Ravensbourne University London

General Academic Regulations

2026-2027

Owner	University Secretary and Registrar
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Contents

General Academic Regulations

1.1.1 Section 1 – Preliminaries

Introduction

1. These General Academic Regulations ('the Regulations') were originally approved by the Academic Board in July 2025. 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 Registrar. Where the interpretation of the University Secretary and Registrar 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).

1.2.1 Section 2 – Awards

a) 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 3, 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:

Certificate	CATS (Credit) Points
Foundation Certificate	120

Award title	FHEQ Level	CATS (Credit) Points
Certificate of Higher Education	4	120 of which all must be at level 4
Diploma of Higher Education	5	240 of which 120 must be at level 5
Foundation Degree	5	240 of which 120 must be at level 5
Bachelor's Degree	6	300 of which 60 must be at level 6
Bachelor's Degree with Honours	6	360 of which 120 must be at level 6
Postgraduate Certificate	7	60
Postgraduate Diploma	7	120

Taught Master’s	7	180
MBA	7	180
MFA	7	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 or 15 credits. Other permitted module credit values are 40 and 60 for multiples of 20 credits and 30, 45 and 60 for multiples of 15 credits. 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 eg 1 credit =10 learning hours. Learning in this context includes formal contact, guided study, work-based learning, assessment, independent study and the independent use of learning resources.

7. Where there is no debt, 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.

Duration of Study

10. 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

Foundation Certificate	1 (2)	2 (3) 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 with Integrated Foundation Year	3 (6) 4 (8)	6 (8) years 8 (9)
Postgraduate Certificate	6 months (1 year)	1 (2) years
Postgraduate Diploma	6 months (1 year)	1 (2)
Master's Degree	1 (2)	2 (4) years
MArch	2 (4)	4 (6)
MFA	18 months (3)	3 years (6)
Master's Degree (with Industry Year)	2 (4)	4 (8)

11. 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.

12. 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. Where a student reaches their maximum period of registration, the University Secretary and Registrar, at their sole discretion, may allow the student an extra year. Where the University Secretary and Registrar declines to grant an extra year, this decision is not subject to appeal.

b) Chapter 2 – Conferment of Awards

1. Where an award has been approved by the Academic Board via delegated authority to the Assessment 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 (via delegated authority) by the Academic Board.

Certificates and Transcripts

Where students are not in a fee debt to the University:

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 issues by the European Commission, Council of Europe and UNESCO.

c) 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 and Registrar) 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.

d) Chapter 4 – Appointment of Visiting Professors and Professors Emeritus

Creation of a Chair

1. 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.

2. 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.

3. Where a successful applicant for a Chair already holds the title at a peer institution, this shall be regarded as prima facia 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 16, above.

Use and Tenure of Title

4. 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.

5. 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

6. 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.

7. 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.

8. Any member of academic staff or the executive may nominate a retiring member of staff for Professor Emeritus status.

9. 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

10. 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.

11. 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.

12. 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.

13. 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, knowledge exchange, 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.

14. 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.

15. 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.

16. 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.

17. 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 above, as appropriate; and the details of their proposed engagement with the University in line with paragraphs below.

18. 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.

19. Visiting Professor usual terms are for three years. 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.

e) 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 whilst 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.

1.3.1 Section 3 – Course Approval

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

1. The purpose of this procedure is to ensure that the University's course development and approval processes (commonly referred to as validation) meet the requirements set out in the Office for Students' Conditions of Registration, with particular reference to the B Conditions relating to quality and standards, as well as QAA Subject Benchmark Statements, Characteristics Statements and the FHEQ. These processes are designed to ensure high quality academic provision that enables successful student outcomes, supports continuous improvement, and ensures that awards granted by the University are credible and reliable. The procedure reflects the OfS's regulatory framework and incorporates relevant guidance and sector-recognised standards to maintain academic integrity and protect the interests of students.

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 via the Portfolio Development Group process.

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., including collaborative provision for which Ravensbourne is the awarding body. 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 Executive 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 Executive 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/Academic Head 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 should normally 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. Mapping to the university academic framework;
    c. 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.
    d. Module Descriptors (1 per module).
    e. 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.
    f. Statement of consideration for Collaborative Partners or PSRBs.

19. In addition, if the course replaces an existing course, the appropriate Course Withdrawal Form must also be submitted to the Validation Panel.

20. 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 Registrar or nominee, and must consist of:

a. A Chair from amongst the senior academics[1];
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 Registrar, 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 Registry, or nominee.

21. 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.

22. 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 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;

[1] Senior Academics include members of the Professoriate, the Executive Deanery (or above) or Academic Heads (or equivalent)

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 academic years).

30. The CDT will need to outline its intended timeline for post-PDG completion of the course approval process.

31. 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 10 working days prior to the relevant Academic Board.

32. In the case of the outcome:

    a. in paragraph 27(a), the Chair will confirm the decision to the CDT on behalf of the Panel.

b. 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.
c. 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.
d. In paragraph 27(d), the Executive 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.

33. 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.

34. 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

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

    The Portfolio Development Group and Academic Board must satisfy itself that:
    a. the process of validation was in accordance with the Regulations; and
    b. that any conditions have been met.

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

Stage 4 – Deployment

37. 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:
23. whether the course, as approved, continues to represent the commercial opportunity as originally envisaged; and
24. whether the University continues to be in a position to provide the resources required to support successful delivery of the course.

38. For the avoidance of doubt, Stage 4 can happen before, concurrently or after Stage 3

Definitive Course Documents

39. Following final sign-off by the Academic Board, the CDT must lodge the Definitive Course Documents[2] with the Quality Office within 5 working days. Schemes of Work will need to be created and updated ahead of the cohort start date. Assessment Briefs when written should also be lodged each year with the Quality Team.

b) Chapter 2 – 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, Competition and Markets Authority guidance and the University's Student Protection Plan.

4. Changes to validated courses fall into four categories:
    a. Course Housekeeping;
    b. Minor Modifications;
    c. Major Modifications; and
    d. 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 and Registrar 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 via email notification 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.

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[2] 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.

Minor Modifications

9. Minor modifications are more extensive changes than course housekeeping and can include:

    a. changes to module aims;
    b. changes to module learning outcomes;
    c. changes to semesters of delivery;
    d. changes to assessment (including changes to type, weighting between two or more assessments and word count/duration);
    e. changes to assessment strategies (such as assessment methods and weightings);
    f. changes to the course delivery structure (e.g. the semester in which a module is taught);
    g. 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 with tracked changes and comments in MS Word. Agreement from the External Examiner(s) for changes at all levels must be sought and their confirmation should be appended to the documentation. 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. 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 Registrar whose decisions shall be final. 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.

12. 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.

13. 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.

14. 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.

15. Minor modifications should normally be completed within 3 months prior to commencement of course delivery, and in all cases exceptionally no later than 6 weeks prior to commencement of course delivery. Where an institutional initiative is required, Executive Deans can enable the process via Board of Studies.

Major Modifications

16. Major modifications are the most extensive types of changes to courses and can include:
    a. changes to module titles;
    b. changes to course learning outcomes, aims and/or objectives; or
    c. introducing a new compulsory module, deleting an existing compulsory module;
    d. alterations to the credit weighting of modules;
    e. changing the structure of the course;
    f. adding a mode of study (e.g. online/accelerated);
    g. changes to course length;
    h. changes to mandatory admission requirements beyond the minimum academic requirements set out in Section 5, Chapter 1, paragraph 5[3];
    i. extending the use of a module as acceptable to another course.

17. 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.

18. 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.

19. 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.

20. 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.

21. Major modifications should normally be completed within 5 months prior to commencement of course delivery and in all cases exceptionally no later than 6 weeks prior to commencement of course delivery Where an institutional initiative is required, Executive Deans can enable the process via Board of Studies.

Course Title Change

22. 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.

[3] If this change is being proposed, a derogation will need to be sought from 1.16.1 Section 5, Chapter 1, paragraph 5. Approval of derogations is by the Academic Board.

23. 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. It should be clarified if the change only affects newly incoming students.

24. 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.

25. Course Title changes should be completed within 5 months prior to commencement of course delivery, and in all cases exceptionally no later than 6 weeks prior to commencement of course delivery.

c) Chapter 3 – Procedures for the Suspension and Withdrawal of Courses and Modules

1. Courses may need to close to recruitment 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 recruitment to a course is **suspended**, it remains on the list of approved University awards, but new students cannot be recruited or enrolled onto the course until the suspension is lifted. Where a course is suspended continuously for four 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. UKVI Compliance
    h. Library;
    i. IT;
    j. People and Culture; and
    k. External Examiners.

12. The Quality Office is responsible for informing any PSRBs (if relevant).

13. The Executive Dean, 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. Admissions 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).

1.4.1 Section 4 – Course Monitoring

a) 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 completed at key checkpoints throughout the year.

6. Course teams must submit a written report on the prescribed form.

7. Collaborative Partners will be asked to submit a written report in consultation with link tutors.

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 –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.

1.5.1 Section 5 – Admission and Registration

a) Chapter 1 – Criteria for Admission

1. These general academic regulations pertain to all academic intakes between November 2026 and September 2027. They apply to all Further Education (FE), Undergraduate (UG), Postgraduate (PG) and partnership applications for these intakes.

2. 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.

3. 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.

4. 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

5. For admission to the following courses, the qualifications required are listed on our university website, which include minimum English Language Requirements.

8. 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 https://www.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 The UK National Information Centre (ENIC).

9. In addition to the academic entry requirements, some courses have additional admissions requirements and may also require submission of a portfolio/showreel and/or an academic interview, which will be clearly advertised on the course page on our website.

10. 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.

11. 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.

12. For an application to be considered complete and ready for assessment by the University, the University must receive all relevant application information, which may include a personal statement and/or academic reference(s) by the published application deadlines. The University may consider incomplete applications on a discretionary basis only.

Interviews

13. 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.

14. 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 to assess the academic suitability of an applicant.

15. 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.

16. 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.

17. Interview notes must be completed and returned to the Admissions Officer within one working day 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

18. Where a prospective student does not meet the minimum academic qualification requirements, the Head of Department or equivalent, or nominee, may consider the applicant's motivation, a portfolio, formal academic qualifications, progress made during their previous 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 to successfully complete the course, they may be admitted to the University, despite not meeting the minimum academic qualification requirements. Ravensbourne University London's contextual admissions policy aims to ensure fair access to higher education for students from diverse and disadvantaged backgrounds. The policy considers a range of contextual indicators in line with our Access and Participation Plan. Depending on the course applied for, eligible applicants may receive adjusted offers that take these factors into account and/or an opportunity to have a portfolio review and/or interview. This policy aims to recognise the individual circumstances and challenges faced by applicants, ensuring that talented students from all backgrounds have the opportunity to succeed.

English Language Entry Requirements

19. Proficiency in English language is essential for successful engagement with, and completion of, the University's courses. All applicants are required to provide recent evidence that they have a sufficient command of English to successfully undertake their course of study. Full details of accepted English language qualifications can be found on our website.

20. 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, once successfully completed, accept as evidence of English language ability.

Partnerships, Progression Agreements and Top-ups

21. 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.

22. 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 website.

Admission and Selection

23. The authority to admit students rests with the relevant Executive Dean or equivalent. The exercise of this authority will normally be delegated to a nominee. An applicant will be required to demonstrate in their application that they do, or are likely by the point of enrolment to, meet the minimum entry requirements in order to qualify for admission.

24. 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).

25. Full-time UG applications for UK-based students must be submitted via the Universities and Colleges Admissions Service (UCAS). Applicants domiciled outside the UK may apply through UCAS, through an affiliated agent, or apply directly to the University through the online application portal.

26. The University adheres to the deadlines published by UCAS for undergraduate applications. Applications made after the deadline are not guaranteed equal consideration and may be unsuccessful if places are no longer available.

27. Applications for FE, PG and Top-Up courses may be received directly via the University's online applications portal or through an affiliated agent.

28. 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.

29. 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

30. The University will consider applications for deferred entry from FE, UG and PG applicants intending to enrol on a later academic intake.

31. Applicants holding an offer of admission may only apply for deferral for a maximum of one year intake.

32. 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.

33. Deferral requests must be made in writing to the Admissions Office. In exceptional circumstances, later requests may be considered.

34. Requests for deferral must be submitted one month prior to the original intake's start date, or before their Confirmation for Acceptance of Studies (CAS - to support a Student Visa application) has been issued, whichever is sooner.

Applicants Under 18 Years of Age at Enrolment

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 provided they have met, or are expected to meet, the entry requirements for their course.

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 Executive Dean or equivalent or nominee, additional approval of the application and contract of care must be obtained from the University Secretary and Director of Strategy Delivery prior to enrolment.

40. 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;
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; and
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 will be under the age of 18 at enrolment, and parents or guardians of applicants under the age of 18 at enrolment, 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

41. 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.).

42. 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.

43. 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.

44. 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.

45. 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).

46. 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.

47. Up to date information on tuition fees will be published on the relevant section of the University's website: https://www.ravensbourne.ac.uk/study/fees-and-funding

Visa Status Assessment[4]

48. 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. Student applications will be additionally screened for visa status and Student Visa eligibility, based on the requirement to assess eligibility to study as required by UK Visas and Immigration (UKVI).

[4] Student Visa applicants should additionally familiarise themselves with the additional requirements for Student Visa applicants, below.

49. Students who require a Student Route 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.

50. 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.

51. 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.

52. 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.

53. The University may require any applicant identified as requiring a Student Visa to undergo an interview to assess their suitability and intention to study at the University.

54. 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

55. 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.

56. Should UCAS alert the University to suspected 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 and should follow the appeal process in Section 10, Chapter 3.

Accepting an Offer

57. 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.

58. 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 direct admissions system.

Offer-holders with Criminal Convictions

59. 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 made in the normal manner on the basis of academic merit.
60. 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.

61. 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 and should follow the appeal process in Chapter 4.

62. 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.

63. Information regarding unspent criminal convictions provided to the University shall be processed in accordance with the provisions of the Data Protection Act 2018[5].

64. 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.

[5] If you would like further information on how your personal data is handled, please contact dpo@rave.ac.uk

65. 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.

66. If, after their initial declaration, a student is convicted of any of the relevant offences for the duration of their study, they must notify the Head of Student Services immediately (studentservices@rave.ac.uk).

Unsuccessful Applications

67. The University reserves the right to refuse admission where:
    g. the applicant has not met the published academic and/or non-academic entry requirements;
    h. there is evidence that an applicant cannot meet any professional, academic or vocational requirements of their course of choice;
    i. discretionary criteria are applied and the applicant does not meet the requirements of the discretionary criteria;
    j. an applicant has made a fraudulent misrepresentation in their application, e.g. plagiarism, dishonesty;
    k. the applicant's actions during the admissions process have been found to be in breach of the Community Code of Conduct;
    l. a Student Visa applicant is unable to meet the statutory requirements for their visa.

Confirmation of Conditional Offers

68. 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[6] 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.

69. 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.

70. 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.

71. For all applicants for courses starting in September, all offer conditions must be met by 31 August in the year of application, unless an agreed exception is granted by the Head of Admissions. For all other intakes, all offer conditions must be met at least two weeks prior to the start date of the course.

Changes to Courses

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

72. 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.

73. 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.

74. 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.

75. 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

76. 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:

- Passport
- Proof of entry to the UK (stamped entry clearance vignette OR flight itinerary or boarding pass IF the student enters through an eGate)
- Document confirming permission to remain in the UK for study (Visa share code and eVisa IF the student enters through an eGate)
- BRP card (where still required)
- UKVI decision letter
- UK telephone number
- UK address

77. If an applicant does not have their share code or their Biometric Residence Permit (BRP) (where required) at the point of in person enrolment, they will not be enrolled. The student is required to apply for their visa share code and present it at the in-person enrolment.

78. 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. 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.

79. New students must also attend the sponsored student orientation/induction course as part of their enrolment requirements.

80. 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), Share code visa (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 Registry Team to confirm the student's identity and valid UK immigration permission.

Tuition Fees

81. In order to be fully enrolled at the University, sponsored students must comply with the requirements of the Ravensbourne University London Tuition Fee Policy[7]:

a. 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.
b. 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.
c. 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

82. By enrolling/re-enrolling, all sponsored students confirm they will adhere to the following Sponsored Student Responsibilities[8]:

a. 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;
b. 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;
c. stay in London or within a reasonable distance of the University campus during semester time;

[7] 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. [https://www.ravensbourne.ac.uk/international-students/how-apply/international-tuition-fees]

[8] 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.

d. inform the Home Office/UKVI of any changes to UK contact details, if applicable;
e. 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;
f. inform the University of any changes to relevant documents e.g. if a new passport is obtained; a new Biometric Residence Permit (BRP) where applicable; or if there is a change in immigration status.
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. the date detailed on the curtailment letter received from UKVI if visa sponsorship is withdrawn by the University;
iii. 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[9];
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 semester time; and PG and UG students are currently permitted to work 20 hours per week during term-time[10]. 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

83. 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.

84. 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).

[9] 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 Policy for more information.
[10] Please note Postgraduate students must adhere to the 20 hours per week rule during the summer term.

85. 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

86. 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 because 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.

87. All applications for re-admission should follow the standard admissions process for the level of study being applied to.

88. 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.

89. 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.

90. The University will not normally permit re-admission of students whose enrolments were terminated because of a decision taken by the University until one complete academic year (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.

91. 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.

92. All requests for re-admission of students whose registration was previously terminated by the university will require the approval of the Executive Dean (or nominee) should they wish to return earlier than outlined above.

b) 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. provide applicants with information on the support available to them from the University.

   All applicants who disclose a disability or long-term medical condition through their UCAS application, will be contacted by Student Services to discuss any support requirements should they be offered a place at the university
3. 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.

4. 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.

   All students can request a support meeting with a member of Student Services at any point in the admissions process
   Once offered a place, disabled students and students with a long-term medical condition will also be invited to a meeting with Student Services to discuss support needs who will run through a checklist to establish what support the individual students may need and what support is already in place.
5. 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 enrols 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. Students do not have to consent to share information, however this may impact on the level of support that is available.

c) Chapter 3 – Accreditation of Prior Learning ('APL')

1. The principle of 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 two-thirds 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 Executive 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.

d) Chapter 4 – Admissions Appeals and Complaints Procedure for Applicants

Overview

1. The University aims to ensure that all applicants have a fair and positive experience throughout the admissions process. However, it is recognised that issues may arise. This procedure therefore outlines the steps applicants should take if they wish to raise a complaint and explains how the University will respond to such matters.

2. The University is committed to ensuring that Complaints are handled fairly, impartially and without discrimination and no applicant is disadvantaged for raising a complaint. The University will seek to ensure that complaints are responded to promptly and that any outcomes issued are explained clearly and recorded appropriately.

3. This chapter applies to all applicants to a Ravensbourne University London course of Study regardless of their Fee Status or method of application. Applicants who withdraw their application to the University may use this procedure for up to 3 months from the date of the withdrawal of their application.

4. This chapter does not apply to members of the public unless they have submitted an application for a course of study at the University or members of staff unless they have applied for a course of study using the University's admissions process, applications for the PGCERT via People and Culture are not covered by this chapter.

5. This chapter applies where an applicant raises a complaint regarding any matter prior to their Enrolment at the University. It aims to ensure that complaints are handled fairly, consistently, transparently, and in a timely manner.

6. Complaints about any matter that occurred after Enrolment should be made pursuant to Section 10, Chapter 2.

7. Disagreements with academic judgement are excluded from review under this procedure.

Complaints received that are deemed to be a disagreement with Academic judgement will be summarily dismissed.

8. This process retains the definitions set out in Section 10, Chapter 2 GARs. A complaint is defined as the notification by a student to the University of their dissatisfaction with an aspect of service (including inaction) [the admissions process] or treatment that they have received from the University. A complaint should usually include an indication as to what resolution is being sought.

Timescales

9. The primary purpose of this procedure is to address and, where possible, resolve concerns relating to the admissions process. Accordingly, complaints should be raised as promptly as possible following the matter giving rise to the concern. This ensures the University has the best opportunity to review the circumstances fully and take appropriate action where necessary.

10. 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. Complaints submitted after this period must satisfy one of the grounds found in Section 10, Chapter 2, Para 14a or b.

11. For the avoidance of doubt, where an applicant complains of an issue that occurred more than 40 calendar days from the date complaint is submitted, it will not be deemed to be out of time where there is evidence to show that the issue has continued to occur from the day it arose.

12. Without prejudice to paragraph 11 above, the 40 calendar days will not begin to run until the issue has ceased to exist or has been resolved

13. A complaint that begins under this procedure must conclude under this procedure. A complaint will not be transferred to Section 10, Chapter 2 of these Regulations where a students' status changes from Applicant to Enrolled Student

Informal Resolution

14. The University encourages applicants to seek informal resolution in the first instance, where appropriate by emailing admissions@rave.ac.uk, as issues can sometimes be resolved quicker with clarification or correction from the University. The matter will refer the matter to the staff member they feel is best placed to respond.

15. Informal queries or concerns should be raised as soon as they arise for the best chance of the matter being resolved in a manner that corrects the issue.

16. The University aims to respond to informal complaints or queries within 5 workings days of the date of the notification. Where the matter has been referred outside of the admissions department, this may delay the length of time it takes to respond. In this case, the University will provide an adjusted timeline within which you can a response.

17. Where an applicant is not satisfied with the resolution proposed by the University, they may escalate the matter to Stage 2 of this procedure.

18. 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. Advice should be sort from the Head of Admissions or Head of Student Casework in these circumstances

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19. If an applicant 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 this procedure.

Formal Complaints

20. A formal complaint must be submitted by email with the subject "Stage 2 Admissions Complaint" including any evidence relied upon and indicating which remedy is sought.

21. 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.

22. Once received, the complaint will be assessed to ensure it meets the definition of a complaint as set out above, whether it is excluded from consideration or whether it should be considered under a different procedure i.e. appeals procedure. Where the complaint is out of time for no good reason supported by evidence or it is excluded from review the complaint will be summarily dismissed in the outcome letter and instructions for escalating to Stage 3 will be provided.

23. Where the complaint is determined to be eligible and in time, an investigating officer will be appointed who will have 25 working days to consider the complaint. Where necessary, the Investigating Officer may seek additional information from the applicant. Where an investigation meeting is required, the XX working day period 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.

24. Applicants are welcome to be accompanied, or represented, at any meetings held about the complaint. Whoever is accompanying the applicant may make representations on their behalf, where that is requested but they may not answer questions on the applicant's behalf.

25. At the end of their investigation, and within 25 working days of the complaint, 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.

26. The Investigating Officer may decide that it is appropriate to communicate the outcome initially by way of a meeting followed up in writing.

27. If the applicant is satisfied with the outcome and they do not wish to take the matter further, they may request a Completion of Procedures letter from the University to signify the end of the process.

Complaint Review (Stage 3)

28. If the applicant remains dissatisfied following the outcome issued at Stage 2, they may request a review of how the complaint was handled. This request for a review must be submitted within 10 working days of the date of the Stage 2 outcome.

29. A complaint review is not a reconsideration of the substantive elements of the original complaint and will only be considered under one of 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);
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.

30. Complaint reviews will be considered by the University Secretary or nominee and an applicant can 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

31. Following consideration of the review application, the University Secretary or nominee will write to the applicant indicating either:

a. that the review is rejected as 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. instructing a new investigation.

32. The complaint review outcome letter exhausts the University's internal procedures. Applicants will be issued with a Completion of Procedures Letter. This may enable the applicant to refer their complaint to the Office of the Independent Adjudicator (OIA) where they are still not happy with the outcome at this stage

Group Complaints

33. In the unlikely event that a group of applicants are seeking to submit a group complaint, the provisions in Section 10, Chapter 2 Para 43 shall be applied where possible.

Frivolous and Vexatious Complaints

34. Provisions in relation to complaints that appear to be vexatious or frivolous can be found in Section 10, Chapter 2, Para 50 onwards.

d) Chapter 5 – Registration, known as Enrolment

1. There are two stages to becoming a fully enrolled student. First stage is to complete online enrolment or re-enrolment for continuing students. The second stage is to start attending your scheduled classes.

2. Students are sent an email prior to the start of their academic year with a link to the MyRave portal, where they are asked to log in and complete the online enrolment task. For new students, this email will be sent to their personal email address they provided at the Admissions stage. All continuing students the email is sent to their Ravensbourne student email account.

3. Students MUST complete the online enrolment task themselves.

Enrolment deadline

4. The deadline to be fully enrolled is normally the third Monday from the start of the academic year. If you are on a student sponsored visa, your deadline date will be shown on your CAS.

5. Students that are studying with one of our Partner institutions, must complete both stages. Please note, the Partner institutions may also have additional requirements for you to be classed as a fully enrolled student.

6. Students are permitted to request a maximum of one-week authorised absence at the start of an academic year, this covers course induction plus one week. This must meet the authorised absence requirements. If a student requires authorised absence for a longer period, consideration should be given to defer the student to the next intake.

If students miss the deadlines, they will be withdrawn. If there is a reason why a student is unable to meet the deadline, they must email enrolment@rave.ac.uk before the deadline.

1.6.1 Section 6 – Academic Progress and Engagement Monitoring

a) Chapter 1 – Academic Progress and Engagement

Attendance & Engagement

1. Ravensbourne University London recognises that there is a clear link between student attendance, engagement and achievement. For the purposes of these General Academic Regulations, Ravensbourne adopts for the following definitions:

Attendance: The student's presence during scheduled learning sessions, including live online ones.

Engagement: The student's active participation in their studies, including contributing to sessions and group work, engaging with learning resources and online activities, responding to university communications and submitting and meeting assessment requirements.

2. The University believes that if a student attends and engages in scheduled classes and online resources, 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 at success.

3. The University monitors student attendance and engagement during semesters to identify patterns of absence and low engagement and support students to overcome issues that may impact on their attendance and engagement.

4.Without prejudice to the paragraph above, while the University will encourage and support students to attend learning sessions and fully engage with learning activities, the responsibility for attendance and engagement lies entirely with the student.

Student Responsibilities

5. Ravensbourne expects students to engage in all timetabled teaching and learning sessions associated with the course on which they are enrolled. Examples of sessions include but are not limited to:

- Lectures
- Seminars
- Tutorials
- Workshops
- Dissertation supervision
- Laboratory work
- Other practical sessions
- Work placements
- Field trips and other external visits

6. During online sessions students are expected to have their web cameras on and be actively engaged.

7. Students are responsible for reporting absences in a timely manner, on the first day that they are absent, as outlined in points 11-20.

8. Students will receive attendance and engagement communications by email to their Ravensbourne email account and are expected to promptly address low levels of attendance and/or engagement. Communications may include:

- Attendance alert (notification and guidance)
- Formal withdrawal warning and invited to a meeting with a staff member
- Final withdrawal warning
- Withdrawal notification

9. Where a course has more than one teaching group students must attend the group they have been assigned to. Attending a different group may result in an absence being recorded and this may generate an attendance warning. It is the responsibility of the student to ensure they are attending the right group.

Lateness

10. Students are expected to arrive on time for all sessions (whether on campus, at external venues, or online) and must remain for the duration of the teaching session. Students who arrive more than 15 minutes into a session, will be marked as late, Students who miss more than 60 minutes of the teaching session will be marked as absent.

Students who leave a session before the end will be marked as absent unless this has been discussed and agreed with the tutor. It is a disciplinary offence to leave sessions without permission of the tutor after being marked in. Students who leave sessions early may be referred to the Student Disciplinary Procedure.

Student absence

Absences of 7 days or less

11. It is understood that occasionally, a student may not be able to attend some of their teaching due to illness or other unforeseen reasons such as, but not limited to, minor illness, medical appointments or family emergencies. In such circumstances, students must notify the University via the absence reporting form where an absence is, or is expected to be, **7 calendar days or less**. For the avoidance of doubt, counting begins the first day the student misses a class. These absences will not be authorised but may be used in mitigation should a student's level of attendance fall below the expected standards

Absences of more than 7 days

12. Where an absence is **longer than 7 calendar days** for reasons beyond the student's control, supporting documentation will be required to authorise this absence and should be emailed to studentattendance@rave.ac.uk. Absences should be reported in a timely manner, ideally on the first day of absence. For planned absences e.g. planned medical treatment authorisation should be sought a minimum of seven calendar days before the absence commences.

13. Example reasons where the University may authorise an absence include:

- Serious health issue and/or hospitalisation;
- Death or serious illness of a family member;
- Visa immigration/nationality documentation reasons (e.g. renewal of documents in home country);
- Jury service or court appearances, e.g. as a witness;

14. Students must provide evidence for their absence to be authorised. Students should refer to the Ravensbourne University London Supporting Evidence Framework for guidance on the accepted forms of documentation. This includes:

- Medical certificate (this should be provided by a UK based practitioner);
- Doctor's note (this should be provided by a UK based practitioner);
- Death certificate or funeral documentation – proof of relationship may be requested to support this evidence;
- Court documentation;
- Copy of formal communication from UKVI or other immigration/visa authority.

15. Other extenuating circumstances not covered by the above categories may be considered for authorised absence on a case-by-case basis. Students should communicate with the Student Engagement Team as soon as possible to discuss their situation via studentattendance@rave.ac.uk.

16. Absences may be authorised for up to four weeks in an academic year where it is still possible for the student to meet the learning outcomes of their course, otherwise the student will need to consider an alternative such as interruption of study. In exceptional circumstances, the Head of Student Engagement & School Operations or their nominee will liaise with the relevant academic team and Student Services (and Head of Immigration Compliance for visa students) to authorise up to six weeks.

17. The University will not accept requests to authorise absence for holidays, weddings or celebrations, non-urgent travel, religious observance or absences due to working commitments.

18. Where there are concerns around a student's fitness to continue with their studies, the University will follow the Fitness to Study procedure.

19. There may be circumstances where the University may be required to intervene and force and interruption on a student. Where the University takes this step, the student will be informed as early as reasonably practicable of the reasons for the interruption, the duration, the liability of tuition fees they incurred in that academic year and any condition if applicable they must comply with in order to return.

Misuse of attendance monitoring process

20. Misusing the attendance monitoring processes is a disciplinary offence and is a breach of this policy and the Student Code of Conduct.

21. Examples of misuse include:

- A student being marked present (e.g. by another student) when they are absent.
- Swiping someone else's card on the attendance monitoring reader
- Leaving class early without a good reason and permission from the tutor
- Falsifying documents to gain an authorised absence

22If a student is found to be misusing the attendance monitoring process, the matter will be referred for consideration under Section 7, Chapter 3 GARs (Student Disciplinary Procedure).

Engagement

2. Ravensbourne is committed to supporting students to engage with their studies. Student engagement is monitored throughout the academic year to help determine whether students may need additional support to progress with their studies.

25. Student Engagement monitoring does not circumvent attendance requirements. Students must meet the University's minimum attendance standards; engagement alone will not compensate for, or reverse, periods of non-attendance.

26. As well as attendance data, engagement metrics include:

- assessment submissions, performance and the quality of work
- engagement with online materials and activities
- engagement with in-class activities

Monitoring

27. Student attendance and engagement is monitored at regular intervals throughout the academic year. Attendance is calculated based on mandatory teaching sessions, Students will be contacted when their attendance falls below the required levels (85% for further education students and 80% for higher education students). Ongoing poor attendance and engagement may lead to students being withdrawn from the University.

Temporary Suspension of Student Loan Company Funding

27. As part of the University's approach to monitoring attendance and engagement, where a student is at risk of withdrawal due to not meeting the University's attendance and engagement requirements, the University may temporarily suspend the student's access to Student Loans Company (SLC) maintenance loan funding.

28. Students will receive a warning and will have the opportunity to improve their attendance prior to a temporary suspension being applied. Where a student does not sufficiently re-engage following this intervention, the University may take further action in accordance with these Regulations, including withdrawal where appropriate. If students reengage and their attendance is above the withdrawal threshold, the temporary suspension will then be lifted.

Withdrawal

29. The decision to withdraw a student will be taken based on their attendance. Higher education students will be withdrawn if their attendance is below 40% and further education students will be withdrawn if their attendance is below 70%.

30. Students on a Sponsored Visa must be withdrawn where their absences amount to 60 consecutive days, unless there are exceptional and evidenced reasons for the non-attendance (e.g. illness)

Work placement attendance

31. Where a student is undertaking a work placement as part of their course their attendance will be monitored in collaboration with the placement host. Credit-bearing 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, approved by the placement host. Where a student fails to submit their timesheet this could detrimentally impact their overall attendance record and may result in withdrawal.

Monitoring Attendance at Partner Institutions

32. These Regulations apply to all Ravensbourne students including those enrolled at Partner institutions. The approach contained in this Section 6 Chapter 2 will ordinarily apply to all students. However, specific requirements may be negotiated and agreed in advance between the University

and the Partner and will be set out in the relevant partnership agreement and as such the terms of this policy may not apply exactly as written. It is the responsibility of the Partner to communicate any derogations to this policy to students enrolled on a Ravensbourne Degree in in advance of their enrolment to their course.

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 in Section 10, Chapter 3.

For students on a sponsored visa, there will be a stay on the confirmation of their withdrawal to the UKVI, where they submit an appeal within 10 working days of the Stage 4 notification, in accordance with the appeals process found in Section 10, Chapter 3. If a stage 1 appeal is unsuccessful the University is required to report this to UKVI. This will result in curtailment (cancellation) of visa. Students may still escalate their appeal to Stage 2 after their visa is curtailed but they may need to do so from outside the UK.

Reasonable Adjustments and the Equality Act

34. The University is committed to ensuring that all students have equal access to education and support. Reasonable adjustments will be made for students with disabilities or other conditions affecting their attendance, in accordance with the Equality Act 2010. Students who believe they may need adjustments are encouraged to contact student services at studentservices@rave.ac.uk as early as possible to discuss their needs and arrange appropriate support.

More details of reasonable adjustments and Ravensbourne's approach to supporting students can be found in Section 11, Chapter 2 – Learning Support and Reasonable Adjustments.

b) Chapter 2 – Procedure for the Granting of an Interruption of Studies

1. The University will seek to work with all students to ensure they can continue 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 also include as discussion with the UKVI Compliance team (ukvicompliance@rave.ac.uk) to consider any impact on their Student Visa.

2. If a student stops attending without notifying the University, it may impact any loans or grants they are in receipt of.

3. Applications for interruption can be made for a maximum of one year subject to an overall maximum of two interruptions by a student for the duration of the course. 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 but will be managed differently if they are submitted in week 11 or after the final semester of the academic year.

4. There may be exceptions to point 3 above and the student must submit their case to Registry who will seek the Exec Deans Approval. Discretion for additional opportunities to interrupt by the student could be but not limited to evidenced serious or chronic health condition. It is advised the Course Leader and Students Services should be

involved in advised the Exec Dean. The length of interruption must not take the student beyond the duration of study set out in Chapter 1 Awards.

5. Normally if a student submits an interruption application in semester 1 (or 2 for postgraduates) or before week 10 in their final semester, the application once approved will be processed immediately and where necessary Student Loans and the UKVI will be informed.

6. If the interrupt application is in week 11 or after of the final semester of delivery in the academic year the student will be taken through the award/progression Assessment Board, and the interruption will be processed post board. Students who interrupt at this point will not be invited to resubmit any modules they have failed in the year. This means when a student returns it will be clear what modules they have passed and modules they need to retake.

7. Students who submit an interrupt application in week 11 or after in the final semester of delivery must provide a clear rationale of their reason to interrupt which will assessed by the Extenuating Circumstances team in Registry. Notification of outcome will be sent in line with the Extenuating circumstances procedure. The student loan will not be impacted if they are Interrupted after the Board as by week 11 onwards, they would be liable for all fees and loans for that year.

8. Interruptions of study normally suspend tuition fee liability from the point of interruption.

9. For students on a Visa Student (sponsored/CAS student) the maximum continuous period of authorised absence that can be granted without them having to interrupt their studies is normally 60 days, unless they are picked up through the University attendance monitoring regulations, and the student will be able to complete their course within their visa expiry date.

10. Where a Visa Student S has an authorised absence of more than 60 days, they will be asked to interrupt their studies. Visa Students should refer to the Student Visa Attendance & Engagement Guide for more information on authorised absences.

11. For 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. They must provide exit documentation to the University UKVI team to confirm they have left the UK.

12. On return to study, interrupted students will normally enter at the start of the Semester they interrupted in unless they have not passed any modules in the previous semesters before their interruption, if this is the case they will recommence at the start of the academic year

13. 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 (re)take. Students will be informed they are liable for fees for modules being taken and subject to the attendance monitoring policy.

14. 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, however this list is not exhaustive. 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 a confirmation from the Course Leader either by signing the form or email approval– the students should therefore have had a discussion with the Course Leader before submitting the form to Registry.

15. Where a student has outstanding equipment, books or fines it may delay the processing of an interruption 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.

16. When an interruption has been approved, the University will notify the Student Loans Company (if relevant) and/or the Home Office of the date of the interruption when needed Please note this will affect students with a Student Loans Company maintenance loan as follows:

    i) Any loans and/or grants a student may be in receipt of or were expecting to receive.

    For Visa Students as follows:

    i) To note students, need to leave the UK immediately and provide the University's UKVI team evidence of leaving e.g. plane ticket.

17. 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.

18. 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 any exemption letters for an active student.

19. Towards the end of the period of interruption, the Registry team will contact students to invite them to return to study. If the student has decided to continue their interruption (subject to the overall maximum period of interruption) they must inform Registry by responding to the invitation to re-enrol. If the University cannot make contact and the student does not re-enrol after the agreed period of time, they will be deemed withdrawn from the course.

c) Chapter 3 – Course Transfer

1. The University aims to ensure students can continue their chosen course. 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 a student'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. Students wishing to transfer 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.

3. Normally course transfers will not be permitted for students moving into level 6 or during level 6. If a request is made by a student at the start or during the year, it will be managed by exception and if the case is substantive it will be put to the relevant Exec Dean for approval.

Transferring to another course at Ravensbourne

Applications for internal course transfers must be submitted prior to the start of Semester 1 each academic year.

4. An application for a transfer must be submitted at the latest 3 weeks into the start of semester 1, and will be transferred to their new course immediately, subject to correct approvals.

5. If the transfer is submitted between week 4 and the end of the semester the transfer will not be processed at that point. The student must complete all teaching and assessments associated with the current course for the semester and reapply between semesters. The transfer will be manged inter-semester.

6. Where a course is regulated by a PSRB, transfer into a later stage may not be possible.

7. Normally a student cannot transfer after week 3 of semester 1 of the final year of a course.

8. The Registry will seek to process fully completed applications within five working days of receipt. The Changes to Study form requires a signature or email approval from the Course Leader of the course they are leaving and the course they want to join, with whom the student must first discuss their transfer request before submitting the form.

9. 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.

10. Those requiring student visas must discuss their proposed course transfer with the Ravensbourne UKVI Compliance Team to check whether their visa conditions place restrictions on the transfer application. The UKVI Compliance Team will liaise with Registry as needed on transfer requests.

Transfer to Another University

11. 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 debt is 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.

12. If required by the other provider, a member of academic staff may be able to provide students with a personal 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.

13. 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

14. 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.

15. 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.

16. For direct final year entrants, their degree classification will be based solely on attainment at Ravensbourne at level 6.

Transfer as a result of implementing the Student Protection Plan

17. 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.

d) Chapter 4 – Termination of Registration

Self-Withdrawal

1. The University will seek to work with all students to ensure they can continue 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, they need to complete a Changes to Study form on the Registry intranet site. 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 provisions in the University's Debt Policy will apply. Confirmation from the above three teams can be an email or by signing the Change of Study form.

3. The University will not back-date a withdrawal unless there are agreed exceptional circumstance. The students last day of study will be provided by the Course Leader and validated by the Registry via the student attendance portal. Students are responsible for any overpayment of tuition fee loans or grants made to them by the Student Loans Company.

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 Visa student they will need to liaise with the University's UKVI compliance team to discuss what they and University need to do in relation to the withdrawal. The University will notify the Home Office of the date of withdrawal, consequently sponsorship to be in the country will be withdrawn. It is important that the student provides the University's UKVI team evidence of leaving the country e.g. plane ticket.

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 for withdrawal from the University for several reasons under these Regulations, including (but not limited to):
    a. assessment failure;
    b. breaches of UKVI rules;
    c. disciplinary matters;
    d. academic misconduct,
    e. it is apparent that the student will no longer be able to meet the attendance and engagement requirements of their course i.e through incarceration; Or
    f. due to a finding from, or at the direction of, the Regulator.

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 Team 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 Appeals Regulations.

9. Where a student is subsequently withdrawn from the University, the Director of Academic 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 the Casework team to challenge that decision via the Appeals process. This will need to be considered by the University Secretary and Registrar who may submit an application in writing to the Academic Board for re-admission. The University Secretary and Registrar'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.

1.7.1 Section 7 – Student Conduct

a) Chapter 1 – Student 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. 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 from application until completion of study at the University (including the period up to and including attendance at graduation). This Code also applies to those enrolled on programmes being delivered by Partner institutions. The Code applies in respect of University activities and to external activities (including social media) when these violate university values.

5. Below are the expectations the University has of Students:
    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)
    c. not to engage in acts of violence and abuse (which can involve domestic violence, 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. to use the internet, including social media, in a responsible way, respecting the rights of others and not post hate speech,
    g. to live, work and study within the boundaries of UK criminal law and, in particular, those relating to disorderly or violent behaviour, drug offences, indecency, theft and fraud;
    h. to respect the rights of others to live, study and work undisturbed by unreasonably excessive noise or disturbance;
    i. to respect the property of the University, members of its community and local residents.

6. The standards of behaviour expected online do not differ from those expected in other activities. Although internal media platforms, external groups hosted by 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

Bullying, Harassment, Discrimination and Victimisation

9. The University takes the safety and welfare of its Students seriously and has created robust measures to minimise the risk of harm or abuse. The specific aims surrounding the bullying, harassment, discrimination and victimisation paragraphs 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.

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

11. Complainants should be treated with dignity and respect.

12. 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

13. The University employs a range of internal and external social media in its learning and teaching and the delivery of the student experience. Students are encouraged to exploit these technologies for creative purposes and to build an online profile as part of their development as professionals. Students 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.

Sexual Misconduct

14. The University takes its obligations under Condition E6 seriously and has therefore implemented robust measures to prevent members of its community experiencing sexual misconduct. The specific aims of the sexual misconduct regulations include:
    a. providing a safe learning environment in which students and employees 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 students and employees . This will be done by;
        i. taking seriously allegations of sexual misconduct;
        ii. providing training for colleagues involved in receiving reports and investigating to any such incidents;
        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.

15. 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 examples inappropriately themed social events or initiations; and
    h. Spreading rumours about a person’s sex life.

16. The University enacts a Code of Practice for Investigating Allegations of Sexual Misconduct which aims to uphold the principles of dignity and respect for all involved. The University commits to following its provisions when these circumstances arise.

b) Chapter 2 – Breaches of the Students Code of Conduct

General Concerns

1. Where a student believes there has been a breach of the Code they can report the matter, in confidence, to the Head of Student Casework or nominee. Where the Head of Student Casework is the subject of the report, the matter should be reported to the University Secretary and Registrar. Examples of breaches are listed in Section 7, Chapter 1, Para 5 above.

2. Where a matter is reported to the Head of Student Casework or nominee, they will conduct an initial investigation and where it appears there is a case to answer , 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 related to bullying, harassment, discrimination, victimisation

3. If a student believes they are being bullied, harassed, discriminated against, victimised support can be provided, in confidence, by the Students Services team (who can be contacted at: studentservices@rave.ac.uk).

4. Where a student suspects an incident of bullying, harassment, discrimination or victimisation 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.

5. The procedure below applies to all situations where a complaint involves a University student. The Head of Student Services or Head of Student Casework nominee (who can be contacted at: 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. They shall be responsible for clarifying the incident, recoding notes and making/recording a decision on the process (referral to social services, police, the student disciplinary process.

6. 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 should not be supported by the same person).

7. Any areas of policy overlap will be referred by the Head of Student Services to the Head of Student Casework for determination.

8. 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.).

9. 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.

10. 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 Office to instigate the disciplinary process. The investigating officer will still remain involved in the process;
    b. 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.

11. 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.

12. 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 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.

c) Chapter 3 – Student Disciplinary Process

Introduction

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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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 Students' Union.

Types of Misconduct

7. Potential misconduct will fall into one of four categories[11]:

[11] 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 Head of Student Casework.

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 crimes 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.

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

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

Unacceptable behaviour	Minor Misconduct	Misconduct	Serious Misconduct
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	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	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) Assault (e.g. pushing or shoving) Unwanted physical advances Intimidation or promising resources or benefits in return for sexual favours An act or omission which endangers the health and safety of others An act by a student which	Harassment Victimisation Discrimination Domestic violence Stalking Sexual harassment Sexual assault Rape 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

		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.	to learning environment or equipment, or Smoking or Vaping in the building

Immediate Behavioural Correction

9. 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.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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

17. 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

18. Minor misconduct, depending on the severity, may be dealt with through immediate behavioural correction or through a Behavioural Caution.

19. 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);

20. A Behavioural Caution may be issued by the Executive 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.

21. The Behavioural Caution must be signed by the student and copied to the student, the relevant lead for the student's course and the Head of Student Casework.

22. Behavioural Cautions will be kept on file for the period of the student's registration. Where the Head of Student Casework 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 Executive Dean or equivalent or nominee through a Behavioural Caution.

23. Advice on issuing a Behaviour Caution can be sought from the Head of Student Casework.

Misconduct and Serious Misconduct

24. Where an allegation of misconduct or serious misconduct is alleged, it must be reported as soon as practical to the Head of Student Casework. 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), they will carry out an investigation and then the evidence and report will be lodged with the Head of Student Casework who will determine whether to convene a Disciplinary Panel.

25. Allegations of Sexual Misconduct will be conducted in line with the standards set out in the Code of Practice for Investigating Sexual Misconduct

26. Where the matter requires investigation, the Head of Student Casework will appoint an investigating officer which may be the Head of Student Casework 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 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 Head of Student Casework 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 Head of Student Casework 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 Head of Student Casework 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;
    d. Issue a written warning
    e. Issue a final written warning or
    f. refer the matter to a Disciplinary Panel.

32. The student will be informed in writing of the outcome of the investigative stage normally within 5 working days of the Investigative Interview.

Precautionary Measures

33. The Deputy Vice-Chancellor or nominee on the advice of the Head of Student Casework 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. In accordance with Para 35 below, students will also be permitted to make representations where an extension to a temporary exclusion is considered.

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 or to the Head of Student Casework, 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. Where it has not been possible for students to make representations prior to the suspension, they will be permitted to make representations at the earliest opportunity.

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 may be stayed until the police investigation and/or criminal process is completed. 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 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 allegation(s) 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
40. adversarial way.

41. 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.

42. The Disciplinary Panel will consist of:
    a. a senior academic or Senior Manager (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).

43. 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.

44. 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.

45. 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.

46. Following the hearing, the Panel will determine whether the allegation is made out or not (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.

47. 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.

48. 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

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

d) Chapter 4 – Academic Malpractice Procedures

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 practice; and academic misconduct.

5. **Poor academic practice** 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 7 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 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 or nominee is that the actions of the student amounts to Poor academic practice, they will receive a formal letter confirming the official outcome. The letter must be shared with the Casework Team for their records.

Academic Misconduct

10. Academic Misconduct will be dealt with formally and is likely to include:
    a. Self-plagiarism: where a student presents their own previously submitted work as new, without proper attribution or citation
    b. 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 textbooks without proper acknowledgement;
       iii. downloading and incorporating material from the internet within one's work without proper acknowledgement;

c. 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.

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

11. Suspected academic misconduct will be investigated by the Course Leader or nominee for the relevant course, or nominee who will act as the official Investigating Officer.

12. Normally within 5 (max 10) working days of the discovery of the potential academic malpractice, the investigating officer will meet with the student to discuss the allegation.

13. In Partnership arrangements, the meeting will be scheduled and organised by the partner organisation to be attended by a member of their staff, and Ravensbourne University London academic member of staff who will act as the lead investigator for the meeting, and the student involved.

14. Students will receive at least 5-day working days' notice for the meeting with the Investigating Officer(s), who will be a designated member of staff of Ravensbourne University London.

15. Ordinarily, within 2-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 team to convene an Academic Malpractice Panel.

16. The 2-working day period may be extended where further investigation is required because of the student's response, in order to undertake further investigations.

17. At the end of the meeting, the Investigating Officer shall make a determination on whether the allegation of academic misconduct is made out. The decision will be communicated to the Casework Team who will write a formal outcome letter within 5 working days, to the student and the Assessments team.

18. The formal outcome letter from the Casework Team shall contain the following:

(i) Date And Time of the meeting
(ii) Allegation in relation to academic misconduct
(iii) Response from the student
(iv) Penalty Applied

19. Where the Investigating Officer makes a finding that the submission contains academic misconduct, the work shall be graded a Fail mark for the assessment and the student shall be granted capped retrieval.

20. Notwithstanding paragraph 20 above, where the allegation relates to a second offense 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).

21. Where the Investigating Officer makes a Finding that Academic Misconduct has occurred, the student shall have the right to challenge this decision and request that their work be presented to a Panel.

22. 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).

Academic Misconduct Panel

23. Where a referral is made to an Academic Misconduct Panel, the Panel shall consist of: :
    a. a Senior Academic (Chair)
    b. one academic from the same course who has not taught the student;

    c. one further academic. Where the student is enrolled on a programme delivered by a Partner provider, the academic must be a member of staff of the partner organisation.

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 and the Panel may need to draw inferences to answer questions that ordinarily would be put to the student.

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 Head of Student Casework and shall be considered by the University Secretary and Registrar. 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 the proceedings, the Chair may require them to leave or adjourn the meeting until the issue is resolved.

27. Once the Panel have obtained sufficient information from the student, the student will be permitted to leave the proceedings and the Panel will make one of the following findings, on the balance of probabilities,
    a. that the allegation is not made out and dismiss the case;
    b. that the allegation amounts to poor academic practice and select an appropriate outcome;
    c. that the allegation amounts to academic misconduct and impose a relevant penalty.

The decision and any penalty will normally be communicated to the student within 2 working days of the hearing.

Appropriate Penalties

28. 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 Team will inform the Registry team who will report the result to the next Assessment Board.

29. Examples of what the Panel may consider aggravating factors include but are not limited to:

(i) Non-engagement with the administration of the process
(ii) Not attending meetings during the process without good cause
(iii) A repeat offence of academic misconduct

(iv) Academic Misconduct on an accredited course
(v) Academic Misconduct on the final year of study
(vi) Academic Misconduct totalling the full credits of the year of study.

Possible Penalties[12]

30. 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 the 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 at the same sit count;
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.

e) Chapter 5 – Social Media Policy

1. The University believes that social media plays an important role in student life. It offers opportunities to enhance learning, networking, collaboration, creative expression, professional development and employment opportunities.

2. Ravensbourne University actively encourages students to use social media to showcase their work, develop industry connections, and participate in University life. Students are expected to use social media responsibly and understand that online behaviour can have consequences for themselves and others.

3. This policy sets out in detail the standards expected of Ravensbourne students when using social media and explains how concerns or breaches may be addressed.

Purpose

4. This policy aims to:

(a) ensure positive and responsible use of social media by Ravensbourne students

(b) support students in developing their professional online presence;

[12] 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.

(c) promote a safe, inclusive and respectful online environment within the University

(d) help students understand relevant legal and ethical responsibilities and other Ravensbourne University policies

(e) protect members of the Ravensbourne University student community from harm online

(f) safeguard confidential information all across the University

(g) protect the reputation and integrity of Ravensbourne University

(i) provide guidance on reporting concerns and guidelines on dealing with any policy breaches

Scope of Policy

5. The policy applies where online behaviour directly involves members of the Ravensbourne community or may reasonably be connected to Ravensbourne or members of its community.

6. Ravensbourne considers social media to be any social and online digital platforms used to create, share, comment on or distribute user-generated content. These platforms allow people to share information, knowledge, opinions and varied interests. The user-generated content can shared on publicly or privately viewable accounts.

7. Platform examples used by students can include:

a) Instagram
b) TikTok
c) LinkedIn
d) Facebook (Pages, Profiles & Groups)
e) Threads
f) Snapchat
g) X/Twitter
h) YouTube
i) Discord
j) WhatsApp communities and private group chats
k) Reddit

*Emerging and future platforms

8. The University recognises that technologies change quickly so the list above should not be considered exhaustive. This policy will apply to new social platforms as they emerge over time.

Digital Responsibility

9. Students are responsible for all content they create, share, publish, follow or interact with online.

10. Students should consider the following prior to posting any content:

(a) the accuracy of the content being shared

(b) how the content may be received by viewers including individuals, other students, lecturers future employers

(c) whether the content puts them in breach of the law

(d) whether the content has the potential to bring the University into disrepute.

11. Students are encouraged to think carefully about the long-term impact of their digital footprint.

Bullying, Harassment and Hate Speech

12. The standards expected of students offline, as set out in Section 7, Chapter 1 earlier, are equally expected online.

13. Students are reminded that they must not engage online in any activity that could be viewed as:

- bullying
- intimidation
- insulting someone or unfair treatment
- ridiculing or demeaning someone online
- harassment
- stalking
- threats
- targeted abuse
- discrimination
- hate speech
- sharing harmful or spreading malicious rumours
- coordinated attacks against individuals or groups

14. Students who are alleged to demonstrate behaviour that breaches the standards set out in this Chapter may be referred to the University's student disciplinary procedure as set out in Section 7, Chapter 3 above.

15. The University may take action where social media activity poses a risk of harm to individuals or communities.

16. The University reserves the right to remove posts or comments on any University-owned page, which it deems to be bullying, harassment, defamatory or hate speech (defined as abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation).

17. The University may also require the removal of posts and comments from personal student accounts following an investigation conducted under Section 7, Chapter 3.

Freedom of Speech, Academic Freedom and Hate Speech

18. Ravensbourne is committed to protecting and promoting freedom of speech within the law and academic freedom. Students are entitled to express lawful ideas, opinions and viewpoints, including those which may be controversial, unpopular, provocative, offensive or cause discomfort to others.

19. The University will have particular regard to, and place significant weight on, the importance of freedom of speech within the law and tolerance for controversial views in an educational environment. Nothing in these Regulations shall be interpreted or applied in a manner which unnecessarily restricts lawful freedom of speech or academic freedom.

20. Freedom of speech does not, however, extend to unlawful speech or conduct. The University will not tolerate hate speech, unlawful discrimination, harassment, threats, incitement to violence or other unlawful conduct. In determining whether conduct constitutes a breach of these Regulations, the University will distinguish between the expression of a lawful opinion, however controversial or offensive, and speech or conduct which crosses the threshold into unlawful behaviour.

21. Any restriction on freedom of speech will be imposed only where permitted by law and will be necessary and proportionate to the legitimate aim being pursued. In particular, the University will not treat the fact that an individual finds a lawful viewpoint offensive, upsetting or disagreeable as, of itself, sufficient grounds for disciplinary action.

Privacy Confidentiality and Data Protection

22. Students are expected to respect both their own privacy and the privacy of others.

23. The University expects students not to publish:

- personal information about themselves or other, including other students or staff
- confidential University information
- private conversations without permission
- information that may place another person at risk

Students working on placements or industry projects may be subject to additional confidentiality requirements. These obligations continue online.

Intellectual Property and Copyright

24. Students must respect intellectual property rights (legal protections granted to creators, owners, or businesses for copyright content such as text, images, videos, music, logos, designs, and trademarks posted or shared on social media platforms. Also includes patents and trade secrets)

25. Students should:

credit creators appropriately

obtain permission where required

follow copyright law

use licensed content responsibly

26. Students must not:

- present another person's work as their own
- upload copyrighted material without permission
- remove creator attribution
- misuse University-owned content
- under English Law, unapproved downloading and sharing of Copyright Material is an Illegal Act under the Copyright, Designs and Patents Act 1988. More info here.

Professional Standards

26. Students should recognise that employers, clients, collaborators and industry contacts often review social media profiles.

27. Students are encouraged to:

- maintain professional standards
- demonstrate creativity responsibly
- build positive portfolios
- develop constructive online reputations

Ravensbourne Branding and Representation

28. Students are encouraged to talk on social media about their experiences at Ravensbourne and share content relating to their experience of University life.

29. However, students must not:

- claim to speak on behalf of the University
- issue official University statements
- imply official endorsement where it does not exist
- create social accounts that appear to be official University channels – without prior proven permission

30. Official statements may only be issued by authorised University representatives.

Use of Ravensbourne Logos and Brand Assets

31. University logos, visual identities and brand assets may only be used in accordance with University guidance.

32. Students should seek approval before using:

- official Ravensbourne logos
- visual identities
- university materials
- official Ravensbourne or partner campaign materials

33. Personal accounts should not appear to be official University accounts and if in doubt on what is allowed here, prior to setting up anything, please contact communications@rave.ac.uk

Breaches of the Policy

34. Student alleged to have breached this policy may be referred to the Student Disciplinary Procedure found in Section 7, Chapter 3 above.

Reporting Concerns

35. Concerns may be reported where social media activity is seen by or experienced by students online that:

- threatens student safety
- involves bullying or harassment towards others
- contains discriminatory content or that incites hatred towards any protected groups in the 2010 equalities act
- uses violent, indecent, aggressive, or offensive behaviour or language
- breaches confidentiality
- damages the University community
- may represent a serious conduct issue

36. Students should use relevant University reporting and support processes – please if you feel any of the above guidelines for reporting concerns have been breached, contact the Student *Services in the first instance - studentservices@rave.ac.uk*

(Note: University-owned national Social media channels, should never be used to raise complaints on - as a substitute for following the official complaints procedures, as outlined above.)

1.8.1 **Section 8 – Assessment**

a) Chapter 1 – Assessment Rules: Undergraduate Awards

Assessment and assessment components for undergraduate and postgraduate degrees

1. To achieve an award, students must pass the 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 39.49 at UG (or 49.49 for PG) or less, the student will fail the module.

4. Where a module has more than 1 assessment component, students must achieve at least a weighted average pass mark (40% UG or 50% PG) to pass the module.

5. Any courses accredited by a Professional, Statutory and Regulatory Bodies (PSRB) award body must pass all components of a module.

6. 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

7. 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 all credits at level 6 for a degree) 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

8. 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% and below

Intended award - Foundation Degrees and Diplomas in Higher Education

9. 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

10. Ordinary Degrees will be unclassified. This award requires the accumulation of 300 credits, of which 60 must be at level 6.

Intended award - Bachelor's Degree with Honours

11. 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%.
    b. The weighted averages at level 5 and 6 will exclude any pass or fail modules.

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

Degree classifications

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 Accredited Prior Learning (APL) Students

13. Top-up Degrees will be classified based on all 120 credits studied at Level 6.

14. 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

15. Where a student (i) fails to achieve sufficient credits to gain their intended award (ii) **or** has exhausted all reassessment attempts or has terminated their studies early; **but**, has achieved sufficient credits to gain a lower level 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.

16. All Undergraduate and Postgraduate Exit Awards are conferred on a pass/fail basis only.

17. 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.

Morley College

18. 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.

19. For the awarding of full three-year Bachelor's Degrees, classification rules for full Honours Degrees will apply as per an undergraduate student being taught at the Ravensbourne campus (Chapter 1 section 11) .

Rounding and Decimal Places for Undergraduate and Postgraduate courses

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

21. All final 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).

b) Chapter 2 – Postgraduate Awards

Degree Classification

Intended award - Postgraduate Certificate

1. 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 between60-69%
Pass	Average weighted mark between50-59%
Fail	49% or below

Intended award - Postgraduate Diploma

2. 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

<u>Intended award - Master's Degrees (other than MArch)</u>

3. The award of MA, MSc, MFA or MDes will be based on all 180 credits (or exceptionally 240 credits for an 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

<u>Exit Awards</u>

4. 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.

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

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

<u>Intended award - Master's Degrees (specialist masters award with Industry Year)</u>

4. **<u>The award of MSc, will be based on all 360 credits at Level 7. Awards will be classified on the following basis:</u>**

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

The exit awards for this degree will be based on achieving the following:

Postgraduate Certificate - 60 credits obtained from Semester 1 or 2 of the course

Postgraduate Diploma – 120 credits made up of credits from Semester 1 and 2

Master of Science – 240 credits made up of credits from Semester 1, 2, and 6.

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

Master's Degrees (specialist Masters award with Industry Year) retrieval process

For this course only, students will be permitted to retake retrievals at the end of each semester where they have failed credit. A student can take up to 60 credits of retrieval per semester.

If a student fails first submission, once 1st marking and moderation has taken place, the failure mark must be referred to the External Examiner for agreement. If the failure is confirmed, the student will be permitted to resubmit a 1st retrieval within 10 working days.

If the student fails the 2nd attempt, then the above process will be repeated for a third and final time.

If the student passes at either 2nd or 3rd attempt the credits will be awarded and the pass will be presented to the Assessment Board for ratification.

If the student fails at the 3rd attempt the course team will formally withdraw the student due to academic failure and inform Registry to withdraw the student. The failed module with be presented to the Assessment Board for ratification.

Extenuating circumstances for Master's Degrees (specialist Masters award with Industry Year) retrieval process

Extenuating Circumstances would be managed in the same way for students on this course. They would be permitted to request 5-day extensions through standard processes.

Uncapped retrievals would be permitted but the student deadline would remain as 10 working days once the failure has been confirmed or a non-submission received.

c) 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. Possible outcomes include an extension or uncapped retrieval.

2. Extenuating circumstances are:
    a. short-term personal circumstances that could not have been predicted or planned would happen;
    b. over which the student has no control; and
    c. that have seriously affected the student's ability to study or undertake assessment.

    Normally these circumstances should be happening at the point of, or close to the point of, submission. Close to submission is defined as normally at least 2 weeks prior to the submission deadline. However, this may be reviewed on a case-by-case basis, dependent on the case made and/or evidence provided.

3. Extenuating circumstances do not apply to ongoing medical conditions, disabilities, learning difficulties or mental health conditions where other support has been made available either within the University or provided externally to the University.

4. Where a student has such a condition as described in point 3 above, they should contact Student Services to discuss or arrange a Reasonable Adjustment case (see chapter 1 section 33 above). These will be discussed with the relevant stakeholders within the University (e.g. Registry/academic teams) to sign off them off.

5. Students are within reason, expected to be able to cope with the day-to-day life events alongside their studies, to manage their workload 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. In the first instance students should contact Student Services. Students Services may link the student with other internal or external services to support them through these periods.

6. Where a student believes a submission has been impacted by extenuating circumstances as defined in section 2 above, they must submit an Extenuating Circumstances application on the prescribed form, with the relevant evidence where needed, at least 2 weeks before the submission deadline and up to 5 days after it see below: excluding 5 day extensions). If approved the student will receive an uncapped retrieval at the next attempt.

7. For a 5-day extension students must submit a claim at the point of submission or a close as reasonable before the submission deadline. A 5-day extension application cannot be submitted after the deadline.

8. Within the prescribed submission time frames as described above students should not wait to submit an Extenuating Circumstances claim for any reason including awaiting on a piece of evidence. If needed, it can be stated on the form evidence to follow and it can be submitted once received.

9. Where an application is submitted outside of the approved timelines outlined above because circumstances have prevented them from a timely submission, the reason for the lateness (and any supporting evidence for the lateness), should be submitted alongside the Extenuating Circumstances form.

10. Academic course teams cannot give informal or arbitrary extenuating circumstances extensions to cohorts or individual students. These must be processed formally through the extenuating circumstances process as prescribed above.

11. If a student requires guidance with the Extenuating Circumstances process, the Student Services team can help.

Religious Observance

12. 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 capped 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.

13. Prestigious/positive reputational events that students voluntarily apply for need to be agree at an early stage in the year if all students involved – as defined by the Head of Department – will or will not be given an EC on mass. For these events as defined, no individual applications will be approved.

Extenuating Circumstances Procedure

14. Extenuating Circumstances applications will be considered by an Extenuating Circumstance Team (ECT) based in Registry.

15. In concluding, the ECT will:

    a. make objective, impartial decisions about the validity of the Extenuating Circumstances submitted;
    b. Where required 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 ECT and where necessary Student Services.

16. 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 where evidence is normally required (known as a standard extenuating circumstance application)

17. Following determination of an application, students will receive an outcome letter to their student email within a maximum of 2-3 working days.

18. 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.

19. Where an application is upheld, the letter will inform students whether:
    a. they have been granted a 5 working day extension [13]; or
    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 be able to retain the best mark of the two submissions).
20. If there is concern that a student has multiple extenuating circumstances which may prevent them from progressing into the following year or achieving their intended award, the Registry Team may refer the student to Student Services for Fitness to Study review.

21. Students cannot submit a standard EC application for the same assessment (i.e. a standard EC cannot be used to extend a previously standard EC extension).

22. Once approved, the outcome will be reported to the next Assessment Board.

[13] Excluding Bank Holidays

23. Where a student seeks to have a standard EC for one submissions and not others in the same period, the student must explain why the extenuating circumstance has impacted the specific assessments and not others in the diet of assessments.

Self-Certification for an extenuating circumstance where substantive evidence is not required (known as a self cert)

24. The University allows students to self-certify for an extenuating circumstance where substantive evidence **is not required** if the reason still meets the criteria for an extenuating circumstance definition.

25. A student can self-certification only twice during an academic year. The self-certification must meet the criteria for a valid extenuating circumstance. Where self-certification has reached the maximum number of opportunities to self-certify, objective and authoritative evidence will be required to support an extenuating circumstance application, and will therefore fall into the process as described in points 9 to 16.

26. Students can self-certify for a first sit and/or a retrieval.

27. Where a student seeks to self-certify for an assessment but not others, the student must identify why the extenuating circumstance has impacted the specific assessments and not others in the diet of assessments.

General

28. Once an outcome has been granted by the ECT, the decision cannot be challenged. However if a student disagrees with the outcome they can appeal the decision via the Appeal process.

29. If the student wishes to change their Extenuating Circumstances request prior to the original submission date they should contact the ECT team via email. After the submission date the student will need to submit a new Extenuating Circumstance form for a retrieval.

30. Where a student is found to have misled the ECT on an extenuating circumstances application, it will be referred for consideration under the academic misconduct policy.

31. A confidential, written report of the extenuating circumstances applications and the decisions determined shall be made to the Exec Deans.

32. The Assessment Board will receive the determination of extenuating circumstances applications, but no details of the circumstances will be disclosed to it.

Appeals against an extenuating circumstance application

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

Stay of Action

34. 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 whilst 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.

35. 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.

Examples of Extenuating Circumstances

36. 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:
    a. Bereavement of a child, sibling, parent (including step-parent) or legal guardian or spouse or civil partner;
    b. Bereavement of a close relative (e.g. grandparent) or friend, with a brief statement of the impact on the student;
    c. Serious personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment;
    d. Moderate personal injury, medical or mental health condition preventing attendance and/or submission of a summative assessment and supported by a medical note;
    e. Serious worsening or acute episode of an ongoing disability, medical or mental health condition;
    f. Mental health crisis as defined by Student Services;
    g. 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, estrangement);
    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. Unexpected serious injury or illness in a child, sibling, parent (including step-parents) legal guardian, spouse, civil partner or partner;
    n. Unexpected 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.

37. 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 – (See e) above);
    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 at home
n. Assessment stress or pressure surrounding assessment deadlines;
o. University and/or Assessment workloads.
p. Use of third-party materials or resources to complete submission.

d) 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 markers in the team, which indicate the marks may need to be reconsidered by a third party independent of the course team.

4. '**Second marking**' is another form or moderation 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:
   a. *blind* (where the second marker does not see the original mark) or
   b. *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 student marks must be agreed between the first marking team and the second marking team 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 University's assessment process at levels 4, 5, 6 and 7 is assured and confirmation of internal and external benchmark standards have been met.

Marking Scheme

All assessed student work is marked between 0-100. Marks equates to a percentage value which is used for the calculation of overall module and award calculations.

Where there is more than one assessment component on a module as per the validation module specification, 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)

6. Undergraduate Marking Scheme

Mark Bands	**Classifications**	**Mark Bands**
	First	**69.5 -100**
	Upper Second	**59.5 – 69.49**
	Lower Second	**49.5 – 59.5**
	Third	**39.5 – 49.49**
	Marginal Fail	**BF (34.5 – 39.49)**
	Fail	**0-34.49**
	Academic Misconduct hold mark	**AM**
	Non Submission	**NS**

Modules marked on a pass/fail basis will not be used in the calculation of a degree classification.

7. **Postgraduate Marking Scheme**

Mark Bands	Classifications	Mark Bands
	Distinction	**69.5 -100**
	Merit	**59.5 – 69.49**
	Pass	**49.5 – 59.49**
	Marginal Fail	**BF (44.5 – 49.49)**
	Fail	0-44.49
	Academic Misconduct hold mark	**AM**
	Non submission	**NS**

8. For each assessment, the marking team must follow the University's prescribed marking scheme which outlines the expectations of students 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 and shared with the External Examiner(s)

Assessment Design and Management

9. 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.

10. All assessment documentation must 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.

11. Assessments will be validated at the course approval stage. An indicative guide as to appropriate assessments[14] is available in the Assessment Tariff Guidance.

12. 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

[14] Other methods of assessment can be added to the guide, following approval from the Quality and Policy Committee.

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.

13. The word count for summative written assessments must be specified in the Assessment Brief / Project Brief. Students must be advised in the Assessment Brief / Project Brief that exceeding the word count by +10% will result in the work not being marked at the point where the assessed work exceeds the word limit +10%.

14. All written summative assessments must be submitted through Turnitin

15. Where possible summative assessments are marked blind / anonymously (i.e., the student's identity is not known).
    a. Anonymous marking is a system whereby the identity of student is not made known to the assessor at the time of marking. This process is designed to reduce the risk of bias and increase impartiality and fairness when student work is assessed and moderated/second marked.
    b. There are some forms of assessment (e.g., viva, presentations, group work, practical work, project work etc) where anonymity is not practical, possible or appropriate.
    c. There will also be circumstances where anonymous marking is part of the assessment process, but anonymity cannot be guaranteed due to specific circumstances (e.g., a student is given an extension or submits a retrieval).
    d. Course teams are encouraged to explore the potential for anonymous marking and advise students of the process to submit their assessed work anonymously where appropriate.

16. Submission deadlines should always be set in advance and should be included within the Assessment Brief / Project Brief given to the student and be set in line with Assessment Board date schedule as published by Registry. 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.

17. If a change of submission deadline is required due to unexpected circumstances, such as a tube strike or building closure, then it is the responsibility of the Course Leader and team to update the Student and the Virtual Learning Environment with the new date and time. It is important the new submission deadline remains within the 15 week semester period.

    If the deadline falls after the 15-week semester, the Course Leader must contact Registry before updating the Student or the Virtual Learning Environment for agreement of new date ensuring timelines for Board dates are still met.

18. The Assessment Brief / Project Brief should also include the date of publication of the provisional mark and feedback, normally this is with 20 working days. 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 Assessment Brief / Project Brief.

19. Live presentations which are part of the summative assessment arrangements for a module must be recorded to allow for internal marking, moderation /second marking and external examiner oversight. The recording of live presentations which are summatively assessed is

essential for ensuring that student performance is judged against university and sector standards.

20. Prior to use, each Assessment Brief / Project Brief must be reviewed by the relevant External Examiner.

21. Students who submit to canvas on or before the deadline but inadvertently submit to the wrong canvas space, should alert the Learning Technology Team and Course Leader or nominee.

    The Learning Technologist will check the submission is in order and then if agreed with Course Leader or nominee and Head of Registry the students work will be transferred to the correct Canvas space for marking.

    The work will not be capped.

22. If a student submits work, which is a large file of work, they must contact the Learning Technology team before submitting for advice and guidance for the submission.

    If the student runs into difficulty with loading a larger file on Canvas and will consequently miss their submission deadline, even if they commenced before the deadline, they must take screenshots of the issue/error pages and liaise with the Learning Technology and Course Leader.

    The Learning Technology Team will investigate the issue and if they confirm the student issues, will make a recommendation to the Head of Registry that the submission should be treated at uncapped.

    The Head of Registry will review the case and confirm the outcome to the Learning technology team.

In class test and/or quizzes must follow a strict procedure, as follows:

- In-Class Tests or Quizzes are a form of assessment that normally occur within a student's timetabled session – be that a lecture, seminar, or tutorial slot. The test or quiz, which could be summative or formative, is organised and run by the Module Leader and is not formally supported by administration
- In-Class Tests or Quizzes can take different approaches such as multiple-choice tests, problem-based tests, short-answer tests, or essay tests. These will often be time-limited and may be undertaken in written form, orally, or be computer based.
- Ensure all In Class Tests and Quizzes are designed in compliance with the University accessibility guidelines and Individual Learning Plans
- An invigilator must be appointed for an In-Class Test of Quiz. Class sizes of more than 15 students must have 2 invigilators. Class sizes for an in-class test and/or quiz above 40 students must be discussed with Head of Department for resources to invigilate and room requirements
- Invigilators would normally be members of the course team
- Invigilators must be given invigilator training before they can formally invigilate
- An appropriate room must be booked to accommodate the In Class Test or Quiz requirements.
- Any events of academic misconduct during an In-Class Test or Quiz must be treated in the same way as outline in academic misconduct regulation.

- Once the In-Class Test or Quiz commences late comers will not be allowed to take the assessment and will be considered a Non-Submission.

Summative Assessment Marking Process

Stage 1 of 5: Standardisation and alignment meetings

23. The standardisation process must be carried out before full marking of all assessments in a Semester, this includes first, second and third submission. It ensures markers are confident that they are marking consistently in accordance with the mark scheme. The markers are all expected to take part in the standardisation before marking commences.

24. Markers must adhere to the agreed mark scheme and standardisation procedure. 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.

25. The lead marker, normally the module lead, must choose the appropriate standardisation assessment procedure, to provide a balance where, in their opinion one appears to be a top mark assessment, one fail mark assessment and one a middle mark assessment.

26. Once marking has been completed the marking team meet for a mark alignment 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. It is important at alignment meetings that all marks are agreed by the marking team

27. For Partners the moderation process of second marking takes place the University 2nd marker team leader will manage the standardisation and alignment meeting procedures in collaboration with the partner marking team.

Stage 2 of 5: First Marking

28. The lead marker must ensure each marker, second marker and/or moderator has the forms needed to complete their duties in the marking process.

29. A marker or markers first marks all assessments allocated to them. Each assessment is marked once by a single marker. The marker must follow the approved marking scheme.

Stage 3 of 5: Second Marking OR Moderation

30. Once first marking has taken place the assessment must be second marked or moderated.

The two processes are distinct and must not be mixed or altered.

In Partnership delivery, both second marking AND moderation can take place as separate, consecutive processes.

31. All courses that contain 10 or fewer students must moderate the entire sample for every module. You cannot second mark for a cohort this size.

32. For courses with more than 10 students, the marking team are expected to either moderate or second mark the cohorts works.

Option A: Second Marking (using the same criteria as the first marker)

33. 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.

34. Once the second marker has completed their marking, they must meet the first marker (in person or online) for an alignment meeting 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

    If there is disagreement between first and second marker which cannot be resolved through due process in points 24 and 25, then the situation must be escalated to the Course Leader and Head of Academic Quality or nominee for resolution.

    For Partnerships if the disagreement in marks cannot be resolved between the marking teams it must be escalated to the Link Tutor for adjudication.

Option B: Moderation

35. Moderation is where a moderator examines a batch of assessments from the first marker team. One moderator can moderate all work or there can be multiple moderators.

36. For each moderator(s), the lead marker 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.

37. The moderator's role is to determine the following question ('The moderation question'): *Has the first marker correctly applied the mark scheme 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.

    If there are consistent concerns by the moderator(s) about the marking and an agreement of marks is unlikely the issue must be raised with the Course Leader and Head of Quality to discuss a resolution.

For Partnerships this should be escalated to the Head of Academic Partnerships.

38. 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

39. Following second marking or moderation, the lead marker must sign off the marks for the assessments before samples are sent to the External Examiner.

Stage 5 of 5: External Examination

40. The External Examiner must be sent the following:
    a. a schedule of final marks for all assessments;
    b. a sample size and range of scripts in accordance with the regulations on Marking and Moderation set out in point 27, above; and
    c. a reminder of their ability to request further assessments.

It important for External Examiner packs to be supplied in a timely manner for them to feedback prior to the relevant Assessment Board. Good practice is to provide the External Examiner access to the University's VLE for external moderation duties. Course leaders should liaise with the Learning Tech team to facilitate this.

Records and Auditing

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

Formative assessment

42. 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.

43. 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

44. 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.

45. Both marks and feedback must be released to students within twenty working days[15].

46. For collaborative partners, these turnaround times may differ but must be approved at the point of the validation agreement.

Feedback

47. 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.

48. 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.

49. 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.

Staff Training

50. 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. Where PRSBs apply all staff (including sessionals) should receive training against the criteria of the PRSB.

[15] Excludes weekends and public holidays.

e) 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, only the Extenuating Circumstances Team (ECT) can approve assessments extensions. Students who are unable to meet a submission deadline due to unforeseen circumstances should apply for extenuation (see Extenuating Circumstances Policy).

    All components within a module must be attempted to pass the module. Non-submission in any component will result in a non-submission for that component and failure of the module. 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 (40% (undergraduate) or 50% (postgraduate)).

3. The overall mark for the module will be calculated using all achieved marks where there are 2 or more components.

4. For single components modules only that component will be used for the final mark.

5. Elective modules that are marked as Pass or Fail only and fail at resubmission will be marked as a Fail.

6. 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.

7. 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.

8. Student with 2 semesters of non submissions but have extenuating circumstances against all or some modules in the year, should in the first place be offered a repeat year, unless evidence suggest the student should not be allowed to continue.

9. 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 Executive Dean or equivalent or nominee[16]. They may be eligible for an exit award depending on the number of credits achieved at the point of withdrawal.

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

If it a student has more than 60 credits to retrieve at the end of the academic delivery this should be raised at Pre-Assessment Board stage to assess if any decisions or change of recommendation by exception need to be noted at the UG or PG Assessment Board.

10. *Rounding and Decimal Places*

11. All UG and PG assessment components and module marks will be calculated to one decimal point. The overall degree mark will be calculated to two decimal points.

12. 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).

Late submissions

13. 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.

14. Late submissions will be capped at 40% for undergraduate students, or 50% for postgraduate students.

    A Pass/Fail assessments will not have a 24 hr deadline permitted. If a student misses the deadline for a pass/fail module they module will be automatically failed and required to resubmit the assessment at the next opportunity.

Progression

15. Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or a 50% for postgraduate students.

16. 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.

17. A student who has passed all assessments to date but has not yet reached the end of a level (or year) will be permitted to proceed into the following semester by the Semester Assessment Board.

18. Students who have retrievals to complete but have not yet reached the end of a level (or year) will be permitted to proceed into the following semester by the Assessment Board.

19. Where an award has defined progression points, a student who has achieved the amount of credit required for that level/year will be permitted to progress by the Assessment Board to the next year.

20. A Progression/Award Assessment Board will allow a student to progress and enrol for the next level (or year) 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

21. A Final Assessment Board may permit a marginal failure of one module of up to 20/30 credits at Level 4 and Level 5 (not level 6) and allow a student to progress to the next level of study without the need to resubmit. The decision is only taken at the Progression/ Award Assessment Board at the end of each level (year). The overall mark achieved for the compensated module will remain on the record.

22. If a student who was compensated for a module to progress, then subsequently leaves the University, but is entitled to an exit award, the compensated module will be included in the exit award calculation as per the intended award calculation. If the course is accredited by a PRSB, compensation may not be allowed.

23. Only one module per course of study may be compensated. For students on a course, with combination of 15 credits credit modules (e.g. 30 or 60), they maybe combined to the value of 30 credits for the purpose of compensation. For students on a course with 20 credit modules may be combined to the value of 20 credits for the purpose of compensation.

24. Where a student has failed one taught module and meets the criteria in paragraph 25 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).

25. A Level 4 or Level 5 module may be compensated where there is a marginal failure at the overall module mark level and that all other modules are passed at 40% and above.

26. Compensation may not be applied in Level 3, 6 or 7.

27. Compensation cannot be applied for any module where assessments are marked on a pass/fail basis, i.e. no marks are awarded.

28. Compensation cannot be applied for any module where passing the module is a regulatory requirement of an accrediting PSRB (e.g. the ARB).

29. 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.

30. For a module to be compensated, the following conditions must apply:

    a. the module mark is within the marginal fail region of 34.5-39.49 for UG: the failed module must have a credit value of 20 or 30;
    b. all other modules/credits in the level must have been passed;
    c. each assessment component in the compensated module must have been attempted with a minimum mark of 34.5-39.49 (undergraduate) in each component;
    d. the module is not exempt from compensation (e.g. the module is marked at minimum mark (40%);
    e. there are no PSRB requirements that prevent compensation or a particular module from being compensated; and
    f. the module is not/has not been subject to academic misconduct.

Trailing Credits

In-year trailing credits

31. Normally students are permitted to trail credits from one semester to the next (in- year trailing credits) where they have failed an assessment and are required to resubmit once delivery has been completed.

32. At the Progression/Awards Assessment Board it may require a review of a student record where that student has more than 60 credits (4x20 credit modules or 4x 15 credit modules (or multiples of 15 credits)) of submission of failure at the end of delivery to determine if the student should be repeated or allowed to retrieve. The review will be undertaken by a member of the course team, a member of student services and a member of the Registry and discussed at Pre Board. It is important the student is fully involved in these discussions or if uncontactable notified of them.

    The review will consider the nature of the resubmissions and the student's ability to complete more than 60 credits in the retrieval period. The review team will present a case to the Chair of the Assessment Board at the relevant Board with the option of the student repeating the year or attempt retrievals.

Resubmission

33. 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 Semester or Progression/Award Assessment Board.

34. The Assessment Board may permit an undergraduate student a maximum of three submissions – one first submission and two resubmissions – to pass a module.

35. The Assessment Board may permit a postgraduate student a maximum of three submissions - one first submission and two resubmissions – to pass a module.

36. The timing of the first resubmission will normally be as follows:
    g. Undergraduate courses: During the third semester for semester one and two failures.
    h. Postgraduate courses: During the fourth semester for semester one, two and three failures.

37. Students who pass the module following the first resubmission will be awarded the minimum pass mark of 40% or 50% 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.

38. 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% or 40% for that component or module if there is only one assessment component . Where the module is marked Pass/Fail, the resubmission, where passed, will be awarded as a Pass.

39. Student who come to the end of the academic cycle, 2nd Retrieval Assessment Board, and have not passed the credits to progress or achieved their intended award will be withdrawn from the University. If applicable they will leave with the relevant exit award as conformed by the 2nd Retrieval Board.

40. Students at level 4 and 5, who come to the end of the academic cycle, 2nd retrieval board, and not passed enough credit to progress to the next level (year) but have approved extenuating circumstances or attempted but failed module(s) against all or some of their modules will be offered to repeat the year, if eligible. If not, they will be offered an exit award and leave the University.

41. Students at level 6 and 7 who come to the end of the academic cycle, 2nd retrieval Assessment Board and not passed enough credit to achieve their intended award but have approved extenuating circumstances against all or some of their modules will be offered one further opportunity to resubmit in the first semester of the following academic year. Deadline for submissions will be negotiated at the Board and approved by the Chair. All submissions will be presented to a Board in Semester 1 of the following academic year. These students will not be expected to attend class and may be offered 1-2-1 tutorial support during the submission period. These students will not be charged for this period.

Repeating modules

Repeating modules

42. Where a student has failed the level, but engaged in their study and/or submitted assessments but failed with or without extenuating circumstances, progression to the next stage of their course is not permitted. With support from the Course Leader 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.

43. 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.

44. Where a student must 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.

45. Once a student has successfully completed repeat modules, they may continue their studies at the start of the following academic year.

46. Attendance at the University is required and fees will normally be charged on a cost-per-module basis.

Latest Marks

47. In every case of resubmission, the highest 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 highest mark which will be recorded as their final mark.

48. Where extenuating circumstances have been approved, the highest mark is the mark that is recorded on the record.

Modules Which Have Been Passed

49. 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 to improve the mark obtained.

50. 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

51. 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

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

f) Chapter 6 – Retention and Destruction of Work Submitted for Assessment

1. Scope

These regulations outline the university's compliance with OfS guidance to ensure that effective retention of evidence of summative assessments for a specified period, where digital records will demonstrate provision of student work submitted for a given course and module.

https://www.officeforstudents.org.uk/media/aqgf1xtu/supplementary-guidance-retention-of-assessed-work.pdf

The university will align with the stipulated requirements relating to forms of assessment and corresponding evidence due to be retained, including photos and video evidence of physical artefacts:

Assessment	Examples of what is submitted or assessed?	Examples of records relating to the assessment process	What should be retained?	How long should it be retained for?
Performance	Dance, drama, music, production	Mark and feedback A photo A video A recording	Assessment brief Record of assessment	A period of five years after the end date of a course
Any type of work that is assessed through observation	Clinical observation Sport (practical) Debates Objective Structured Clinical Examination (OSCE) Vivas Moots Presentations	Mark and feedback A photo A video A recording	Assessment brief Record of assessment / assessor observations	A period of five years after the end date of a course
Continuous assessment, including continuous assessment of industry and work placements	Any written or digital media elements	Mark and feedback Relevant documentation – e.g. employer reports	Assessment brief Record of assessment along with any written or digital media elements	A period of five years after the end date of a course
Group work	Any written or digital media elements	Mark and feedback Relevant documentation – e.g. peer feedback	Assessment brief Record of assessment along with any written or digital media elements	A period of five years after the end date of a course

2. **Summative assessments** are assessments that contribute towards a final grade for modules leading to the overall awarding of a degree, and form part of the university's curriculum framework. The assessment tariff outlines key examples of defined forms of assessment tasks, and these are included in module descriptors and explained in more detail within module assessment briefs.

   The regulations ensure that student work is retained for stipulated time periods, as required to advise on aspects such as:
   - assessment board approval
   - student assessment appeals and complaints
   - academic misconduct investigations
   - OIA decisions
   - and External Examiner feedback.

3. **Academic staff** are responsible for:
   - the recording, storage, retrieval and secure deletion of summative assessments in Canvas or other designated large file storage facilities, in accordance with this retention schedule;
   - deleting assessments and assessment samples housed in other technologies in accordance with this retention schedule;
   - where appropriate, they are responsible for ensuring that the required sample of digital summative assessments is made available via the VLE or submitted to the university's digital document management system; and
   - informing students of their responsibilities, listed in Students below;
   - ensuring that appropriate evidence is available in the event of an assessment appeal. For this reason, feedback for all assessments, digital, hard copy or in another format should be provided via the university's VLE;
   - evidence of examiners and external examiners' comments should also be retained.

4. **Students** are responsible for:
   - downloading all electronic assessed work and feedback for personal retention
   - retaining all their assessed work
   - producing the work should they wish to use it in the future as the basis of an academic appeal or any other reason.

5. Procedures and implementation

i. Storage of assessed work

It is not necessary to hold summative course work in hard copy as part of the retention policy if it is available electronically as specified above. Hard copies of summative course work should only be held in exceptional cases, where it is not possible to hold a digital copy.

All digital records of summative assessment are to be stored either in the university VLE or other approved core technologies.

ii. Intellectual Property Rights

Where the Intellectual Property rights belong to the student the university may retain work submitted for summative assessment that contains data that may be required, providing the work has been anonymised and written consent of the student concerned has been obtained and the retention period agreed.

To anonymise the work, the identity of the student must be completely removed, including from the metadata, e.g. author's name.

In accordance with university regulations and policy, work may be retained for 5 years in online originality checking systems used by the university.

iii. Academic Appeals

Any student work that is the subject of an assessment appeal, or other procedural or legal challenge, and other records relating to the appeal, should be retained for 5 years following the conclusion of the appeal.

iv. PRSB Requirements

Staff should ensure that the university retention policy will meet the requirements of any accrediting professional and statutory body (PSRB). Should PSRB requirements exceed those specified in this policy, they will take precedence. Such requirements should be documented and reviewed annually.

v. Disposal schedule

Coursework and scripts that are no longer required for the purpose for which they are retained should be destroyed. The disposal of physical and digital coursework and scripts must be conducted in a manner which ensures confidentiality. Hard copies, for example, should be treated as confidential waste. Digital copies should be securely deleted from the VLE and/or the university's document management system.

g) 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.

1.9.1 Section 9 – External Examination

a) 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 provisions 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 heads 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 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 scrutinise 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 whose judgment shall be final.

13. When a nomination is approved by the 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.

16. In exceptional cases, an 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 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).

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, 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.

b) 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 an individual student's performance and should a student raise issues of this nature, the external examiner should refer them on to 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 equivalent standards and outcomes across these modes.

5. Reports should be submitted to the Quality Office as soon as possible following the Assessment Board meeting, 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 to 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 the 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. mentor 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 assessment 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 annual final Assessment Board meeting and at least one external examiner is required to attend the final Assessment Board meeting for it to proceed. In exceptional cases if the external examiner cannot attend the Assessment Board meeting, they will be required to submit comments in advance to the board chair.

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.

1.10.1 Section 10 – Complaints and Appeals

a) 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. Whilst 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.

b) 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);
    d. data-protection requests (please contact 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 Discipline Policy 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, the university will refer the matter for consideration under the Staff Disciplinary Policy.

8. Where, in accordance with paragraph 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 until 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. 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

12. 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.

13. 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
    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.

14. For the avoidance of doubt, where a student complains of an issue that occurred more than 40 calendar days from the date complaint is submitted, it will not be deemed to be out of time where there is evidence to show that the issue has continued to occur from the day it arose.

15. Without prejudice to paragraph 15 above, the 40 calendar days will not begin to run until the issue has ceased to exist or has been resolved.

Concern or Informal Stage

16. 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).

17. Most concerns can be dealt with effectively and quickly if they are raised as an informal concern directly with the staff members involved.

18. For concerns about a course, it is recommended raising these through the opportunities for feedback on a course, for example the termly Student Voice Committee (SVC).

19. 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.

20. 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.

21. 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.

22. 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 form the Complaints Officer.

23. 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.

24. 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.

25. 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)

26. Formal Complaints should be sent to complaints@rave.ac.uk. 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).

27. 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.

28. 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.

29. 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 student should receive a response to the complaint within twenty five days of the date 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.

30. 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.

31. 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.

32. At the end of their investigation, and within 25 working days of the complaint, 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:
    i. upheld in whole with a statement as to remedy;
    j. upheld in part with a statement as to remedy and an explanation regarding those parts dismissed;
    k. 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.

33. 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)

34. 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 should be submitted to complaints@rave.ac.uk.

35. Complaint reviews are not a reconsideration of the substantive matters in the complaint and will only be considered under the following grounds:
    l. 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
    m. there is evidence that the correct process was not followed at stage 2 of the process; or
    n. the outcome at stage 2 is not reasonable given the evidence.

36. 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.

37. Following consideration of the review application, the University Secretary or nominee will write to the student indicating that:
    o. 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);
    p. confirming the outcome of the formal complaint;
    q. substituting their own decision (on either the substantive matter and/or the remedy) for that of the original investigator; or
    r. ordering a new investigation.

38. 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.

39. Where a Completion of Procedures Letter is not provided, the student may request one from complaints@rave.ac.uk.

40. The OIA is an independent organisation and more information on the OIA's procedures on their website: www.oiahe.org.uk. Under the OIA's rules complaints must normally be submitted within 12 months of the Completion of Procedures Letter.

Other Procedures

41. 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

42. If a group of students wish to complain about the same issue, or individual complaints have been submitted about the same issue, students will be given the choice as to whether they would like for it to be considered a group complaint or complaint individually.
43. The group will be asked to nominate a representative who the Investigating Officer will communicate with directly. It will be the responsibility of the spokesperson to communicate with the remainder of the group. The University may ask for more than one representative where the group is large in number. If the students are not able to nominate an individual, the University may appoint an Officer from the Student Union.
44. Where a separate student wishes to complain about the same issue being considered as a group complaint after the process has begun, they will be permitted to do so individually as long as they are within the permitted timeframe from Para 14 above.
45. A complaint may begin as one big group complaint, however the University reserves the right to split the group into subgroups where it makes the investigation manageable. Furthermore, where individuals of the same group have been affected by the issue differently, for example due to disability, the University reserves the right to offer a different remedy from the group.
46. The final outcome of the investigation will be communicated to each member of the group directly.

Suspending Procedures

47. 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.

48. The circumstances when the investigation may be paused include but are not limited to:

s. when the investigation is being investigated by the police; or
t. where the investigation is considered as a legal matter; or
u. where student or staff disciplinary procedures need to be used.

Frivolous or vexatious complaints

49. 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.
50. In determining whether a complaint is frivolous or vexatious and 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.
51. Students who submit frivolous or vexatious complaints may be subject to disciplinary procedures.
52. Students who submit frivolous or vexatious complaints may be characterised by the following[17]:
    v. complaints which are obsessive, harassing, repetitive;
    w. the complainant's insistence upon pursuing unmeritorious complaints and/or unrealistic, unreasonable outcomes;
    x. the complainant's insistence upon pursuing meritorious complaints in an unreasonable manner;
    y. complaints which are designed to cause disruption or annoyance;
    z. demands for redress which lack any serious purpose or value.
    aa. The Head of Student Casework, 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.
    bb. where a complaint is found to be frivolous or vexatious, the Head of Student Casework or nominee will write to the student giving reasons for the decision.
53. A student may appeal against the Head of Student Casework's decision by lodging an appeal under the Appeals process.

c) 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:

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

   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[18]
   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.

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 or whether the appeal is vexatious, frivolous or without substance or merit. Where it is determined the appeal is excluded from review or vexatious, frivolous or without substance or merit 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;

[18] 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.

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. The university would not normally consider new issues raised as part of a Stage Two Appeal.

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 Registrar (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 complaints@rave.ac.uk.

18. The OIA is an independent organisation and more information on the OIA's procedures on their website: www.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.

1.11.1 Section 11 – Supporting Student Success

a) 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. A consent to share is required to be able to share information related to the students support needs with the relevant teaching staff. A consent to share form is shared with students during the induction process with Student Services, but may also be sent out to the student prior or at any point in the academic year. 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. 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.

b) Chapter 2 – Learning Support and Reasonable Adjustments

Disability Support

1. The Disability team within Student Services 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 disability@rave.ac.uk as soon as possible to obtain support.

4. An Individual Learner Plan will be created by the Disability team upon receipt of detailed evidence from a practitioner or psychologist. This can include a diagnostic assessment or a needs assessment which is conducted during the Disabled Student Allowance (DSA) process. This document clearly highlights a student's needs and recommended strategies of support. The ILP does not replace any Reasonable Adjustments but can be in conjunction with one. This document will be shared with the student's course team providing that we have consent to share.

5. To find out more about Student Services policies and procedures relating to supporting disabled students please visit the Student Services section of the intranet.

   <u>*The University's Approach to Neurodiversity*</u>

6. The University, welcomes, supports and embraces the diverse learning needs of its highly creative students.

7. 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.

8. Where a student has not already done so they should contact the Disability team to explore potential support needs.

9. Where a student suspects they may be neurodiverse in some way but have never been screened, they should raise this with the Disability team.

10. The Disability team 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 if they are home students.

11. The Disability 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

12. 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.

13. 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.

14. This process does not replace the Extenuating Circumstances Policy, instead Reasonable Adjustments are put into place to remove barriers and provide support for long term conditions.
15. 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).

16. All requests for reasonable adjustment and anticipatory actions will be conducted in line with this policy.

What is a Disability?

17. 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?

18. 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?

19. Within the University, the Student Services team will consider eligibility and the proportionality of requests for reasonable adjustments
20. 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.

    Student Services will coordinate Reasonable Adjustments with a student, their course team and relevant stakeholders. There will often be a meeting held between Student Services, the student and the course team to discuss appropriate and supportive adjustments. These adjustments will then be documented and approved by all parties and will be in place for the academic year.
21. When adjustments are required in class, Student Services will inform the Course Leader and the responsible teaching staff to implement as agreed. It is the responsibility of the Course Leader to share that document with the relevant teaching staff. In discussion with the Course Leader Student Services will address any concerns in making these adjustments.

What is Reasonable?

22. 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.

23. 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.

24. 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?

25. International students do qualify for reasonable adjustments but there may be UKVI restrictions which impact on how these are applied. 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 Visa and Immigration regulations.

26. 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?

27. 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?

28. 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.

29. 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.

30. 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.

<u>What Adjustments Could Be Made Regarding Teaching and Academic Work?</u>

31. 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?

32. 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?

33. 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?

34. 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?

35. 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?

36. 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.

37. 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.

38. 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.

c) 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 Executive Dean 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[19];
    - 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.

[19] The reasons for the exclusion, its purpose and duration will be given to the student by the Executive Dean of Students 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.

- 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.
- 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.

d) 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:

   i) A student's behaviour or health difficulties are, or are at risk of, impacting upon the health, safety or wellbeing of themselves or others;
   ii) 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;
   iii) A student's behaviour may invoke the Student Disciplinary Policy but there are concerns of an underlying physical or mental health difficulty;
   iv) A student's failure to engage or progress academically may be attributable to their overall health.
   v) 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.

<u>Procedure</u>

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:

   i) Stage 1: Informal Review
   ii) Stage 2: Fitness to Study Panel
   iii) Stage 3: Follow-up

<u>Stage 1 – Informal Review</u>

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.

<u>Stage 2 – Fitness to Study Panel</u>

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.

13. The Fitness to Study Panel shall comprise:

   i) The Executive Dean, or nominee (Chair)
   ii) The Head of Student Services, or nominee
   iii) The relevant Academic Head

iv) The student’s Course Leader, or nominee, unless there are issues of conflict
v) A Secretary, appointed by the Head of Academic Operations

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:

    i) of the purpose of the meeting;
    ii) of the nature of the concerns;
    iii) who will be in attendance;
    iv) whether the student needs to provide any information or documentation including, if appropriate, medical evidence;
    v) the contact details for the Students’ Union and their right to bring a friend, relative or a Student Union representative;
    vi) 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:

    i) the nature and extent of any medical condition, including any prognosis, as relevant;
    ii) the extent to which it may affect their fitness to study and engagement in University life e.g. doctor’s letter;
    iii) ongoing medical treatment plan;
    iv) 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:

i) no further action is necessary;

ii) an Action Plan will be agreed with the student detailing:

a) support to be put in place;
b) formal expectations;
c) timescales for achievement and review;
d) consequences of failing to meet agreed expectations;

iii) that it is appropriate for the student to change to another mode of study, if available;

iv) that the student should take an interruption of studies, if appropriate and within time limits for completion of the course;

v) that it is necessary to refer to other University policies, such as the Student Disciplinary Policy, the Wellbeing and Mental Health Policy;

vi) 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 of 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 Head of Student Casework, 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.

1.12.1 Section 12 – Collaborative Provision

a) 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). Whilst 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[20]

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.

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 whilst 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

[20] The hiring of general rooms or space from another organisation is not collaborative provision.

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 whilst 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 whilst 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 whilst 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) 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[21].

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

[21] A Due Diligence checklist is available from the Quality Team.

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.

b) 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 and Placements**: this term can be applied to a variety of normally short 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. Unless credit-bearing or part of a course, all internships or placements should be paid at least the National Minimum Wage. Other types of experience, such as volunteering or work shadowing may be unpaid. Placements must not be treated as 'work trials' which are illegal in the UK.

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 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 workplace.

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. Where under 18-year-old students are involved in credit-bearing placements then the safeguarding leads at Ravensbourne will support the academic delivery to ensure it meets statutory requirements and our safeguarding policy on placements

1.13.1 Section 13 – Academic Freedom

a) 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 agreed academic standards;
   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.

b) 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, annoying or offensive 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 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;
    c. not to communicate indecent, grossly offensive or threatening material likely to cause distress or anxiety (or otherwise likely to breach the Malicious Communications Act 1988, or the Public Order Acts of 1986 or 2023);
    d. 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;
    e. not to directly or indirectly support terrorism or proscribed organisations or facilitate their support (Counter-Terrorism and Security Act 2015);
    f. 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*');
    g. respect the privacy of others and maintain confidentiality when it is required.

5. Where there is a conflict between this Code of Practice on Freedom of Speech and other regulatory duties, including but not limited to the provisions in these general academic regulations, the University will attempt to strike a reasonable balance. However, where such conflict cannot be appropriately reconciled, the University's policy on Academic Freedom and Freedom of Speech shall prevail.

c) 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.

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' 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.

d) Chapter 4 – Controversial Speakers, Meetings and Activities

Controversial Speakers, Meetings and Activities Context

1. The University's 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 the subject areas taught within the University and their disciplines, pedagogy and/or support.
    c. University incubates 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.

2. 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.

3. The University will take all reasonably practicable steps to secure free speech within the law. It will identify and assess risks associated with any controversial event or activity which will enable it to decide whether suitable steps can be taken to secure the speech. Consideration will be given to whether the event is likely to compromise the essential functions of the university listed in point 1 above, whether it will contravene other legal duties (including but not limited to those listed in point 2 above), and whether the safety of speakers and participants can be protected.

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. Outside of these considerations, 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).

6. The University reserves the absolute right, consistent with the provisions in this chapter, 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

7. 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 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

8. 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

9. Staff and students involved in the organisation of meetings or activities at the University 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 a registered student. 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).

10. All those 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.

11. 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.

12. 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.

13. 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 refused or there may be recourse to the staff or Student Disciplinary Procedures).

14. The timetabling team will scrutinise bookings likely to fall within the scope of this procedure and identify any which might meet the criteria above.

15. 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.

16. 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

17. 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

18. 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, as appropriate.

e) 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 Registrar 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 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 Registrar 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.

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 Registrar 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 Registrar 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 Registrar 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, Academic Head, Executive 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

1.14.1 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 in 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 (http://www.respectproject.org/main/index.php).

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.

1.15.1 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 Executive Dean or Deputy-Vice Chancellor (or nominees), with the consent of the Vice Chancellor (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 Executive 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 Executive 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 Executive Dean or Deputy-Vice Chancellor (or nominees) with the authorisation of the University Secretary and Registrar (or nominee).

9. In using emergency power 8, the course team will ensure, and confirm to the University Secretary Registrar (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 Executive Dean or Deputy-Vice Chancellor (or nominees).

Use of Non-summative Methods to Demonstrate Learning Outcomes

11. Where an emergency is declared, the Board of Examiners may:

11.1 use a single assessment instrument to demonstrate achievement of module learning outcomes, where a module is assesses by more than one assessment instrument;
11.2 where possible, use formative assessment results to demonstrate the achievement of module learning outcomes; or
11.3 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 Executive 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 (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. 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

19. 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

20. During an Emergency the University Secretary (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

21. 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 (or nominee) may reflect those amendments through the implementation of the University's regulatory policies and procedures.

22. 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.

Schedule A - 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)
   - External Panel member nomination form
   - Validation Chair Approval form
3. Course Withdrawal or Suspension Form (Section 3, Chapter 1)
4. Module Withdrawal Form (Section 3, Chapter 2)
5. Minor Modifications Form (Section 3, Chapter 3)
6. Major Modifications Form (Section 3, Chapter 3)
7. Course Title Change Form (Section 3, Chapter 3)
8. Annual Course Monitoring Form (Section 4, Chapter 1)
9. Changes to Study Form (for IOS) (Section 6, Chapter 3)
10. Behaviour Caution Form (for minor misconduct) (Section 7, Chapter 3)
11. Extenuating Circumstances Application Form (Section 8, Chapter 4)
12. Project Brief Template (Section 8, Chapter 5)
13. Fee Assessment Form (Section 5, Chapter 1)
14. Accredited Prior Learning Form (Section 5, Chapter 3)
15. Summative Assessment Feedback form (Section 8, Chapter 5)
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 B – 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.
AP(E)L	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.
AP(C)L	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.
Appeal	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.

Assessment	A broad term used to refer to all methods whereby a student's work may be assessed. Assessment can be *Diagnostic*, *Formative* or *Summative*.
Assessment Criteria	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.
Assessment Period	The period of when assessments will be sat during a given term.
A-synchronous	An online class which students and tutors attend asynchronously, i.e. not at the same time.
Authenticity	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.
Award	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.
Blind Marking	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.
Bribery/ Intimidation	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.
Candidate	A student at the University who is being considered under regulations or procedures relating to assessment or the granting of an award.
Certificates and Diplomas	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.

Collusion	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: • A student working with another person on an assessment and submitting or otherwise presenting the resulting assessment as an individual student's own work. • Un-permitted collaboration in the preparation for submission of a seen assessment or communication with another student within an unseen examination.
Complaint	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.
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 at the University providing such services to others.
Credit	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. 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.
Diagnostic Assessment	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.

Double/ Second Marking	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/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.
Enrolment	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.
Exclusion	Exclusion means that a student has been required to withdraw from the University either temporarily and for a specified period of time, or permanently.
Exit Award	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.
Extension	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).
External Examiner	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.
Fabrication	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.
False Attribution	False Attribution is where a student copies or paraphrases work from one source, but knowingly cites or attributes a different source to the work.
Formative Assessment	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.

Mark Descriptors	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.
Impersonation	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.
Independent Study/Self Directed Study	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
Interruption of Studies	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. Reasons for granting an interruption of studies may include: • ill-health of a serious or extended nature; • financial hardship where the student is unable to meet their fee payments or otherwise needs to return to employment; • maternity and paternity leave or parental duties of a similarly demanding kind; • significant compassionate grounds; • changes of a significant nature to the employment commitment of part-time students.
Learning Outcomes	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.
Lectures	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.
Level	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.
Manifestly Unreasonable	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.
Marking Scheme	A detailed framework for assigning marks, where a specific number of marks is given to individual components of the answer.

Misrepresentation	Misrepresentation can include: • presenting a claim for extenuating circumstances, or supporting evidence, which is misleading, untrue or false; • exceeding the word limit specified for an assessment and declaring a lower word count than the assessment contains.
Extenuating Circumstances	Extenuating circumstances are defined as unexpected or unplanned circumstances that has affected their academic work.
Mode of Study	Mode of study describes the way a module or course is studied e.g. face-to-face, online.
Moderation	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: • sampling, either by an internal or external examiner; • 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; • 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.
Module	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.
Personal Progress Review	A formal meeting between a tutor and an individual student where the discussion concentrates on overall monitoring, evaluation and planning, rather than instruction.
Professional, Statutory or Regulatory Body ('PSRB')	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. PSRBs set standards for, and regulate standards of, entry into their particular professions and often participate in quality assurance activities."

Plagiarism	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: • copying the work of another without proper acknowledgement; • copying from textbooks without proper acknowledgement; • downloading and incorporating material from the internet within one's work without proper acknowledgement; • 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.
Poor Academic Practice	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.
Course	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.
Provisional Results	A mark or result in an assessment that has been internally moderated.
Raw Marks	Raw marks are those marks awarded by an examiner to a student assessment prior to that assessment being internally moderated.
Registration	The process of registering an applicant who has been enrolled and matriculated as a student at the University, on a named course.
Repeat	To study for again a whole stage, module or component part of a module.
Resubmit	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.
Sampling	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.

Second Marking	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.
Seminars	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).
Stage	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.
Student	A student is a person registered on an approved course of study.
Study Pathway	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.
Summative Assessment	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.
Synchronous	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.
Taught Degree	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.
Semester	A semester consists of 15 weeks (including reading, teaching, assessment and marking).
Validity	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.
Virtual Learning Environment	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 Canvas.
Workshops	Students learn skills through their practical application with direction or supervision from a lecturer or technician.

Schedule C – Teach Out Regulations

1. Introduction and Key Principles of the General Academic Regulations for Courses on Teach Out

1.1 Intention of the General Academic Regulations for Courses on Teach Out

The General Academic Regulations for Courses on Teach Out are designed to protect the interests of students registered with the University as the Awarding Body. The University aims to ensure that students' overall academic experience and expected achievement remain equitable in situations requiring the invocation of these regulations.

1.2 Purpose of the Academic Regulations for Courses on Teach Out

In the event of course closure or the closure of a partnership/delivery location, the University commits to 'teach out' all students already registered on the affected course, subject to the provisions outlined in this appendix. The objective is for students obtain an equitable qualification based on the expectations outlined in the Student Contract at the time of initial enrolment, as per the relevant provisions set out in the Appendix of the General Academic Regulations and the Student Protection Plan.

1.3 Scope of the Academic Regulations for Courses on Teach Out

These regulations apply to all students being taught out on either or a combination of:

1. a closed course, or
2. to a specific level, cohort, pathway, or
3. delivery location.

Where courses are governed by Professional, Regulatory and Statutory Body (PSRB) requirements, these may take precedence over the General Academic Regulations for Courses on Teach Out.

2. Section 2 – Use of the General Academic Regulations for Courses on Teach Out

2.1 Implementation of the General Academic Regulations for Courses on Teach Out

The provisions of these regulations will be considered during the course withdrawal process. It may be determined that some or all measures in these regulations are implemented.

2.2 Application of the General Academic Regulations for Courses on Teach Out

These regulations are to be read in conjunction with the standard General Academic Regulations. They take precedence over the University's General Academic Regulations relating to resits/retakes, compensation, progression, and deferral. All other General Academic Regulations will continue to apply.

3. Section 3 – General Academic Regulations for Courses on Teach Out

3.1 Variations to the General Academic Regulations for Courses on Teach Out

3.1.1 Retaking a failed module

In cases where a student would normally be eligible for a **repeat** of a module prior to progressing to the next academic year, however a repeat of the module is not available due to the closure of the course because the module is no longer running, or because taking an additional year of study would not allow the student to complete subsequent levels to graduate before the course closes or delivery ceases at delivery location, students are eligible for a **substitution resit** of the following nature:

a) Where a student meets the criteria for repeating a failed module and the course or delivery location is being closed the student will be offered to repeat the module by transferring to the same course or nearest equivalent course delivered at the Ravensbourne campus.

b) An exceptional additional resit of a module is allowed, where there is evidence of individual Extenuating Circumstances for this, or any previous takes of the module assessment;

c) Support the student to APL their academic record and apply to complete their course another University. The process would follow the APL regulation set out in the General Academic Regulations.

3.1.2 Where a student has failed two or more modules in their most recent semester of study due to non-submission to all attempts at the summative assessments, and cannot progress to the next Level, and they have no Extenuating Circumstances approved, they will not be eligible for a retake or exceptional resits, will be withdrawn and, where eligible, receive an exit award.

3.2 Compensation

As indicated above, where resits or mitigation would delay progression and prevent the student from continuing the course, compensation may be considered for Undergraduate and Postgraduate taught courses.

3.3 Failure to Meet Progression Requirements

Where a student has failed more than one module and the conditions for passing through exceptional resits or compensation do not apply, and would be unable to progress to the next Level following any applicable resits due to the course closure, the student would leave with a relevant exit award.

3.4 Deferral of Studies

Where a student will be unable to return to their course of studies following a period of deferral due to course closure or closure of delivery site, the student may be offered a transfer to an equivalent course of studies; subject to suitability of course location, course entry criteria, availability of places, visa status, and immigration compliance. Where an equivalent course of study is not available, students will be withdrawn and, where eligible, receive an exit award.