance@rave.ac.uk](mailto:studentattendance@rave.ac.uk) and **(for FE students)**
12. Absence will only be authorised where it is still possible for the student to meet the learning outcomes, otherwise the student will need to consider an alternative such as interruption of study. If a student does not choose to interrupt they may be referred to the Fitness to Study policy and process (see also 3.12 below). Students should contact the University as soon as they become aware of their unavoidable absence. Where possible, authorisation should be sought a minimum of five days before the absences commences.
13. Examples of reasons where the University may authorise an absence include:
- a. Serious health issue and/or hospitalisation;
  - b. Death or serious illness of a family member;
  - c. Visa immigration/nationality documentation reasons (e.g. renewal of documents in home country); or
  - d. Jury service (UK students only) or court appearances, e.g. as a witness.
14. Student(s) must provide evidence for their absence in one of the following forms of documentation:
- a. Medical certificate (this should be provided by a UK based practitioner);
  - b. Doctor's note (this should be provided by a UK based practitioner);
  - c. Death certificate;
  - d. Court documentation;
  - e. Copy of formal communication from UKVI or other immigration/visa authority.



The above list is not exhaustive, and each case will be assessed on its own merit.

15. The University will not accept requests to authorise absence for holidays, weddings or celebrations, non-urgent travel, or absences due to working commitments.
16. Where there are concerns around a student's fitness to continue with their studies, the University will follow the Fitness to Study procedure.
17. The University reserves the right to suspend the attendance and engagement monitoring processes in the event of exceptional circumstances.

### **Misuse of attendance monitoring process**

18. Misuse of attendance monitoring processes is a disciplinary offence and is a breach of this policy and the Community Code of Conduct.
19. Examples of misuse includes.
  - a. A student being marked present (e.g. by another student) when they are absent;
  - b. Swiping someone else's card on the attendance monitoring reader;
  - c. Repeatedly leaving class early without a good reason;
  - d. Falsifying documents to gain an authorised absence.
20. If a student is found to be misusing the attendance monitoring process, the matter will be referred to the Student Disciplinary Procedure. Where a student taps in to a class and leaves early the attendance may be recorded as an absence.

### **Use of data**

21. The University will use the data collected for attendance and engagement monitoring as follows:
  - a. Keep a student informed about the impact the absence may have on their course of study.
  - b. Offer additional support to students whose attendance is causing a concern. Other data such as coursework submission and engagement with other learning resources will also be used to inform this support.
  - c. Ensure compliance with regulatory and statutory requirements.

22. Collated data will be used as management information to inform decision making and for course monitoring purposes.

### **UKVI Compliance**

23. The University is required to meet standards of external agencies and regulatory bodies. In the case of students studying in the UK on a visa, the University must comply with the minimum requirements of the UK Visas and Immigration (UKVI) as set out by the Student Sponsor Guidance Document 2. Where a student fails to engage with their studies, the University must withdraw sponsorship and cancel the student's visa.
24. If you interrupt your studies the University is required to inform UKVI and withdraw sponsorship of your Student Visa.
25. If you withdraw, or are withdrawn, from your studies the University is required to inform UKVI and withdraw sponsorship of your Student Visa. Students are required to seek advice on visas before suspending or withdrawing from their studies.

### **Engagement**

26. Ravensbourne University is committed to supporting students with their engagement in their studies, and all University activities.
27. Student engagement is monitored for all year groups through each academic year to help determine whether they may need additional support to progress with their studies.
28. As well as attendance data (both on-site and online), engagement metrics include
- a. assessment submissions, performance and the quality of work
  - b. engagement with online materials
  - c. in-class contributions
  - d. extenuating circumstances claims
  - e. instances of academic malpractice
  - f. academic judgement on any other relevant aspects of the student's engagement

### **Withdrawal**

29. The decision to withdraw a student will be taken based on their absence record.
30. Further Education students will be withdrawn where they have 0% attendance for 6 weeks or their overall attendance falls below 69%

unless the student has exceptional circumstances and evidenced reasons for non-attendance.

31. Higher Education students will be withdrawn where they have 0% attendance for 8 weeks or their overall attendance falls below 33% unless the student has exceptional circumstances and evidenced reasons for non-attendance.

### **Work placement attendance**

32. Where a student is undertaking a work placement as part of their course their attendance will be monitored in collaboration with the placement host. Work placement attendance continues to form part of the student's overall attendance for the academic year. Students are required to submit a weekly timesheet to confirm their attendance. Sponsored students should follow the procedure outlined in the Student Visa Attendance & Engagement Guide.

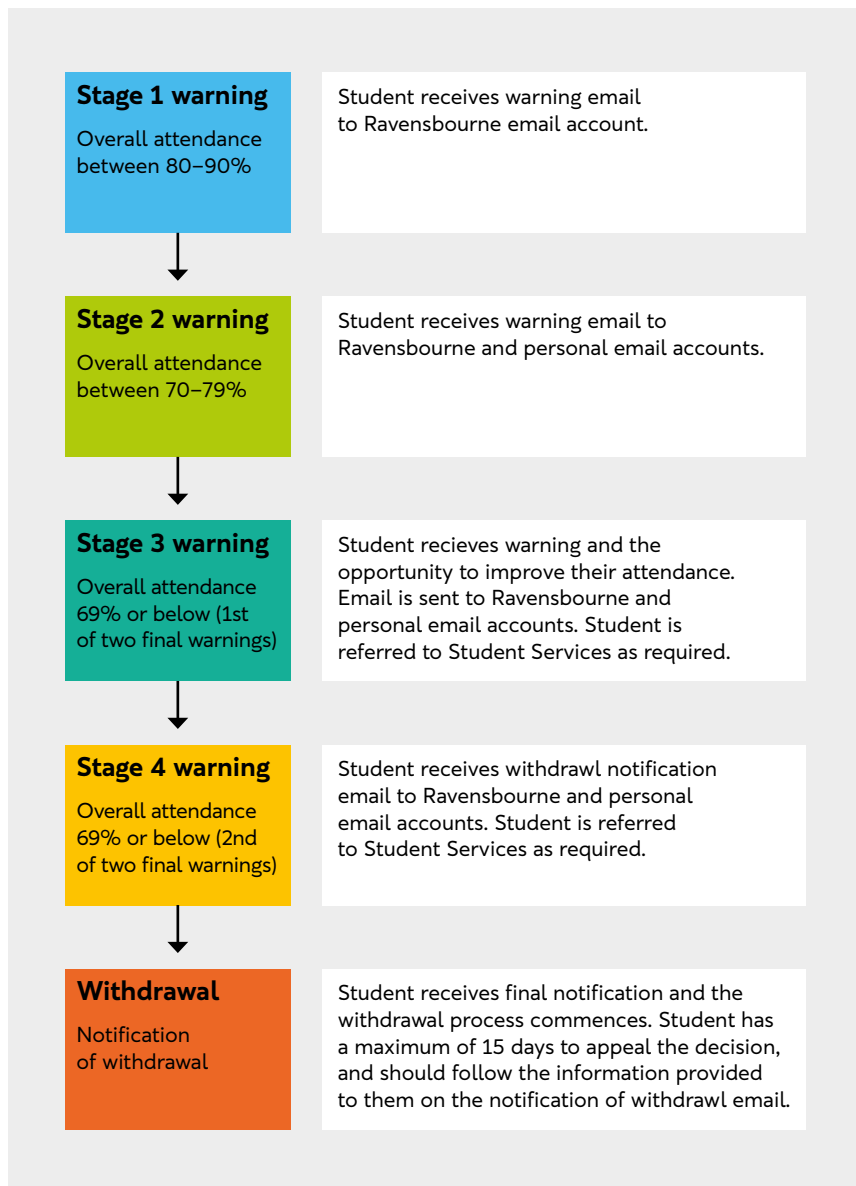
### **Appeals**

33. Where a student has been withdrawn from their studies due to non-attendance or non-engagement they will have an opportunity to appeal the decision by following the appeals process. Where student(s) are studying under a visa this will include an opportunity to submit a stage 1 appeal. If a stage 1 appeal is unsuccessful the University is required to report this to UKVI.

## Attendance and Engagement Procedure

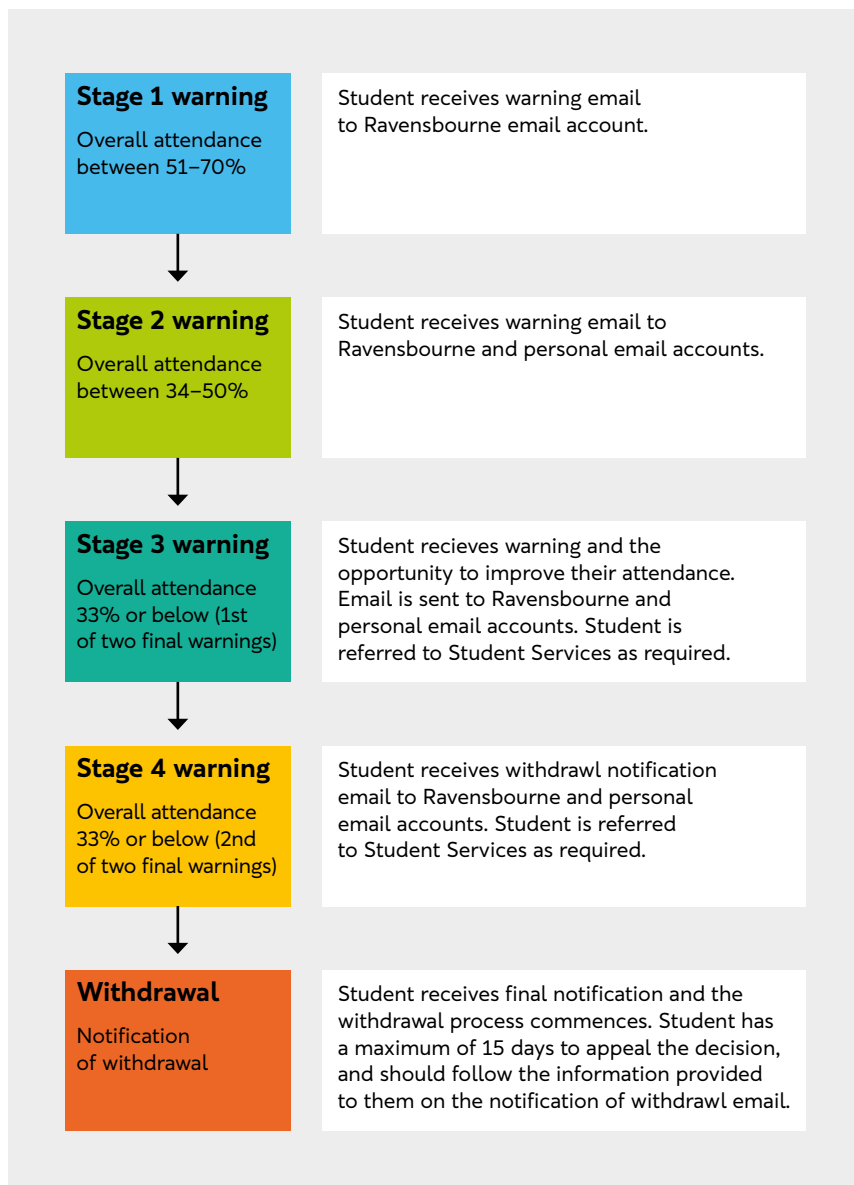
### Attendance procedure for Further Education students

34. The below diagram provides an overview of the attendance monitoring procedure for all Further Education/level 3 students. For further information please review the Attendance and Engagement Policy.



## Attendance procedure for Higher Education students

35. The below diagram provides an overview of the attendance monitoring procedure for all Higher Education Level 4–7 students. For further information please review the Attendance and Engagement Policy.



## Engagement monitoring procedure for Higher Education students

36. The below diagram outlines the engagement monitoring process for Higher Education students. Engagement monitoring includes the monitoring of attendance, submission of assessment, and general engagement with studies including in-class contribution.

### Expected Engagement Level

71%+ attendance.

Submission of formative assessment.

Academic judgement on level of engagement.

**No action.**

### Moderate Engagement Level

50–70% attendance.

Submission of formative assessment.

Academic judgement on level of engagement.

**Student to be contacted signposted to support services as required.**

### Below Engagement Level

33–49% attendance.

Late/non-submission of formative assessment.

Academic judgement on level of engagement.

**Student Engagement team to contact student and arrange meeting.**

**Referral to student services as required.**

---

## Chapter 3 – Procedure for the Granting of an Interruption of Studies

1. The University will seek to work with all students to ensure they can continue on their course as intended, but accepts that there may be occasions where a student needs to take a break from (or interrupt) their studies. Students considering an interruption of study must discuss the proposal with their Course Leader and, if appropriate, Student Services, to ensure that other options are not more suitable. Sponsored students must discuss the proposal with the UKVI Compliance team ([ukvicompliance@rave.ac.uk](mailto:ukvicompliance@rave.ac.uk)) to consider any impact on their Student Visa. If a student stops attending without notifying the University, it may impact any loans or grants they are in receipt of.
2. Applications for interruption can normally be made for a maximum of one year subject to an overall maximum of two interruptions by a student for the length of the course. The University Secretary has discretion to take into account students' personal circumstances. Periods of interruption count towards the maximum period of registration permitted at Ravensbourne. Applications to interrupt can be made at any point of the academic year unless a student is:
3. Interruptions of study normally suspend tuition fee liability from the point of interruption.
4. The maximum continuous period of authorised absence that can be granted to a Student visa student (Sponsored student) without them having to interrupt their studies is normally 60 days. Where a Sponsored student has an authorised absence of more than 60 days, they should seek an interruption of studies. Sponsored students should refer to the Student Visa Attendance & Engagement Guide for more information on authorised absences.
5. For Route visa students, an interruption means that the student is required to leave the UK during the period of interruption and re-apply for a Confirmation of Acceptance of Study (CAS) to return to study on their course.
6. On return to study, students will enter at the start of the Semester they interrupted in. Each student is granted an Interruption of Study on a case-by-case basis. Registry will work with the course team to determine a student's point of return. Students will be

advised by the Registry which modules they will need to take/. Students will be informed they are liable for fees for modules being taken and subject to the attendance monitoring policy.

7. Applications for an interruption of study must be made by using the Changes to Study Form and must be made before the period of interruption begins. Examples of why students may interrupt include: medical reasons, bereavement, work, family or financial commitments. The University will seek to process fully completed applications within a timely manner, and in any event within 3-5 working days of receipt. The form will require confirmation from the Course Leader – the students should therefore have had a discussion with the Course Leader before submitting the form.
8. Where a student has outstanding equipment, books or fines it may delay the processing of an application. If materials are not returned before the interruption, the University reserves the right to take legal action for the return of any equipment or books or to recover any fines.
9. When an interruption has been approved, the University will notify the Student Loans Company (if relevant) of the date of the interruption. Please note this will affect any loans and/or grants a student may be in receipt of or were expecting to receive.
10. Please note that during a period of interruption the curriculum may change and by taking an interruption the student accepts that any such change does not breach the terms and conditions of the contract. Changes may include changes to the overall learning, teaching or assessment strategy; changes to the mandatory and optional modules offered on the course; the credit weighting of modules; the regulatory system underpinning delivery, including the calculation of degree awards. Course Leaders can confirm this prior to a return to study.
11. Whilst on an interruption, students are not permitted access to facilities and will not be entitled to attend classes. The University will not provide students on an interruption with Council Tax exemption letters.
12. Towards the end of the period of interruption, the Registry team will contact students to discuss a return to study or whether a further interruption is required (subject to the overall maximum period of interruption). If the University cannot make contact and



the student does not re-enrol after the agreed period of study, they will be deemed withdrawn from the course.

---

## Chapter 4 – Course Transfer

1. The University aims to ensure students are able to continue on their chosen courses. However, it is recognised that there may be circumstances where students wish to change their course of study. This policy sets out how the University facilitates appropriate course transfer in such circumstances.

Note: Students do not have the automatic right to transfer to another course, but do have the right to request a transfer. Transfers are assessed on an applicant's suitability for the course (including whether they meet the admissions criteria), the availability of places on the course, and whether the learning outcomes are appropriate to articulate into the new course. Transfer applicants must complete and submit a Changes to Study form.

2. Where a student has equipment or books due for return or outstanding fines it may delay the processing of an application. If materials are not returned before the transfer date, the University reserves the right to refuse the transfer.

### **Transferring to another course at Ravensbourne**

3. Applications for internal course transfers must be submitted prior to the end of Semester 1. Students wishing to transfer after this point must complete the year on their current course and request a transfer to the new course for the next academic year.
4. Where an application for a transfer is submitted within the first 3 weeks of the start of semester 1, students may be considered for an immediate transfer subject to approval. If the transfer is submitted between week 4 and the end of semester 1, the student must complete all teaching and assessments associated with the current course for the semester. Where a course is regulated by a PSRB, transfer into a later stage may not be possible.

5. Normally a student cannot transfer after week 3 of semester 1 of the final year of a course.
6. The University will seek to process fully completed applications within five working days of receipt. The Changes to Study form requires a signature from the Course Leader, with whom the student must first discuss their transfer request before submitting the form.
7. There may be financial implications for transfers to another course. Students are advised to discuss proposed transfers with Student Services and/or the Student Loans Company before completing and submitting the Changes to Study form.
8. Those requiring student visas must discuss their proposed course transfer with the UKVI Compliance Manager to check whether their visa conditions place restrictions on the transfer application. The University will refuse transfer requests that do not comply with UKVI regulations.

### **Transfer to Another University**

9. If a student wishes to transfer to another provider, they should contact the other institution directly to ensure they are eligible for transfer. Where a transcript of current study or related documentation is required students must contact the Registry who will supply it. Students will not be entitled to receive a transcript until any outstanding tuition fees are paid. Course documentation, e.g. module descriptors, are available on the University's website and it is the student's responsibility to collate the materials required by the other provider to support the transfer application.
10. If required by the other provider, a member of academic staff may be able to provide students with a reference. Please note that students are not entitled to a reference, and any reference provided may only refer to the course or modules studied, the period during which a student studied and any assessment marks achieved.
11. There may be financial implications for withdrawing from the University to transfer to another provider. Students are advised to discuss proposed transfers with the Student Loans Company or the other university before proceeding with the transfer process.

### **Transferring to Ravensbourne from another provider**

12. The University will consider applications from students wishing to transfer from other higher education providers into the second year (and third year for some courses). Such transfers are assessed and carried out according to the University's Accreditation of Prior Learning policy which is set out in Section 5 Chapter 3 above.
13. Students applying to transfer from another provider must be studying or have studied on a course in a cognate subject area, achieved the relevant entry criteria or equivalent for the first year of the receiving course, achieved 120 credits for second-year entry or 240 credits for third-year entry, and be achieving/have achieved an average 2:2 mark on their current or previous year of study. The University will require a transcript from the applicant's previous institution.
14. For direct second-year entrants the final degree classification will be based solely on attainment at Ravensbourne.

### **Transfer as a result of implementing the Student Protection Plan**

15. The University is committed to the teach-out of any courses or modules that are planned for closure, and ensuring students are not disadvantaged by circumstances which significantly affect the University's operations and require (e.g.) course withdrawal, relocation or institutional closure. In the event that continuation of study cannot be sustained the University will enable course transfer, including to another provider, as necessary and in accordance with the Student Protection Plan. Refund and compensation will be made as necessitated by the circumstances.

---

## **Chapter 5 – Termination of Registration**

### **Self-Withdrawal**

1. The University will seek to work with all students to ensure they can continue on their course as intended, but accepts that there may be occasions where a student needs to withdraw from their studies. Students considering withdrawing should discuss the proposal with their Course Leader and, if appropriate, Student Services, to ensure that other options are not more suitable. If a student stops attending without notifying the University, it may impact any loans or grants they are in receipt of.

2. Once a student has decided to withdraw, please complete a Changes to Study form. The University will seek to process fully completed applications within a timely manner, and in any event within 3–5 working days of receipt. The Changes to Study form require confirmation from:
  - a. Course Leader – students should therefore have a discussion with the Course Leader before submitting the form;
  - b. Kit Store staff member – please ensure the return of any kit borrowed;
  - c. Library staff member – please ensure the return of any books borrowed and paid any fines due.Where a student has outstanding equipment, books or fines it may delay the processing of an application. If materials are not returned before the withdrawal date, the University will move the student in to external debt recovery.
3. The University will not back-date a withdrawal unless there are agreed exceptional circumstances. Students are responsible for any overpayment of tuition fee loans or grants made to them.
4. Where a student withdraws from their studies their liability, if any, for tuition fees will be calculated in accordance with the provisions of the Ravensbourne Tuition Fee Policy.
5. Upon withdrawal of a student on a student route visa, the University will also notify UKVI of the date of withdrawal, consequently sponsorship to be in the country will be withdrawn.
6. Should a student wish to be re-admitted to the University, following a withdrawal they must reapply through the admissions process. For returning students, Accreditation of Prior Learning (APL) Section 5 Chapter 3 above, can be considered, if appropriate. Please note readmission is not guaranteed.

### **University-Withdrawal**

7. Students may be recommended to the Assessment Board for withdrawal from the University for a number of reasons under these Regulations, including (but not limited to):
  - a. assessment failure;
  - b. breaches of UKVI rules;
  - c. non-attendance;
  - d. disciplinary matters;
  - e. academic misconduct.

8. Where a recommendation to withdraw is made by an authorised body or person (e.g. by an Assessment Board, Disciplinary Panel, Academic Misconduct Panel, UKVI Compliance Manager or other Officer of the University), the student will be treated as if withdrawn from the point of the recommendation and will no longer be entitled to access the University's services or premises. The recommendation to withdraw is subject to appeal in accordance with these Regulations.
9. Where a student is subsequently withdrawn from the University by the Academic Board, the Head of Registry, or nominee, will write to the student setting out the date of withdrawal and the reason for the withdrawal (e.g. assessment failure, breaches of UKVI rules, non-attendance, disciplinary matters or academic misconduct).
10. Where a student disagrees with the withdrawal they may apply to appeal that decision using the Appeals process. This will need to be considered by the University Secretary and the Director of Strategic Delivery who may submit an application in writing to the Academic Board for re-admission. The University Secretary's decision whether to refer the matter to the Academic Board will be final; and any case referred is subject to the absolute discretion of the Academic Board and is not subject to further appeal.

# Section 7 – Student Conduct

---

## Chapter 1 – Community Code of Conduct (‘the Code’)

1. The University seeks to cultivate an environment that enables individuals to study, work and create to their fullest potential. It creates and supports resilient and inclusive individuals prepared for work in the ever-changing industries the University serves and for living with wider societal and cultural flux in the 21st century.
2. For such a community, and the individuals who make it up, to thrive, there must be mutual understanding, respect and a commitment to the values and behaviours that underpin it; and individuals must be treated with courtesy and consideration where difference is valued and diversity respected.
3. Instances of misconduct and poor behaviour are rare but to be open in its dealings with all, to ensure accountability for actions, and to ensure that all, without exception, have a strong understanding of the conduct and behaviour expected of them, the University has agreed this Community Code of Conduct with the Students’ Union. Where the standards outlined in this Code of Conduct are not met, the University reserves the right to use disciplinary procedures to protect the rights of individuals and groups within the University and the local community.
4. The Code applies to everyone who is a part of the University Community, including staff, students, governors and visitors and contractors. For students, it applies from application until completion of their course of study at the University (including the period up to and including attendance at graduation). For staff and governors, it applies from application until termination of the contract (staff) or appointment (governors). For visitors and contractors, it applies for the duration of the engagement and at all times while on the premises or engaged with the University through electronic means. The Code applies in respect of University activities and to external activities (including social media) when these violate this Code.

5. Below are the expectations the University has of its community:
  - a. not to bully anyone (e.g. make them feel frightened, less respected than others or put down or made fun of) either physically, verbally, in writing or online;
  - b. not to harass someone (e.g. unwanted behaviour or conduct which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment) on the basis of their age, disability, gender reassignment, race, religion or belief, sex or gender, sexual orientation, marital or civil partner status, pregnancy or maternity, either physically, verbally, in writing or online;
  - c. not to engage in acts of domestic violence and abuse (which can involve control, coercion or threats) or stalking;
  - d. not to discriminate against someone by treating them unfairly on the basis of their age, disability, gender reassignment, race, religion or belief, sex or gender, sexual orientation, pregnancy or maternity; either physically, verbally, in writing or online;
  - e. to respect the rights of others to live without fear of unwanted conduct of a sexual nature;
  - f. not to victimise someone for supporting an individual who has made a complaint as a result of bullying, harassment, discrimination or unwanted conduct of a sexual nature;
  - g. to use the internet, including social media, in a responsible way, respecting the rights of others and not post hate speech, including using racist, homophobic, misogynistic, sexist or transphobic language;
  - h. to live, work and study within the boundaries of UK criminal and civil law and, in particular, those relating to disorderly or violent behaviour, drug offences, indecency, theft and fraud;
  - i. to respect the rights of others to live, study and work undisturbed by unreasonably excessive noise or disturbance;
  - j. to respect the property of the University, members of its community and local residents and to be careful not to damage their property.
6. The standards of behaviour expected online do not differ from those expected in other activities. Although internal media platforms, external groups hosted by staff or students and social media may not be routinely monitored, if unacceptable behaviour online comes to the University's attention and is deemed to be in breach of the Code, the University will take appropriate action and, if necessary, put into effect disciplinary proceedings.

7. The University recognises that individuals can have differences of opinion. As an academic institution, the University respects the rights of its community to challenge received wisdom and to test the ideas and practices of others. The Code does not imply a right not to be offended and protected free speech will not contravene this Code of Conduct. However, the University expects these rights to be exercised in a collegiate and respectful manner which does not amount to bullying, harassment or discrimination.
8. Where a breach of this Code may be a breach of civil or criminal law, the University may bring legal proceedings or involve the police.

## **Specific Obligations**

### **Personal Relationships**

9. Personal relationships between staff/governors and students are discouraged as a professional relationship between staff/governors and students is central to a positive student experience. Where such a relationship does exist, the staff member or governor must declare it to the course leader (or more senior member of staff, as appropriate), as should all business or employment relationships.
10. Relationships between staff, or between staff and governors, should be disclosed to Human Resources ([hr@rave.ac.uk](mailto:hr@rave.ac.uk)), (or alternatively directly in confidence to the Director of People and Culture) who will determine whether any conflict of interest arises that may require management.
11. The University understands students may wish to show their appreciation of teaching and support staff. However, it is requested that students refrain from offering gifts or other tokens of appreciation. Staff are required to declare such gifts (except where the gift is of no intrinsic value) as they may constitute, or be seen to constitute, a conflict of interest, particularly with regard to summative assessment. Gifts or tokens of appreciation can include:
  - a. goods provided for personal or other private use;
  - b. personal services;
  - c. loans of equipment, vehicles etc for personal or professional use; or
  - d. the provision of goods and/or services at preferential cost (including loans of money) for personal or other private use.



## **Bullying, Harassment, Discrimination and Victimisation**

12. The University takes the safety and welfare of its community seriously and as such has created robust measures to safeguard all from harm or abuse. The specific aims of the bullying, harassment, discrimination and victimisation policy include:

- a. providing a safe and supportive environment in which children and adults are protected from harm;
- b. ensuring staff are aware of their roles and responsibilities and boundaries in relation to the protection, safeguarding, and reporting of incidents involving children and adults.

This will be done by;

- i. taking seriously suspicions or allegations of bullying, harassment, discrimination and victimisation;
- ii. providing a clear policy giving confidence to those involved in reporting or responding to any such incident
- iii. reviewing processes and outcomes to ensure that the policy and procedure is operating effectively in practice;
- iv. ensuring robust recruitment procedures for staff and students entering the University; and
- v. ensuring staff are trained so they are alert to the signs of abuse and can take action to report their concerns and to protect themselves.

13. Bullying, harassment, discrimination and victimisation shall have the same meaning as in the Code in paragraph 5(a),(b), (d) and (f), respectively, above, and include actions undertaken physically, verbally, in writing or online.

14. Complainants should be treated with dignity and respect.

15. Those accused or suspected of bullying, harassment, discrimination or victimisation should also be treated with dignity and respect and must be treated consistently and offered support from a different person to the investigating officer.

## **Social Media**

16. The University employs a range of internal and external social media in its learning and teaching and the delivery of the student experience. It also encourages its community to exploit these technologies for creative purposes and to build an online profile as part of their development as professionals. Members of the community may also use a range of social media in their personal life. The University expects members of its community to understand their own responsibilities when posting, publishing or

interacting online. Where comments are made online, it is expected that they will comply with this Code.

17. As a Higher Education Institution, the University is committed to ensuring Freedom of Speech and Academic Freedom, provided that comments do not pose or cause harm to:

- a. others or the reputation of the University or its partners;
- b. the wellbeing of others in the community;
- c. incite dissatisfaction through the posting and perpetuation of inaccurate or unproven information.

Freedom of Speech does not include hate speech nor does it include the raising of issues in an inappropriate or vexatious manner or in meetings and contexts where the view raised is not within the remit of the group or matter of business at hand.

### **Sexual Misconduct**

18. The University takes the safety and welfare of its community seriously and as such has created robust measures to safeguard its community from sexual misconduct. The specific aims of this section include:

- a. providing a safe learning environment in which children and adults are protected from sexual misconduct;
- b. ensuring staff are aware of their roles and responsibilities and boundaries in relation to the protection, safeguarding, and reporting of incidents involving children and adults.

This will be done by;

- i. taking seriously suspicions or allegations of sexual misconduct;
- ii. providing a clear policy giving confidence to those involved in reporting or responding to any such incident;
- iii. reviewing processes and outcomes to ensure that the policy and procedure is operating effectively in practice;
- iv. ensuring robust recruitment procedures for staff and students entering the University; and
- v. ensuring staff are trained so they are alert to the signs of sexual misconduct and can take action to report their concerns and to protect themselves.

19. Within the University, sexual misconduct is taken to include any conduct of a sexual nature which occurred physically, verbally in writing or online and includes but is not limited to the following:

- a. engaging, or attempting to engage, in a sexual act with another individual without their consent;
- b. sexually touching another person without their consent

- c. conduct of a sexual nature which creates (or could create) an intimidating, hostile, degrading, humiliating, or offensive environment for others including making unwanted remarks of a sexual nature;
- d. inappropriately showing sexual organs to another person
- e. repeatedly following another person without good reason
- f. recording and/or sharing intimate images or recordings of another person without their consent;
- g. arranging or participating in events aimed at degrading those who have experienced sexual violence for example inappropriately themed social events or initiations; and
- h. spreading rumours about a persons sex life.

20. Complainants should be treated with dignity and respect.

21. Those accused or suspected of sexual misconduct should also be treated with dignity and respect and must be treated consistently and offered support from a different person to the investigating officer.

---

## Chapter 2 – Breaches of the Code

### General Concerns

1. Where a student believes there has been a breach of the Code they can report the matter, in confidence, to the Casework Manager or nominee). Where the Casework Manager is the subject of the report, the matter should be reported to the University Secretary. Examples of breaches include the use of hate speech (e.g. racist, homophobic, misogynistic, sexist or transphobic language), the sharing of inappropriate images or using social media to bully, harass, discriminate or victimise others.
2. Where a matter is reported to the Head of Academic Quality or nominee, they will investigate the allegation(s) and where it appears there is a breach, refer it for resolution to the Student Disciplinary Procedures. Complainants can appeal a refusal to refer to the disciplinary process in accordance with the University's Appeals Policy. Those accused or suspected of breaching the Code will be able to put their case to the relevant panel, which will be sufficient to remedy any defects in the initial investigation.

### **Concerns involving staff**

3. Where a student believes a member of staff has acted contrary to this Code of Conduct, they should notify a member of the course management or senior management team. The matter will be investigated under the Staff Disciplinary Policy.
4. It is noted that the University expects students to treat staff and other members of its community with respect. As an employer, the University will not tolerate threats, abuse or rudeness towards members of its community. Any incidents of such behaviour will be taken extremely seriously and disciplinary procedures may be put into effect, possibly leading to exclusion.

### **Concerns related to bullying, harassment, discrimination, victimisation and sexual misconduct**

5. If a student believes they are being bullied, harassed, discriminated against, victimised or receiving unwanted conduct of a sexual nature support can be provided, in confidence, by the Students Services team (who can be contacted at: [studentservices@rave.ac.uk](mailto:studentservices@rave.ac.uk)).
6. Where a student suspects an incident of bullying, harassment, discrimination or victimisation or sexual misconduct has occurred they should refer it to the Head of Student Services or a member of staff to whom they feel comfortable talking. A member of the community who suspects, or has a suspicion raised with them by a student, must refer it to the Head of Student Services.
7. The procedure below applies to all situations where a complaint involves a University student. The Head of Student Services or nominee (who can be contacted at: [studentservices@rave.ac.uk](mailto:studentservices@rave.ac.uk)) will lead the initial investigation and lead in communicating with relevant parts of the institution as appropriate to clarify information for reporting.
8. Support or advice for students can be offered throughout this process by Student Services (although victims and those accused or suspected of bullying, harassment, discrimination or victimisation or sexual misconduct should not be supported by the same person). Staff who raise complaints about bullying, harassment, discrimination or victimisation from students can contact HR for support or advice during this process.

9. Any areas of policy overlap will be referred by the Head of Student Services to the Casework Manager for determination.
10. As safeguarding lead, the Head of Student Services, or nominee, is responsible for the initial investigation, including clarifying the incident, recording notes and making/recording a decision on process (e.g. referral to social services, police, the student disciplinary process or HR for disciplinary etc).
11. The Head of Student Services or nominee will investigate the allegation and make notes from the victim in a report, wherever possible using verbatim accounts and recording dates, times and places of incidents/disclosures. Confidentiality cannot be guaranteed at this stage. While it is important the victim's thoughts are central to the decision around whether to report to the police and/or social services and consent to refer should be sought, it must be noted that situations where someone may be at risk will need clarifying and possibly passing on to relevant agencies. Where the Head of Student Services goes against a student's wishes not to report, there must be a full explanation around why this is happening and clarity that it is to protect the individual from further harm or prevent a further crime from taking place. The victim should be told the police and/or social services may contact them.
12. Following the initial investigation, the investigating officer will determine next steps. The decision should be in writing and sent to the relevant parties. Complainants can appeal the decision in accordance with the University's Appeals Policy. Those accused or suspected of bullying, harassment, discrimination or victimisation or sexual misconduct, will be able to put their case to the relevant panel, which will be sufficient to remedy any defects in the initial investigation. Typically:
  - a. where the investigating officer believes an allegation against a student is true, the matter and relevant information will be passed to the Casework Team to instigate the disciplinary process. The investigating officer will still remain involved in the process;
  - b. where the investigating officer believes an allegation against a member of staff is made out, the matter and relevant information will be passed to the Human Resources Department to instigate the disciplinary process; or
  - c. where the investigating officer believes a criminal offence has been committed, they may refer the matter to the police and

any internal process will be suspended until criminal the process is complete.

13. In some instances, it may be appropriate to deal with the matter informally and as a learning moment for the perpetrator. This may be appropriate where the perpetrator has admitted the facts of the case and has unequivocally apologised to the victim for their actions. Where a matter is dealt with informally, a record must be kept. It should be noted that the matter may be dealt with formally at a later stage if a further incident occurs.
14. The Head of Student Services report or subsequent relevant information about bullying, harassment, discrimination or victimisation or sexual misconduct concerns must either be stored in a locked filing cabinet (with restricted access to that filing cabinet) or held securely electronically. Where the matter involves a staff member, retention of these records should be kept by HR until the person reaches normal retirement age or for 6 years if that is longer. Where the allegation involves a student, records should be kept until the student has completed all studies (including postgraduate studies, if applicable) or for 6 years if that is longer.

---

## Chapter 3 – Student Disciplinary Procedure

### Introduction

1. The entire University community (including staff and students) and its stakeholders deserve an environment that enables individuals to study, work and create to their fullest potential. Where an individual or group of students (including applicants, enrolled students studying for a Further Education award or Higher Education award; and alumni where their behaviour is connected to their period of study at the University) act in a way which interferes with that right, this disciplinary procedure may be triggered. University may use this disciplinary policy.
2. In particular, disciplinary actions may be taken where:
  - a. a criminal offence has been committed or a relevant unspent conviction has not been declared;
  - b. an act or omission endangers the health and safety of others;
  - c. the behaviour of a student has interfered with the effective operations of the University;
  - d. the behaviour of a student has contravened the Code of Conduct;
  - e. the behaviour of a student has affected another student;
  - f. the behaviour of a student has affected a member of the University's staff (both academic and professional services);
  - g. the behaviour of a student has affected others working at, or otherwise visiting, the University; or
  - h. the behaviour of a student has affected members of the public.
3. Disciplinary action may be taken irrespective of whether the alleged actions occur:
  - a. on campus;
  - b. during off-campus activities such as off-site teaching, and work placements;
  - c. in the local community; or
  - d. on social media.
4. In determining the scope of activities covered by this disciplinary procedure, regard will be had as to whether the actions potentially breach the Code of Conduct. Where such a breach may have occurred, the actions will fall within the scope of this procedure.
5. Academic misconduct (e.g. plagiarism and collusion) will be considered under the Academic Malpractice Policy. There may

be occasions where an act of academic misconduct falls under both procedures, in which case the University will contact the student to outline what will be considered under each procedure.

6. Where the behaviour or incident may reveal a support need or the student is considered at risk, the relevant staff member must refer the student to Student Services, who may refer the matter to external agencies, if appropriate.
7. Where a student requires adjustments to the procedure because of a disability, they should raise this as soon as possible so any adjustments can be made. Students who require support during the procedure can contact the Student Union.

### **Types of Misconduct**

8. Potential misconduct will fall into one of four categories<sup>19</sup>:
  - a. Unacceptable behaviour includes minor anti-social behaviour. Typical sanctions would include immediate behavioural action.
  - b. Minor misconduct including more serious anti-social behaviour. Typical sanctions would include informal behavioural advice, a behavioural caution or written warning and/or an apology.
  - c. Misconduct, which includes more minor criminal offences, use of discriminatory language not addressed at an individual and serious anti-social behaviour. Misconduct would typically be dealt with by a behavioural caution or through the disciplinary process where sanctions may include an apology, (final) written warning, suspension, or expulsion. Some cases of misconduct may require temporary exclusion to protect the University, its staff or students.
  - d. Serious misconduct, which includes conduct which may constitute a serious crime and acts or omissions which put the University or its staff in immediate danger and must be dealt with through the disciplinary process. In all cases of serious misconduct, consideration should be given as to whether to temporarily exclude the student in order to protect the University, its staff or students. Typically, sanctions would include a final written warning, suspension or expulsion.

---

<sup>19</sup> These categories are a guide only and the individual facts of a case may determine that a matter should be treated more or less severely. Where it is proposed to deal with an incident outside of the bandings, advice should be sought from the Casework Manager.



Repeated offences of a lesser nature are likely to be more serious on subsequent occasions.

9. Examples of conduct which may fall into the above categories include:

### **Unacceptable behaviour**

---

- Disruptive behaviour in class or on the University's premises
- Rudeness to staff or other students
- Removal of, or damage, to student's work
- Minor noise disturbances

### **Minor Misconduct**

---

- Failure to obey the reasonable instruction of a member of staff
- Damage to the learning environment or equipment (e.g. minor graffiti)
- Noise disturbances
- Intoxication on University premises

### **Misconduct**

---

- Bullying
- Deliberate damage to learning environment or equipment, or failing to return University equipment (e.g. damage/missing equipment over £50 in value)
- Using racist, homophobic, misogynistic, sexist or transphobic language (indirectly in person or online)
- Intimidation or promising resources or benefits in return for sexual favours
- Assault (e.g. pushing or shoving)
- Unwanted physical advances
- An act or omission which endangers the health and safety of others
- An act by a student which has potentially put the University's name into disrepute
- An act which interferes with the academic or administrative activities of the University.
- Making false or misleading allegations.

### **Serious Misconduct**

---

- Harassment
- Victimisation
- Discrimination
- Domestic violence
- Sexual Misconduct
- Serious assault (e.g. punching or kicking)
- Consumption or selling of illegal substances on University premises
- Fraudulent claims with regard to a University award
- Bribery or other false pretence in relation to a University award
- Serious deliberate damage to learning environment or equipment, or failing to return University equipment (e.g. damage/missing equipment over £250 in value)
- Smoking or Vaping in the building

## **Immediate Behavioural Correction**

10. Where an act of unacceptable behaviour or misconduct (of any severity) is ongoing, an immediate behavioural correction is likely to be necessary and any student may be asked by any member of staff to cease immediately from any behaviour that a reasonable person would believe is a breach of the Code of Conduct.
11. Any student who is engaged in such behaviour may be asked by a staff member for their name and their University ID card so that the incident can be recorded.
12. If the student persists in the behaviour, or the staff member thinks that the situation warrants such action to resolve it, the member of staff may ask the student to leave the space and, if necessary, the premises immediately and not to return on that day.
13. In some instances, it may be appropriate for the member of staff to confiscate and secure an item in the student's possession (e.g. alcohol, vape or e-cig or any other item that is not permitted to be used on the premises). Where this occurs, it will be temporary and the student will be told when their belongings will be returned to them.
14. Failure of a student to comply with a staff member's instruction may result in additional disciplinary action against that student particularly if there is rude, abusive or aggressive behaviour as a result of the request.
15. A member of staff may call on a member of facilities staff to escort the student away from the space or off the premises. If the situation escalates, facilities may call the police if necessary.
16. Members of staff do not have the authority to bar students from University facilities and premises beyond the immediate resolution of a difficult situation or for the day in accordance with paragraph 12.
17. Potential misconduct of a more serious nature should be reported to a member of the management team as soon as possible after being discovered. The manager will be responsible for investigating the facts of the case.

## Process

### Unacceptable Behaviour

18. In most situations, unacceptable behaviour will be dealt with through immediate behavioural correction and it will not be necessary to record the incident. Where behaviour is repeated or the unacceptable behaviour continues, it should be dealt with as minor misconduct. A student may be required to attend a meeting in relation to the conduct, particularly where it would be appropriate to discuss the behaviour in private.

### Minor Misconduct

19. Minor misconduct, depending on the severity, may be dealt with through immediate behavioural correction or through a Behavioural Caution.
20. A Behavioural Caution will be appropriate where:
- a. the student accepts the facts of the misconduct and their part in it;
  - b. it is appropriate to record the misconduct to have a deterrent effect and improve behaviour;
  - c. it is believed that the Behavioural Caution will have a deterrent effect (e.g. because the student is apologetic); and
  - d. a Behavioural Caution is proportionate to the level of offence (e.g. the matter is not misconduct or serious misconduct).
21. A Behavioural Caution may be issued by the Dean or equivalent or nominee, using the standard template, and shall state:
- a. the nature of the unacceptable behaviour and why it is unacceptable;
  - b. the date, time and place of the behaviour or incident;
  - c. confirmation that the student accepts the allegation; and
  - d. details of any penalty imposed (e.g. to clean any graffiti, to apologise to an individual or to pay a fine equal to the value of any damage caused), including any timescales or deadlines for compliance with that penalty;
  - e. a reminder that any further such incidents may result in formal disciplinary investigation and potentially further sanctions;
  - f. that the letter will be deleted from the student record after graduation; and
  - g. that if the student disputes the facts, they have the right to use the University's Appeal Process.

22. The Behavioural Caution must be signed by the student and copied to the student, the relevant lead for the student's course and the Casework Manager.
23. Behavioural Cautions will be kept on file for the period of the student's registration. Where the Casework Manager receives two or more Behavioural Cautions for an individual student, the matter may be referred to a Disciplinary Panel, despite the fact it was initially dealt with by the Dean or equivalent or nominee through a Behavioural Caution.
24. Advice on issuing a Behaviour Caution can be sought from the Casework Manager.

### **Misconduct and Serious Misconduct**

25. Where an allegation of misconduct or serious misconduct is alleged it must be reported as soon as practical to the Casework Manager. Where the investigation of the matter is assigned to the Head of Student Services or nominee (e.g. an incident of bullying, harassment, discrimination or victimisation or sexual misconduct), they will carry out an investigation and then the evidence and report will be lodged with the Casework Manager who will determine whether to convene a Disciplinary Panel.
26. Where the matter requires investigation, the Casework Manager will appoint an investigating officer which may be the Casework Manager themselves, or a member of the professional services staff or academic staff. Where the allegation involves a member of staff, advice should be obtained from HR.
27. In investigating the allegation, the investigating officer will gather such evidence as is necessary to evaluate whether, in their opinion, the alleged misconduct took place using such methods as are deemed necessary, to determine whether there is a prima facie case.
28. The investigating officer will arrange for an Investigative Interview to take place with the student in order to discuss the issues raised, normally within 10 working days of notification of the allegation. The student will be informed in writing of the time and date of the Investigative Interview with at least 5 working days notice of the proposed interview date and will be made aware of the allegations in advance of the meeting, including relevant evidence.

29. The student will have the right to be accompanied to any meeting in this process by an officer from the Students' Union or a friend/ supporter of their choice. The student will not normally be entitled to bring a legal representative. Requests to be accompanied by a legal representative must be submitted to the Casework Manager and shall be considered by the University Secretary.
30. Should a student fail to engage with the investigation and/or attend an Investigative Interview without good cause, the Casework Manager or nominee may proceed to a Disciplinary Hearing and the failure to engage with the process may be considered at any future stage.
31. Following the investigation, the Casework Manager or nominee may:
- a. dismiss the allegation of misconduct, in which case the matter is closed and no record is retained of the complaint;
  - b. issue immediate behavioural correction;
  - c. issue a Behavioural Caution; or
  - d. refer the matter to a Disciplinary Panel.
32. The student will be informed in writing of the outcome of the investigative stage normally within 10 working days of the Investigative Interview.

### **Precautionary Measures**

33. The Deputy Vice-Chancellor on the advice of the Casework Manager may impose conditions on the student to ensure that a full and proper investigation can be carried out and to safeguard the student and others whilst the investigation takes place. For example, a student may be required not to contact certain witnesses to the incident.
34. Where there is a potential risk to the University, its staff or students, or the student has not complied with conditions initially imposed then the student may be temporarily excluded for the period of the investigation by the Deputy Vice-Chancellor or nominee. This is likely to be appropriate in cases of serious misconduct or where a criminal offence may have been committed. Following the investigation, if the matter is referred to a Disciplinary Panel, the Deputy Vice-Chancellor or nominee may authorise a further temporary exclusion pending the hearing.
35. The imposition of conditions and/or a temporary suspension or exclusion at this stage are precautionary in nature; they are not

a penalty and do not indicate that the University has concluded that the University has committed a disciplinary offence.

36. The student will be given the opportunity to make representations to the Deputy Vice-Chancellor before the Deputy Vice-Chancellor makes a decision on whether to exercise their power to suspend and/or exclude the student as a precautionary measure unless it is not possible or appropriate due to the urgent or sensitive nature of the matter.

### **Involvement of the Police and Criminal Courts**

37. The University may report any alleged serious criminal offence to the police. A serious offence includes, but is not limited to: sexual misconduct; fraud; theft offences; assault and offences of violence; criminal damage; arson; drugs offences; etc.
38. Where a matter has been referred to the police and the police are investigating, the University's investigation and/or disciplinary hearing will be stayed until the police investigation and/or criminal process is completed. During any such stay, the Deputy Vice-Chancellor or nominee may temporarily exclude the student where they pose a potential risk to the University, its staff or students.

### **Disciplinary Hearing**

39. The purpose of the disciplinary hearing is to ascertain whether the allegations are made out and, if relevant, what penalty to impose. The Panel shall determine whether the allegation is made out on the balance of probabilities (i.e. it is more likely than not), that the disciplinary offence occurred. This decision will be made based on the evidence, and it is noted that the student does not have to prove they did not commit the alleged misconduct. The Panel should be conducted in a collegiate, rather than adversarial way.
40. The accused student will be given at least 5-working days' notice of the hearing and may be accompanied by an officer from the Students' Union or a friend/supporter of their choice. Where a student fails to attend a meeting, for no good cause, a decision will be made in their absence on the evidence available.
41. The Disciplinary Panel will consist of:
- a. a senior academic (Chair); and
  - b. at least one further academic who should be from a different subject area. (Where the allegation is particularly serious, e.g. serious misconduct, the Chair may request a third panel

member be appointed from either the professional services or academic team.)

A note taker will be in attendance (normally a member of the Casework Team).

42. The panel will be supplied with the evidence and will have the opportunity to ask questions of the investigating officer, accused student and any witnesses to determine whether the standard of proof has been met.
43. The accused student will have the right to submit a response to the evidence supplied, call witnesses and put forward evidence. Where relevant, the student will also be able to submit any extenuating circumstances to give context to the behaviour and to seek a more lenient penalty. Before the Panel retires to deliberate, the accused will have the opportunity to make any final comments.
44. The accused student does not have the right to ask question of witnesses they do not call (e.g. victims), but can submit questions through the Chair. The Chair will consider whether to ask the question and a record of the proposed questions should be kept by the secretary for later reference in any appeal.
45. Following the hearing, the Panel will determine whether the allegation is made out (on the balance of probabilities) and, where it is made out, the appropriate penalty. A short written decision will be sent to the student within 5-working days of the hearing setting out the reasons for the decision, the penalty imposed (if applicable) and why a lesser penalty was not imposed, as relevant. Where the allegation is against a group of students, they must be treated equally, but different findings and/or penalties can be imposed to reflect the individual part played by the student.
46. The Panel may:
  - a. dismiss the disciplinary allegation against the student;
  - b. find the allegation to be upheld, with or without extenuating circumstances, and impose a penalty proportionate to the misconduct.
47. The following penalties are available to a Disciplinary Panel and may be imposed individually or in combination:
  - a. a written apology from the student to those affected;
  - b. a Behavioural Caution;

- c. a (final) written warning to be kept on file for the duration of the student's course;
- d. compensation to be paid by the student (to maximum of £50 unless the misconduct relates to Kit Store equipment in which case the true value will be payable);
- e. suspension for up to one academic year;
- f. expulsion from the university;
- g. withdrawal of an award (this penalty can be applied to students who have completed their studies at the University where their behaviour brings into doubt the veracity of the award).

## Appeal

48. Students who are dissatisfied with the outcome of a disciplinary investigation may appeal that decision in accordance with the University's Appeal Process.

---

## Chapter 4 – Academic Malpractice

1. Ravensbourne University London is committed to providing students with the best possible learning experience. This includes enabling students to achieve the best possible marks. Academic integrity is of paramount importance in this respect. The University therefore sets out to provide clear guidance on good academic practice to underpin students' learning. When students occasionally deviate from good practice it is considered as **academic malpractice**, which may comprise poor academic practice or, more seriously, academic misconduct. These terms are covered in more detail below.
2. Students shall not commit, or attempt to commit, any act leading to circumstances whereby they, or another, might gain an unpermitted or unfair advantage in an assessment or in the determination of results, whether by advantaging themselves or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University and its assessment processes.
3. Any such act, in accordance with paragraph 2, will be considered academic malpractice.



## Definitions

4. In order to enable the University to deal with matters of academic malpractice in a proportionate way, the University adopts two definitions of academic malpractice: poor academic performance; and academic misconduct.
5. **Poor academic performance** is an inept or inadvertent breach of the conventions or regulations of academic practice, committed through a defensible ignorance of those conventions and regulations, where no distinguishable advantage may be or has been accrued to the student, and where there is no discernible intention to deceive. See 6 to 8 below for more detail.
6. Academic misconduct is any act, or attempted act, leading to circumstances whereby a student might gain an unpermitted or unfair advantage in an assessment or in the determination of results, whether by advantaging themselves or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University's awards or its examination and assessment processes. See 9 to 10 below for more detail.

## Poor Academic Practice

7. Poor academic practice will be dealt with under the authority of the Academic Integrity Tutor or Course Leader for the relevant course, or nominee. It should be borne in mind that poor academic practice may be likely to occur when students are at the early stages of their academic career (or are studying in the UK for the first time and so have an understandable unfamiliarity with the principles of good academic practice. It may also occur in formative assessment, the purpose of which is to facilitate learning and enable students to familiarise themselves with assessment techniques and practices before proceeding to credit-bearing assessment tasks. In this context, the discussion and handling of poor academic practice is important in helping students' development of sound academic skills.
8. Where poor academic practice is found students may receive one, or a combination of:
  - a. informal advice;
  - b. the removal of any advantage gained from the poor academic practice (e.g. marking where copied content is ignored or taken as referenced);
  - c. voiding the attempt and requiring the student to resubmit the assessment as a first sit;
  - d. referral for study skills tuition.

9. Where the decision from the course leader is that the actions of the student amounts to Poor academic practice, they will receive a formal letter confirming the official outcome.

### **Academic Misconduct**

10. Academic Misconduct will be dealt with formally and is likely to include:

- a. Plagiarism: the act of presenting the work of another as one's own. It includes:
  - i. copying the work of another without proper acknowledgement;
  - ii. copying from text books without proper acknowledgement;
  - iii. downloading and incorporating material from the internet within one's work without proper acknowledgement;
- b. Collusion: the act of aiding, or being aided by, one or more others in the preparation of an assessment for submission where the assessment brief or invigilation instructions do not expressly permit collaboration. Collaboration within, for example, a group film project that is explicitly permitted by the examination or assessment regulations does not constitute collusion. Unpermitted collusion includes:
  - i. a student working with another person on an assessment and submitting or otherwise presenting the resulting assessment as an individual student's own work;
  - ii. unpermitted collaboration in the preparation for submission of a seen assessment or communication with another student within an unseen examination;
  - iii. allowing access to a student's work whereby the other student may be able to pass off the work as their own.
- c. Fabrication: the presentation of data or such other results in reports intended to be based on empirical work which has either not been undertaken or fully completed and where the data or results have, in whole or in part, been deliberately invented or falsified.
- d. Impersonation: the act of one person assuming the identity of another with the intent to gain an unfair advantage for the person being impersonated, for example, by undertaking an examination on the other's behalf. Both parties, the impersonator and the person being impersonated, shall be considered culpable of academic misconduct.
- e. Contract cheating: the act of engaging a third party like an 'essay mill', sharing websites (including essay banks), or an individual lecturer, colleague, friend or relative to complete or contribute to the student's research, assignments or

examinations. Assessments must be the student's own work and such input from third parties is not permitted, unless expressly allowed under the rubrics of assessment. Contract cheating extends to a student of the University providing such services to others.

- f. False Attribution: where a student copies or paraphrases work from one source, but knowingly cites or attributes a different source to the work.
  - g. Misrepresentation, which can include:
    - i. presenting a claim for extenuating circumstances, or supporting evidence, which is misleading, untrue or false;
    - ii. exceeding the word limit specified for an assessment and declaring a lower word count than the assessment contains.
  - h. Unauthorised Possession or Reference includes:
    - i. being in possession of any prohibited material or item within an examination or assessment room unless expressly permitted by the examination and assessment regulations;
    - ii. using unauthorised material or items in an examination or unseen assessment;
    - iii. consulting or trying to consult any books, notes or similar material or item while temporarily outside the examination room during the period of the examination;
    - iv. gaining access to a copy of an examination paper or assessment material(s) in advance of its authorised release;
  - i. Bribery/Intimidation: the act of attempting to influence by bribery or other unfair means an official of the University with the aim of affecting a student's results;
  - j. Breach of the Rubrics of the Assessment:
    - i. commencing a time-constrained examination or assessment before being instructed by an invigilator to do so or continuing with an examination or assessment after being instructed by an invigilator to stop;
    - ii. improper annotation of open book material.
  - k. Claiming AI generated output as one's own original work without full and transparent acknowledgement of any instructed contribution from AI technology.
11. Where a student has graduated from the University, but academic misconduct is alleged, these rules shall still apply and any penalty can be imposed, as appropriate.

## **Procedure for Academic Malpractice**

12. Suspected academic misconduct will be investigated by the Course leader for the relevant course, or nominee who will act as the official Investigating Officer.
13. Normally within 10 working days of the discovery of the potential academic malpractice, the investigating officer will meet with the student to discuss the allegation. The 5-day working period may be extended where the student has already graduated or further information is required to ascertain whether there is sufficient evidence to justify an allegation.
14. Usually within 5-working days after the meeting, the investigating officer will determine whether:
  - a. there is no academic malpractice and to close the investigation;
  - b. the actions amount to poor academic practice and recommend an appropriate remedial action; or
  - c. the actions amount to academic misconduct and refer the case to the Casework Department to convene an Academic Malpractice Panel.
15. The 5-working day period may be extended where further investigation is required as a result of the student's response, in order to undertake further investigations.
16. Where a student admits to the allegation presented to them by the Investigating Officer in the meeting, the provisions in Paragraphs 17 onwards shall not apply. Instead, the content of the meeting and admission shall be outlined to the student in an official letter from the Casework Team.
17. The letter shall contain the following:
  - a. Date And Time of the meeting
  - b. Allegation in relation to academic misconduct
  - c. Response from the student
  - d. Penalty Applied
18. Where the circumstances in Paragraph 15 apply, the most seriously Penalty that can be applied by the Investigating Officer is a Fail mark for the assessment item and a capped retrieval.
19. Without prejudice to Paragraph 17, where the allegation relates to a second offence for a student, the matter must be referred to an Academic Misconduct Panel if the allegation is made out.

For the avoidance of doubt, a second offence for the purposes of this policy is where an allegation of misconduct has been earlier made out (or admitted).

20. Where a student does not accept the allegation the student will be informed, in writing, of the investigator's decision. Where the investigator's decision is poor academic practice, the student will have the right to appeal the decision using the Appeals Policy.
21. A decision to close the investigation is not appealable and a referral to an Academic Misconduct Panel where the student will be able to put their case will be sufficient to remedy any defects in the initial investigation. The decision will also be copied to the Casework Team.

### **Academic Misconduct Panel**

22. Where a referral is made to the Casework Manager, they will determine whether:
  - a. to deal with the case as poor academic practice; or
  - b. refer the case to an Academic Misconduct Panel.Where it is determined to deal with the case as poor academic practice, the student may appeal using the Appeals Policy and the Appeal Panel will have the power to impose any penalty that was open to the investigating officer (including a referral to an Academic Misconduct Panel).
23. The Academic Misconduct Panel will consist of:
  - a. a Course Leader or Academic Head of Department from a different course to that of the student (Chair)
  - b. two further academics one of whom should not have taught the student.
24. Students will be invited to the hearing with at least 5 working days' notice. They will be provided with the evidence submitted to the Panel and will have the opportunity to submit their own evidence. At the hearing, the student will be able to make representations to the panel. The Panel will also be able to ask questions of witnesses and the student. Where a student does not attend the meeting, for good cause, a decision will be made in their absence on the available evidence.
25. The student may be accompanied by a friend/supporter of their choice; this may include an officer from the Students' Union. Requests to be accompanied by a legal representative must

be submitted to the Casework Manager and shall be considered by the University Secretary. The person accompanying the student can provide advice and guidance to the student, but cannot make statements on the student's behalf or question witnesses, unless, in the sole discretion of the Chair, this would be beneficial for the effective running of the proceedings. In no circumstances will they be able to answer questions put to the student.

26. If, in the opinion of the Chair, the individual accompanying the student is behaving in a manner that is disruptive to proceedings, the Chair may require them to leave or adjourn the meeting until the issue is resolved.
27. Following the hearing, the Panel will determine whether the academic malpractice took place and any penalty to be imposed and may:
- determine the allegation is not made out and dismiss the case;
  - find the allegation amounts to poor academic practice and impose a relevant penalty;
  - find the allegation amounts to academic misconduct and impose a relevant penalty.
- The decision and any penalty will normally be communicated to the student within 5 working days of the hearing.
28. Where a student does not attend a meeting for no good cause, at the Investigative Stage or Hearing Stage, a decision will be made in their absence on the available evidence.

### **Appropriate Penalties**

29. Where the Panel determines to impose a penalty, the below table should be used as a guide. In deciding which penalty to impose, the panel shall give due consideration to aggravating and mitigating factors in the case. Where the panel imposes a penalty, the Casework Manager will inform the registry team who will report the result to the next Assessment Board.
30. Examples of what the Panel may consider aggravating factors include but are not limited to:
- Non-engagement with the administration of the process
  - Not attending meetings during the process without good cause
  - A repeat offence of academic misconduct

### Possible Penalties<sup>20</sup>

31. Where the Panel are in agreement that the allegation of Academic Misconduct has been made out, the submission will be ordinarily marked a **Fail** for item of assessment and one of the following penalties shall also apply;
  - a. Written warning (and referral to study skills support);
  - b. The right to retake the assessment without penalty;
  - c. The right to retake the assessment capped to a pass mark;
  - d. Fail mark for the whole module (not relevant as they default to b or c above);
  - e. Termination of the student's registration;
  - f. Withdrawal of an award of degree or other qualification from a former student.
32. Where the penalty being applied is a retake at the next assessment sit, but the student has exhausted that sit attempts, they will be deemed to have failed the course and withdrawn for academic failure.
33. Where a student's registration is terminated, the Panel shall determine whether the student is eligible for any exit award, by reference to the likelihood that earlier assessments may also have been the subject of academic misconduct.

---

20 Where a penalty is imposed on a former student, as relevant the degree result will be recalculated and awarded or the award will be withdrawn with the student given an option to take a lesser award (e.g. an ordinary degree or Diploma of HE), if available, or to resubmit the item of assessment.

# Section 8 – Examination and Assessment

---

## Chapter 1 – Assessment Rules: Undergraduate Awards

### Assessment and assessment components

1. In order to achieve an award, students must pass the assessment(s) in each module, unless the Assessment Board determines otherwise under the rules for compensation (see Chapter 6).
2. Some modules have one (1) assessment item (referred to as a component) to complete to achieve the learning outcomes for that module. In this case, the overall mark recorded for the module will be the mark achieved in the single assessment item.
3. For modules with more than one assessment item (or component), the mark for each component shall be combined according to the validated assessment strategy for the module. The module mark is calculated by combining the marks for the components according to their relative weighting. The weighting allocated to each component is defined during the course approval process. Where the weighted average of a module is 39 or less, the student will fail the module.
4. Where a module has more than 1 assessment component, students must achieve at least a pass mark (40% UG or 50% PG) in each component to pass the module.
5. The classification of a student's award is determined at the point where that student becomes eligible for the award. Students are not permitted to take additional modules to improve their class of award, and no modules may later be substituted with the intention of changing the award title or improving the class of award.

### Degree Classification

6. An Assessment Board cannot recommend an award where a student has not studied all the final-stage credit with the University (e.g. all 120 credits at Level 5 for a Diploma in Higher Education) or where the student has sought APL for more than 2/3 of the course. Where a student cannot be recommended for the award sought,



the Assessment Board should consider whether a lesser award (e.g. an exit award) is available and/or whether a transcript of credit should be awarded.

### **Intended Award – Certificate of Higher Education**

7. Certificates in Higher Education will be classified using all the credit achieved at Level 4 as follows (weighted averages for classification will be presented as whole numbers):

#### **Weighted average of all credit at Level 4**

Distinction	70%
Merit	60%
Pass	40%
Fail (no award)	39% or less

### **Intended Award – Foundation Degrees and Diplomas in Higher Education**

8. Foundation Degrees and Diplomas in Higher Education will be classified using all the credit achieved at Level 5 as follows (weighted averages for classification will be presented as whole numbers):

#### **Weighted average of all credit at Level 5**

Distinction	70%
Merit	60%
Pass	40%
Fail (no award)	39% or less

### **Ordinary Degrees**

9. Ordinary Degrees will be unclassified.

### **Intended Award – Bachelor's Degree with Honours**

**Students enrolled on a course prior to September 2022:**

10. In the case of a Bachelor's degree with honours, the classification will be based on an aggregate of:
- a. The best 30 credits from Level 5 (this may be based on a single 30 credit module or two 15 credit modules. Where the best 30 credits come from a module or combination of modules which amount to more than 30 credits, the modules will be re-weighted and included in the calculation); and
  - b. The best 90 credits from Level 6 (this may be based on any combination of modules equating to 90 credits. Where the best

90 credits come from a combination of modules which amount to more than 90 credits, the modules will be re-weighted and included in the calculation).

11. Weighted averages for classification will be presented as whole numbers.

#### Students enrolled on a course from September 2022 onwards:

12. In the case of a Bachelor's degree with honours, the classification will be based on an aggregate of:
  - a. the total weighted average for Level 5, weighted at 25%, plus the total weighted average for Level 6, weighted at 75%.
13. Weighted averages for classification will be presented as whole numbers.

#### Degree classification boundaries

1st (First)	70–100%+
2:1 (Upper Second Class)	60–69%
2:2 (Lower Second Class)	50–59%
3rd (Third)	40–49%
Fail (no award)	39% or less

#### Top-up Degrees and APL Students

14. Top-up Degrees will be classified based on all 120 credits studied at Level 6.
15. Students who APL directly in Level 6 will have their degree classified based on all 120 credits studied at Level 6.

#### Weighted average of 120 credits from Level 6

1st (First)	70–100%
2:1 (Upper Second Class)	60–69%
2:2 (Lower Second Class)	50–59%
3rd (Third)	40–49%
Fail	39% or less

#### Exit Awards

16. Where a student (i) fails to achieve sufficient credits to gain the award for which they are enrolled; (ii) **and** has exhausted all reassessment attempts or has terminated their studies early; **but**, has achieved sufficient credits to gain a lower level or

lower volume award, the student will be recommended by the Assessment Board for that lower award, provided that the award is offered by the University as specified in the Course Specification.

17. All Exit Awards are conferred on a pass/fail basis only.
18. All students will be entitled to a transcript of credit which will outline all credits achieved, irrespective of whether they were used as part of a final award.

### **City and Guilds of London Art School**

19. The University has a partnership with the City and Guilds of London Art School.
20. A Diploma of Higher Education awarded to these students will be calculated through assessing all credit at Level 5. The classification awarded to these students will be determined by the total weighted average for that level.
21. A Bachelor's degree with honours awarded to these students will be calculated through assessing all credit at Levels 5 and 6. The classification awarded to these students will be determined by whichever is the higher value of:
  - a. the total weighted average for Level 5, weighted at 25%, plus the total weighted average for Level 6, weighted at 75%; or
  - b. the total weighted average for Level 6.
22. A Graduate Diploma awarded to these students will be calculated through assessing all credit at Level 6. The classification awarded to these students will be determined by the total weighted average for that level.
23. Any module that comprises credit awarded for previous study or experience, or through credit transfer, should not be included in any calculations that determine an award or classification. Where modules are excluded from calculations for such reasons, weightings must be adjusted accordingly.

24. Classification boundaries are as follows:

	40%	50%	60%	70%	80%	90%
DipHE	Pass		Merit	Distinction		
BA (Hons)	3rd	2.2	2.1	1st		
GradDip		Pass	Merit	Distinction		

### Morley College

25. The University has a partnership with Morley College. University Bachelor's degrees with honours awarded to these students will be calculated using Ravensbourne's Top-up Degrees classification rules in paragraph 14.

### Rounding and Decimal Places

26. All assessment items and module marks will be calculated to one decimal point. The overall degree mark will be calculated to two decimal points.

27. All marks will be rounded to integers (whole numbers) for display in assessment board reports and transcripts (the standard rounding rule applies: that is, 0.50 or above rounds up and 0.49 or lower rounds down).

---

## Chapter 2 – Assessment Rules: Postgraduate Awards

### Assessment and assessment components

1. In order to achieve an award, students must pass the assessment(s) in each module, unless the Assessment Board determines otherwise under the rules for compensation (see Chapter 6).
2. Some modules have one (1) assessment item (referred to as a component) to complete to achieve the learning outcomes for that module. In this case, the overall mark recorded for the module will be the mark achieved in the single assessment item.
3. For modules with more than one assessment item (or component), the mark for each component shall be combined according to the validated assessment strategy for the module. The module mark is calculated by combining the marks for the components according to their relative weighting. The weighting allocated to each

component is defined during the course approval process. Where the weighted average of a module is 39 (UG) or 49 (PG) or less, the student will fail the module.

4. The classification of a student's award is determined at the point where that student becomes eligible for the award. Students are not permitted to take additional modules to improve their class of award, and no modules may later be substituted with the intention of changing the award title or improving the class of award.

## **Degree Classification**

### **Intended Award – Postgraduate Certificate**

5. The award of Postgraduate Certificate will be based on all 60 credits at Level 7. Awards will be classified on the following basis:

Distinction	Average weighted mark of 70%–100%
Merit	Average weighted mark between 60–69%
Pass	Average weighted mark between 50–59%
Fail	49% or below

### **Intended Award – Postgraduate Diploma**

6. The award of Postgraduate Diploma will be based on all 120 credits at Level 7. Awards will be classified on the following basis:

Distinction	Average weighted mark of 70%+
Merit	Average weighted mark between 60–69%
Pass	Average weighted mark between 50–59%
Fail	49% or below

### **Intended Award – Master's Degrees (other than MArch)**

7. The award of MA, MSc, MFA or MDes will be based on all 180 credits (or exceptionally 240 credits for MFA) at Level 7. Awards will be classified on the following basis:

Distinction	An average weighted mark of 70% or over with all modules passed at the first attempt
Merit	Average weighted mark between 60–69%
Pass	Average weighted mark between 50–59%
Fail	49% or below

### Intended Award – Master’s of Architecture (MArch)

8. The classification for an MArch award will only take into account modules at Level 7. The calculation will use a weighted average of:
- year one modules accounting for 25% of the total award; and
  - year two modules accounting for 75% of the total award.

Distinction	An average weighted mark of 70% or over with all modules passed at the first attempt.
Merit	Average weighted mark between 60–69%
Pass	Average weighted mark between 50–59%
Fail	49% or below

### Exit Awards

9. Where a student (i) fails to achieve sufficient credits to gain the award for which they are enrolled; (ii) **and** has exhausted all reassessment attempts or has terminated their studies early; **but**, has achieved sufficient credits to gain a lower volume award, the student will be recommended by the Assessment Board for that lower award, provided that the award is offered by the University as specified in the Course Specification.

10. All Exit Awards are conferred on a pass/fail basis only.

11. All students will be entitled to a transcript of credit which will outline all credits achieved, irrespective of whether they were used as part of a final award.

### City and Guilds of London Art School

12. A Postgraduate Diploma awarded to these students will be calculated through assessing all credit at Level 7. The classification awarded to these students will be determined by the total weighted average for that level.
13. A Master’s degree awarded to these students will be calculated through assessing all credit at Level 7. The classification awarded to these students will be determined by the total weighted average for that level. Any unit that comprises credit awarded for previous study or experience, or through credit transfer, should not be included in any calculations that determine an award or classification. Where modules are excluded from calculations for such reasons, weightings must be adjusted accordingly.

14. Classification boundaries are as follows:

	50%	60%	70%	80%	90%
GradDip	Pass	Merit	Distinction		
PGDip	Pass	Merit	1st		
MA	Pass	Merit	Distinction		

---

## Chapter 3 – Extenuating Circumstances Applications

### Extenuating Circumstances

1. The University is committed to helping students achieve their academic, personal and professional potential while studying with the University. If an unexpected or unplanned circumstance happens in a student's life that has affected their academic work, it could be taken into account in assessments.
2. Extenuating circumstances are:
  - a. short-term personal circumstances that could not have been predicted would happen;
  - b. over which the student has no control; and
  - c. that have seriously affected the student's ability to undertake the assessment.
3. Extenuating circumstances does not apply to ongoing medical conditions, disabilities, learning difficulties or mental health conditions where other support is available. Where a student has such a condition, they should contact Student Services to arrange any necessary reasonable adjustments. These will be discussed with the relevant stakeholders within the University (e.g. Registry/academic teams). This policy can be used, however, where a pre-existing condition significantly worsens during an Assessment Period. Students are within reason expected to be able to cope with day to day life events alongside your studies, to manage your workload properly, and to expect a level of pressure around the time of assessments which may lead to feelings of stress or distress. There are services provided by the university that will help and guide students through the rigour and pressure points of their course.
4. Where a student believes an assessment has been impacted by extenuating circumstances, they must submit an Extenuating

Circumstances application on the prescribed form, with the relevant evidence. Students must submit a claim as soon as possible and within 5 working days either before or after the Assessment deadline. Students should not wait to submit a claim for any reason including awaiting on a piece of evidence.

5. Where an application cannot be submitted within the specified timeframe because circumstances are preventing, or have prevented, timely submission, the reason for the lateness (and any support evidence for the lateness), should be submitted alongside the Extenuating Circumstances form.
6. Course teams can not give informal or arbitrary extensions to cohorts or individual students.
7. If a student requires guidance with the Extenuating Circumstances process, the Student Services team can provide assistance.

### **Religious Observance**

8. Please note that attendance at religious events or festivals are not valid reasons for extenuation. If a student needs to miss an assessment for reasons of religious observance, they will then be able to take the assessment at the next available opportunity as a retrieval. If a student is attending a religious festival or event around the time of a deadline, they are responsible for planning their work so that it is completed and submitted before the deadline.

### **Extenuating Circumstances Procedure**

9. Extenuating Circumstances applications will be considered by an Extenuating Circumstance Team (ECT) based in Registry.
10. In coming to a conclusion, the ECT will:
  - a. make objective, impartial decisions about the validity of the Extenuating Circumstances submitted;
  - b. ensure all applications are supported with appropriate validating evidence;
  - c. meet with the student if they feel it necessary;
  - d. ensure that Extenuating Circumstances remain confidential to the Administrator and members of Student Services.
11. In administering the Extenuating Circumstances Process, the Registry team will:
  - a. ensure that Extenuating Circumstances are only applied once to each assessment attempt;



- b. ensure that Extenuating Circumstances are processed within a timely manner;
- c. ensure that all data relating to Extenuating Circumstances are stored securely, and will be held for one academic year.

### **Result of an Extenuating Circumstances Application**

- 12. Following determination of an application, students will receive an outcome letter to their student email within 3-5 working days.
- 13. The outcome letter will inform students that either:
  - a. the application has been upheld;
  - b. the application has been rejected;
  - c. further information is required before a decision can be made, and specifying the information required and the timeframe in which it must be provided.
- 14. Where an application is upheld, the letter will inform students whether:
  - a. they have been granted an extension of time to complete the assessment and the duration of that extension (a maximum of 5 working days can be approved)<sup>21</sup>; or
  - b. whether they have been offered the opportunity of an uncapped resit at the next available opportunity (e.g. at the retrieval opportunity), irrespective of whether the assessment had been passed or failed. (Where an assessment was passed, and the student opts to retake the assessment they will not be permitted to elect to keep the mark where an extenuating circumstances application has been allowed. Further, the latest mark will always be the mark recorded on the student record, even where the latest mark is lower than the original mark).
- 15. Where a student with successful extenuating circumstances would, because of the successful application, be trailing more than the permitted maximum number of credits, the Registry Team may refer the student to Student Services for Fitness to Study review.
- 16. Once approved, the outcome will be reported to the next Assessment Board.

---

<sup>21</sup> Excluding Bank Holidays

## **Self-Certification**

17. In some circumstances the University allows students to self-certify the reasons they were unable to submit an assessment. Where self-certification is allowed, the self-certification will meet the criteria for a valid extenuating circumstance. Where self-certification cannot be used, or the maximum number of opportunities to self-certify has been reached, objective and authoritative evidence will be required to support an extenuating circumstances application.
18. The maximum number of assessment attempts for which a student can self-certify is two, in any academic year. Where self-certification would cover more than two assessments in an academic year, students will be required to provide objective and authoritative evidence to support additional applications.
19. Students can self-certify for a first sit and/or a retrieval.
20. Once an outcome has been granted by the Extenuating Circumstances team, this cannot be overturned.
21. Students cannot submit a self-certification application for the same assessment (i.e. a self-certification cannot be used to extend a previously self-certified extension).
22. If the student wishes to change their Extenuating Circumstances request prior to the submission date they should contact the ECT team via email in the normal way. After the submission date the student will need to submit a new Extenuating Circumstance form.
23. Where a student seeks to self-certify for some assessments in a broader diet of assessments, but not others, the student must identify why the extenuating circumstance has impacted the specific assessments and not others in the diet of assessments.
24. Where a student is found to have misled ECT through self-certification this will be referred for consideration under the academic misconduct policy.

## **Appeals**

25. Appeals can be made using the University's Appeals Policy.

## **Stay on Action**

26. Where a student is applying for extenuating circumstances on a final assessment attempt, from the date of lodging the application, a stay of action shall be placed on any action or decision affecting the student's registration status or progression. While the outcome of the extenuating circumstances application is pending Assessment Boards or any other body (except for the Academic Board), shall not implement any decision, or consequential action of the final assessment attempt before the outcome of the extenuating circumstances application is known.
27. In furtherance of Paragraph 13 above, pending the outcome of the extenuating circumstances application, and where they have the right, the candidate may undertake classes, attend the University and must prepare for and retake any assessments or examinations that have been scheduled. However, such assessments are sat at the students' own risk.
28. A confidential, written report of the extenuating circumstances applications and the decisions determined shall be made to the Chair of the Assessment Board.
29. The Assessment Board will receive the determination of extenuating circumstances applications, but no details of the circumstances will be disclosed to it.

## **Examples of Extenuating Circumstances**

30. Every application will be considered on its merit and this list should be seen as a guide to what amounts to extenuating circumstances and not an exhaustive list:
- Bereavement of a child, sibling, parent (including step-parent) or legal guardian or spouse or civil partner;
  - Bereavement of a close relative (e.g. grandparent) or friend, with a brief statement of the impact on the student;
  - Serious personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment;
  - Moderate personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment;
  - Serious worsening or acute episode of an ongoing disability, medical or mental health condition;
  - Mental health crisis as defined by Student Services;
  - Circumstances where there was insufficient time to put

- reasonable adjustments in place or where the reasonable adjustments were not sufficient;
  - h. New diagnosis of a disability, medical or mental health condition;
  - i. Family breakdown (such as divorce);
  - j. Housing issues such as eviction or unforeseen sudden requirements to move;
  - k. Jury Service;
  - l. Attendance at court or tribunal as a witness, defendant or claimant;
  - m. Serious injury or illness in a child, sibling, parent (including step-parents) legal guardian, spouse, civil partner or partner;
  - n. Serious illness of a grandparent, aunt, uncle, or other close relative or close friend with a brief statement of the impact on the student
  - o. Unexpected caring responsibilities caused by worsening of ongoing medical or mental health condition in a child, sibling, parent (including step-parents), legal guardian, spouse, civil partner or partner or other close relative;
  - p. Victim of a violent crime (e.g. assault, sexual assault, domestic violence, etc.);
  - q. Victim of theft or burglary of work or materials required for assessment;
  - r. Direct experience of a terrorist incident or natural disaster;
  - s. Major fire in residence;
  - t. Serious disruption caused by terrorist incident or natural disaster.
31. Every application will be considered on its merit and this list should be seen as a guide to what **does not** amount to extenuating circumstances and not an exhaustive list:
- a. Conditions which were not properly diagnosed at the time by an appropriate authority, e.g. "the patient informs me that...";
  - b. Minor illnesses or injuries (such as coughs, colds, headaches, hay fever etc.);
  - c. Established, stable disabilities, medical and mental health conditions (unless there is a worsening or acute serious episode);
  - d. Conditions which have remained unchanged for more than 6 months;
  - e. Conditions for which the student is already receiving reasonable adjustments from Student Services;
  - f. Participation in extra-curricular activities including internship/ job/ applications/ interviews;
  - g. Booked holidays or trips to see family abroad;
  - h. Religious festivals and events;

- i. Work commitments;
  - j. Supporting a friend or relative at court or tribunal;
  - k. Ongoing caring responsibilities (including school holidays);
  - l. Caring responsibilities for minor illnesses, accidents or injuries (such as coughs, colds, headaches, hay fever etc.);
  - m. Failure of student's IT equipment or software.
  - n. Assessment stress or pressure surrounding assessment deadlines.
  - o. University and/or Assessment workloads
32. Prestigious/positive reputational events that RAVE students voluntarily apply for need to be agreed at an early stage in the year. The Head of Department in conjunction with the course leader(s) will need to liaise directly with the ECT team to determine if a group or individual ECs will be applied or not. For these events as defined at the start of the academic year (September), no student bespoke application will be approved.

---

## Chapter 4 – Marking and Feedback Policy

### Marking and Moderation

1. Marking and Moderation are the processes used to assess student performance and ensure the marks awarded are accurate, fair and consistent. Marking and moderation must be carried out according to this Marking and Feedback Policy for all summative assessment.

### Definitions

2. **'Marking'** is the assessment of a student's work against the learning outcomes and the application of an appropriate mark. This mark must adhere to the appropriate mark descriptor. Mark descriptors encapsulate a level of achievement in relation to bands of marks. For individual assignments they indicate how well the assessment criteria have been met; for award classifications they indicate the level of achievement across a course of study as a whole.
3. **'Moderation'** is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently across a cohort of students. Moderation is undertaken internally by university staff or those under the direction of the University. Forms of moderation may include:
  - a. sampling;

- b. additional marking (for example of borderlines, firsts and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker);
  - c. review of marks: where there is a significant difference between several assessment marks, within or between parts of a course, which indicate the marks may need to be reconsidered.
4. **‘Second marking’** where an entire set of assessments (either from an individual marker or for an entire cohort of learners) is marked for a second time. Second marking can either be blind (where the second marker does not see the original mark) or seen (where the second marker does see the original mark). Wherever second marking occurs it must be consistently either blind or seen. Where second marking takes place, the final overall mark must be agreed before it is released to the student.
5. **‘External Examination’** an external and independent process of moderation through which the validity, accuracy and consistency of the assessment process is assured and confirmation of benchmark standards is received.

### Marking Scheme

6. All assessed student work is marked in marks. Each mark equates to a percentage value which is used for the calculation of overall module marks. Where there is more than one assessment component on a module, the final module mark is calculated using a weighted average as indicated in the course specification. Final classifications are calculated using a weighted average in accordance with the degree classification algorithm in Chapter 1 (undergraduate) and Chapter 2 (postgraduate).

## 7. Undergraduate Marking Scheme

### Marking Scheme

Classifications	Mark Bands	Algorithm point (Percentage Mark Points)	Marking intervals	
<b>First</b>	<b>70–100</b>	100		
Outstanding		92	High	90–100
		82	Medium	80–89
		72	Low	70–79
<b>Upper Second</b>	<b>60–69</b>	68	High	67–69
Very Good		65	Medium	64–66
		62	Low	60–63
<b>Lower Second</b>	<b>50–59</b>	58	High	57–59
Good		55	Medium	54–56
		52	Low	50–53
<b>Third</b>	<b>40–49</b>	48	High	47–49
Satisfactory		45	Medium	44–46
		42	Low	40–43
<b>Marginal Fail</b>	<b>35–39</b>	38	Marginal Fail	35–39
<b>Fail</b>		30	Fail	
<b>NS</b>		0	Non submission	

Elective modules may be marked on a Pass/Fail basis and on the assessment the mark should be indicated as PASS or FAIL. Modules marked on a pass/fail basis will not be used in the calculation of a degree classification.

## 8. Postgraduate Marking Scheme

### Marking Scheme

Classifications	Mark Bands	Algorithm point (Percentage Mark Points)	Marking intervals	
<b>Distinction</b>	<b>70–100</b>	100		
		92	High	90–100
		82	Medium	80–89
		72	Low	70–79
<b>Merit</b>	<b>60–69</b>	68	High	67–69
		65	Medium	64–66
		62	Low	60–63
<b>Pass</b>	<b>50–59</b>	58	High	57–59
		55	Medium	54–56
		52	Low	50–53
<b>Marginal Fail</b>	<b>45–49</b>	48	High	45–49
<b>Fail</b>		40	Medium	31–44
		30	Low	0–30
<b>NS</b>		0	Non submission	

9. For each assessment, the marking team must create a marking scheme which outlines the expectations of students in order to achieve a mark in each band. The scheme should reference the learning outcomes of the module and give an indication as to the content and/or quality that would be expected. The marking scheme should then be used by the marking team to ensure consistency of marking across the cohort.

### Assessment Design

10. Assessments should be based on the modules' learning outcomes and marking criteria. Assessment should be fair, equitable and accessible with the principles consistently applied across all courses and levels. It is essential that they be transparent and reliable but pose the appropriate academic challenge. Project Briefs must be produced for each component of assessment as described in the module specification using the approved template



and verified by the senior academic leader for the subject before being published to students.

11. All assessment documentation is to be:
  - a. clearly worded (using plain English or appropriate specialist language);
  - b. accessible;
  - c. available at the appropriate time; and
  - d. published in the appropriate place.
12. Assessments will be validated at the course approval stage.  
An assessment Tariff is available on the Quality Intranet site.
13. Tasks should be mapped to the learning outcomes and should always be appropriate to the levels of outcomes to be assessed and the mode of delivery of the module. Language used should be comparable in standard with the appropriate external benchmarks and the University grading criteria. The amount of work should be consistent across modules and relative to the credit value. Assessment tasks must match the validated assessment strategy in the module specification.
14. Submission deadlines should always be set in advance and should be included within the Project Brief given to the student and be set in line with Board of Examiner dates. The time of submission must be within the normal working day and good practice would be to allow time for software issues to be resolved (e.g. 4pm not 5pm.) Course Leaders should also consider the accessibility of physical hand ins, for instance early submission times (e.g. 10am) may be affected by disruption to public transport.
15. The Project Brief should also include the date of publication of the provisional mark and feedback. The amount of work should be consistent across modules and relative to the credit value. Course Leaders are encouraged to issue a schedule of submission dates for all modules on the course to prevent clashes and unreasonable workload on students. Submission should normally be through the VLE. If a physical hand in or any other method is required, the details of this should also be set out specifically within the Project Brief.
16. Prior to use, each Project Brief should be reviewed by the relevant external examiner.

## **Summative Assessment Marking Process**

### **Stage 1 of 5: Standardisation**

17. The standardisation process precedes full marking of assessments. It ensures markers are confident that they are marking consistently in accordance with the mark scheme. The assessment leader and markers are all expected to take part in this process by marking the standardisation assessment and then meeting (in person or online) to discuss the marks awarded, their approach to the mark scheme and where permitted, make changes to the scheme to ensure that it reflects appropriate academic standards.
18. Assessment leaders must choose the standardisation assessment, trying to provide a balance where, in the opinion of the assessment leader, one appears to be a top mark assessment, one fail mark assessment and one a middle mark assessment.
19. Markers must adhere to the agreed mark scheme. If after the standardisation meeting, markers encounter unusual answers not discussed during the standardisation meeting or included in the mark scheme, they are required to refer these to the Module Leader or nominee.

### **Stage 2 of 5: First Marking**

20. A marker or markers first marks all assessments allocated to them. Each assessment is marked once by a single marker.

### **Stage 3 of 5: Second Marking OR Moderation**

21. An assessment must be second marked or moderated. The two processes are distinct and must not be mixed or altered.
22. All courses that contain 10 or fewer students must moderate the entire sample for every module. For courses with more than 10 students, they are expected to moderate all modules but can choose to second mark a module if there is good reason to do so.

### **Option A: Second Marking**

23. Second marking occurs where every single assessment is marked for a second time by a marker who did not first mark the assessment. Second marking can be blind or seen.
24. Once the second marker has completed their marking, they must meet the first marker (in person or online) and agree a mark for each piece of assessed work. The agreement mark

must be a product of discussion where the marks between two markers differs. It must not be a decision to take the higher mark, lower mark, average or any other non-discursive approach.

### **Option B: Moderation**

25. Moderation is where a moderator examines a batch of assessments from a single first marker. One moderator can moderate all first markers (where there is more than one) or there can be multiple moderators.
26. For each moderator, the assessment leader must create a bundle consisting of:
  - a. a minimum of 10% of the total assessments that cover outcomes across the mark categories including, where available, failed assessments.
27. The moderator's role is to determine the following question ('The moderation question'): Has the first marker correctly applied the mark scheme and/or marking criteria to the assessments in the moderation bundle?
  - a. If the answer is yes, the first marker's marks for all assessments (not just those in the bundle) are approved and considered to be the final mark awarded a candidate; or,
  - b. If the answer is no, then the moderator must decide between the following two choices:
    - i. If the moderator takes the view that there is an identifiable issue with the first marker's marking, e.g. the treatment of a particular question, issue or point on a mark scheme, then the moderator must reject the sample and return it to the first marker and ask them to re-mark all assessments (not just those in the sample) on this point or where multiple points are identified, on each point identified
    - ii. Alternatively, if the moderator takes the view that there is no identifiable issue and therefore the marking is inconsistently substandard, they must reject the bundle which in turn would lead to all assessments (not just the bundle) being marked afresh by a new first marker. Where this happens, the new marker must be subject to the moderation process based on their marks.
28. At any point in the moderation process a moderator is entitled to ask for sight of any other assessments from the same marker in order to answer the question in this section.

### **Stage 4 of 5: Assessment Leader Sign-off**

29. Following second marking or moderation, the Assessment Leader must sign off the marks for the assessments before samples are sent to the External Examiner.

### **Stage 5 of 5: External Examination**

30. The External Examiner must be sent the following:
- a schedule of final marks for all assessments;
  - a sample size and range of scripts in accordance with the regulations on Marking and Moderation set out in paragraph 26, above; and
  - a reminder of their ability to request further assessments.

### **Records and Auditing**

31. Markers and moderators are responsible for ensuring that:
- assessment forms have been properly annotated to indicate that they have been first marked; and,
  - assessment forms have been properly annotated to indicate that they have been moderated or second marked if appropriate; and,
  - assessment forms have the final mark awarded clearly and unambiguously stated on the face of them.

### **Formative assessment**

32. Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback.
33. All assessments for the award of credit should have a formative stage (to be determined by the course team) and a summative point. Feedback and feed forward should be provided at the formative stage but students should not be awarded a mark. This feedback can be verbal, written, group or individual according to the type and size of the assessment task.

### **Summative assessment**

34. Summative credit bearing assessment demonstrates the extent of a student's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or course, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a module of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the

validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

- 35. Both marks and feedback must be released to students within twenty working days<sup>22</sup>.
- 36. For collaborative partners, these turnaround times may differ but must be approved at the point of the validation agreement.

## **Feedback**

- 37. Feedback, at both formative and summative stage is a critical development tool and should:
  - a. relate to both the learning outcomes, the assessment criteria and the grading criteria;
  - b. always be clear relevant, motivating and constructive;
  - c. include an element which feeds forward;
  - d. be presented in a developmental manner;
  - e. be written clearly and concisely as an academic judgement not as a personal opinion; and
  - f. clearly demonstrate what it is for and what has been achieved.
- 38. Courses may employ self and peer evaluation within their overall assessment processes. Self and peer assessment are valuable tools in enabling students to understand marking processes and the process of academic judgment in marking. Self and peer evaluation may be used:
  - a. when students have been working in teams and reflect upon their own or their peers' performance;
  - b. when students undertake a piece of work (e.g. a written exercise in class or create something and bring it to class) and self-assess and/or peer assess the work against a set of marking criteria.
- 39. Summative feedback must be provided on the appropriate Assessment Feedback Form and must include any verbal feedback which was provided. This form relates to both the Learning Outcomes and the Marking Criteria for that module. The pre-completed information on the form must not be altered.

---

22 Excludes weekends and public holidays. Except in the case of the Dissertation module (C18301), where feedback and marks will be released within a maximum of fifty days, to allow for the thorough application of the University's moderation processes. See Schedule C for the derogation from paragraph 35.

## **Staff Training**

40. All academic staff should receive an assessment briefing provided by their line manager as part of their induction process. This is essential to ensure that an equitable approach is applied across the board. Staff should be directed to additional sources of information such as the University Intranet. No member of staff should undertake marking without having received an assessment briefing.

---

## **Chapter 5 – Failure, Progression and Retakes**

### **Failed assessment**

1. Submissions which are failed include:
  - a. Late submissions where the assessment is submitted 24 hours after the deadline;
  - b. Marked as failed on assessment;Failed assessments or non-submissions must be resubmitted as a retrieval attempt and considered as such by the Assessment Board.
2. No formal extensions given by the course team to submission deadlines are permitted. Students who are unable to meet a submission deadline due to unforeseen circumstances should apply for extenuation (see Extenuating Circumstances Policy).
3. Non-submission in any component will result in a non-submission for the assessment. Students must then successfully retrieve non-submitted component(s) by resubmission of assessment to pass the module. Where a student does successfully retrieve a non-submitted component failure, the mark for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved).
4. Students who fail a component may be asked to retrieve the component if the overall average mark (combined components) is below the minimum pass mark. At least one of the components must be above the minimum pass mark.
5. The overall mark for the module will be calculated using all achieved marks where there are 2 or more components.
6. Elective modules that are marked as Pass or Fail only and failure at resubmission will be marked as a Fail.

7. Where an Assessment Board has determined that a module has been failed, a student shall be required to resubmit only in relation to the assessment item(s) (or components) they have failed within that module.
8. Where an assessment board determines that no attempts have been made to submit any assessments for 2 consecutive semesters (e.g. Semester 1 and Semester 2 or Semester 2 and Semester 3) and a student has 'NS' (Not Submitted) recorded against all assessment items, no further opportunity to retrieve the work will be offered and the student's registration will be terminated meaning they will be withdrawn from the course and deemed no longer a student at the University, except where a student has approved extenuating circumstances in place.
9. Where an assessment board determines that no attempts have been made to submit any assessments for 2 consecutive semesters (e.g. Semester 1 and Semester 2 or Semester 2 and Semester 3) or has not resubmitted for their retrieval at the point of the relevant assessment board no further opportunity to retrieve the work will be offered and the student's registration will be terminated meaning they will be withdrawn from the course and deemed no longer a student at the University, except where a student has approved extenuating circumstances in place.
10. A student who fails a third attempt at any assessment will be withdrawn for academic failure and may not apply to the University for re-enrolment except by the express permission of the Dean or equivalent or nominee<sup>23</sup>. They may be eligible for an exit award depending on the number of credits achieved at the point of withdrawal.

### **Late submissions**

11. An assessment submission that is deemed late is one that is submitted up to 24 hours after the given deadline. Assessments submitted beyond this time will be recorded as a Fail.
12. Late submissions will be capped at 40% for undergraduate students, or 50% for postgraduate students.

---

23 Where an award is governed by UAL regulations, their policies will take precedence over Ravensbourne University in relation to failed assessments, if they differ: [www.arts.ac.uk/study-at-ual/academic-regulations/course-regulations](http://www.arts.ac.uk/study-at-ual/academic-regulations/course-regulations)

## **Progression**

13. Students will be deemed to have passed a module if they achieve a 40% (notch 42%) for undergraduate students; or a 50% (notch 52%) for postgraduate students. Some modules, e.g. electives, use Pass/Fail marks and no marks are awarded. Pass/Fail marks are not used in the calculation of classifications for awards.
14. A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following semester by the Interim Assessment Board.
15. Where an award has defined stages, a student who has achieved passing marks in all modules and therefore accumulated the amount of credit required for that level may progress to the next stage. A Final Assessment Board will allow a student to progress and enrol for the next stage (or Level) if they:
  - a. are making satisfactory academic progress, as set out in the regulations;
  - b. have the prospect of gaining an award by continuing to follow his or her current award, or an alternative award;
  - c. are not under sanctions for being in tuition fee debt to the University; and
  - d. are not excluded from the University for any reason.

## **Compensation**

16. A Final Assessment Board may permit a marginal fail of one module of up to 20 credits (from September 2022) or 30 credits (before September 2022), and allow a student to progress to the next level of study without the need to resubmit. The decision is only taken at the Assessment Board at the end of each level. The overall mark achieved for the compensated module will remain on the record.
17. Only one module per course of study may be compensated. For students who commenced a course before September 2022, modules may not be combined to the value of 30 credits for the purpose of compensation. For students who commenced a course after September 2022, modules may not be combined to the value of 20 credits for the purpose of compensation.
18. Where a student has failed one taught module and meets the criteria in paragraph 19 below, the Final Assessment Board will normally compensate for the failure, provided that the module mark is within the marginal fail range. A marginal failure is defined



as within 5 marks of the pass mark for postgraduate (45–49) and 5 marks for undergraduate courses (35–39).

19. A Level 4 or Level 5 module may be compensated where there is a marginal failure at the overall module mark level. Compensation may not be applied in Level 6 or 7.
20. Compensation cannot be applied for any module where assessments are marked on a pass/fail basis, i.e. no marks are awarded; or where passing the module is a regulatory requirement of an accrediting PSRB (e.g. the ARB).
21. A part time undergraduate student may be awarded a compensated pass only at the point when the student has attempted 120 credits of a Level.
22. For a module to be compensated, the following conditions must apply:
  - a. The module mark is within the marginal fail region of 35–39 for UG;
  - b. the failed module must have a credit value of 30 (or 20 for new CAF courses) or less;
  - c. all other modules/credits in the level must have been passed;
  - d. each assessment component in the compensated module must have been attempted with a minimum mark of 35–39 (undergraduate) in each component;
  - e. the module is not exempt from compensation (e.g. the module is marked pass/fail);
  - f. there are no PSRB requirements that prevent compensation or a particular module from being compensated; and
  - g. the module is not/has not been subject to academic misconduct

## **Trailing Credits**

### **In-year trailing credits**

23. Students are permitted to trail credits from one semester to the next (in-year trailing credits) where they have failed a submission and are required to resubmit in the summer semester. However, the Assessment Board may require a review of a student record where that student has more than 45 credits (pre-September 2022 students) or 40 credits (post-September 2022) to resubmit for either fails or non submissions. The review will be undertaken by a member of the course team, a member of student services and a member of the Registry. The review will consider the nature

of the resubmissions and the student's ability to complete 45 credits (pre-September 2022) or 40 credits (post-September 2022) or more of resubmission alongside their timetable for the next semester. The review team may present the Chair of the Assessment Board with an alternative pattern of resubmission of an interruption for Chair's Action.

## **Resubmission**

24. Students who have been awarded a failing mark for a module or who have failed to submit an assessment may be offered the opportunity to resubmit the assessment (or 'retrieve the failure') at a time to be determined by the Assessment Board.
25. The Assessment Board may permit an undergraduate student a maximum of three submissions – one first submission and two resubmissions – to pass a module.
26. The Assessment Board may permit a postgraduate student a maximum of three submissions – one first submission and two resubmissions – to pass a module.
27. The timing of the first resubmission will normally be as follows:
  - a. Undergraduate courses: During the third semester for semester one and two failures.
  - b. Postgraduate courses: During the fourth semester for semester one, two and three failures.
28. Students who pass the module following the first resubmission will be awarded the minimum pass mark of 40% (undergraduate – 42% notch) or 50% (postgraduate – 52% notch) for that component or module if there is only one assessment component for that module. For modules that are marked as Pass/Fail, a Pass will be recorded for the module.
29. Students who have not reached the required standard for a passing mark following their first resubmission may be offered a second final resubmission at a time to be determined by the Assessment Boards. Students who pass the module following the second resubmission will be awarded the minimum pass mark of 50% (postgraduate – 52% notch) or 40% (undergraduate – 42% notch) for that component or module if there is only one assessment component for that module. Where the module is marked PASS/FAIL, the resubmission, where passed, will be awarded as a PASS.

## **Repeating modules**

### **Repeating modules**

30. Where a student has failed part of a level, progression to the next stage of their course is not permitted. Students in this circumstance may be offered the opportunity to repeat the outstanding modules in the next academic year prior to advancing to the next stage.
31. Repeat modules will be offered once. The repeated modules will be retaken as if for the first time. Students who are repeating a module may be referred to the Fitness to Study policy.
32. Where a student has to repeat a module with two components or more, they must take all components even if they passed some of the components in the previous year.
33. Once a student has successfully completed repeat modules, they may continue their studies at the start of the following academic year.
34. Attendance at the University is required and fees will normally be charged on a cost-per-module basis.

### **Latest Marks**

35. In every case of resubmission, the latest assessed mark will be the mark which is recorded as the final mark. If a student receives a lower mark than at their original attempt after all retrieval attempts have been made, it is the later (lower) mark which will be recorded as their final mark.
36. Where extenuating circumstances have been approved, the latest mark is the mark that is recorded on the record even where this is lower than the original mark.

### **Modules Which Have Been Passed**

37. Once a student has passed a module, they cannot be reassessed in that module unless they are deemed a 'repeat' student and are repeating modules or where approved Extenuating Circumstances apply. Students may not choose to repeat the whole or a part of the assessment for any module that they have already passed in an attempt to improve the mark obtained.
38. The classification of a student's award is determined at the point where that student becomes eligible for the award, and no modules

may later be substituted with the intention of changing the award title or improving the classification.

### **Discontinuation of modules**

39. Where a student is required to repeat a module in its entirety the following year (as a result of being offered a Retake or Repeat Year) or following a period of interruption, but that module is no longer available, the student will be required to undertake an alternative module and have all 3 attempts.

### **Maximum Time Limits**

40. All reassessment opportunities are subject to the regulations governing maximum periods of enrolment.

---

## **Chapter 6 – Retention and Destruction of Work Submitted for Assessment**

### **Scope**

1. This policy sets out the University's policy on the retention and destruction of (uncollected) assessed coursework, practical work, dissertations and examination scripts for both undergraduate and taught master's courses. This policy will apply to all assessments whether physical or electronic.
2. The University must retain assessment submissions for a specified period in order to meet academic, statutory and regulatory requirements. After this period, however, assessed coursework which has not been returned to, or collected by students, should be destroyed securely to avoid the accumulation of documentation in the interests of health and safety, data protection and the general efficiency.

### **General Operational Principles**

3. Whenever possible practical and course work submitted for assessment, whether electronic or physical shall normally be retained for a minimum three months after the Assessment Board at which the work is considered. The purpose of the retention period is to allow sufficient time for students to appeal.
4. All project briefs should state clearly the date when work submitted for assessment will be available for return, together with the date on which the work will be disposed of if not collected.

5. Practical and course work submitted for assessment, whether electronic or physical should not normally be retained for more than six months after the Assessment Board at which it was considered.<sup>24</sup> For example, uncollected work considered at the Summer Assessment Board should be destroyed at the end of the Autumn Term and retrieval work submitted at the September Assessment Board should be destroyed by the end of the Spring term at the latest.

## Exemptions

6. The following exemptions apply to the general principles:
  - a. Appeals: assessed work for students who have appealed should not be returned to them or destroyed until the appeal process is complete.
  - b. Academic Misconduct or Plagiarism: where an assessment is the subject of investigation for academic misconduct or plagiarism, the work should be retained until the process is complete.
  - c. Large Project Work or Design Work: it may not be practical to retain larger scale design or exhibition work beyond the Assessment Board itself. In particular, this will be the case where students require work for their portfolios in seeking employment or for external exhibition. In such cases, there is an onus on course teams to record carefully what was submitted, in order to prevent any dispute about the quantity or nature of the work submitted during a subsequent appeal.
  - d. Examination scripts: examination scripts are the property of the University, and as such are not normally returned to students. These should be destroyed three months after the Examination Board.
  - e. Work retained for benchmarking, external review, learning and teaching or promotional purposes
  - f. PSRB Requirement: it is a requirement of some statutory bodies that samples of assessed work are retained for the purpose of future scrutiny. The exact number and nature of these samples are prescribed by the bodies concerned. Course teams should consult the relevant guidance provided by such bodies.
  - g. Future Benchmarking: it is also good practice to retain examples or samples of previously assessed work for benchmarking in assessment, for use in future reviews or as anonymised examples to show future students. Typically, such samples should be:

---

<sup>24</sup> Where there is a regulatory requirement to retain work for a longer period, this will take precedence

- i. in total no greater than the square root of the cohort size;
  - ii. cover all modules and assessment types;
  - iii. cover the life cycle (student journey) of the course.
- Such work should not be retained without the student's permission in writing or via email (except where multiple copies exist).

### **Student Disclaimer**

7. Students are advised to retain a copy or backup of all coursework/ assignments submitted for assessment. The University will attempt to ensure, where appropriate, that work is returned to a student. The University will not, however, be held responsible for the loss, damage or non-return of work submitted for assessment and specifically excludes liability for such to the fullest extent of the law. Normally, students will be notified when coursework or assignments are available for collection and assignments not returned to, or collected by students, three months after consideration by the relevant Assessment Board, will be destroyed. Examination scripts and dissertations are not returned to students following assessment and are the property of the University.

---

## **Chapter 7 – Aegrotat and Posthumous Awards**

### **Aegrotat awards**

1. Assessment Boards may, at their discretion, award an Aegrotat degree where a student is unable to complete their studies through severe and/or permanent illness.
2. Awards may be given at the level at which the student was studying where there is not enough evidence to recommend the award, but the Assessment Board is satisfied that but for the illness or other valid cause the student would have reached the standard required.
3. Aegrotat degrees are unclassified.

### **Posthumous Awards**

4. The Academic Board may, at its discretion, posthumously award any of the awards conferred by the University. The award may be accepted on the student's behalf by a parent, spouse or other appropriate individual. The award certificate will not refer to its having been conferred posthumously.
5. Posthumous degrees are unclassified.

# Section 9 – External Examination

---

## Chapter 1 – Nomination, Appointment and Termination

### Introduction and Definitions

#### External Examiners

1. External Examiners are experienced academics from other institutions who can provide an independent assessment of academic standards and the quality of assessment at the University. External examiners must have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers, and where appropriate, professional peers. External examiners should have knowledge and experience of delivering the standards relevant to the award on which they are externally examining in other institutions as well as those set out in the FHEQ, Characteristics Statements, Subject Benchmark Statements, and any Professional Statutory and Regulatory Bodies (PSRBs) requirements relevant to the course.
2. The University will make scrupulous use of external examiners by appointing at least one external examiner to all higher education provision offered from a recognised academic institution. The responsibilities of external examiners are set out below.

#### Industry External Examiners

3. Given the industry focussed nature of the University's courses it may be desirable to appoint an external examiner from industry. This will always be in addition to an External Examiner from academia and in the case of courses with PSRB requirements, a strong understanding of the relevant body's expectations would also be expected. The responsibilities of industry external examiners do not differ in any respect from those of other external examiners, as set out below.

#### Lead External Examiners

4. For courses with more than one external examiner, the University will appoint a Lead External Examiner, who will be an experienced academic from another institution.

5. Lead External Examiners carry additional responsibilities in addition to those of normal appointees. In summary, a Lead External Examiner leads a team of external examiners and takes an overview of the University's assessment and quality assurance systems across the provision for which they are appointed. When dealing with awards holding prescription or accreditation by a PSRB, the Lead External Examiner takes a critical overview of the adequacy of these systems and makes recommendations for their improvement. The additional responsibilities of Lead External Examiners are set out below.

### **Collaborative Provision**

6. Where a course is delivered in partnership, the University will retain responsibility for appointing external examiners in line with this policy.

### **External Examiner Criteria**

7. In order to be eligible for nomination as an external examiner, an individual must have some or all of the following:
  - a. a high degree of competence and experience in the field(s) covered by the course of study, or parts thereof, and have a good understanding of the UK higher education sector, including the requirements and standards of any relevant PSRB;
  - b. the necessary academic experience and subject knowledge to assess threshold standards and achievement beyond the threshold level consistently. When a course(s) is prescribed or accredited by a PSRB, the examiner must be competent to identify the threshold standards, criteria and requirements of the relevant bodies;
  - c. appropriate experience in course design and student assessment at the level of the award to enable them to identify good practice and to recommend enhancements to the assessment process and enable informed course modification;
  - d. experience in acting as an external examiner, or willingness to undertake appropriate training and mentoring by the University in undertaking their duties;
  - e. impartiality of judgement and be wholly independent of the University and its staff (including the governing body), and any relevant partners;
  - f. no conflicts of interest (see below for examples of conflicts);
  - g. sufficient experience in quality assurance to enable them to discharge their role effectively.



8. Where a course(s) is prescribed or accredited by a PSRB, it is expected that the nominee will have relevant experience in teaching, assessing and ideally examining of provision with the same accreditation or prescription.
9. External examiners must comply with all relevant employment legislation, including any relating to safeguarding and UKVI, as appropriate.

### **Nomination and Appointment Process**

10. Course Leaders are encouraged to identify suitable candidates for nomination who meet the criteria above, seeking the support of their Academic Head or equivalent if necessary. Where a Course Leader cannot identify a suitable candidate, the Quality Office can assist in sourcing suitable nominations.
11. Nominations should be submitted on the relevant pro-forma to the Quality Office by the Course Leader. Nominations must be approved by the Academic Head or equivalent prior to submission to Quality.
12. The Quality Office will scrutinize the suitability of the nomination against the criteria above and identify any conflicts of interest (see below) prior to submission to the Academic Board. Where the Quality Office rejects a nominee, the course team can seek a review by the University Secretary and the Director of Strategic Delivery whose judgment shall be final.
13. When a nomination is approved by Academic Board, the external examiner will be invited to participate in the relevant induction event.
14. It is recommended that larger courses (i.e. those with more than 100 students), should nominate and appoint additional external examiner(s). In such cases, one external examiner should be designated a Lead External Examiner, who will undertake the additional responsibilities which are set out below.

### **Tenure, Extension and Reappointment**

15. External examiners are appointed for a period of four years. In the final year of appointment a replacement external examiner should be appointed to allow an element of continuity and to act as a transition and training period for any potential external examiners without prior external examining experience.

16. In exceptional cases appointment may be extended to allow continuity or running out of a course (usually up to a maximum of two years). These extensions will be approved by the University Secretary and reported to the Academic Board.
17. Following the end of their tenure, external examiners will not be reappointed to the same course or another offered by the University until at least five years have elapsed.

### **Conflicts of Interest**

18. A Conflict of Interest is a situation in which the aims, concerns or motivations of two different parties may be incompatible. If there is reason to believe that there are factors which might impinge on the impartiality or critical distance of an external examiner they should not be nominated and cannot be appointed. Below is a non-exhaustive list of circumstances which represent conflicts of interest and in which appointment cannot be made:
  - a. a member of the governing body or committee or one of the University's partners, delivery organisations or support providers, or a current employee of the University or one of its partners, delivery organisations or support providers;
  - b. anyone with a close professional (e.g. a research partner), contractual or personal relationship with a member of staff or student involved with the course;
  - c. anyone required to assess applicants who may be recruited as students to the course;
  - d. anyone who is, or knows they will be, in a position to influence significantly the future of students on the course;
  - e. anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the course(s) or modules in question;
  - f. former staff or students of the University unless a period of four years has elapsed and all students taught by or with the external examiner have completed their course(s);
  - g. a reciprocal arrangement involving cognate courses at another higher education provider;
  - h. the succession of an external examiner by a colleague from the examiner's home department and provider;
  - i. the appointment of more than one external examiner from the same department of the same higher education provider.
19. Conflicts of interest will be determined by the Quality Office and any potential conflicts should be declared at the nomination stage.

A conflict of interest may arise during the tenure of an external examiner and that will necessitate a termination of tenure and the appointment of a new external examiner.

20. External examiners may not normally hold more than two concurrent external examiner appointments at the same time.

### **Change in Circumstances and Termination of Appointment**

21. During an external examiner's tenure their appointment can be terminated by either party giving not less than three months' notice. External examiners can email to resign their appointment to the Quality Office ([quality@rave.ac.uk](mailto:quality@rave.ac.uk)).
22. The University expects external examiners to fulfil their duties as laid out in this policy and in their contract with the institution. Should an external examiner fail to fulfil their duties, the University will take the following action depending on the extent of the failure:
- a. Minor – the University will write to the external examiner to remind them of their duties and, if necessary, invite the external examiner to a relevant induction. Examples of minor failures include non-attendance at the Exam Board;
  - b. Major – the University will consider the impact of the failure and where necessary, write to the external examiner to inform them of the termination of their contract. Examples of major failures include non-submission of the external examiner report.
23. During their tenure an external examiners details or circumstances may change (e.g. a change in role or move to a different institution). It is the responsibility of the external examiner to update the Quality Office with a change in details as soon as possible, particularly if the change in circumstances may result in a conflict of interest.
24. Where the change leads to a conflict of interest, the possibility of removing the conflict will be discussed. Where the conflict cannot be removed, the appointment may be terminated.
25. Where a Course Leader is concerned about an external examiner fulfilling their duties, they should raise their concerns with a member of the Quality Office.

---

## Chapter 2 – External Examiner Obligations

### External Examiners

1. The University welcomes the views of its external examiners on all aspects of its provision, but in particular sets out the following obligations on its external examiners:
  - a. to ascertain and provide assurance that the University is maintaining threshold academic standards in accordance with the FHEQ;
  - b. to provide assurance that the profile for student attainment beyond the threshold level is reasonably comparable with those achieved in other Universities;
  - c. to ascertain and provide assurance that the assessment processes adopted by course teams measures student achievement rigorously and fairly against the intended learning outcomes of the course and that they are conducted in line with the University's policies and regulations;
  - d. where relevant, to ascertain and provide assurance on the threshold standards, criteria and requirements of any relevant PSRBs on a course that is accredited or prescribed by PSRB.
2. Should an external examiner become aware of serious concerns in the fulfilment of their duties outlined above they should raise them with the Vice-Chancellor, via the Quality Office, as soon as possible.
3. External examiners should not discuss individual student's performance and should a student raise issues of this nature, the external examiner should refer them onto the relevant Course Leader.

### Reports

4. These obligations are demonstrated through the submission of an annual report on the relevant pro-forma which will offer comment on good practice and innovation relating to learning, teaching and assessment and opportunities to improve or enhance the quality of the learning, teaching or assessment opportunities provided to students. If there are multiple modes, then comment should be made on the equivalency of standards and outcomes across these modes.
5. Reports should be submitted to the Quality Office as soon as possible following the Assessment Board, and in any event by the end of the academic year.

6. The Quality Office will acknowledge receipt of the external examiner report and forward it into the relevant Course Leader(s) who will provide an initial response to the examiner.
7. External examiner reports feed into the Annual Course Monitoring process and each report will have an Action Plan generated by the course(s) which is monitored at the relevant committee. This will be provided to the external examiner once the Action Plan has been completed, and this is usually by the end of the following academic year.
8. An overarching report is written by the Quality Office and is reported to Academic Board to share cross-departmental issues and good practice.
9. The name of the external examiner and the external examiner reports are available to staff and students via the intranet.

### **Lead External Examiners**

10. In addition to the responsibilities for all external examiners, the Lead External Examiner will:
  - a. lead the external examiner team;
  - b. mentoring new or inexperienced external examiners;
  - c. chair meetings of the external examiners and/or meet separately with each of them;
  - d. resolve disputes and differences of opinion between external examiners;
  - e. support and advise the internal examiners in ensuring that all external examiners have sufficient information and access to perform their duties;
  - f. ensure clarity and consistency for the external examiner team in relation threshold standards and grading; and
  - g. where relevant, ensure clarity and consistency about how external examiners ensure that PSRB criteria are met by candidates and how external examiners confirm, evidence and report that.
11. Where there is a Lead External Examiner, they are responsible for confirming the criteria of any relevant PSRB have been met and will produce a report which focuses on students achieving the PSRB criteria, explaining and confirming whether students had met the criteria and on what basis that this view was formed.

## **Information Available to External Examiners**

12. In order to fulfil the obligations above, external examiners are expected to:
- a. comment on the specific assessment instruments set for students that contribute towards the acquisition of credit. This includes project briefs and any examination papers.
  - b. meet with groups of students at all levels to gain an understanding of whether the assessments set are appropriate for the students and to allow comment on the student experience at the University.
  - c. sample student work. External examiners do not have the right to intervene in the marks awarded to an individual student. However, should they have concerns about the internal marking, they should raise these with the Course Leader at the first relevant opportunity.
  - d. attend the final assessment board annually and at least one external examiner is required to attend the final Assessment Board for it to proceed. In exceptional cases the external examiner may not attend the Assessment Board, however, they will be required to submit comments in advance of the board.
13. The above activities enable external examiners to endorse the assessment outcomes for the relevant course and offer a verbal report at the Assessment Board to formally record their agreement.

## **Sampling**

14. A key part of the external examiner's role is to report on whether the academic standards of the University's awards are appropriate and that the performance of students meet those standards. In order to ensure this, the University adopts a sampling process in accordance with the below in the production of the external examination bundle.
15. For each external examiner, the assessment leader must create a bundle consisting of a minimum of 10% of the total assessments for each module that cover outcomes across the mark categories including, where available, failed assessments.
16. Wherever possible the external examination bundle should come from scripts or assessments which have been second marked or moderated internally.

17. Whatever sample is provided, external examiners reserve the right to seek additional student work for sampling up to and including the sampling of all student work for the year.

### **Retrieval Boards**

18. External examiners will be invited to sample students work in accordance with the sampling guidelines indicated above.
19. External examiners shall be invited to Retrieval Boards, but can delegate responsibility to the board, in their absence. Such a delegation cannot occur where external examiner attendance is a requirement of a PSRB.

### **Changes to Validated Courses**

20. Where the course team proposes to modify a validated course, the Course Leader must request the external examiner(s) to comment on the proposed changes. Their response must be submitted as part of the approval request.

# Section 10 – Complaints and Appeals

---

## Chapter 1 – General Policy on Academic Review

### Introduction

1. Complaints and appeals are important to the University because it recognises that although it aims to provide a high-quality service, no system is error proof. The University relies on the community (students and staff) to help it identify potential errors and correct them. Wherever possible, the University will seek to do so informally and promptly.
2. An **appeal** is a written request by a student for the reconsideration of a determination made by an officer, board, committee or panel of the University in relation to their status, progression or achievement as a student. A **complaint** is the notification by a student to the University of their dissatisfaction with an aspect of service (including inaction) or treatment that they have received from the University. A complaint should usually include an indication as to what resolution is being sought.
3. Appeals have a limited scope. Effectively the investigation amounts to a check as to whether the decision appealed was reached in accordance with correct University procedures, and in the light of relevant information. Therefore, importantly matters of academic judgement cannot be appealed.

### Principles

4. The University's procedures for complaints and appeals are based on the following principles:
  - a. All members of the University community (staff and students) are expected to act fairly and reasonably.
  - b. No one may investigate cases in which a conflict of interest might arise. Where practicable, senior academic staff should avoid becoming involved in the early stages of student academic complaints or malpractice.
  - c. Students must abide by the University's General Academic Regulations and Procedures as published.
  - d. No student will be disadvantaged, discriminated against or in any way penalised for initiating a complaint or appeal (unless



malpractice is uncovered in the course of investigating the matter).

- e. Staff dealing with complaints and appeals will ensure that information disclosed by the student is only disclosed to third parties on a need-to-know basis.
- f. Students may seek advice on their complaint or appeal or in confidence. While a contemporaneous record of the discussion will be kept, if the student wishes, the information will remain confidential within the law.
- g. Where a complaint or appeal is upheld, the remedy will be implemented effectively and efficiently.

### **Anonymous Complaints**

5. The University will not usually accept anonymous formal complaints. However, should a student wish to have their identity withheld from the focus of the complaint this will be considered by the Complaints Officer. Where this is allowed, no action will be taken which reveals the identity of the student without informing them in advance. It must be noted that such a request may limit the investigation and the University does not accept responsibility or liability for any such limitation on its ability to investigate.

---

## **Chapter 2 – Student Complaints Procedure**

### **Overview**

1. The University hopes that all students will have a positive experience during their studies. However, it is understood that things can go wrong so this procedure sets out what to do if this happens and how the University will aim to deal with the situation.
2. The University is committed to dealing with concerns and complaints through open and transparent communication, by providing clear information and ensuring that all processes are fair.
3. A **complaint** is the notification by a student to the University of their dissatisfaction with an aspect of service (including inaction) or treatment that they have received from the University. A complaint should usually include an indication as to what resolution is being sought. Examples of complaints include but are not limited to:
  - a. a failure by the University to meet its responsibilities under the Student Contract;

- b. the quality and standard of university services, including the way it provides, teaches or manages a course;
  - c. a failure to provide a service to the extent that it might impact the academic experience;
  - d. the quality of facilities, learning resources and services provided by the University;
  - e. inaccurate information about a course as provided in the prospectus, at open days or elsewhere;
  - f. an action, behaviour or failure to act by a member of staff;
  - g. an action, behaviour or conduct by another student;
  - h. a failure to follow an appropriate administrative process.
4. If the complaint relates to a service that is provided for the University by a contractor (for example, iQ Student Accommodation) the complaint will follow their procedure. The University will attempt to oversee the process but will not accept liability where this is not possible.
5. Examples of what the University does not treat as complaints include but are not limited to:
- a. academic appeals (including appeals in relation to progression and the decisions of Assessment Boards, for which please refer to the Appeals Policy);
  - b. appeals against admissions decisions (please see the Admissions Policy);
  - c. freedom of information requests (please contact [foi@rave.ac.uk](mailto:foi@rave.ac.uk));
  - d. data-protection requests (please contact [dpo@rave.ac.uk](mailto:dpo@rave.ac.uk));
  - e. issues being dealt with under the HR disciplinary procedure (including student employment matters);
  - f. allegations of cheating, which are dealt with under the Academic Malpractice Policy;
  - g. student attendance or disciplinary issues raised by the University which are dealt with by the relevant policies; and/or
  - h. issues that are being considered by a court or tribunal.
6. Where a student complains of a potential disciplinary offence committed by another student, the University will refer the matter for consideration under the Student Disciplinary Procedure and the referral will normally be deemed to constitute a resolution of the complaint.
7. Where a student complains of a potential disciplinary offence committed by a member of staff, the matter will be considered by the Investigating Officer. Where, *prima facie*, it appears

a disciplinary offence may have been committed University will refer the matter for consideration under the Staff Disciplinary Policy.

8. Where, in accordance with Para 7 above, the matter has been referred for consideration under the Staff Disciplinary Policy, as a result of the University's data protection obligation students will only be told whether their complaint has been upheld, not upheld or partially upheld and the remedy, if applicable.

### **Who the Procedure Covers**

9. This procedure covers all students at the University and includes students:
  - a. studying for a further education qualification;
  - b. studying a work-based learning course (including apprenticeships);
  - c. studying through an exchange course (e.g. the Turing Scheme or a partnership arrangement).
10. Former students can use this procedure up to three months after they graduate. For the avoidance of doubt, this is 3 months from receipt of the outcome from the Final Assessment Board. Where a student has self-withdrawn (or been withdrawn from their studies for non-academic reasons (e.g. following a disciplinary process)), this is 3 months from the deemed date of withdrawal.
11. New students can use this procedure once they have accepted a place to study.
12. This procedure does not cover members of the public (including prospective students who have not yet accepted a place) or members of staff (unless they are enrolled on a university course and the issue relates to their course).

### **Timescales**

13. The primary purpose of the complaint procedure is to correct the issue that is arising or has arisen. As such, informal complaints should be made as close as possible to the issue occurring which has given rise to the complaint. This gives the best opportunity for the University to rectify the issue.
14. Formal complaints should be made as soon as possible after informal efforts to resolve the issue have been concluded and in any event within **40 calendar days** of the issue occurring which has given rise to the complaint. Where a formal complaint

- is made outside of this timeframe it will only be accepted if:
- a. there is good reason, supported by objective and authoritative evidence, as to why the formal complaint could not be made within the timeframe; or
  - b. there is clear evidence that substantive efforts were still being made to deal with the issue informally beyond the time-scale and the complaint is made as soon as possible after the informal efforts had concluded.

### **Concern or Informal Stage**

15. It is hoped that most problems will be dealt with informally, in the spirit of conciliation without the need for recourse to the formal stage. As a first step, a student with a comment or concern should try to resolve the matter with their course leader or the member of staff responsible for the service (e.g. registry, finance or student services).
16. Most concerns can be dealt with effectively and quickly if they are raised as an informal concern directly with the staff members involved.
17. For concerns about a course, it is recommended raising these through the opportunities for feedback on a course, for example the semesterised Student Voice Committee (SVC).
18. In some cases, the matter may be best dealt with by undergoing Mediation. Students may therefore be referred to Mediation by the Casework Department as a way of addressing the concerns raised.
19. Where a student is not sure with whom to raise the complaint, the Complaints Officer will be able to refer it to the right person or arrange a meeting with the appropriate member of staff.
20. When a student meets with the member of staff, they should make it clear that they are raising a concern and outline in detail what the concern is. The staff member will be able to assess if they are the best person to respond to the concern, or if it should be referred to another person or department of raised as a formal complaint.
21. In limited circumstances it may be appropriate to refer the complaint to the formal complaints process without first undertaking the informal stage, for instance where a conflict of interest arises. Where this is being considered, advice should be sought from the Complaints Officer.

22. Staff should respond to informal complaints within 10 working days outlining the decision made and the reasons behind the decision. Where the investigation will take longer, staff should keep students informed of progress and likely timeframes for an outcome.
23. If a student is not satisfied that the complaint has been satisfactorily resolved by the informal process or does not get a response within the 10 working daytime period, the complaint can be referred to stage 2 of the Complaints procedure.
24. A student may also begin their complaint at Stage 2 of this procedure if they consider that the matter is too serious to be dealt with informally. However, the Complaints Officer will have the discretion to refer such cases to the relevant team for informal resolution.

### **Formal Complaint (Stage 2)**

25. Formal Complaints should be submitted on the Complaints Form, indicating the remedy sought and attaching any supporting evidence (including evidence of attempts to informally resolve the issue).
26. The formal complaint should be made as soon as possible after informal efforts to resolve the issue have been concluded and in any event within 40 calendar days of the issue occurring which has given rise to the complaint.
27. Once received, the complaint will be assessed to ensure it meets the definition of a complaint as set out above and whether it should be considered under a different procedure i.e. appeals procedure. Where a different procedure is required, students will be directed to the correct procedure. The complaint will also be reviewed to ensure it is in time, and where it is not in time, whether there is supporting evidence of why it should be considered out of time. Where it is out of time and it is determined there are no valid grounds for being out of time, the complaint will be rejected at the preliminary stage.
28. Where the Complaints Officer determines the matter is eligible and in time, they will appoint an Investigating Officer (which may be the Complaints Officer) who will have 25 working days to consider the complaint. Where necessary, the Investigating Officer may seek additional information from the student, a member of staff of the University or another student either in writing or through an investigation meeting. Where an investigation meeting

is required, the time will begin on the day of the meeting. If it becomes apparent that it will take longer to investigate or resolve the complaint, the student will be advised of this and the new timescales and the reasons for this.

29. Where an investigation meeting is necessary, the Investigating Officer will discuss the evidence; the outcome of the attempts at informal resolution; and what the student aims to achieve by raising the complaint. Students are welcome to be accompanied, or represented, at any meetings held about the complaint. Whoever is accompanying the students may make representations on their behalf, where that is requested. They will not be able to answer questions on the student's behalf.
30. Following the investigation meeting, the Investigating Officer will carry out the investigation by gathering further evidence (for example copies of emails or letters) and by talking to relevant staff and students and obtaining statements from witnesses, as required.
31. At the end of their investigation, and within 25 working days of the complaint or investigation meeting, the Investigating Officer will write a complaint outcome letter detailing the investigation conducted and the outcome, including reasons behind the outcome. The complaint may be:
  - a. upheld in whole with a statement as to remedy;
  - b. upheld in part with a statement as to remedy and an explanation regarding those parts dismissed;
  - c. dismissed with a statement as to the reasons.The Investigating Officer may decide that it is appropriate to communicate the outcome initially by way of a meeting followed up in writing.
32. If the student is satisfied with the outcome, and does not wish to take the matter further, the information gained will be used to improve the service provided by the University.

### **Complaint Review (Stage 3)**

33. Following the outcome of the Formal Complaint, a student has 10 working days to seek a complaint review. Where a review is submitted out of time it must be accompanied by objective and authoritative evidence as to why the review could not be submitted in time. Review requests on the Stage 3 Complaint Form should be submitted to [complaints@rave.ac.uk](mailto:complaints@rave.ac.uk)

34. Complaint reviews are not a reconsideration of the substantive matters in the complaint and will only be considered under the following grounds:
- a. there is new evidence that could not be provided earlier in the procedure (providing objective and authoritative evidence of why it could not be provided earlier); or
  - b. there is evidence that the correct process was not followed at stage 2 of the process; or
  - c. the outcome at stage 2 is not reasonable given the evidence.
35. Complaint reviews will be considered by the University Secretary or nominee and students should expect a response within 25 working days. Where more time is needed, students will be informed about the new timescales and the reasons for this.
36. Following consideration of the review application, the University Secretary or nominee will write to the student indicating that:
- a. the review is rejected as being out of time (giving reasons why if evidence was provided as to why the application was submitted out of time);
  - b. confirming the outcome of the formal complaint;
  - c. substituting their own decision (on either the substantive matter and/or the remedy) for that of the original investigator; or
  - d. ordering a new investigation.
37. The complaint review outcome letter exhausts the University's internal mechanisms. Where the application is rejected, students will be issued with a Completion of Procedures Letter. This may enable the student to refer their complaint to the Office of the Independent Adjudicator (OIA) where they are still not happy with the outcome at this stage.
38. Where a Completion of Procedures Letter is not provided, the student may request one from [complaints@rave.ac.uk](mailto:complaints@rave.ac.uk).
39. The OIA is an independent organisation and more information on the OIA's procedures on their website: [oiahe.org.uk](http://oiahe.org.uk). Under the OIA's rules complaints must normally be submitted within 12 months of the Completion of Procedures Letter.

### **Other Procedures**

40. There may be times where a complaint overlaps with another procedure, such as the appeals procedure or extenuating circumstances procedure. If this happens, the Complaints

Officer will contact the student to clarify which issues will be looked at under each procedure.

### **Group Complaints**

41. If a group of students wish to complain about the same issue, the University will consider it a group complaint. Where students complain individually about the same issue, the University reserves the right to consider it, and deal with it, as a group complaint.
42. The group will be asked to nominate a spokesperson who the Investigating Officer will communicate with directly. It will be the responsibility of the spokesperson to communicate with the remainder of the group.
43. Where this procedure is invoked by a group as a group complaint, the complaint must proceed through each stage as a group complaint.
44. The final outcome of the investigation will be communicated to each member of the group directly.
45. Where a group opts to make a group complaint, individual complaints on the same issue will be rejected at the preliminary stage.

### **Suspending Procedures**

46. There may be times when the University must pause an investigation into a complaint. If this happens, the Complaints Officer will contact affected students to let them know this is happening, why it is happening and when the investigation will be able to continue.
47. The circumstances when the investigation may be paused include but are not limited to:
  - a. when the investigation is being investigated by the police; or
  - b. where the investigation is considered as a legal matter; or
  - c. where student or staff disciplinary procedures need to be used.

### **Frivolous or vexatious complaints**

48. The University has a duty to give full consideration to all complaints and no student shall be disadvantaged for making a genuine complaint. However, where a student submits a complaint(s) which, in the view of the University, is without substance, merit or otherwise unreasonable the University may dismiss the complaint as frivolous or vexatious.



49. In determining whether a complaint is frivolous or vexatious the University shall be sensitive to the context of the complaint and the circumstances of the complainant, and endeavour to understand where unreasonable demands or behaviour may be the result of misunderstanding, confusion stress, or distress.
50. Students who submit frivolous or vexatious complaints may be subject to disciplinary procedures.
51. A frivolous or vexatious complaint may be characterised by the following<sup>25</sup>:
- a. complaints which are obsessive, harassing, repetitive;
  - b. the complainant's insistence upon pursuing unmeritorious complaints and/or unrealistic, unreasonable outcomes;
  - c. the complainant's insistence upon pursuing meritorious complaints in an unreasonable manner;
  - d. complaints which are designed to cause disruption or annoyance;
  - e. demands for redress which lack any serious purpose or value.
  - f. The Head of Academic Quality, or nominee, shall review formal complaints which are identified as frivolous or vexatious and, within ten working days, determine either that:
    - i. the complaint should not be considered frivolous or vexatious and should continue to be considered under the formal complaints process; or,
    - ii. the complaint is frivolous or vexatious and:
      - dismiss the complaint; and/or
      - determine whether the disciplinary procedures should be invoked.
  - g. Where a complaint is found to be frivolous or vexatious, the Casework Manager or nominee will write to the student giving reasons for the decision.
52. A student may appeal against the Casework Manager's decision by lodging an appeal under the Appeals process.

---

25 These definitions are taken from the OIA Good Practice Framework 2016 and are indicative, not exhaustive.

---

## Chapter 3 – Student Appeals Procedure

1. An **appeal** is a written request by a student for the reconsideration of a determination made by an officer, administrator, board, committee or panel of the University in relation to their status, progression or achievement as a student. Appeals are treated seriously and making an appeal will not negatively affect student rights or the impartiality of judgements on academic achievement.

### Grounds for Appeal

2. There are three grounds of appeal:
  - a. there is reasonable ground supported by authoritative and objective evidence to believe that there has been administrative or procedural error of such a nature as to have affected the outcome of the investigation or result appealed; or
  - b. the decision in the case was manifestly unreasonable<sup>26</sup>
  - c. there is new evidence that for good reason, objectively and authoritatively documented, could not be submitted earlier.

### Issues excluded from review

3. The following matters will be excluded from review under the appeals process:
  - a. disagreement with the marking tutor(s) on the grounds of academic judgement; specifically, disagreements on mark awarded; or
  - b. complaints against services provided by the University, including delivery of teaching, or a complaint about misconduct by a member of staff or another student. A student who wishes to make such a complaint must follow the complaints process; or
  - c. decisions of the Board of Governors or its Committees (including the Academic Board).
4. In exceptional circumstances a student may submit both a complaint and a separate appeal and include common issues in each which link the two together. Under these circumstances the appeal should normally be investigated and concluded within the timelines specified by the procedure, before the complaints process commences.

---

26 A decision is “manifestly unreasonable” if it can be demonstrated that an Officer of the University or a properly constituted University Panel or Board has made an irrational, perverse or logically flawed decision.

## **The Appeals Procedure**

5. Appeals must be submitted on the Appeals Form within 10 working days of the decision appealed. Submissions must include a full explanation of the reason for appeal and an indication of the desired outcome if the appeal is upheld.

### **Stage One**

6. Once received, the Appeals Officer or nominee will consider whether the appeal falls within an issue excluded from review. Where it is determined the appeal is excluded from review the Appeals Officer shall have the authority to reject it summarily and inform the appellant of the decision in writing within 10 working days.
7. If the appeal submission is held to be admissible, it will be scrutinised by the Appeals Officer or nominee, together with the supporting documentation, and an investigation undertaken if necessary. The Appeals Officer, or nominee, will then determine whether to:
  - a. Uphold the appeal: in which case the student will be informed of the decision within 10 working days of receipt. Where the decision appealed was that of an Assessment Board, the Chair of the Assessment Board will be informed and may take Chair's Action to amend the Assessment Board's decision or, if necessary, the Assessment Board will be reconvened to reach a new decision. The new Assessment Board decision will be notified to the student with 10 working days of the date of the decision to uphold the appeal. Where the Chair or Assessment Board do not accept the Stage One decision, the matter will be referred to Stage Two;
  - b. Reject the appeal: in which case the student will be notified within 10 working days that the appeal submission has not demonstrated that there are sufficient grounds to uphold the appeal, and advised of the options available to them;
  - c. Refer the appeal: where the Appeals Officer believes the appeal is complex; raises a new point and/or requires a determination on policy, they will have the discretion to refer the appeal to the Appeals Panel.

### **Stage Two**

8. Where a student is dissatisfied with a Stage One decision or the Appeals Officer has referred the appeal, the matter will proceed to Stage Two, consideration by an Appeals Panel. Where an appeal is referred by the Appeals Officer, no further action will be required from the student.

9. Where the student is seeking a Stage Two review, they should submit a Stage Two Appeal Form within 10 working days of the date of notification of the decision at Stage One.
10. The grounds on which a request for review of a Stage One may be granted are as follows:
  - a. there is new evidence that could not be provided earlier in the procedure (providing objective and authoritative evidence of why it could not be provided earlier); or
  - b. there is evidence that the correct process was not followed at Stage One of the process; or
  - c. the outcome at Stage One is not reasonable given the evidence.
11. Dissatisfaction with the outcome of Stage One alone is not grounds for review.
12. The Appeals Panel will be provided with the Stage One decision, the evidence submitted by the student at Stage One and at Stage Two; and any further evidence used or collected by the Appeals Officer at Stage One. Information will be anonymised, so the student is not identifiable. Decisions will be made based on the evidence submitted and students will have no right to attend the Panel meeting or to give oral evidence.
13. The Appeals Panel will consist of:
  - a. the University Secretary and Director of Strategic Delivery (Chair)
  - b. two senior academics;
  - c. a senior member of the Registry team.A meeting will be quorate where at least three members are present. Where there is an equality of votes, the Chair shall have a casting vote.
14. Following consideration by the Panel, they may either:
  - a. Reject the appeal: (including by confirming the decision at Stage One) and advise the student accordingly that their appeal is not upheld.
  - b. Overturn the decision: and substitute their own decision for that of the original decision-maker. Where a decision of the Assessment Board is overturned, the decision of the Assessment Board is replaced with the new decision and will be noted at the next Assessment Board.
  - c. Refer the decision: by requesting the original decision-maker consider the new evidence or a new decision-maker review all the evidence and make a new determination. (For the avoidance

of doubt, where a matter is referred the subsequent decision can be appealed under the appeals process).

15. Appellants will be advised of the outcome of their appeal in an appeal review outcome letter, with reasons, within 10 working days of the Appeal Panel.
16. The appeal review outcome letter exhausts the University's internal mechanisms. Where the application is rejected, students will be issued with a Completion of Procedures Letter. This may enable the student to refer their complaint to the Office of the Independent Adjudicator (OIA) where they are still not happy with the outcome at this stage.
17. Where a Completion of Procedures Letter is not provided, the student may request one from [casework@rave.ac.uk](mailto:casework@rave.ac.uk).
18. The OIA is an independent organisation and more information on the OIA's procedures on their website: [oiahe.org.uk](http://oiahe.org.uk). Under the OIA's rules complaints must normally be submitted within 12 months of the Completion of Procedures Letter.

### **Conferment of an Award**

19. A student may not be conferred an award until the appeals process has been finalised.
20. Where the decision of the Appeals Panel results in a student being admitted to an award, the student may either receive the award in person at the next congregation or to be deemed to have been admitted to the award on the authority of the Academic Board.

# Section 11 – Supporting Student Success

---

## Chapter 1 – Disability Disclosure Policy

### Responding to Disability Disclosure

1. The University's objective in encouraging disability disclosure is to be able to provide appropriate support for students learning, teaching and assessment.
2. On receipt of information regarding a student's disability (and providing the student has not already decided to limit consent to share the information), the student will be sent information from the Student Services team inviting the student to sign a consent to share form. This is required in order to share information about the student's disability and adjustments with their course tutors. While this not compulsory, it is in the student's interest for the appropriate staff to be aware of any support requirements
3. The student will be invited to discuss any support requirements in more detail with a member of the Student Services team. During the discussion evidence will be requested from the student regarding their disability to ensure the University complies with applicable law, regulations and internal and external audit requirements. This information will be treated in the strictest confidence and stored securely.
4. Information will be drawn together in the form of an Individual Learning Plan. This will form the basis of the reasonable adjustments provided for the student to ensure that they can access their chosen course of study.
5. If a disabled student did not disclose a disability at the application stage, they can declare a disability at any time during their course, including where a student becomes disabled during their studies. Students are encouraged and advised to disclose as early as possible, to ensure the Student Services team has the best opportunities to arrange and co-ordinate any support requirements students may have. Where a student has not already done so, please email [studentservices@rave.ac.uk](mailto:studentservices@rave.ac.uk) as soon as possible to obtain support.

6. In rare instances the recommended reasonable adjustments may conflict with the academic or professional standards required to achieve the learning outcomes of a chosen course of study or for progression into a professional body. In these cases this will be discussed with the student and recommendations (including alternative courses) may be offered. This would be a proportionate means of achieving a legitimate aim. For example, maintaining academic and professional standards or standards in areas such as architecture and ensuring the health and safety of students in areas such as fashion.

---

## Chapter 2 – Learning Support and Reasonable Adjustments

### Disability Support

1. The Student Services team are the central point of contact for students who wish to discuss any requirements in relation to a disability.
2. Individual requirements will be varied, but may include some or all of the following examples:
  - provision of a confidential advice and information service;
  - liaison with any external support agencies;
  - discussing physical access requirements, which can include adjustments to student accommodation;
  - co-ordinating the provision of equipment where appropriate;
  - co-ordinating provision of auxiliary services e.g. mobility assistance, emergency community call-out services;
  - providing assistance with applications for Disabled Student Allowance through Student Finance and organising Needs Assessments;
  - co-ordinating arrangements and providing access to additional learning support, e.g. scribes, communicators, dyslexia tutors, etc.
3. If a disabled student did not disclose a disability at the application stage, they can declare a disability at any time during their course, including where a student becomes disabled during their studies. Students are encouraged and advised to disclose as early as possible, to ensure the Student Services team has the best opportunities to arrange and co-ordinate any support requirements students may have. Where a student has not already done so, please email [studentservices@rave.ac.uk](mailto:studentservices@rave.ac.uk) as soon as possible to obtain support.

4. To find out more about Student Services policies and procedures relating to supporting disabled students, please see the following intranet page: [ravensbourne.sharepoint.com/sites/StudentServices/SitePages/Disability-support.aspx](https://ravensbourne.sharepoint.com/sites/StudentServices/SitePages/Disability-support.aspx)

## **Neurodiversity**

5. Neurodiversity is a term used to describe an ideology and approach to learning and disability, wherein diverse neurological conditions are viewed and accepted as being part of the natural differences of the human condition. Just like how society accepts there is biodiversity, cultural, racial and ethnic diversity, accepting neurodiversity is to accept that people think and learn differently, and that everyone has cognitive strengths and weaknesses.

## **ADHD**

6. Attention Deficit Hyperactivity Disorder (ADHD and ADD) is a neurobiological condition that can present itself in children and adults. Difficulties include self-regulation and self-motivation; ADDers can be easily distracted and procrastinate, have problems with organisation and prioritisation. Intellectual ability is not affected by ADHD as ADDers can have a high or above average IQ. ADHD is a life-long condition with its roots in early childhood and persisting throughout a person's lifetime. For more info visit ADDISS ([addiss.co.uk](https://addiss.co.uk)).

## **Asperger/Autism Spectrum**

7. Autism and Aspergers syndrome are part of a spectrum of conditions that affect social and communication skills and, sometimes, sensory perception. People with Aspergers syndrome tend to have average or above average intelligence and generally have fewer problems with language. For more info visit NAS ([autism.org.uk](https://autism.org.uk)).

## **Dyscalculia**

8. Dyscalculia affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence. For more info visit BDA ([bdadyslexia.org.uk/dyscalculia](https://bdadyslexia.org.uk/dyscalculia)).

## **Dyslexia**

9. Dyslexia has been described as a difficulty with learning to read fluently while maintaining full comprehension, irrespective of having average intelligence. Problems include difficulties with



how sounds relate to words, decoding new words, processing speed, short-term memory and language skills/verbal comprehension. For more info visit BDA ([bdadyslexia.org.uk](http://bdadyslexia.org.uk)).

### **Dyspraxia/DCD**

10. Developmental coordination disorder (DCD), also known as developmental dyspraxia, is a neurological condition that begins in childhood. It can affect the planning of movements and co-ordination due to brain signals not being transmitted accurately to the body. For more info visit the [Dyspraxia Foundation](http://DyspraxiaFoundation.org.uk) ([dyspraxiafoundation.org.uk](http://dyspraxiafoundation.org.uk)).

### **The University's Approach to Neurodiversity**

11. The University, welcomes, supports and embraces the diverse learning needs of its highly creative students.
12. Where a student knows they are neurodiverse in some way e.g. dyslexic, dyspraxic, ADD, dyscalculaic, aspergic, autistic, they can declare this to the University so that the correct type of guidance and support for their independent learning needs can be identified and provided.
13. Where a student has not already done so, please email [studentservices@rave.ac.uk](mailto:studentservices@rave.ac.uk) as soon as possible to obtain support.
14. Where a student suspects they may be neurodiverse in some way but have never been screened, they can talk to Student Services during a drop-in session or can contact the team by emailing [studyskillsappts@rave.ac.uk](mailto:studyskillsappts@rave.ac.uk) or calling 020 3040 3501.
15. Following initial screening, Student Services will advise students on whether a full Educational Psychologist Assessment is required. The University will arrange this on the students' behalf, including covering the cost where funds are available, and keep students informed.
16. Student Services will also offer guidance on how to apply for DSA (Disabled Students Allowance) which can cover the costs of 1-1 specialist tuition sessions with the University's in-house tutor, along with any assistive technology students may need.
17. The Student Services team can also collaborate with Course Leaders to make reasonable adjustments to teaching, learning and assessment, including allowing extra time for examinations.

## **Reasonable Adjustments**

### **Introduction**

18. The University values the diversity of its student population and wants all students to have an excellent learning experience and an equal opportunity to achieve the highest outcomes.
19. The University seeks to be an accessible education institution with a focus on inclusive teaching approaches which anticipate the needs of its students. Nevertheless, reasonable adjustments will still be required where full inclusivity is not possible dependant on individual circumstances. This policy sets out how the University will go about supporting students with disabilities, health conditions or specific learning difficulties such as dyslexia to remove any barriers to their learning.
20. This process does not replace the Extenuating Circumstances Policy, instead addressing adjustments that can be made in a timely manner in conjunction with individual students rather than addressing immediate circumstances that may have affected an assessed piece of work.
21. In putting this policy in place, the University is mindful of its statutory duty under The Equality Act 2010 and is informed by the guidance set out by Disability Rights UK in Factsheet F11 (May 2019) and by ECU/AdvanceHE in Managing Reasonable Adjustments in Higher education, (November, 2010).
22. All requests for reasonable adjustment and anticipatory actions will be conducted in line with this policy.

### **What is a Disability?**

23. Disability, according to the Equality Act s 6, is 'a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' and 'has lasted for at least 12 months' and 'it is likely to last for at least 12 months', or 'the rest of the life of the person'.

### **What is a Reasonable Adjustment?**

24. Reasonable adjustments may include the provision of assistive technology, additional facilities or support services to enable students to make the most of their studies. It can also include adjustments to teaching, or alternative assessment arrangements. Reasonable adjustments can vary from relatively standard adjustments which apply to certain disabilities to non-standard

adjustments which need consideration in relation to individual circumstances and course requirements.

### **Who is Responsible for Making Reasonable Adjustments?**

25. Within the University, the Student Services team will consider eligibility and the proportionality of requests for reasonable adjustments and all agreed adjustments will be documented in an Individual Learning Plan. Student Services will arrange standard anticipatory adjustments where no reference to others are required to make these happen.
26. Student Services may review previous support plans or support students may have had in place at previous institutions when considering requests for reasonable adjustments. Student Services may also take external advice or conduct such assessments as are necessary to confirm the most appropriate and effective adjustment.
27. In the case of non-standard adjustments or unanticipated adjustment, Student Services will co-ordinate the request on behalf of the student. They will liaise with the Course Leader and other professional services as necessary, taking into account issues of confidentiality, in order to ensure that appropriate reasonable adjustments are made. The support arrangements will be documented in the student's case file and Individual Learning Plan. Where applicable, they will be confirmed to both the student and staff who need to be informed to put arrangements in place. The template for the ILP that is used to record adjustments can be found here: [bit.ly/ILP-Template](https://bit.ly/ILP-Template).
28. When adjustments are required in class, Student Services will inform the Course Leader and the responsible teaching staff to implement as agreed. Where teaching adjustments are required Course Leaders will also be asked to agree the Individual Learning Plan. In discussion with the Course Leader Student Services will address any concerns in making these adjustments

### **What is Reasonable?**

29. The measure of what is a reasonable adjustment will depend on:
  - what is appropriate to the individual circumstances and the extent of the disadvantage likely to be experienced by the student;
  - the effectiveness of the suggested adjustments in overcoming the disadvantage;
  - the differing requirements of courses (e.g. related to

Professional, Statutory and Regulatory body (PSRB) requirements may restrict or preclude some adjustments);

- the resources available and the cost of the adjustment;
- the practicality and proportionality of the changes;
- the potential benefit to other students, staff and other stakeholders;
- health and safety implications of the adjustment or not making a change;
- confidentiality considerations for the student seeking the adjustment and other students in class.

30. Under no circumstances will a reasonable adjustment be refused because of customary industry practice or doubts about the student's potential to gain eventual employment. This is particularly important when industry speakers are present in classes; who will need to accept the recording of audio or video of presentation and talks when required for adjustments.

31. Additionally, adjustments should apply in all areas of student's life within the University including external visits, trips and work placement opportunities.

### **Do International Students Qualify for Reasonable Adjustments?**

32. International students do qualify for reasonable adjustments but there may be UKVI restrictions which impact on how these are applied. Tier 4/Student Visa students who request adjustments which will affect the length of their study are advised that they must seek up-to-date immigration advice promptly. The maximum period of approved authorised absence is normally 30 days although requests will be considered on an individual basis in line with UK Border Agency regulations.

33. Students seeking an extended period of absence from their studies which would result in them requiring an extension of their visa to complete their studies will have their Student Visa sponsorship ended by the University and they will be expected to leave the UK. Once able to return to the UK the student will request that Student Visa sponsorship is recommenced. Once issued with a new CAS they can apply for a visa to return to the UK for the remainder of their studies. In all cases, the University's legal responsibilities in relation to the sponsorship of international students under the points-based immigration system will take precedence.

## **What Adjustments Could Be Made to Help Access the Building and Facilities?**

34. The following suggested adjustments may be considered to help students access the building and use the facilities available:
- time to get used to the campus in advance of academic study;
  - arrangements to meet specific dietary needs, e.g. use of a fridge;
  - access to the medical room or a rest room on campus;
  - medical support and emergency arrangements;
  - place of privacy to take medication, for treatment, physiotherapy and assistance if required;
  - support teacher or worker, or a sighted guide to support students who may struggle to move around the building;
  - making aware evacuation routes and/or drawing up Personal Emergency Evacuation Plan;
  - good lighting, adequate signs and good colour contrasts within the building;
  - mobility trainer to learn routes to place of study, accommodation, campus and surrounding area;
  - physically accessible classrooms, exam rooms, study spaces, toilets, and catering facilities;
  - access to rest areas;
  - arrangements for guide dogs or other support animals.

## **What Sort of Adjustments Can Be Made to Assessments?**

35. Many different types of adjustments can be made to assessments to support disabled students, so long as those adjustments do not affect the validity or reliability of assessment outcomes.

The following is an indicative list of the sorts of adjustments that can be made:

- provision of additional support to develop organisational and study skills development in order to meet deadlines;
- alternative arrangements for deadlines if fatigue, stress and effects of medication are an issue;
- adjustment to deadlines to compensate for physical disabilities or if motor control is impaired which slow or hamper the ability to work for long periods or result in fatigue;
- preparation for changes of routine, e.g. around deadlines;
- exam paper written on plain paper in one colour;
- allowing students to present to academic staff or make a video presentation instead of written assignments. Extra time to read, understand, and produce answers in exams;
- deadline extensions on assessments as and when needed.

36. The University only conducts exams for a very small part of its portfolio. It is important for students to understand that their work will, in most cases, be assessed on written course work and presentations. Where exams do take place, the following adjustments may be considered:

- changing the language of exam papers for students who are pre-lingually deaf;
- assistance from another person as a prompter, a scribe (amanuensis) or as a reader;
- extra time or opportunities to take rest breaks during exams;
- briefs and/or exam papers in a suitable format;
- a separate room with an invigilator for timed exams so that the student is not disturbed by other candidates, and they are not disturbed by the student;
- extra time to read, understand, and produce answers in exams;
- all exam invigilators to be aware of impairments so they can give time warnings and tell the student when to stop writing;
- exam papers printed on coloured paper or printed in ink other than blue or black;
- supervised rest breaks during exams;
- prompter to keep students focused in exams.

37. It is important to note that there is no duty to make any adjustment to the application of a 'competence standard', but reasonable adjustments can include additional support to achieve that standard or adjustment to the methods by which competence is assessed.

### **What Adjustments Could Be Made Regarding Teaching and Academic Work?**

38. Academic learning is at the heart of the student experience and it is in this area that some of the most significant adjustments could be made. The following examples outline a broad picture of the support different disabilities and conditions may require:

- regardless of adjustments students must be treated with respect as an individual, without staff being directive, patronising or making assumptions about what the student knows and/or can do;
- maintenance of confidentiality in line with student wishes and assessment of disclosure necessary to put in place appropriate support;
- flexibility in attendance and punctuality if medical treatments or therapies are tightly scheduled;
- briefs in a suitable format;

- alternative arrangements for work if fatigue, stress and effects of medication are an issue;
- contact from staff during any periods of time away from studies;
- handouts and book lists in advance of classes;
- handouts and assessment briefs in preferred format, e.g. recorded or on different coloured paper;
- extra time to read, understand and prepare answers;
- use of literal language and keeping oral instructions simple and concise;
- extra time after tutorials to check understanding and provision for staffing to cover these sessions;
- timetable planning to deal with stress;
- timetable planning to avoid fatigue and problem environments;
- additional time at mealtimes for medical needs;
- video materials to have subtitles;
- audio description of visual props used in lectures (or alternative methods of teaching);
- support with identifying the most relevant books and chapters to read;
- handouts and booklists in advance for transcription;
- assistive technology such as a computer with dictionary explanations software or a screen reader;
- induction loop system in lecture halls and seminar rooms;
- microphone system;
- word processing facilities if motor control is impaired;
- preparation for changes of routine, e.g. around deadlines;
- extra time immediately after group sessions to check understanding;
- to have the same information conveyed in more than one way, e.g. verbally and in writing;
- support for practical and field work;
- modified arrangements for any presentations or group work to address communication or expression difficulties;
- alternative ways of completing team work.

### **What Specialist Equipment Could Be Made Available?**

39. The following list includes examples of equipment students may find useful in addressing their disability:

- specialist or adapted computer equipment, e.g. a screen filter or monitor without flicker (e.g. photosensitive epilepsy);
- digital recorder to record lectures;
- software to help with English, particularly grammar;
- flashing light or vibrating pad for the fire alarm (a flashing bell for hall of residence room);

- speech synthesiser tool;
- assistive technology, e.g. computers with speech synthesisers and magnification, Braille notetakers, text scanners, etc;
- if possible modified versions of professional industry equipment to allow participation in practical classes;
- use of coloured filters or overlays;
- use of coloured pens (other than blue or black);
- adapted furniture for studying at home or on campus;
- assistive technology such as a switch-operated or voice-activated computer.

### **What Specialist Support Could Be Made Available?**

40. In order to address a disability it may be necessary for the University to fund additional support for students during lesson time, assessments and provide specialist support. Examples of additional support include:

- scribes, amanuenses or notetakers, proof-reader, or support worker;
- remote captioning e.g. using Skype to access a palantypist;
- personal assistants or mobility helpers;
- personal reader to read course material and assessment briefs;
- human aid to communicate, e.g. sign language interpreter or lip-speaker and signing;
- qualified support teacher or tutor, e.g. for language tuition and concept support;
- specialist tuition support, e.g. language skills or structuring work.

### **What Support Could Be Available to Help Access and Understand Course Materials?**

41. The University recognises that some students may need materials presented in a different way to how they are currently presented in a form or format that meets their specific needs. Where necessary the University will consider the following in order to ensure students can access materials:

- access to relevant University documents in the student's preferred format (e.g. Course Handbook);
- materials in literal language, including exam papers;
- course materials in plain English or with symbols;
- support using the learning resource centre or library, e.g. extended book loans, or help with locating and retrieving books and articles;
- when appropriate additional time to complete coursework and possibly the entire course (for instance for physical disabilities)



or those likely to impact on completion times where additional support will not of itself address the disadvantage);

- large print, tape or Braille transcription services;
- course material in Braille or in large print, audio format, or via email and exam papers in a preferred format;
- private study area in the library, longer book loans and special arrangements for photocopying.

### **What Support Could Be Put in Place Through the Professional Services Staff?**

42. Professional Services covers direct support areas such as Student Services in addition to broader teams that students may need support from including, but not limited to, Registry, Admissions, Complaints and Appeals. Regardless of adjustments students must be treated with respect as an individual, without staff being directive, patronising or making assumptions about what the student knows and/or can do. Examples of adjustments that could be implemented, include:

- support from welfare and counselling staff;
- study skills support;
- specialist tuition support, e.g. language skills or structuring work;
- immediate access to pastoral support, e.g. particular staff member a student can go to with any concern;
- dedicated support worker or person to act as a mediator for team or group work;
- use of peers, volunteers or a buddy system;
- provision of quiet room if there are sensory issues;
- specific accommodation arrangements;
- named contact to go to for support when necessary;
- advice and guidance from a speech and language therapist;
- independent advocacy services;
- clear explanation of specific tasks and any changes of routine;
- support in finding accessible accommodation if studying away from home;
- ongoing dialogue with staff in the case of a hidden and/or fluctuating condition;
- support will be provided to support the student in accessing adequate financial support to cover any extra costs;
- covering the cost of photocopying course materials;
- special photocopying arrangements;
- access to all university facilities;
- support and information will be provided before and during the admissions process.

## What Training May Be Put in Place to Help Address Disability and Adjustment Needs?

43. In general it should be understood that training will need to be available to all staff that may have to implement adjustments. This may involve training for large groups of staff around specific challenges.
44. In most cases, staff (and in some cases students) who know about the impairment will have sufficient information and awareness about the adjustments needed. However, on occasion disability equality and impairment specific awareness training for staff may be needed.
45. Other adjustments might include some staff learning British Sign Language (BSL) or providing sufficient information and awareness among staff who do know about the student difficulties to prevent major misconceptions.

## Where Can I Get Further Information?

46. Further information can be found from:
  - a. Disability Rights UK Student Helpline: information on the support available for disabled students 0330 995 0414 (free phone).
  - b. Into Higher Education Leaflet: Detailed information on higher education and the process of choosing and applying is available in the Disability Rights UK publication Into Higher Education. This full-colour guide includes six inspiring profiles of disabled students writing about their experiences. ([disabilityrightsuk.org/sites/default/files/pdf/IntoHE2019.pdf](https://disabilityrightsuk.org/sites/default/files/pdf/IntoHE2019.pdf)).
  - c. Into Apprenticeships: Into Apprenticeships is a guide for disabled people, parents and key advisers about applying for apprenticeships in England. It deals with common questions about finding an apprenticeship, whether the training will be accessible and what support is available in the workplace. There are several inspiring stories written by disabled apprentices about their own experiences and the challenges they have faced. ([disabilityrightsuk.org](https://disabilityrightsuk.org)).
  - d. National Network of Assessment Centres ([nnac.org](https://nnac.org)) A UK-wide network of specialist services that work together to facilitate access to education, training, employment and personal development for disabled people. Assessment Centre services include quality assessment and support in the use of assistive technology and/or specialised learning strategies. Students in higher education in the UK are often referred to an Assessment

- Centre for a 'needs assessment' funded out of their Disabled Students' Allowances (DSAs).
- e. AbilityNet ([abilitynet.org.uk](http://abilitynet.org.uk)) Advises on assistive technology for disabled people.

---

## Chapter 3 – Wellbeing and Mental Health Policy

### Introduction

1. In providing a supportive learning environment for students the University strives to ensure that students who may be experiencing difficulties are supported by staff. This policy provides the framework for that support.

### Levels of Concern

#### General

2. Exceptionally, students may experience a crisis requiring intervention by staff. In the course of normal studies, students often experience difficulties relating to various aspect of their time at the University. The Head of Student Services is responsible for ensuring that the requirements of students referred (either by themselves or others) to the department are assessed and appropriate support put in place.

#### Minor concern

3. In the course of contact with a student, staff may become concerned about a student's behaviour or attitude or become aware that there are circumstances affecting the behaviour of the student. A staff member may notice that the student exhibits:
  - poor attendance
  - disruptive behaviour
  - personal hygiene problems
  - weight loss
  - evidence of drug or alcohol use
  - appearance of stress
  - changes in behaviour or attitude
4. In such cases the staff member may wish to enquire from the student if they are experiencing difficulties or if they have additional support needs. The staff member should ensure that the student is provided with further information about the range of services available from Student Services.

5. In normal circumstance it is preferable if the student makes a self-referral to Student Services. If the student wants to keep what they have told a staff member confidential, or does not approach Student Services, they should be advised that this limits what can be done for them.
6. Staff can seek advice from the Head of Student Services or a member of staff in Student Services without breaching confidentiality where the student in question is not identified.

### **Cause for concern**

7. On occasion a staff member may judge that the situation is more serious, requires a higher level of intervention in order to safeguard the student themselves or other members of staff and students such as:
  - irrational behaviour
  - violent or seriously disruptive behaviour
  - student indicates suicidal intentions
  - student appears extremely unwell
  - suffering severe mental distress
8. In such cases, the staff member should inform Student Services as soon as possible providing as much information as possible.
9. The Head of Student Services, or nominee, will review the evidence to ensure that appropriate support is put in place. In doing this the Head of Student Services may seek advice or information from internal departments within the University and depending on the seriousness of the case, the level of concern for the student may seek advice from external agencies. The Head of Student Services is responsible for ensuring the University's response is communicated to the appropriate parties.

### **Serious and exceptional situations**

10. Serious and exceptional situations include:
  - where continued engagement with their course of study poses a serious threat to the student's health
  - where a student poses a serious threat to themselves or other members of the University community
  - where the student support needs are clearly beyond the capacity of the University to provide.
11. When such situations arise, the Head of Student Services, or nominee, will recommend appropriate action to the Dean

of Students or equivalent or nominee (or in their absence another member of the Executive). The action agreed will be monitored by Student Services. In such circumstances the actions recommended may include contact with external agencies including but not limited to;

- sharing information with appropriate external agencies (e.g. the police, emergency services, local mental health teams);
- excluding the student pending investigation or medical assessment<sup>27</sup> ;
- contact with the next of kin;
- seeking information from fellow students or other third parties.

12. The Head of Student Services is responsible for ensuring that the University's response is communicated to the appropriate parties.

### **Guidance on Confidentiality and Data Protection for Staff**

13. The University's guidance on confidentiality and data protection (GDPR 2018) give more detailed information on the institution's position in relation to these areas of concern. In the context of dealing with students in distress, there are some key points to remember:

- It is possible for staff to seek advice from staff in Student Services concerning a student if this is done so without identifying the student.
- It is not permissible to pass details concerning a student to other members of staff or another department without the student's informed consent. This applies also to sharing details about an individual student with external callers or agencies, even if that person is the student's parent and the student is over 18.
- Informed consent means that the staff member has told the student what information they feel it is important to share, and with whom, why they are doing this, and what they will ask the other member of staff/department to do with the information.
- If the student does not want information shared, they should be advised that there may then be a limit to the help and support that they can be given.

---

27 The reasons for the exclusion, its purpose and duration will be given to the student by the Dean or equivalent or nominee as soon as is practically possible. If appropriate the Head of Student Services will ensure that timely and appropriate support is provided during the period of exclusion and on the student's return to study.

- The exception to informed consent is where a staff member is concerned for the student's, others or their own safety. In particular, it may be essential to share information about the student with their parent or next of kin where serious mental health issues are suspected or confirmed.

### **Training**

14. The Head of Student Services is responsible for ensuring that staff within the department receive appropriate, timely and professional training to enable them to support students in need.
15. The Head of Student Services is also responsible for ensuring that all staff at the University have an awareness of what support is available to students, and how students can access it.

---

## **Chapter 4 – Fitness to Study Policy**

### **Introduction**

1. These procedures should be read in conjunction with the Extenuating Circumstances Policy. This complements the Academic Progress and Engagement Monitoring Policy (Section, 6 Chapter 2), the Disability Disclosure Policy (Section 11, Chapter 1), the Learning Support Policy (Section 11, Chapter 2) and the Wellbeing and Mental Health Policy (Section 11, Chapter 3).

### **General Principles**

2. The University seeks to assist all its students to achieve academic success. However, it is recognised that, due to changes affecting personal circumstances, the worsening of an existing health, mental health or disability related issue or the development of a new condition, students' ability to progress may be undermined.
3. 'Fitness to Study' is defined as the ability to positively and proactively engage with academic study and the University learning community, which includes academic participation and progress, as well as respectful engagement with University colleagues.
4. This policy is intended to be preventative and supportive, not punitive and should be used in situations when a student's fitness to study is a cause for concern or for urgent intervention.

5. Examples of when a student's fitness to study may be a cause for concern include, but are not limited to, the following:
  - a. A student's behaviour or health difficulties are, or are at risk of, impacting upon the health, safety or wellbeing of themselves or others;
  - b. A student's behaviour or health difficulties are, or are at risk of, adversely affecting the teaching, learning, or experience of themselves or other students;
  - c. A student's behaviour may invoke the Student Disciplinary Policy but there are concerns of an underlying physical or mental health difficulty;
  - d. A student's failure to engage or progress academically may be attributable to their overall health.
  - e. A student who submits extenuating circumstances applications on a basis where it would mean they are at risk of failing the year, defers or extends the submission date for assessment(s) may be considered 'at-risk' of being unable to complete their course.
6. This policy should be used in instances where a student's health or behaviour pose a risk of harm to either themselves or others, it may be necessary to invoke the Wellbeing and Mental Health Policy, or the Student Disciplinary Policy.
7. The application of the Fitness to Study Policy will be guided by the following principles:
  - fair and proportionate action in relation to individuals;
  - consideration of relevant professional advice;
  - safeguarding the academic community from threat or harm;
  - supporting student achievement through holistic consideration of their challenges and support available;
  - compliance with legal duties and responsibilities including but not limited to the Human Rights Act 1998; the Equality Act 2010; the Counter Terrorism and Security Act 2015 (Section 31); and Data Protection Act 2018.

## **Procedure**

8. The Fitness to Study procedure has an informal and a formal stage, however, the formal stage may be invoked directly, depending on the nature or seriousness of the concern:
  - a. Stage 1: Informal Review
  - b. Stage 2: Fitness to Study Panel
  - c. Stage 3: Follow-up

## **Stage 1 – Informal Review**

9. Where an academic or a professional member of staff has concerns about a student's fitness to study, they should, in the first instance, notify the Course Leader, or nominee who should attempt to resolve any issues informally with the student. The Course Leader, or nominee should discuss the identified concern with the student, making reference to this policy, explore possible solutions, and signpost or refer the student to appropriate support services offered by the University. The Course Leader, or nominee should liaise with the Student Engagement Team and Student Services ahead of the informal discussion to consider the next steps for the student.
10. In all instances, the Course Leader, or nominee should monitor progress following the informal discussion to review the situation. The Course Leader, or nominee will make student services aware to enable the tracking of progress and resolution, and intervene, as appropriate.
11. If the concerns persist, the tutor will refer the student's case to Stage 2.

## **Stage 2 – Fitness to Study Panel**

12. Where concerns remain after the Informal Review, or if the concerns are grave, the Head of Student Services, or nominee, shall call a Fitness to Study Panel to review the case and to determine appropriate outcomes.

The Fitness to Study Panel shall comprise:

- a. The Dean, or nominee (Chair)
  - b. The Head of Student Services, or nominee
  - c. The relevant Academic Head
  - d. The student's Course Leader, or nominee, unless there are issues of conflict
  - e. A Secretary, appointed by the Head of Academic Operations
13. The student will be invited to attend the Panel and may be accompanied by a friend or relative, or a representative from the Students' Union. Legal representation would not, normally, be permitted.
  14. The student will be invited to attend the Panel and may be accompanied by a friend or relative, or a representative from the Students' Union. Legal representation would not, normally, be



permitted. Requests for legal representation to attend a meeting must be submitted to the secretary of the Panel for consideration of the University Secretary. The decision of the University Secretary shall be final and not subject to appeal.

15. The student should be notified of the meeting in writing and be given a minimum of five working days' notice of the meeting. The student will be informed in advance:
  - a. of the purpose of the meeting;
  - b. of the nature of the concerns;
  - c. who will be in attendance;
  - d. whether the student needs to provide any information or documentation including, if appropriate, medical evidence;
  - e. the contact details for the Students' Union and their right to bring a friend, relative or a Student Union representative;
  - f. that the meeting may proceed in their absence.
16. The Fitness to Study Panel may call for additional independent evidence, i.e. from witnesses or from relevant medical professionals. In all instances, the student will be given access to all such evidence a minimum of two working days in advance of the Fitness to Study Panel meeting.
17. Medical evidence submitted for consideration by the Fitness to Study Panel must be current and identify:
  - a. the nature and extent of any medical condition, including any prognosis, as relevant;
  - b. the extent to which it may affect their fitness to study and engagement in University life e.g. doctor's letter;
  - c. ongoing medical treatment plan;
  - d. recommendation for special provisions that the University might consider to support the student.
18. The Fitness to Study Panel meeting may progress if the student does not attend. However, the spirit of the policy is that the meeting is a constructive approach to assisting the student to continue with their studies successfully.
19. The Fitness to Study Panel may conclude, in agreement with the student wherever possible, that:
  - a. no further action is necessary;
  - b. an Action Plan will be agreed with the student detailing:
    - i. support to be put in place;
    - ii. formal expectations;

- iii. timescales for achievement and review;
- iv. consequences of failing to meet agreed expectations;
- c. that it is appropriate for the student to change to another mode of study, if available;
- d. that the student should take an interruption of studies, if appropriate and within time limits for completion of the course;
- e. that it is necessary to refer to other University policies, such as the Student Disciplinary Procedure, the Wellbeing and Mental Health Policy;
- f. that it is necessary to permanently withdraw the student from the University. This course of action would, normally, be reserved for exceptional circumstances e.g. where previous attempts to support the student through the Fitness to Study Procedure have not been successful and there is objective and authoritative evidence that the student is physically or mentally unable to continue their studies.

### **Stage 3: Follow-up**

20. The student shall be provided with a letter recording the details and outcome of the meeting within five working days of the Panel. The student will be offered the opportunity to meet with a tutor, or nominee, to discuss the outcome of the Fitness to Study Panel. The student may be accompanied at this meeting by a friend, a relative, or a representative from the Students' Union. The student should be asked to confirm their agreement with the proposed course of action in writing (unless the outcome of the Panel leads to the student's withdrawal) and be informed of their right to appeal if they are not in agreement.
21. The Course Leader, or nominee shall be responsible for monitoring student progress under the agreed Action Plan and have the right to refer the student back to the Fitness to Study Panel if progress is not being made.
22. Where an interruption of studies is agreed, relevant student support services shall be notified and available to advise the student on any impact this suspension may have on funding, Student Visa or work placement, as appropriate to the student's individual circumstances.

### **Appeals**

23. Students who are dissatisfied with the outcome of a Fitness to Study Panel may appeal that decision in accordance with the University's Appeal Process.

## **Return to Study**

24. In all instances of an agreed interruption of study or registration by the University, Registry will contact the student to confirm their intended return date and request the relevant re-enrolment information. The student must confirm that they are fit to return and provide medical or other evidence, as appropriate to their individual circumstances to demonstrate their fitness to study. The evidence must be objective and authoritative, usually from an independent qualified professional such as a registered health practitioner, or a law enforcement professional who has enough knowledge of the student's circumstances to make an informed statement on their fitness to return to study.
25. Prior to the student's re-entry and registration, the Head of Student Services will review the evidence to ensure the student is sufficiently well and able to continue with their studies, and to ensure that appropriate support mechanisms are put in place. The Head of Student Services will liaise with the Panel members to come to a final decision.
26. The final decision agreeing re-entry and registration to the University will be communicated to the student by the Head of Student Services on the recommendation of the Panel.

## **Monitoring, Evaluation and Review**

27. The Chair of the Fitness to Study Panel, or nominee, shall provide an annual report to the Quality and Policy Committee, summarising cases that have been considered by the Fitness to Study Panel and the actions taken, and a commentary on the effectiveness or otherwise of the procedures and any recommendations for change.

# Section 12 – Collaborative Provision

---

## Chapter 1 – Collaborative Provision Approval Process

### Introduction

1. Collaborative provision involves the delivery of university courses or modules in partnerships with an approved external organisation. The University is committed to ensuring that it has in place effective arrangements to ensure a student's academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
2. The University takes ultimate responsibility for academic standards and the quality of its learning opportunities, irrespective of where these are delivered or who is involved in providing them. The purpose of this policy is to ensure collaborative provision is implemented securely and managed effectively and in line with expectations and core practices set out in the UK Quality Code. All proposed collaborative and partnership arrangements must be considered in accordance with the relevant approval process detailed below and have received formal approval prior to commencement of delivery.
3. This policy does not cover:
  - a. work placements
  - b. study abroad courses;
  - c. short courses (which carry no credit); or
  - d. research degrees.

### Strategy and Governance

4. Working with others is central to the University's ethos and collaborative provision is a natural continuation of this, allowing the University to extend and enhance the educational opportunities available to students. The University's approach to collaborative provision is framed within its vision, mission and values and guided by its strategy and the priorities set out in its associated implementation plan. Any proposal for collaboration provision will be scrutinised to ensure it is consistent with the vision, mission and values, and aligns with the strategy. The University

will consider proposals for collaborative provision likely to meet one (and preferably more) of the following criteria:

- a. the collaboration promotes social mobility, internationalisation and inclusion, enabling change beyond the University, to the socio-economic profile of practitioners in the creative industries;
  - b. the proposal extends opportunities to engage with or progress to the University's higher education courses;
  - c. the collaboration relates to a cognate or complementary subject area and furthers the University's ambition to shape the creative leaders of the future;
  - d. the learning opportunities are high quality and enhance the University's reputation for academic excellence and/or innovative approaches to learning and teaching.
5. The University will evaluate any proposal for collaboration provision to ensure that:
- a. there is sufficient internal capacity to develop and manage the partnership relative to competing priorities;
  - b. internal resources necessary to develop and maintain the partnership can be committed, are sustainable; and
  - c. it represents value for money.
6. Subject to the overall responsibilities of the Board of Governors, the Academic Board is responsible for setting the academic standards and enhancing the quality of all the University's awards. The Academic Board will maintain oversight of all collaborative provision arrangements and report to the Board of Governors annually on them. The University will also maintain a register of all collaborative provision that will be publicly available.
7. The Quality Office will maintain a Collaborative Provision Handbook.

### **Types of Collaborative Provision**

8. There are various types of collaborative provision. The typical categories into which collaborative provision may fall are set out below. For all collaborations due diligence (including financial, reputational and academic) must be undertaken. Financial and reputational due diligence will be considered and approved by the Executive. Academic due diligence will be considered and approved by the Academic Board. A contract must be in place prior to first delivery.

## Articulations

9. The University recognises a specific course or award at a specific provider for purposes of entry or entry with advanced standing, depending on the specific case. There is no validation or award of credit.
10. To enter into an articulation arrangement, there must be a curriculum mapping to the curriculum of the relevant University award(s). While articulations are low risk, due diligence must be undertaken of the quality of the proposed partner's provision and the curriculum map must be approved by the Academic Board.
11. An articulation agreement (signed by the Vice-Chancellor) must be in place prior to any student progressing to the University's award (either at entry or with advanced standing) and will be monitored by the Board of Studies.

## Support Partnership<sup>28</sup>

12. An arrangement in which a partner organisation provides specialist resources or support for the delivery of a university course and on which students were dependent to demonstrate specific learning outcomes. There is no validation or award of credit and the University is responsible for curriculum delivery and assessment.
13. For all support partnerships, due diligence must be undertaken and the partnership approved by the Executive. A contract must be in place prior to first delivery. Academic approval must be sought from the Academic Board and, where necessary, following a validation panel. Support Partnerships will be monitored by the Board of Studies.

## Educational Delivery Partner

14. An organisation is contracted by the University to facilitate delivery of elements of the University's curriculum or to facilitate distance learning or online provision. Responsibilities of the partner may include providing infrastructure, learning resources, tutorial and personal support. The University is responsible for curriculum delivery and assessment. There will not normally be any validation or award of credit.

---

28 The hiring of general rooms or space from another organisation is not collaborative provision.

15. For all educational delivery partnerships, due diligence must be undertaken and the partnership approved by the Executive. A contract must be in place prior to first delivery. Academic approval must be sought from the Academic Board and, where necessary, following a validation panel. Educational delivery partnerships will be monitored by the Academic Board.

### **Franchise**

16. A franchise exists where a partner delivers a university course or module. The University is wholly responsible for the course content and quality assurance of its delivery. University credit will be achieved by students studying with the partner.
17. When validating a franchise arrangement, the academic due diligence will focus on the potential partner's capability and capacity to deliver the curriculum to a high standard while ensuring a high-quality student experience on a course designed and/or owned by the University.
18. For all franchise arrangements, due diligence must be undertaken and the partnership approved by the Executive. A contract must be in place prior to first delivery. Academic approval must be sought from the Academic Board and, where necessary, following a validation panel. Franchises will be monitored by the Academic Board.

### **Joint/Dual Degrees**

19. A Joint/Dual Degree exists where a course is delivered and awarded by the University and another degree awarding body. Such award(s) will enable students to achieve credit and/or qualifications by the University and a partner degree awarding body. Credit and qualifications are based on the completion of the same course and assessed work which may be carried out at one or both institutions. Responsibility for any award is with each awarding body, irrespective of who delivers the course.
20. For all joint/dual degree arrangements, due diligence must be undertaken and the partnership approved by the Executive. A contract must be in place prior to first delivery. Academic approval must be sought from the Academic Board following a course validation event(s) which will assess both the potential partner(s)' capability and capacity to deliver the curriculum to a high standard while ensuring a high-quality student experience and the specific course(s). Joint/dual degrees will be monitored by the Academic Board.

### **Validation Agreements (UK)**

21. A Validation exists where the University approves a course or courses that are owned and delivered by another provider in the UK which is not a degree awarding body. The design, delivery and assessment of the course is carried out by the partner organisation to a standard and quality equivalent to the University. Students are normally recruited to and registered at the partner institution. The partner is responsible for all aspects of delivery and facilities. The qualification is awarded by the University.
22. For all Validation agreements (UK), due diligence must be undertaken and the partnership approved by the Executive. A contract must be in place prior to first delivery. Academic approval must be sought from the Academic Board following a course validation event(s) which will assess both the potential partner(s)' capability and capacity to deliver the curriculum to a high standard while ensuring a high-quality student experience and the specific course(s). Validation agreements (UK) will be monitored by the Academic Board.

### **Validation Agreements (Overseas)**

23. A Validation agreement (overseas) exists where the University approves a course or courses that are owned and delivered by another provider outside the UK. The design, delivery and assessment of the course is carried out by the partner organisation to a standard and quality equivalent to the University. Students are normally recruited to and registered at the partner institution. The partner is responsible for all aspects of delivery and facilities. The qualification is awarded by the University.
24. For all Validation agreements (overseas) arrangements, due diligence must be undertaken and the partnership approved by the Executive. A contract must be in place prior to first delivery. Academic approval must be sought from the Academic Board following a validation event(s) which will assess both the potential partner(s)' capability and capacity to deliver the curriculum to a high standard while ensuring a high-quality student experience and the specific course(s). Validation agreements (overseas) will be monitored by the Academic Board.

### **Serial Arrangements**

25. The University will not consider or permit serial arrangements (that is, further sub-contracting) of partnership courses and these will be specifically excluded in any contract.



26. The only exception might be when a third party provides specific learning opportunities such as placements or work-based learning. Any such arrangements must be approved by a validation panel and the scope and extent of any serial arrangement must be agreed in writing.
27. Where an existing partner sub-contracts any of their responsibilities, without the prior written approval of the University, it will be considered a serious breach of the collaborative agreement and may result in the termination of the arrangement.

### **Alternative Arrangements**

28. The above list is an indicative, rather than exhaustive list of the opportunities and governance mechanisms the University is willing to engage in and support. Where an alternative form of partnership is proposed, it will be risk assessed and if accepted an adaptation of the procedural measures (above) will be approved by the University Secretary with final sign-off by the Academic Board. For instance, where a potential partner does not have an appropriate academic governance or academic oversight structure in place or in prospect then it may be appropriate to bring that within the remit of the University's Board of Studies.
29. The University may enter into consortium arrangements with a number of delivery organisations (and sometimes multiple awarding bodies) provided these arrangements are not serial arrangements.

## **Partner and Specific Collaborative Provision Approval**

### **Expression of Interest**

30. Anyone wishing to propose collaborative provision with the University should approach a member of the Quality Team ([quality@rave.ac.uk](mailto:quality@rave.ac.uk)) to express their interest in collaborative provision. The expression of interest will usually include:
- a. details of the collaborative partner – such as name, location, legal status, other partnerships and the number of students involved;
  - b. type of collaborative provision sought, including which course(s)/unit(s) may be involved (if any);
  - c. capacity of the institution(s) to deliver the proposed partnership – including previous partnership, learning resources and accreditations; and
  - d. an indication of timeframe and resources required.

## Risk Based Approach

31. The University adopts a risk-based approach to approving collaborative provision. This is achieved through the completion of a risk assessment of the proposed collaboration.
32. The University will assign a level of risk to all proposed collaborative partnership, either low, medium or high which will inform the academic and commercial approval process required. An indicative process is included under each type of activity described above, but this may be varied by the risk profile (for instance through requiring a validation event or approval from the Board of Governors).

## Partner Approval

33. The commercial and academic approval of collaborative provision will be separated, and all partnerships must be approved both by the Executive and the Academic Board.
34. The Executive will be responsible for financial due diligence, legal due diligence, reputational risk assessment and assuring themselves that the commercial opportunity is sufficient to justify the investment of resources. The Academic Board will be responsible for ensuring that the partner is credible academically to deliver the partnership (e.g. the qualifications of management, the number of academic and professional services staff and their qualifications and the quality of the learning environment).
35. In approving a specific partner, the Executive should consider:
  - a. the partners and the specific proposal's alignment with the University's strategy;
  - b. the reputational impact;
  - c. other partnerships the University may have (including the capacity to support the new partnership and conflicts of interest or negative impact on other partnerships);
  - d. ethical considerations;
  - e. the business case (including its financial viability and sustainability)
  - f. the quality of provision;
  - g. the results of financial, legal and any other due diligence<sup>29</sup>.

---

29 A Due Diligence checklist is available from the Quality Team.

36. In coming to a determination, the Executive will gather information to inform its decision. This may include a visit to or meetings with the proposed partner, reputational and quality profiling, reference taking as well as financial checks.
37. Following Executive sign off, the partner will progress to an approval event which will vary based on the level of risk identified. For lower risk partnerships, academic due diligence will be undertaken directly by the Quality Office and a report and recommendation submitted to the Academic Board. For higher risk partnerships, the proposed partner will be submitted to a validation panel and an outcome and recommendation submitted to the Academic Board for approval. Usually, a visit will be held to the proposed partner's site. A determination on the appropriate level of scrutiny rests with the University Secretary whose decision is final. Should the proposed partner not be approved, feedback will be offered on the proposal and the partnership can be reconsidered after 3 months have elapsed, unless it is recommended that the partnership is not pursued in which case it will not be reconsidered for at least 12 months.
38. Approved Partners should be subject to reapproval every five years.

### **Specific Collaborative Provision Approval**

39. If the partner is approved, the specific collaborative provision must also be approved. These processes will usually run consecutively but can run concurrently. Specific collaborative provision must be submitted to PDG and, where necessary, the approval of specific collaborative provision may require a validation event and the University's normal processes must be followed. For other types of partnership, the most appropriate process must be followed and will be subject to final approval by the Academic Board. Where there is doubt on the correct process, the Head of Academic Quality will determine the most appropriate process.
40. Where there is a request to expand an existing partnership, the process for specific collaborative provision approval must continue to be followed.

### **Memorandum of Agreement**

41. A binding legal agreement will be put in place covering all contractual aspects of the partnership. This will be tailored carefully to the specifics of the particular partnership, but will cover at a minimum:

- a. the duration of the agreement and the renewal process;
- b. rights and responsibilities of both parties;
- c. intellectual property and copyright rights;
- d. financial arrangements;
- e. administrative arrangements – including applications and admissions, assessment, student records, external examiners and student conduct, complaints and appeals;
- f. confidentiality clauses;
- g. compliance with relevant legislation (data protection, GDPR, freedom of information);
- h. liability clauses;
- i. dispute resolution arrangements;
- j. procedures for alteration to the agreement; and
- k. termination clauses (both of specific collaborative provision and the partnership) and student protection clauses in the case of termination.

### Office for Students (OfS) Compliance

42. The University is required to report to the Office for Students ‘any new partnerships, including validation or sub contractual arrangements’. Where a reportable partnership is proposed or entered, the partner consents to the University informing the OfS.

---

## Chapter 2 – Learning through Work Policy

### Introduction

1. This policy provides a framework for the management of work experience opportunities available to students through work based or placement learning.
2. The University accepts ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them and commits to delivering learning opportunities with work organisations that are implemented securely and managed effectively.
3. The policy is primarily intended to cover learning in the workplace which is credit bearing, but for the purpose of clarity and understanding and the need to provide a framework for all placement opportunities, non-credit bearing opportunities provided by the University are also covered by this policy.

(Please note paid employment by the University, unless undertaken as a part of a course, is not covered by this policy.)

## Definitions

4. The following definitions are adopted as part of this policy:
  - a. **Work based learning (WBL):** This involves learning through work, learning for work and/or learning at work. It consists of authentic structured opportunities for learning which are achieved in a workplace setting or are designed to meet an identified workplace need. This type of learning typically has a dual function of being designed to meet the learning needs of the employees, developing their knowledge, skills and professional behaviours, and also meeting the workforce development needs of the organisation. Work-based learning is, therefore, learning which is distinguished from work-related or simulated learning activity that has not been formulated or commissioned by, or in partnership with, employers to address a current workforce need.
  - b. **Internships:** this term can be applied to a variety of normally short unpaid work experience opportunities and students should contact the student services team for guidance on the expectations of the employer and the University regarding these and other non-credit bearing opportunities. Such opportunities should not impact on the academic commitment of the student.
5. The assessment strategy of WBL must be defined at the time of validation as must the retrieval arrangements. There should be an opportunity for the receipt of feedback from the student on the experience.
6. All courses (FE, UG and PG) encourage students to undertake a work placement during their period of study. This can take the form of a placement in which the student is located with the employer on a full or part time basis, almost always in the vacation time and would normally be paid. It is expected that most placements of this type will be paid, however, the University recognises that this is not always possible and that occasionally unpaid placements will be undertaken rather than no placement at all. Unpaid placements should last no longer than four weeks full time or the equivalent part time. Placements must not be treated as 'work trials' which are illegal in the UK. Paid placements must be paid at National Minimum Wage.

## **General Requirements**

7. All employers offering work based or placement learning must have in place the appropriate employer liability insurance, employer health and safety policies and equal opportunity policies. It is the responsibility of the employer to ensure students on placement (either paid or unpaid) are covered by their insurance policies. Except by previous agreement, employers cannot ask a student to use University resources (kit or facilities) to complete placement activities.
8. Employers are required to warrant this general requirement and to indemnify the University for any breach.

## **Job Role Review**

9. The course team must assure itself that the role in which a work-based student will be employed will enable the student to undertake tasks which are relevant to the course or module(s) of study, and will provide opportunities for the achievement of the learning outcomes of the course or module(s).
10. Although the specific tasks that a student may undertake in the workplace throughout the course may not be identifiable at this stage, the general availability of tasks which would be suitable at the requisite level(s) for the course should be identified.
11. The course team shall ensure that the person undertaking the job role review has sufficient knowledge of the relevant course, the FHEQ and the relevant industry standards to make sound determinations of the job role's suitability.
12. Where there is more than one role, this review should be undertaken for each role.
13. Where more than one person will undertake the same role, the availability of sufficient tasks to meet the educational needs of all students should be established.
14. The outcomes of the job role review should be recorded and agreed by both the University and the employer.

## **Application of Learning Agreement**

15. Prior to a student entering into a workplace, an application of learning agreement must be completed. This agreement will specify the learning outcomes on the module or course

and the specific tasks the student will undertake to support achievement of those learning outcomes.

16. Where a course is over a long duration (e.g. a degree apprenticeship), generic tasks from the job role analysis can be inserted to be updated with specific tasks at a later date. In all cases, students should have specific tasks identified for at least a 1-month period.

### **Supervision and assessment**

17. Students registered on a course which is wholly or partly delivered through work-based or placement learning must be supervised by a member of university staff. This supervision will be appropriate to the course, employer and assessment requirements but as a minimum will require at least one contact point with the student per term.
18. The assessment of work-based or placement learning is the responsibility of the course team, but employers may be asked to make a contribution. That contribution must be clearly defined at the time of validation together with the assessment criteria to be used. Employers who make a contribution to the assessment of students must have staff suitably qualified to assess at the required level or take part in training and development on assessment provided by the University. All employer contributions to assessment will be moderated by university staff.
19. Supervision of learning is only undertaken for credit bearing placements and work-based learning. All other types of work experience are not supervised by employees of the University.

### **Risk Assessment and Contracting**

20. Where the work-based or placement learning is part of a validated course the University must assess and manage any risk, including identifying mitigating actions should the work-based or placement learning cease before completion. Where risks are assessed as high, consideration should be given to the propriety of entering into the arrangement.
21. All work-based and placement learning opportunities leading to credit must be underpinned by a contract with the relevant employer or work place.

### **Study abroad and exchanges**

22. As part of their validated course, students may have the option to take part in a study abroad course, which will replace course credits with the equivalent amount of credit studied in an overseas institution.
23. Where students study abroad or participate in exchanges as part of approved courses of study, there will be an agreement reached about recognition for learning undertaken with, and assessed by, other providers and awarding bodies. Arrangements for recognition, including credit recognition where relevant, particularly in the context of study abroad, are the responsibility of the University and should follow the same process as for articulation arrangements.

### **Students under the age of 18 at the time of participating in placement learning or work experience**

24. The University does not restrict participation in non-credit bearing placement learning or work experience opportunities for students under the age of 18. However, there are increased responsibilities and government legislation for employers in these situations which must be adhered to. Students under the age of 18 are not eligible to undertake credit bearing work-based learning or placements at the University.



# Section 13 – Academic Freedom

---

## Chapter 1 – Academic Freedom Policy

1. For the purposes of this Code, the definition of Academic Freedom is that stated in the University's Articles of Government (7.2), which states that the Board of Governors shall have regard to the need to:  
    'ensure that academic staff of the University have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy or losing their jobs or any privileges they may have at the University.'

Academic Freedom is used commonly to describe three distinct but related concepts:

- a. scholarly freedom to carry out teaching and research without undue interference;
  - b. institutional autonomy; and
  - c. academic participation in university governance.
2. These concepts support each other but can also be in tension with each other. So, for instance, a limitation on individual Academic Freedom is that it exists within the context of collegial decision-making processes used to determine and decide the broad curriculum and academic regulations. Nevertheless, an underpinning principle of this Code is that collegiality and academic participation in University's deliberative structure best promotes and protects scholarly freedom.
  3. The University commits to ensuring:
    - a. its academic staff are free to teach or communicate such ideas or facts as they see appropriate to a learning activity;
    - b. its academic staff are free to engage in legitimate research, inquiry and scholarship and its dissemination;
    - c. academic judgement is the preserve of academic staff and collective academic decision making should be made by appropriately constituted academic committees and bodies (e.g. Assessment Boards, Academic Board and its sub-committees etc) subject to the authority of the Board of Governors set out in the Articles of Government;

- d. academic staff should be involved and consulted in the development of academic policies and procedures and other policies which impact on academic standards and quality.
4. Academic staff should be aware that:
- a. Academic Freedom in teaching operates within the bounds of the validated learning outcomes of the course, relevance to subject and the maintenance of academic standards which are collegially determined;
  - b. Academic Freedom necessarily carries a responsibility to tolerate the Academic Freedom of others;
  - c. the limitations on Freedom of Speech (set out Section 13, Chapter 2) apply equally to Academic Freedom;
  - d. Academic Freedom is not about belief or faith and can only be exercised in a manner which is evidenced based, gives weight to alternative points of view and methods, balances academic critiques of the views expressed and is based on solid scholarship and/or research integrity;
  - e. Academic Freedom to criticise a national or institutional policy does not constitute any exemption from that policy.

---

## **Chapter 2 – Code of Practice on Freedom of Speech**

1. Freedom of Speech is the freedom to hold opinions and to receive and impart information and ideas without interference. It encompasses freedom of expression (which includes written material, images and other published, social media or broadcast material). Amongst other things, it includes the right to:
  - a. express political views (including comment on matters of general public interest);
  - b. artistic expression (including material that is shocking, controversial or held generally to be in poor taste);
  - c. hold, promote or criticise religious or social views;
  - d. promote minority, radical or dissenting views (including ones which may be obnoxious or annoying to most people); and
  - e. commercial expression when it relates to a matter of public debate or concern.
2. The University's obligations in respect of Freedom of Speech, within the context of its Values and subject to its Articles, Mission, Code of Conduct, regulations and policies, are to:

- a. protect the right to Freedom of Speech for its staff, students and other stakeholders by ensuring that they are able to express their opinions and beliefs without fear of disciplinary action or other sanction;
  - b. not deny access to premises unreasonably to any individual or body of persons on any ground connected with lawful beliefs or views of that individual or of any member of that body; or the lawful policy or objectives of that body;
  - c. conduct its business in a transparent and inclusive manner ensuring that staff and students have the right to speak freely without fear of disciplinary action or any other sanction, provided they do so within the law.
3. Freedom of Speech is not unlimited, and carries with it duties and responsibilities, and as Article 10 of European Convention on Human Rights (as incorporated into UK law through the Human Rights Act 1998), makes clear, may be subject to formalities, conditions and restrictions imposed by law. The right to Free Speech is not a right to raise issues in an inappropriate or vexatious manner or in meetings and contexts where the view raised is not within the remit of the group or the matter of business in hand.
4. The responsibilities of the University's community and stakeholders in respect of Freedom of Speech are:
- a. to uphold the right of others to Freedom of Speech;
  - b. to ensure that in exercising the right to speak freely and articulate points of view, they act within the law and their obligations as employees, students or other stakeholders at the University;
  - c. not to use abusive or threatening language or behaviour likely to constitute bullying or harassment or a breach of the Code of Conduct or student disciplinary matter;
  - d. not to communicate in a manner so as to cause anxiety, alarm or distress (or likely to be a breach the Malicious Communications Act 1988);
  - e. not to express views intending or likely to be perceived as an incitement to hatred, victimisation or discrimination on the grounds of a protected characteristic under the Equalities Act 2010;
  - f. not to directly or indirectly support terrorism or proscribed organisations or facilitate their support (Counter-Terrorism and Security Act 2015);
  - g. not to promote or facilitate the promotion of extremism (as defined in the Prevent Duty Guidance as: 'vocal or active

opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces’);

- h. not to associate the University with personally held views in a manner likely to bring the institution into disrepute;
- i. respect the privacy of others and maintain confidentiality when it is required.

---

## Chapter 3 – Complaints about Infringement of Academic Freedom or Freedom of Speech

1. An academic member of staff who believes that their Freedom of Speech and/or Academic Freedom has been infringed should submit a complaint under the [Staff Grievance procedure \(ravensbourne.sharepoint.com/sites/HR\)](https://ravensbourne.sharepoint.com/sites/HR).
2. A student who believes that their Freedom of Speech and/or Academic Freedom has been infringed should submit a complaint under the Student Complaints procedure.
3. When the complainant believes there has been a serious infringement of Academic Freedom amounting to a failure to comply with a legal or regulatory obligation amounting to malpractice as defined in the institutional [‘Whistleblowing Policy and Procedure’ \(ravensbourne.sharepoint.com/sites/HR\)](https://ravensbourne.sharepoint.com/sites/HR) then he or she should write to one of the two institutional Designated Officers named in that procedure.
4. Other Stakeholders or members of the public who wish to raise concerns in respect of an infringement of Freedom of Speech and/or Academic Freedom, or who believe access to the University’s premises have been denied unreasonably on the grounds connected with lawful beliefs or the views should write to the Vice-Chancellor who will delegate an appropriate member of the Executive to investigate.

---

## Chapter 4 – Controversial Speakers, Meetings and Activities

### Controversial Speakers, Meetings and Activities Context

1. The University will not deny access, in so far as is reasonably practicable, to its premises to any individual or body of persons on any ground connected with lawful beliefs or the views of that individual or of any member of that body; or the lawful policy or objectives of that body. However, the University must in fulfilling this duty consider its duties under:
  - a. the Counter Terrorism and Security Act 2015, which requires higher education institutions to comply with the Prevent Duty, to have due regard to the need to prevent people from being drawn into terrorism and extremism. The Government has defined extremism in the Prevent strategy as the: ‘vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces’;
  - b. the Education Act (No 2) 1986 which requires it “to take such steps as are reasonably practicable to secure freedom of speech within the law for members, students, and employees of the establishment and for visiting speakers”;
  - c. the Equality Act 2010, to have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and those that do not;
  - d. the Charities Act 2011 and regulations, to undertake activities only which are in furtherance of its charitable purposes, of public benefit and which do not infringe restrictions on political campaigning;
  - e. its duties under various legislation to have regard for the safety of its staff, students and the general public, prevent criminal acts or their incitement on its property and to preserve the peace.
2. The University has therefore put in place a system to identify and assess risks associated with any controversial event or activity, which will enable it to decide whether it should

proceed, be cancelled or whether adjustments to its format or nature are necessary to ensure balance, and/or the safety of speakers and participants.

3. The University is under no legal obligation to hold meetings or other activities on its premises. Neither is it obliged legally to hold meetings which are open to the outside public: its premises and facilities are primarily for the purposes of its teaching, research, knowledge exchange, incubation and commercial activity. These activities (and such meetings of academic and/or professional staff which support of these activities) take precedence over all other meetings and activities organised by staff, students or others:
  - a. the University's premises hire and event management services are primarily focused on brand aligned professional events which enhance its reputation in the creative industries and professions. These activities take precedence over all other extra-curricular meetings and activities organised by staff or students;
  - b. Similarly, professional and academic conferences and events organised or facilitated at the University are primarily focused on focused on the subject areas taught within the University and their disciplines, pedagogy and/or support;
  - c. University incubatees also use its premises for the furtherance of their business activity. The support of this activity also takes precedence over the category of meetings and events which fall within this policy;
  - d. The only student organisations from which the University will consider requests for space to facilitate meetings and activities from are the Students' Union and its constituent societies recognised in accordance with its constitution.

Beyond this core use, it is entirely at the University's discretion whether or not it hires accommodation to outside persons or organisations or facilitates meetings organised by staff or students (or allows members of the public to attend these).

4. The University may impose such conditions and requirements upon the hirers and organisers of meetings and activities as it considers are reasonably necessary in the circumstances. These may include, but are not limited to, variations in format, requirements to address perceived imbalance, the imposition of stewards or a requirement on the organisers to provide stewards, variation of location and time, restrictions on publicity, restrictions on numbers attending and refusal to allow the meeting to be open to the public.

5. The University reserves the absolute right to cancel or postpone any meeting or activity, or to impose conditions and requirements on it if after booking it comes to light that the meeting or event falls within the scope of this policy.

## Definitions

6. In the context of this policy, the following words have the following meanings:
  - a. **Meeting:** includes all organised events, including but not limited to lectures or seminars, workshops and demonstrations which are open to the public or University students and other stakeholders. It does not include those organised as part of the University's organised curriculum or co-curriculum, research, commercial activity, incubation, in furtherance of its reputation or those which support the business of the institution. Neither does it include meetings of staff or students for the purposes of furthering their creative practice or projects.
  - b. **Activity or Activities:** includes any means of persuasion, influence, indoctrination or information dissemination (the latter includes but is not limited to stalls, leafleting and other recruiting activity, screenings, electronic and social media such as email, blogs and microblogging, and stunts or demonstrations). It does not include the legitimate and lawful business and activity of the University's departments and staff or the Students' Union and its recognised societies.
  - c. **Speaker:** this Code means external person invited to address a meeting or contribute to activity other than members of any audience at the meeting or participants in the activity. This does not include visiting lecturers or speakers contracted by the University to participate in the delivery of its curriculum or co-curriculum, research, commercial activity, incubation, in furtherance of its reputation or those which support the business of the institution. It does not include visiting academics involved in university organised activity or consultants, auditors, partner representatives, bankers, accountants, trainers or other professionals who are routinely part of its business operations.
  - d. **Controversial:** A controversial meeting, activity or speaker is one likely to give rise to controversy, public disagreement or disorder. A consequence of facilitating it might be poor publicity or reputational damage, demonstration or protest, internal or external disharmony or tension between groups or security issues.
  - e. **Organiser(s):** means any individual and/or body or group whether internal or external booking or hiring space or resources for a meeting or activity.

- f. **Sponsor:** the internal member of staff or student who made the booking. The Sponsor has responsibility for the conduct of the meeting in so far as is reasonably foreseeable and its compliance with this Code and other University policies whether that person will be in attendance or not.

### **Controversial Meetings or Activity**

- 7. A controversial meeting is likely to meet one or more of the following criteria:
  - a. there is reason to believe the meeting or activity will involve a potential incitement to commit a criminal act or the unlawful expression of views;
  - b. there is reason to believe the meeting or activity will facilitate direct or indirect support of an organisation whose aims and objectives are illegal;
  - c. speaker(s) or organiser(s) are known for the expression of views which if facilitated might constitute a breach of the University's obligations under the Equalities Act 2010 or there are other reasons to believe that the meeting or activity might constitute such a breach;
  - d. the speaker(s) or organiser(s) is known for views which are extremist within the definition in the Prevent Duty guidance;
  - e. the speaker(s) or organiser(s) is known for views which are either offensive to general public opinion or likely to raise tensions between groups within the University community or more generally;
  - f. there is a reason to believe that facilitating the meeting or activity may lead a breach of the peace, pose a threat to the safety of students, staff or the general public or to university property and/or reputation.

### **Procedures**

- 8. Teams involved in the organisation of meetings or activities at the University, including Timetabling, Estates and Academic Heads, have a duty to familiarise themselves with this policy. All meetings at the University involving external participants or speakers whether internally organised or facilitated commercially are sponsored by a member of academic, professional or commercial staff or by the Students' Union. That sponsor is responsible for ensuring the compliance of the meeting in so far as is reasonably foreseeable with this policy and the University's other policies (including amongst others those in respect of the Code of Conduct and Health and Safety).



9. Timetabling and Estates involved in the booking and facilitation of space for meetings or activities have a duty to identify meetings or activities likely to be controversial within the definition set out in this Code.
10. Normally, meetings and activities involving external speakers or participants should be booked at least two weeks in advance of the date on which they are arranged.
11. Organisers and/or sponsors must provide the Timetabling Department with a brief description of the topic of the meeting or activity. This must include details of any external speaker(s) or other external participant(s) attending.
12. It is the duty of the sponsor to identify to the timetabling team a meeting or activity which may be controversial (in that it meets the criteria above). Failure on the part of the sponsor to identify a meeting which later turns out to be controversial may lead to sanction (e.g. future bookings may be refused or there may be recourse to the staff or Student Disciplinary Procedures).
13. The timetabling team will scrutinize bookings likely to fall within the scope of this procedure and identify any which might meet the criteria above.
14. The timetabling team will escalate any meeting or activity identified as falling within the scope of policy to the Deputy Vice Chancellor for consideration for evaluation. The Deputy Vice Chancellor may take such advice internally and externally as is necessary to their evaluation.
15. Having evaluated the meeting or activity, the Deputy Vice Chancellor may decide that the meeting or event:
  - a. may proceed as planned;
  - b. may proceed as planned if additional assurance in relation to any or all of the criteria above is provided by the organiser or sponsor;
  - c. may proceed subject to certain adjustments being made or conditions being met (these may include, but are not limited to, variations in format, requirements to address perceived imbalance, the imposition of stewards or a requirement on the organisers to provide stewards, variation of location and time, restrictions on publicity, restrictions on numbers attending and refusal to allow the meeting to be open to the public); or
  - d. may not proceed.

### **Complaints about Controversial Meetings**

16. Any member of staff, student or stakeholder who believes that a meeting or activity planned at the University falls within the scope of this policy may write to the University Secretary setting out the reasons and evidence for their view. As noted above, the University reserves the absolute right to cancel or postpone any meeting or activity, or to impose conditions and requirements on it if after booking it comes to light that the meeting or event falls within the scope of this policy.

### **Complaints from Organisers/Sponsors**

17. If an organiser or a sponsor believes that their meeting or activity has been identified wrongly as 'controversial' within the scope of this policy, dealt with unfairly or that the conditions imposed on it were inappropriate or disproportionate then she or he may use the Students Complaints procedure or [Staff Grievance procedure \(ravensbourne.sharepoint.com/sites/HR\)](https://ravensbourne.sharepoint.com/sites/HR), as appropriate.

---

## **Chapter 5 – The Prevent Duty**

### **Introduction**

1. The University takes its responsibilities for the prevention of terrorism and extremism very seriously and this policy sets out its approach in response to the Government's publication of its Prevent Duty Guidance for England and Wales 2015 and the Counter Terrorism and Security Act 2015 s 29.
2. The Prevent Duty is concerned with preventing people being radicalised or drawn into terrorism or drawn into supporting terrorism, by challenging extremist ideas where they are used to legitimise terrorism and are shared by extremist or terrorist groups. It means intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity. Terrorism is defined as the use or threatened use of violence for the purpose of advancing a political, religious, racial or ideological cause. Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. Also included in the definition of extremism are calls for the death of members of the armed forces.

3. Amongst the University's values are a commitment to inclusivity and creativity. These require an environment where academic freedom and freedom of speech underpin educational activity and where bigotry, violent and non-violent extremism and hatred have no place. The University is committed to ensuring vulnerable individuals are safeguarded from being drawn into terrorism and extremism.

### **Senior management and governance of the Prevent Duty**

4. The University Secretary and the Director of Strategic Delivery has responsibility on behalf of the Executive for ensuring the University's proactive engagement with the Prevent Duty and will be accountable to the Board of Governors for institutional compliance with the Duty.
5. The Head of Student Services is the Single Point of Contact (SPOC) and has responsibility for the implementation of the safeguarding aspects of the Prevent Duty. Any concerns in relation to an individual at the University who is believed to be at risk of radicalisation or has expressed extremist views should be referred to the Head of Student Services.
6. The Board of Governors (or a delegated committee of the board) will receive the Annual Prevent Duty Risk Assessment and Action Plan as well as a report of:
  - a. statistics related to Channel cases considered/referred and accepted as part of the annual report on safeguarding;
  - b. meetings and speakers escalated to the highest level;
  - c. training in relation to Prevent;
  - d. any serious or significant concerns or incidents connected with the Duty.
7. A member of the Board of Governors has been given specific responsibility for oversight of safeguarding at the University and this will encompass the Prevent Duty.

### **Partnership**

8. In complying with the Prevent Duty, the University will actively engage with appropriate support networks, external agencies and other partners involved in compliance. This will include amongst other things:
  - regular contact with Prevent Network Co-ordinator;
  - regular attendance at Prevent Network Meetings;
  - liaison with Police, local authority and other agencies including the Office for Students (OfS);

- sharing of practice and information as appropriate with the above.

### **Risk Assessment**

9. The University will undertake an annual risk assessment in relation to the risks of radicalisation taking particular account of its location, socio-economic and multi-ethnic student profile, subject and other contexts. The University Secretary and the Director of Strategic Delivery is responsible on behalf of the Executive for ensuring this risk assessment is undertaken and that it addresses all aspects of the Prevent Duty. Sub-registers in relation to particular factors within the Prevent Duty guidance will be reviewed and updated annually.

### **Action Plan**

10. The Executive is responsible for ensuring that an Action Plan is in place addressing any issues identified in the Risk Assessment. The University Secretary and the Director of Strategic Delivery will work with other members of the Executive and relevant heads of department to ensure policies, procedures and arrangements when appropriate address the Prevent Duty requirement and are implemented. The Action Plan will be reviewed on an annual basis.

### **Student Engagement and Student Union**

11. The University is committed to engaging its student body and engaging with the Students' Union (RSU) in the development and co-creation of policy, particularly when it impacts on their student experience. RSU will be engaged in the development of its policies, procedures and arrangements in relation to Prevent through RSU Representation on Academic Board, its sub-committees and the Board of Governors.
12. An update on the Prevent Duty and changes in the arrangements being put in place at the University will be given to the Student Parliament. RSU will be involved in any future review or updating of these arrangements.
13. The RSU's constitution has been reviewed and is fit for purpose in respect of the requirements of the Prevent Duty. RSU is not an independent legal entity or a charity in its own right. For that reason, it and its constituent societies, is subject to the Duty in the manner of any constituent part of the University.

## **Training**

14. The University will ensure that staff and students are made aware of the process for referring concerns regarding students at risk of being drawn into extremism or terrorism are referred internally. It will ensure that the following key layers of staff are trained in relation to Prevent related policies and procedures:
- a. Student Services staff as they are involved in the welfare and safeguarding of the student body;
  - b. Course Leaders as they are best placed to identify students vulnerable to radicalisation and/or at risk of being drawn into terrorism;
  - c. Timetabling and Event staff who may be involved in facilitating meetings;
  - d. front of house and security staff to ensure those involved in the physical security of the institution's estate have an awareness of the Prevent Duty;
  - e. Ravensbourne Students' Union (RSU) Officers as an influential layer in the student body.

The Head of Student Services and the Human Resources department will consult and deliver an annual course of training in relation to radicalisation, extremism and the Safeguarding arrangements in place at the University.

## **Safeguarding, Welfare and Pastoral Care**

15. Radicalisation and extremism have been incorporated into the University's Safeguarding Children, Young People and Vulnerable Adults Policy and Procedures found [here: \[ravensbourne.ac.uk/asset-bucket/prod/2021-05/safeguarding-children%2C-young-people-vulnerable-adults-policy.pdf\]\(https://ravensbourne.ac.uk/asset-bucket/prod/2021-05/safeguarding-children%2C-young-people-vulnerable-adults-policy.pdf\)](https://ravensbourne.ac.uk/asset-bucket/prod/2021-05/safeguarding-children%2C-young-people-vulnerable-adults-policy.pdf).
16. The Head of Student Services is the Designated Safeguarding Lead (DSL) and as such is the Single Point of Contact (SPOC) for the implementation of the safeguarding aspects of the Prevent Duty.
17. Where a student or staff member has concerns that another student is expressing violent extremist views or is at risk of being drawn into violent extremism, these concerns should be referred to the Head of Student Services or any Designated Safeguarding Officer (DSO) listed in the Safeguarding Policy and Procedure.
18. The Head of Student Services will offer confidential advice and guidance to staff in such cases on dealing with the issues reported, investigate further if it is believed necessary and/or arrange an intervention by Student Services. The Head of Student Services

in evaluating a case may seek such advice from external professionals and agencies (e.g. Prevent Network Co-ordinator, Channel Panel) as is necessary and appropriate.

19. It is anticipated that in most cases the intervention would be supportive and safeguarding in nature. However, in some cases, within the safeguarding procedure, the Head of Student Services having evaluated the case in hand, and depending on the circumstances or level of concern, may refer a case to appropriate external agencies (e.g. the Channel Panel for the local authority or the police). In most cases, referral or information sharing will involve the consent of the student about whom the concern has been raised. However, it may involve the disclosure of personal information without consent of the subject in certain conditions (for example for the purposes of the prevention and detection of a crime). In such cases, the Head of Student Services will brief the University Secretary and the Director of Strategic Delivery who will keep a confidential note of the case.
20. In the most serious cases, a report to the police may be required because there are serious and immediate issues of safety to the student or others, and/or there is evidence to suggest a criminal act may be committed or has been committed. Normally, (if time allows) the University Secretary and the Director of Strategic Delivery will be briefed before such action and will inform the Head of Facilities if there are security issues internally. If there is a *prima facie* case or evidence to suggest that the report may constitute a 'serious incident' (as defined by OfS), the Vice-Chancellor will be informed and will report the incident to the Chair of Board of Governors and OfS will be informed in line with OfS Regulatory advice 16: reportable events.
21. The University Secretary and the Director of Strategic Delivery will report on an annual basis to the Board of Governors on concerns about the types and quantity of Prevent related concerns at the institution.
22. Student Services offer a range of welfare, information, advice and guidance and support services for students. These are important in ensuring that students who are vulnerable to extremist ideology by reason of personal disadvantage or circumstances for which they are not receiving support.

23. The University offers access to the Greenwich Peninsula Multi-Faith Chaplaincy and to a non-denominational 'Quiet Space' for prayer and contemplation. This space is not used for meetings or organised worship. The 'Quiet Space' is supervised by Student Services to ensure that it is used appropriately.

### **External speakers and events**

24. The University has in place policies and procedures for managing controversial events, speakers and activities on campus and the use of premises. All those involved in the organisation and facilitation of events and activities will be trained and required to adhere to the Procedure on Controversial Meetings and Speakers which can be found in Section 13, Chapter 4.
25. The University campus is secure. ID badges are mandatory for staff, students and visitors. Visitors must be signed in by a member of staff. Visitors for students must be signed off by a member of staff.

### **Information Technology Policies**

26. Information Technology (IT) policies should be regularly reviewed and revised to take account of the Prevent Duty. In particular, the University has stated explicitly its right to filter and monitor internet searches and site visits.
27. Arrangements are in place via the General and Research Ethics Policy in the event of there being a legitimate academic need for a student or staff member to access a sensitive or filtered site.

### **Information Sharing**

28. The University will adhere to its Data Protection Policy and the requirements of the Data Protection Act, in sharing information within the safeguarding process, except when there is sufficient concern with a student's behaviour and the risk they potentially pose that it is necessary to share these concerns with external agencies. In sharing such information with external agencies:
- a. The University will share only sufficient and relevant information in order to allow the concern to be appropriately followed up. The University will keep confidential records of the information shared in accordance with the Data Protection Act (2018).
  - b. The University will share non-personal information more generally with the Prevent Network and Peer institutions including information in respect of controversial meetings, activities and speakers.

## **Academic Freedom and Freedom of Speech**

29. The University has put in place robust arrangements for ensuring freedom of speech within the law and academic freedom on campus. These are contained in Section 13, Chapters 1 and 2.
30. It is recognized that there may be circumstances when a staff member or student might potentially engage in academic activity or research that is by its nature legitimate but open to misinterpretation (e.g. accessing a sensitive or extremist website for the purpose of research). In line with the General and Research Ethics Policy, the student should bring the activity to the attention of a member of academic staff in advance while staff should bring it to the attention of the Course Leader, Programme Director, Dean or Deputy Vice-Chancellor, as appropriate, so that it can be evaluated in advance and appropriate measures and safeguards put in place.



# Part 3:

# Research Regulations

# Section 1 – Research Ethics Code of Practice

## Introduction

1. The University is committed to good practice in research and scholarly activity, which demands that research is conducted in accordance with agreed ethical principles. This policy sets out the ethical principles the University expects all researchers to adhere to and that will be used in approving all research conducted under the auspices of the University. Other documents, which together constitute the University's research ethics framework include:
  - Guidance for Research Ethics Approval
  - Constitution and terms of reference for the Ethics Committee
  - University Health and Safety policy
  - University Data Processing Policy
  - University Diversity Framework
  - University's Disciplinary policies (for staff and students, as appropriate)

## Respect for persons, justice and beneficence

2. The University accepts that the principles of respect for persons, justice, and beneficence are fundamental in the conduct of ethical research.
3. Research in many fields often involves the participation of persons other than the researchers. These individuals have the right to be autonomous, self-determined and free to make their own choices and decisions. Respect for persons recognises the human rights of participants involved, directly or indirectly, in research and obliges researchers to avoid diminishing these rights in any way. Respect for persons requires researchers to take special care when their research involves vulnerable persons.
4. The principle of justice obliges the researcher to balance the risks and benefits of participation in research. The risks to any person participating in research must be weighed against any potential benefits to the participants or the researchers, and also to society, of the knowledge gained.
5. Beneficence is the principle of doing good in the widest sense. It requires researchers to serve the interests and well-being

of others. It prohibits the researcher from doing or permitting foreseeable harm as a consequence of participation in research activity. Beneficence subsumes the principle of non-maleficence, which is the principle of doing no harm in the widest sense.

## Principles

6. The University is aware that many bodies have developed and disseminated principles of ethical research, guided by the principles of respect for persons, justice and beneficence. The principles presented below are owed to the RESPECT project, which was funded by the European Commission's Information Society Technologies (IST) Programme, to draw up professional and ethical guidelines for the conduct of socio-economic research ([therespectproject.org](http://therespectproject.org)).
7. These ethical principles provide a useful point of reference both for the University in approving research projects conducted under its auspices and for researchers preparing research projects. In applying the principles, researchers are recommended to review the additional resource material published by the project at the URL provides above.
8. The Principles the University adopts are:
  - a. the research aims of any study should both benefit society and minimise social harm;
  - b. researchers should endeavour to balance professional integrity with respect for national and international law;
  - c. researchers should endeavour to ensure that research is commissioned and conducted with respect for, and awareness of, gender differences;
  - d. researchers should endeavour to ensure that research is commissioned and conducted with respect for all groups in society, regardless of race, ethnicity, religion and culture;
  - e. researchers should endeavour to ensure that research is commissioned and conducted with respect for under-represented social groups and that attempts are made to avoid their marginalisation or exclusion;
  - f. researchers should endeavour to ensure that the concerns of relevant stakeholders and user groups are addressed;
  - g. researchers should endeavour to ensure that an appropriate research method is selected on the basis of informed professional expertise;
  - h. researchers should endeavour to ensure that the research team has the necessary professional expertise and support;

- i. researchers should endeavour to ensure that the research process does not involve any unwarranted material gain or loss for any participants;
  - j. researchers should endeavour to ensure factual accuracy and avoid falsification, fabrication, suppression or misinterpretation of data;
  - k. researchers should endeavour to reflect on the consequences of research engagement for all participants, and attempt to alleviate potential disadvantages to participation for any individual or category of person;
  - l. researchers should endeavour to ensure that reporting and dissemination are carried out in a responsible manner;
  - m. researchers should endeavour to ensure that methodology and findings are open for discussion and peer review;
  - n. researchers should endeavour to ensure that any debts to previous research as a source of knowledge, data, concepts and methodology should be fully acknowledged in all outputs
  - o. researchers should endeavour to ensure that participation in research is voluntary;
  - p. researchers should endeavour to ensure that decisions about participation in research are made from an informed position;
  - q. researchers should endeavour to ensure that all data is treated with appropriate confidentiality and anonymity;
  - r. researchers should endeavour to ensure that research participants are protected from undue intrusion, distress, indignity, physical discomfort, personal embarrassment, or psychological or other harm.
9. These principles do not override a researcher's obligations to adhere to the research ethics frameworks of any PSRB to which they belong. The University's aim is not to prescribe, but to encourage researchers to think through the ethical implications of their research systematically and reflectively.

### **Ethical research: Code of practice**

10. Where a specific field of inquiry has adopted a particular code of practice for the conduct of ethical research or a researcher belongs to a professional organisation or society that requires compliance with its published code of practice, then researchers are encouraged to adhere to the standards in that field of inquiry or profession. Other researchers are recommended to refer to the RESPECT Code of Practice for Socio-Economic Research.

11. The RESPECT Code of Practice covers the upholding of professional standards, compliance with law and the avoidance of social and personal harm. The authors recognise that these themes are interconnected and may interfere with each other or even come into conflict in certain situations. To aid judgement in balancing them the RESPECT website draws on prior research to provide material designed to help researchers navigate such dilemmas.

# Section 2 – General Applicability of the General Academic Regulations

## Introduction

1. It should be noted that these General Academic Regulations apply equally to taught and research students, to the fullest extent possible. Without limitation, the following policies are specifically drawn out:
  - a. Course Monitoring (Section 4);
  - b. Student Conduct (Section 7);
  - c. Complaints and Appeals (Section 10);
  - d. Supporting Student Success (Section 11); and
  - e. Academic Freedom (Section 13).
2. It should also be noted that the University's research students are studying with the University under a partnership agreement. Under that agreement, some aspects of the student experience are governed and regulated by the partner institution's policies and procedures. Research students should familiarise themselves with the relevant policies and the University accepts no liability for any action by the partner where those policies or procedures are breached.

# Part 4:

# Emergency Regulations

## **Principles**

1. In the use of these emergency powers, the University will be guided by the following principles:
  - i. At the heart of decision-making, the maintenance of academic standards will be a key driver;
  - ii. In making changes to assessment practice, fairness, reliability and validity will be at the heart of decision-making practice;
  - iii. In making awards, the University will ensure that it can demonstrate that course learning outcomes have been met;
  - iv. In making changes the student experience will be considered; and
  - v. In all decision-making, equality, diversity, inclusion and equity will be assured.

## **Activating Emergency Regulations**

2. The Vice-Chancellor (or nominee) may declare a University-wide or centre specific emergency which will enable the use of these Emergency Regulations and the emergency powers contained herein.
3. An emergency can only be declared where there is a threat to life (e.g. through terrorism), public health emergency or other event that poses a threat to students or staff safety, or an event that poses a significant disruption to the effective operations of the University. In declaring a specific emergency, the Vice-Chancellor (or nominee) will be guided by (but is not bound by) advice from relevant authorities (e.g. the Home Office, Department of Health or Social Care, Department for Education, OfS or local authority).
4. A specific emergency can be declared for a specified period of time and for a maximum period of three months and must be reported to the Chair of the Board of Governors. Emergencies can be declared on a consecutive basis.

## **Assessments in an Emergency**

5. Where an Emergency is declared, the Dean or Deputy-Vice Chancellor (or nominees), with the consent of the University Secretary and the Director of Strategic Delivery (or nominee), may authorise use of alternative assessment methods (e.g. moving from a practical assessment to a theoretical assessment) and/or reduce the number of assessment instruments for a specific module. Any such change must be communicated to the External Examiners and will be reported to the Board of Examiners as a conduct of assessment issue.



6. Where, as a result of an emergency, a defined group of students has only partially been able to complete an assessment (e.g. because access to the building was prohibited part-way through the assessment period), the Dean or Deputy-Vice Chancellor (or nominees), following consultation with the relevant external examiner, may authorise amendments to the marking rubric to reflect the extent of the disruption and ensure proper credit is given to the work already undertaken. Any such change will be reported to the Board of Examiners as a conduct of assessment issue.
7. Where an emergency is declared, the Dean (or nominee) may amend the rules on marking (e.g. the need for standardisation or the size of moderation samples).

### **Module Learning Outcomes in an Emergency**

8. In an emergency, temporary changes may be made to module learning outcomes by the Dean or Deputy-Vice Chancellor (or nominees) with the authorisation of the University Secretary and the Director of Strategic Delivery (or nominee).
9. In using emergency power 8, the course team will ensure, and confirm to the University Secretary and the Director of Strategic Delivery (or nominee) and External Examiners, that by the end of the course all students will have the opportunity to demonstrate achievement of all course level learning outcomes.

### **Learning and Teaching in an Emergency**

10. In an emergency, temporary changes may be made to a module's learning and teaching strategy (including, for instance, to the balance between face to face and online and synchronous and asynchronous delivery) by the Dean or Deputy-Vice Chancellor (or nominees) with the authorisation of the University Secretary and the Director of Strategic Delivery (or nominee).

### **Use of Non-summative Methods to Demonstrate Learning Outcomes**

11. Where an emergency is declared, the Board of Examiners may:
  - i. use a single assessment instrument to demonstrate achievement of module learning outcomes, where a module is assessed by more than one assessment instrument;
  - ii. where possible, use formative assessment results to demonstrate the achievement of module learning outcomes; or
  - iii. determine other reliable methods of determining the achievement of module learning outcomes and report those to the next available meeting of the Board of Examiners.

12. In the use of emergency power EP 11, the Board of Examiners must explicitly consider whether academic standards are at risk and whether the revised basis of assessment is fair to students.
13. Where emergency power EP 11 is used, students have the right to appeal against their results and the appeal will be granted without undue delay or burden.
14. For the avoidance of doubt, a student who cannot demonstrate achievement of course learning outcomes will not be granted an award, despite the fact that an emergency has been declared.

### **Progression in an Emergency**

15. In an emergency, the Dean (or nominee) may authorise students to progress to the next stage of an award, despite not meeting the normal progression rules in the University's Regulatory Framework. Students who are progressed under this emergency power must be reported to the next Board of Examiners. For the avoidance of doubt, a student must complete all required credits by the end of the course.

### **External Examination in an Emergency**

16. In an emergency, the University Secretary and the Director of Strategic Delivery (or nominee), after consultation with the Vice-Chancellor (or nominee), may adapt any or all of the rules of external examination (e.g. the requirement to authorise specific assessment instruments, to moderate samples of scripts or to produce an annual report).
17. Where emergency power EP 16 is exercised, it should be done on an individual module basis and only to the extent absolutely necessary to deal with the exigencies of the situation. Any adaptation must be in writing, giving the reasons for the need to adapt and the extent of the adaptation.
18. Any use of the power in EP 16 should be reported to the Trustee members of the Academic Board as soon as possible and reported in writing to the next available Academic Board.
19. Where the power in EP 16 is exercised, as soon as practicable after the emergency has ended, every effort should be made to remedy the defect (e.g. by seeking the views of the external examiner on the assessment instrument, undertaking a moderation of a sample of assessments or seeking an annual report). Where

issues are found, they will not invalidate results, as processed, but should be used by the course team and University to improve its assessment practice.

### **Meeting Quoracy in an Emergency**

20. Where, during an emergency, a meeting for which adequate notice has been given is not quorate, the meeting (including meetings of the Board of Examiners, Academic Board and its sub-committees) may continue at the discretion of the Chair and any decision will be valid despite a lack of quoracy.

### **Evidence Requirements in an Emergency**

21. During an Emergency the University Secretary and the Director of Strategic Delivery (or nominee), following consultation with the Head of Registry (or nominee), may amend evidence rules for University processes (e.g. deferrals, extenuating circumstances and appeals).

### **Regulators and PSRBs**

22. Where an external regulator or PSRB (e.g. the Home Office), as a result of an emergency situation, determines to amend the rules to which the University is subject, the University Secretary and the Director of Strategic Delivery (or nominee) may reflect those amendments through the implementation of the University's regulatory policies and procedures.
23. Where a rule of an external regulator or PSRB (e.g. ARB) by which the University is regulated conflicts with an emergency power, as set out above, the Vice-Chancellor (or nominee) can determine that specific assessment must be cancelled and rescheduled to a later date, notwithstanding the impact on students.



# Part 5: Schedules

## Schedule A – Ravensbourne University Awards

Ravensbourne University Awards	Validation start date	Validation end date
<b>Undergraduate</b>		
BA (Hons) Advertising and Brand Design	2022/23	2026/27
BA (Hons) Advertising and Brand Design (with Foundation year)	2022/23	2026/27
BA (Hons) Animation	2022/23	2026/27
BA (Hons) Animation (with Foundation year)	2022/23	2026/27
BA (Hons) Architecture	2018/19	2022/23
BA (Hons) Digital Film Production	2022/23	2026/27
BA (Hons) Digital Photography	2022/23	2026/27
BA (Hons) Digital Television Production	2022/23	2026/27
BA (Hons) Editing and Post Production	2022/23	2026/27
BA (Hons) Fashion	2022/23	2026/27
BA (Hons) Fashion (Digital Technology Pathway)	2022/23	2026/27
BA (Hons) Fashion Buying and Brand Management	2022/23	2026/27
BA (Hons) Fashion Buying and Brand Management (with Foundation year)	2022/23	2026/27
BA (Hons) Fashion Promotion	2022/23	2026/27
BSc (Hons) Games Programming	2022/23	2026/27
BA (Hons) Graphic Design	2022/23	2026/27
BA (Hons) Illustration for Communication	2022/23	2026/27
BA (Hons) Interior Design Environment Architectures	2018/19	2022/23
BA (Hons) Motion Graphics	2022/23	2026/27
BA (Hons) Music and Sound Design	2022/23	2026/27
BA (Hons) Product Design	2022/23	2026/27
BA (Hons) Urban Landscape Architecture	2018/19	2022/23
BA (Hons) User-Experience and User-Interface (UX/UI) Design	2018/19	2022/23
BSc (Hons) Broadcast and Media Systems Engineering (degree apprenticeship)	2019/20	20/2324
BSc (Hons) Broadcast Engineering	2022/23	2026/27
BSc (Hons) Digital and Technology Solutions (degree apprenticeship)	2017/18	2021/22
BA (Hons) Games Development	2022/23	2026/27
BA (Hons) Games Development (with Foundation year)	2022/23	2026/27
BSc (Hons) Creative Computing	2022/23	2026/27

<b>Ravensbourne University Awards</b>	<b>Validation start date</b>	<b>Validation end date</b>
<b>Undergraduate</b>		
BSc (Hons) Cyber Security	2022/23	2026/27
BSc (Hons) Digital Marketing	2022/23	2026/27
BSc (Hons) Business Management	2022/23	2026/27
BSc (Hons) Business Management (with Foundation year)	2022/23	2026/27
BSc (Hons) Computer Science	2022/23	2026/27
BA (Hons) Digital Content Creation	2022/23	2026/27
BA (Hons) Digital Content Creation (with Foundation year)	2022/23	2026/27
<b>Postgraduate</b>		
MA Luxury Brand Management	2022/23	2026/27
MA Design Communication	2022/23	2026/27
MA Illustration	2022/23	2026/27
MA Design Management	2022/23	2026/27
MSc Digital Marketing	2022/23	2026/27
MSc Computer Science	2022/23	2026/27
MSc Cyber Security	2022/23	2026/27
MBA	2022/23	2026/27
<b>On teach out:</b>		
MDes Social Innovation	2021/22	2025/26
MDes Service Design	2021/22	2025/26
MA Architecture	2017/18	2021/22
Postgraduate Certificate in Teaching & Learning for Creative Courses	2017/18	2021/22
<b>Partnerships</b>		
<b>City and Guilds of London Art School (On teach out)</b>		
BA (Hons) Conservation Studies	2018/19	2022/23
MA Conservation	2018/19	2022/23
BA (Hons) Fine Art (Dissertation)	2018/19	2022/23
BA (Hons) Fine Art (Studio Practice)	2018/19	2022/23
BA (Hons) Fine Art	2022/23	2026/27
MA Fine Art	2022/23	2026/27
BA (Hons) Carving	2018/19	2022/23
PGDip/MA Carving	2018/19	2022/23
Graduate Diploma Arts	2018/19	2022/23
MA Art & Material Histories	2018/19	2022/23

Ravensbourne University Awards	Validation start date	Validation end date
<b>Partnerships</b>		
<b>Morley College</b>		
BA (Hons) Music (Performance) (Top-Up)	2019/20	2023/24
BA (Hons) Music (Production) (Top-Up)	2019/20	2023/24
BA (Hons) Fashion (Top-Up)	2019/20	2023/24
BA (Hons) Fine Art (Top-Up)	2022/23	2026/27
BA (Hons) Photography (Top-Up)	2022/23	2026/27
<b>Inside the Edit</b>		
MFA/MA Craft Editing	2019/20	2023/24

## Schedule B – Forms owned by the Quality and Policy Committee

1. [Course Proposal Form](#) (Section 3, Chapter 1)
2. [Course Approval Documents](#) (Section 3, Chapter 1) including:
  - Course Specification
  - Module Descriptor
  - Critical review form
  - External review form (course and module level)
3. [Minor Modifications Form](#) (Section 3, Chapter 3)
4. [Major Modifications Form](#) (Section 3, Chapter 3)
5. [Course Title Change Form](#) (Section 3, Chapter 3)
6. [Course Withdrawal or Suspension Form](#) (Section 3, Chapter 4)
7. [Module Withdrawal Form](#) (Section 3, Chapter 4)
8. [Annual Course Monitoring Form](#) (Section 4, Chapter 1)
9. [Fee Assessment Form](#) (Section 5, Chapter 1)
10. [Accredited Prior Learning Form](#) (Section 5, Chapter 3)
11. [Changes to Study Form \(for IOS\)](#) (Section 6, Chapter 3)
12. [Behaviour Caution Form](#) (for minor misconduct) (Section 7, Chapter 3)
13. [Extenuating Circumstances Application Form](#) (Section 8, Chapter 3)
14. [Project Brief Template](#) (Section 8, Chapter 4)
15. [Summative Assessment Feedback form](#) (Section 8, Chapter 4)
16. [External Examiner Nomination Form](#) (Section 9, Chapter 1)
17. [External Examiner Annual Report](#) (Section 9, Chapter 2)
18. [External Examiner Handbook](#) (Section 9, Chapter 2)
19. [Formal Complaints Forms](#) (Section 10, Chapter 2)
20. [Stage One Appeals Form](#) (Section 10, Chapter 3)
21. [Stage Two Appeals Form](#) (Section 10, Chapter 3)
22. [Collaborative Provision Handbook](#) (Section 12, Chapter 1)



---

## Schedule C – Derogations

Derogation	Module or course title	GARs reference
To allow <b>fifty</b> working days for both marks and feedback to be released to students for the Dissertation unit.	Dissertation (C18301)	Section 8, Chapter 4, paragraph 35

---

---

## Schedule D – Glossary

---

**Academic Malpractice**

Academic malpractice is defined as any act, or attempted act, leading to circumstances whereby a student, or another, might gain an unpermitted or unfair advantage in an examination or an assessment or in the determination of results, whether by advantaging the alleged offender or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University and its examination and assessment process.

Examples of academic malpractice include but are not limited to plagiarism, collusion, fabrication, impersonation, misrepresentation, unauthorised possession or reference, bribery/intimidation, breach of the rubrics of assessment.

---

**Academic Misconduct**

Academic misconduct is defined as any act, or attempted act, leading to circumstances whereby a student, or another, might gain an unpermitted or unfair advantage in an examination or an assessment or in the determination of results, whether by advantaging the alleged offender or by advantaging or disadvantaging another or others, or which might otherwise undermine the integrity or reputation of the University and its examination and assessment process and where there are no mitigating factors which would lead to the actions of the student to be deemed to be poor academic practice.

---

**Aegrotat Award**

An aegrotat award may be recommended by a board of examiners where a student has been unable to provide sufficient evidence for the board to recommend an award but where the board is satisfied that except for illness, or other valid cause, the student would have reached the standard required for the award.

---

**Anonymous Marking**

The identity of students is not revealed to markers and/or to the assessment panel or examination board. There may be a point towards the end of the assessment process where anonymity ends.

---

<b>AP(C)L</b>	Accreditation of Prior Certificated Learning (APCL) refers to the recognition of any learning which has been formally assessed and certificated from previous study with an education institution that may be used to demonstrate the admissions criteria or for the purpose of supporting advanced entry onto a course.
<b>AP(E)L</b>	Accreditation of Prior (Experiential) Learning refers to the recognition of any learning which is acquired through experience (including, but not limited to, formal tuition, training courses, work or professional experience) but for which no formal qualification has been awarded that may be used to demonstrate the admissions criteria or for the purpose of supporting advanced entry onto a course.
<b>Appeal</b>	An appeal is a written request by a student for the reconsideration of a determination made by an officer, board, committee or panel of the University in relation to their status, progression or achievement as a student.
<b>Assessment</b>	A broad term used to refer to all methods whereby a student's work may be assessed. Assessment can be Diagnostic, Formative or Summative.
<b>Assessment Criteria</b>	Based on the intended learning outcomes for the work being assessed, the knowledge, understanding and skills markers expect a student to display in the assessment task and which are taken into account in marking the work.
<b>Assessment Period</b>	The period of when assessments will be sat during a given term.
<b>A-synchronous</b>	An online class which students and tutors attend asynchronously, i.e. not at the same time.
<b>Authenticity</b>	Authenticity applies to the certainty of the submitted work being that of the student. In such cases an assessment that has a high level of security enhances authenticity, or the assessment instrument matrix has been designed in such a way to ensure that the overall result is based on a diet of assessments which provides reassurance that the student achieved the outcomes.

<b>Award</b>	A qualification or certificated credit conferred upon a student who has achieved the intended learning outcomes and passed the assessments required to meet the academic standards set by an institution for the award. Awards may be divided into modules at various levels and with different volumes of study, each of which has attached to it intended learning outcomes and academic standards to be achieved by students in order to receive the final award.
<b>Blind Marking</b>	Blind marking occurs where an assessment is marked by two markers without their identities being known to each other. For example, the second marker would not know who first-marked the work. This is designed to increase the objectivity of marking judgements.
<b>Bribery/ Intimidation</b>	Bribery/ Intimidation is the act of attempting to influence by bribery or other unfair means an official of the University with the aim of affecting a student's results.
<b>Candidate</b>	A student of the University who is being considered under regulations or procedures relating to assessment or the granting of an award.
<b>Certificates and Diplomas</b>	A certificate or diploma may be awarded at undergraduate or postgraduate level, either as a planned exit point from a Bachelor's or Master's degree course.
<b>Collusion</b>	<p>Collusion is the act of aiding, or being aided by, one or more others in the preparation of an assessment for submission where the assessment brief or invigilation instructions do not expressly permit collaboration. Collaboration within, for example, a moot or a group project that is explicitly permitted by the examination or assessment regulations does not constitute collusion. Unpermitted collusion includes:</p> <ul style="list-style-type: none"> <li>• A student working with another person on an assessment and submitting or otherwise presenting the resulting assessment as an individual student's own work.</li> <li>• Un-permitted collaboration in the preparation for submission of a seen assessment or communication with another student within an unseen examination.</li> </ul>
<b>Complaint</b>	A complaint is the notification by a student to the University of their dissatisfaction with an aspect of service or treatment that they have received from the University. A complaint should usually include an indication as to what resolution is being sought.

<b>Contract Cheating</b>	The act of engaging a third party like an 'essay mill', sharing websites (including essay banks), or an individual lecturer, colleague, friend or relative to complete or contribute to the student's research, assignments or examinations. Assessments must be the student's own work and such input from third parties is not permitted, unless expressly allowed under the rubrics of assessment. Contract cheating extends to a student of the University providing such services to others.
<b>Course</b>	Course, or course of studies, is used to describe an approved curriculum, studied through formally designated modules, leading to stated learning outcomes and awards, whether of the University or of another awarding body for which a student is registered.
<b>Credit</b>	<p>A quantified means of expressing modules of learning. Credit is awarded where there has been a verified achievement of stated learning outcomes at a specified level. Credit is quantified so that learning achieved in different courses and modules can be broadly compared in terms of intellectual demand and relative volume. Modules carry a credit value and there are common credit values for different award courses across higher education in England, Wales and Northern Ireland.</p> <p>As a rule of thumb, one credit is deemed to correspond to 10 notional learning hours – these may include direct contact time, self-study and assessment.</p>
<b>Diagnostic Assessment</b>	Diagnostic assessment is used to show a learner's preparedness for a module or course and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the course, or other possible problems.

<b>Double/Second Marking</b>	Double/second marking (also referred to as 'internal verification') occurs where student work is independently assessed by more than one marker. Each marker normally keeps a record of all marks awarded, together with their rationale for awarding each mark. In some cases, second markers have the first marker's comments and/or marks. Where this is not the case, the use of marking sheets or similar procedures for written work is sometimes used to ensure that the marks given by the first marker do not influence the second marker's judgement. Markers' notes enable discussions to take place, after initial marking, about the reasons for individual decisions if there is a significant difference between the markers' judgements.
<b>Enrolment</b>	Enrolment takes place when the University records a student's formal communication of acceptance of an offer of admission on conditions attaching to the offer.
<b>Exclusion</b>	Exclusion means that a student has been required to withdraw from the University either temporarily and for a specified period of time, or permanently.
<b>Exit Award</b>	An interim award which is available to a student who is unable to meet the credit requirements for a higher level award, but who has nevertheless completed a significant period of study and achieved the specified learning outcomes for that interim award.
<b>Extension</b>	An extension is the approval for a student to submit an assessment later than the given deadline as one possible outcome where an extenuating circumstance application is upheld (a maximum of 5 days can be approved).
<b>Extenuating Circumstances</b>	Extenuating circumstances are defined as unexpected or unplanned circumstances that has affected their academic work.
<b>External Examiner</b>	An External Examiner is an independent senior academic or professional, who is a specialist in a particular field with extensive expertise and experience, and who has been appointed to a particular University course in order to scrutinise the academic standards of the award and the standards of student performance, the measurement of student achievement, and the rigour and fairness of the assessment process.

<b>Fabrication</b>	Fabrication is the presentation of data or such other results in reports intended to be based on empirical work which has either not been undertaken or fully completed and where the data or results have, in whole or part, been deliberately invented or falsified.
<b>False Attribution</b>	False Attribution is where a student copies or paraphrases work from one source, but knowingly cites or attributes a different source to the work.
<b>Formative Assessment</b>	Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.
<b>Impersonation</b>	Impersonation is the act of one person assuming the identity of another with the intent to gain an unfair advantage for the person being impersonated, for example, by undertaking an examination on the other's behalf. Both parties, the impersonator and the person being impersonated, shall be considered culpable of academic misconduct.
<b>Independent Study/Self Directed Study</b>	Learning undertaken in a self-directed manner independent of any teaching, supervision, or formal guidance. In order to complete any course at Ravensbourne, students must undertake independent study in addition to the formal teaching which takes place on the course. Independent study might involve accessing books, journals or online resources, carrying out research, working on skills development or preparing assessment requirements

<b>Interruption of Studies</b>	<p>Interruption of studies is defined as a period of approved absence from the course of study, where a date for re-entering the course at an appropriate point has been approved by the course leader.</p> <p>Reasons for granting an interruption of studies may include:</p> <ul style="list-style-type: none"> <li>• ill-health of a serious or extended nature;</li> <li>• financial hardship where the student is unable to meet their fee payments or otherwise needs to return to employment;</li> <li>• maternity and paternity leave or parental duties of a similarly demanding kind;</li> <li>• significant compassionate grounds;</li> <li>• changes of a significant nature to the employment commitment of part-time students.</li> </ul>
<b>Learning Outcomes</b>	<p>The expected outcomes from a process of learning. Statements of learning outcomes indicate what learners should have gained as a result of their learning on a module or on a course.</p>
<b>Lectures</b>	<p>Formal talk by a staff member given on a subject before an audience or a class, for the purpose of instruction. The organisation of the lecture will normally include some opportunities for questioning by members of the audience.</p>
<b>Level</b>	<p>A broad indicator to the relative demand, complexity, depth of study and autonomy or independence of learning. Within the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies there are descriptors for five higher education levels.</p>
<b>Manifestly Unreasonable</b>	<p>A decision is “manifestly unreasonable” if it can be demonstrated that an Officer of the University or a properly constituted University Panel or Board has made an irrational, perverse or logically flawed decision.</p>
<b>Mark Descriptors</b>	<p>Mark descriptors encapsulate a level of achievement in relation to bands of marks. For individual assignments they indicate how well the assessment criteria have been met; for award classifications they indicate the level of achievement across a course of study as a whole.</p>



<b>Marking Scheme</b>	A detailed framework for assigning marks, where a specific number of marks is given to individual components of the answer.
<b>Misrepresentation</b>	<p>Misrepresentation can include:</p> <ul style="list-style-type: none"> <li>• presenting a claim for extenuating circumstances, or supporting evidence, which is misleading, untrue or false;</li> <li>• exceeding the word limit specified for an assessment and declaring a lower word count than the assessment contains.</li> </ul>
<b>Mode of Study</b>	Mode of study describes the way a module or course is studied e.g. face-to-face, online.
<b>Moderation</b>	<p>Moderation is a process intended to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Forms of moderation include:</p> <ul style="list-style-type: none"> <li>• sampling, either by an internal or external examiner;</li> <li>• additional marking, for example of borderlines, firsts and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker;</li> <li>• review of marks: where there is a significant difference between several assessment marks, within or between parts of a course, which indicate the marks may need to be reconsidered.</li> </ul>
<b>Module</b>	A module is a coherent and self-contained unit of learning and teaching with specified aims and defined learning outcomes. Modules may have different credit weightings in accordance with their content and duration. A module may be taught and assessed within one or more than one term provided that the unit is set in a single stage and at a single level and, where this is applicable, single sublevel. Marks for completed items of module assessment must be aggregated and a result status determined for the unit.
<b>Personal Progress Review</b>	A formal meeting between a tutor and an individual student where the discussion concentrates on overall monitoring, evaluation and planning, rather than instruction.

<b>Plagiarism</b>	<p>Plagiarism is defined in the Oxford Dictionary as “presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement”. It includes:</p> <ul style="list-style-type: none"> <li>• copying the work of another without proper acknowledgement;</li> <li>• copying from text books without proper acknowledgement;</li> <li>• downloading and incorporating material from the internet within one’s work without proper acknowledgement;</li> <li>• paraphrasing or imitating the work of another without proper acknowledgement. Proper acknowledgement requires the identification of material being used, and explicit attribution to the author and the source using referencing acceptable to the subject discipline.</li> </ul>
<b>Poor Academic Practice</b>	<p>Poor Academic Practice is defined as the inadvertent breach of academic practice or conventions which is below the level of infringement, where no distinguishable advantage may be or has been accrued to the student, and where there is no discernible intention to deceive.</p>
<b>Professional, Statutory or Regulatory Body ('PSRB')</b>	<p>PSRBs are defined by the QAA as “a diverse group of organisations that include professional bodies, regulators and those with statutory authority over a profession or a group of professionals. PSRBs engage with the higher education sector through the approval, recognition and accreditation of HE programmes. They provide membership services and promote the interests of people working in professions. They accredit or endorse programmes and courses that meet professional standards, provide a route through to the professions, or are recognised by employers.</p>
<b>Provisional Results</b>	<p>A mark or result in an assessment that has been internally moderated.</p>
<b>Raw Marks</b>	<p>Raw marks are those marks awarded by an examiner to a student assessment prior to that assessment being internally moderated.</p>
<b>Registration</b>	<p>The process of registering an applicant who has been enrolled and matriculated as a student of the University, on a named course.</p>
<b>Repeat</b>	<p>To study for again a whole stage, module or component part of a module.</p>

<b>Resubmit/ Retrieval</b>	Students who have been awarded a failing mark for a module or who have failed to submit an assessment may be offered the opportunity to resubmit the assessment (or 'retrieve the failure') at a time to be determined by the Internal Assessment Board.
<b>Sampling</b>	Sampling is most commonly used in the process of moderation (see above). It normally involves internal or external examiners scrutinising a sample of work from a student cohort. Sampling may be based on the desirability of checking borderline marks of any kind, or to test that assessment criteria have been applied consistently across the assessment of students in the cohort.
<b>Second Marking</b>	Second marking, as opposed to moderation (see above) is where the submitted work for an assessment, module or award for all the students who took that assessment at that time is marked by a different marker to first marker. Given that second marking reviews the whole population rather than a sample of it, where appropriate second marking may result in individual marks being changed.
<b>Seminars</b>	These involve presentation(s) to and discussion with a group normally on a predetermined topic. They are sometimes led by a staff member but sometimes student led. They normally include plenty of opportunities for interaction between staff and students and/or students and their peers (i.e. questioning of students by staff and vice versa).
<b>Stage</b>	A stage is a sub-division of a course where a course has a credit value of more than 120 credit points. The completion of a stage is an identified step in student progress towards the completion of a course.
<b>Student</b>	A student is a person registered on an approved course of study.
<b>Study Pathway</b>	A study pathway is an approved suite of modules with disciplinary, inter-disciplinary or multi-disciplinary coherence forming one part of a course leading to a designated award.
<b>Summative Assessment</b>	Summative assessment is used to indicate the extent of a student's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or course.

<b>Synchronous</b>	An online classroom where students and tutor attend at the same time in weekly timetabled slots; physically they may be located anywhere. Depending on the software used, participants can speak with each other, see and hear each other and/or the tutor, use instant messaging, share documents and visuals, work in groups, as well as archive the class.
<b>Taught Degree</b>	A taught degree includes any degree that is not awarded solely or largely on the basis of independent or supervised research. Taught degrees include all Bachelor's degrees and master's degrees.
<b>Semester</b>	A semester consists of 15 weeks (including reading, teaching, assessment and marking).
<b>Unit</b>	On some courses, modules are referred to as units, please see module definition above.
<b>Validity</b>	Validity in assessment refers to the extent to which an assessment instrument, an examination, essay or oral presentation for example, accurately measures the achievement by students of the intended outcomes of a course of study or other learning experience.
<b>Virtual Learning Environment</b>	A virtual learning environment (VLE) is a web-based system where you can access course materials and interact with fellow students or your tutors. The VLE utilised by Ravensbourne is based on the open source product; AULA (or Moodle).
<b>Workshops</b>	Students learn skills through their practical application with direction or supervision from a lecturer or technician.



