# Higher Education Course Regulations 2022/24

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**The following regulations apply to all taught Higher Education courses at the University of the Arts London. Further Education regulations and guidance are provided by the University of the Arts London Awarding Body**.

# Section 1: Admissions

## 1.1. Admissions Requirements

1.1.1. An applicant will be considered for admission where they can demonstrate:

a) Possession of the entry qualifications for the level of study (see 1.2 below);
b) Possession of equivalent qualifications;
c) Prior experiential learning, the outcome of which can be demonstrated to be equivalent to formal qualifications otherwise required, or;
d) A combination of formal qualifications and experiential learning which taken together can be demonstrated to be equivalent to formal qualifications otherwise required.

1.1.2. Some courses may require passes in specific subjects at GCSE, GCE Advanced Level or Undergraduate Level. The specific entry requirements for each course are stated in the individual Programme Specification in the Course Handbook and may be higher than the minimum entry requirements outlined in 1.2.

1.1.3. Some courses may specify equivalent qualifications particularly appropriate to the course. Equivalent qualifications for each course are stated in the individual Programme Specification in the Course Handbook.

## 1.2. Course Entry Requirements

**Foundation Degree Entry Requirements**

1.2.1. An applicant will be considered for admission to a Foundation Degree who has already achieved, or is expecting to achieve, a minimum educational level equivalent to a pass in one subject at GCE Advanced Level (16 new UCAS tariff points/40 old UCAS tariff points, normally one single award), plus 3 GCSEs in other subjects (Grade A-C) plus portfolio of work or relevant experience

**Honours Degree Entry Requirements**

1.2.2. An applicant will be considered for admission to an Honours Degree who has already achieved, or is expecting to achieve, a minimum educational level equivalent to either:

a) Passes in two subjects at GCE Advanced Level (32 new UCAS tariff points/80 old UCAS tariff points normally, including one single award), plus 3 GCSEs in other subjects (Grade A-C) plus portfolio of work or relevant experience.

OR

b) 1 subject at GCE Advanced level (16 new UCAS tariff points/40 old UCAS tariff points) and Foundation Diploma in Art and Design plus 3 GCSEs in other subjects (Grade A-C) plus portfolio of work or relevant experience.

**Diploma in Professional Studies Entry Requirements**

1.2.3. Admission onto the Diploma in Professional Studies placement year requires students to have completed 2 years' previous study up to Level 5 (or equivalent) in the subject area of the course.

**Graduate Certificate and Diploma Entry Requirements**

1.2.4. An applicant will be considered for admission to a Graduate Certificate or Diploma who has already achieved, or is expecting to achieve, a minimum educational level equivalent to an Honours Degree.

**Postgraduate Entry Requirements (including Continuing Professional Development)**

1.2.5. An applicant will be considered for admission to a Postgraduate course who has already achieved, or is expecting to achieve, a minimum educational level equivalent to an Honours Degree.

**Integrated Masters Degree Entry Requirements**

1.2.6. An applicant will be considered for admission to an Integrated Masters course who has already achieved, or is expecting to achieve, a minimum educational level equivalent to either:

a) Passes in two subjects at GCE Advanced Level (32 New UCAS tariff points/80 Old UCAS tariff points normally including one single award), supported by passes in three other subjects at GCSE Grade C or above.

OR

b) 1 subject at GCE Advanced level (16 New UCAS tariff points/40 Old UCAS tariff points) and Foundation Diploma in Art and Design supported by passes in three other subjects at GCSE Grade C or above.

## 1.3. English Language Ability

1.3.1. All courses at the University are taught and assessed in English. If English is not the applicant's first language, they will be required to show proof of their English ability prior to enrolment. It is the responsibility of the Admissions team dealing with the application to check whether or not the applicant has met this requirement. These requirements are detailed at http://www.arts.ac.uk/study-at-ual/language-centre/language-requirements/

There are a number of exceptions to these University language requirements (for specific courses) and the applicant should refer to the Admissions team dealing with the application for exact requirements for a specific programme of study or look at the entry requirements section on each course page on this website.

Applicants are advised to take their English test in their home country and submit it with their application. This can then be assessed by the Course Leader/Admissions Tutor.

## 1.4. Admission with Academic Credit

1.4.1. An applicant may be considered for admission at a point in the course later than the start of the planned programme of study, provided that the applicant has fulfilled, in a way judged to be equivalent, the requirements of the intended programme of study prior to the proposed point of entry.

1.4.2. In order for an applicant to be admitted under 1.4.1 above, the University must be satisfied that by successfully completing the remaining part of the course, the applicant would have fulfilled the objectives of the course and have the opportunity to attain the standard required for the award. Prior Learning on Continuing Professional Development

**Prior Learning on Continuing Professional Development**

1.4.3. At the discretion of the course team, the Exam Board may take into consideration credits accrued from prior learning when recommending the award of PG Cert, PG Dip or MA under the Continuing Professional Development framework, provided that those credits are at an appropriate level and in an appropriate subject. Credit accrued from prior learning may amount to no more than one third of the final award.

1.4.4. In order for a candidate to be considered under 1.4.3 above, the University must be satisfied that by successfully completing the remaining part of the course, the applicant would have fulfilled the objectives of the course and have the opportunity to attain the standard required for the award.

# Section 2: Award Criteria and Classification

## 2.1. Award Criteria & Classification

2.1.1. A student will be considered for an award on successful completion of the assessment requirements for the course, as detailed in the course handbook.

2.1.2. A student shall only be considered a candidate for an award when that student has satisfied or been formally partially exempted from the requirements of the course.

2.1.3. The student must pass in each unit, unless the Exam Board determines otherwise under the rules for compensation.

2.1.4. Under the rules for admission with academic credit, the Exam Board may consider prior learning as equivalent to all or part of the stage requirements.

2.1.5. The Exam Board shall be guided by the student's performance in the units as indicated by the letter grades awarded and weighted to the credit rating of the unit.

2.1.6. Where a candidate satisfies the Exam Board at the time of the student's first final assessment, the Board shall recommend an award and a classification on the University's 15 Point Marking Scale:

ual: university of the arts london

**15 Point Marking Scale**

| Letter Grade | Point Value | Classification | | | |
|---|---|---|---|---|---|
| | | Undergraduate | | | Postgraduate |
| | | BA, BSc | Fd A, Fd Sc | Cert HE Dip HE | MA, PG Dip, PG Cert, Grad Dip, Grad Cert |
| A+ | 15 | 1st | Distinction | Distinction | Distinction |
| A | 14 | | | | |
| A- | 13 | | | | |
| B+ | 12 | 2.1 | Merit Plus | Pass | Merit |
| B | 11 | | | | |
| B- | 10 | | | | |
| C+ | 9 | 2.2 | Merit | | Pass |
| C | 8 | | | | |
| C- | 7 | | | | |
| D+ | 6 | 3rd | Pass | | |
| D | 5 | | | | |
| D- | 4 | | | | |
| E | 3 | Marginal Fail | | | |
| F | 2 | Fail | | | |
| F- | 1 | | | | |
| NS | 0 | Non- submission | | | |

## 2.2 Certificate of Higher Education (Stand Alone Award) Criteria

2.2.1. A stand-alone Certificate of Higher Education may be awarded on successful completion of 120 Level 4 credits.

2.2.2. The Exam Board will award a Certificate of Higher Education Classification, based on the letter grades achieved for all final stage units, weighted according to the credit-rating of each unit.

## 2.3. Diploma in Professional Studies Criteria

2.3.1. In order to qualify for the Diploma in Professional Studies a student must have completed the minimum professional placement period and fulfilled the learning outcomes of the award. For the Diploma the normal period spent in professional placement must not be less than 20 weeks.

2.3.2. Students will be awarded a letter grade for the Diploma, based on their performance against the learning outcomes.

2.3.3. The Diploma is assessed on a Pass or Fail basis. A student must achieve a letter grade of D- or above to qualify for the Pass category of the award.

2.3.4. Progression to Level 6 and the award of an Honours degree are not contingent on passing the Diploma in Professional Studies.

## 2.4. Diploma in Creative Computing Criteria

2.4.1. In order to qualify for the Diploma in Creative Computing a student must have completed the minimum professional placement period and fulfilled the learning outcomes of the award. For the Diploma the normal period spent in professional placement must not be less than 20 weeks.

2.4.2. Students will be awarded a letter grade for the Diploma, based on their performance against the learning outcomes.

2.4.3. The Diploma is assessed on a Pass or Fail basis. A student must achieve a letter grade of D- or above to qualify for the Pass category of the award.

2.4.4. Progression to Level 6 and the award of an Honours degree are not contingent on passing the Diploma in Creative Computing.

## 2.5 Foundation Degree Criteria

2.5.1. A Foundation Degree may be awarded on successful completion of 240 credits (minimum of 100 at Level 5 or above).

2.5.2. The Exam Board will award a Foundation Degree Classification, based on the letter grades achieved for all final stage units, weighted according to the credit-rating of each unit.

## 2.6. Honours Degree Criteria

2.6.1. An Honours Degree may be awarded on successful completion of 360 credits (200 at Level 5 or above, and a minimum of 100 at Level 6 or above).

2.6.2. The Exam Board will award an Honours Classification, selecting the strongest profile from either:
a) The letter grades achieved for all final stage units, weighted according to the credit-rating of each unit. Or;
b) The letter grades achieved for all final stage units and the letter grades for up to the best 100 credits of the student's second year, weighted according to the credit-rating of each unit. The calculation is a 70/30 ratio, with the final year grades carrying the most weight.

## 2.7. Graduate Certificate & Diploma Criteria

2.7.1. A Graduate Certificate may be awarded on successful completion of 60 Level 6 credits.

2.7.2. A Graduate Diploma may be awarded on successful completion of 120 Level 6 credits

2.7.3. The Exam Board will award a Graduate Classification, based on the letter grades achieved for all units, weighted according to the credit-rating of each unit.

## 2.8. Postgraduate Certificate & Diploma Criteria

2.8.1. A Postgraduate Certificate may be awarded on successful completion of 60 credits (at least 40 at Level 7 with the balance at Level 6).

2.8.2. A Postgraduate Diploma may be awarded on successful completion of 120 credits (at least 90 at Level 7 with the balance at Level 6).

2.8.3. The Exam Board will award a Postgraduate Certificate or Postgraduate Diploma Classification based on the letter grades achieved for all units, weighted according to the credit-rating of each unit.

## 2.9. Masters Degree and Integrated Masters Degree Criteria

2.9.1. A Masters Degree may be awarded on successful completion of 180 credits (at least 150 at Level 7 with the balance at Level 6).

2.9.2. The Exam Board will award a Masters Degree Classification based on the letter grades achieved for the final major project, which would normally be the final unit or the final practical and theory units of the Masters Course.

2.9.3. An Integrated Masters Degree may be awarded on successful completion of 480 credits (at least 240 at Level 6 or above and at least 180 at Level 7 or above).

2.9.4 The Exam Board will award an Integrated Masters Degree Classification based on the final 120 credits of Level 7 assessment.

## 2.10. Master of Architecture Degree Criteria

2.10.1 The Master of Architecture Degree title is reserved for courses in architecture that allow for an extended period of study of 240 credits (at least 210 at level 7 and the remainder at level 6 or above) and where the course is designed to include coverage of the legal, statutory and legislative procedures of professional practice.

2.10.2 The Exam Board will award a Master of Architecture Degree Classification based on the letter grades achieved for the final major project, which would normally comprise (i) the placement and practice unit and (ii) the final professional practice unit of the course.

## 2.11 Central Saint Martins and Birkbeck Collaborative MBA

2.11.1 The Exam Board will award a Masters Degree Classification based on the letter grades achieved for all units successfully completed, weighted according to the credit-rating of each unit. This deviation from standard UAL Level 7 qualification regulations adheres to Birkbeck's regulations and reflects common practice with MBA qualifications across the sector.

2.11.2 Applicants wishing to transfer onto the course on the basis of Advanced Learning are only able to do so up to the point of 120 credits being achieved.

## 2.12. Continuing Professional Development Criteria

**Postgraduate Certificate in Continuing Professional Development**

2.12.1. A Postgraduate Certificate in CPD may be awarded on successful completion of 60 credits, at least 40 of which must be at Level 7 with the balance at Level 6.

2.12.2. A candidate for the award of PG Cert may carry forward a maximum of 30 credits, no more than 20 of which may be at HE Level 6, with the balance at HE Level 7.

2.12.3. The Exam Board will award a Postgraduate Certificate Classification based on the letter grades achieved for the PG Cert phase of the course (60 credits).

**Postgraduate Diploma in Continuing Professional Development**

2.12.4. A Postgraduate Diploma in CPD may be awarded on successful completion of 120 credits, at least 90 of which must be at Level 7 with the balance at Level 6.

2.12.5. A candidate for the award of PG Dip may carry forward a maximum of 60 credits, no more than 30 of which may be at HE Level 6, with the balance at HE Level 7.

2.12.6. The Exam Board will award a Postgraduate Diploma Classification based on the letter grades achieved for the PG Dip phase of the course (60 credits).

**Masters Degree in Continuing Professional Development**

2.12.7. A Masters Degree in CPD may be awarded on successful completion of 180 credits, at least 150 of which must be at Level 7 with the balance at Level 6.

2.12.8. A candidate for the award of MA may carry forward a maximum of 60 credits from prior learning, no more than 30 of which may be at Level 6, with the balance at Level 7.

2.12.9. The Exam Board will award a Masters Classification based on the letter grades achieved for the MA phase of the course (60 credits).

## 2.13. Interim Award Criteria

2.13.1. When a student has successfully fulfilled the requirements for Progression, but is unable to complete the next stage of the course, the student may request an Interim Award.

2.13.2. Interim awards will be awarded with Distinction if the student's average weighted letter grade for the year falls within the range of A- or above.

2.13.3. Students progressing directly to the next stage of the course will not be awarded an interim award.

2.13.4. A student who qualifies for an interim award shall not be recommended for that award where he or she is progressing without loss of time within the course structure as a candidate for a higher award. However, provided the student has qualified for a lower award, a student who fails the assessment for the higher award, or does not proceed to that assessment, shall be recommended to the Exam Board for the lower award.

**Interim Awards on Foundation Degree Courses**

2.13.5. A Certificate of Higher Education may be awarded on successful completion of 120 credits at Level 4 or above.

**Interim Awards on Honours Degree Courses**

2.13.6. A Certificate of Higher Education may be awarded on successful completion of 120 credits at Level 4 or above.

2.13.7. A Diploma of Higher Education may be awarded on successful completion of 240 credits (minimum of 100 at Level 5 or above).

**Interim Awards on Graduate Diploma Courses**

2.13.8. On Graduate Diploma courses, a Graduate Certificate may be awarded on successful completion of 60 Level 6 credits.

**Interim Awards on Postgraduate Diploma Courses**

2.13.9. A Postgraduate Certificate may be awarded on successful completion 60 credits (at least 40 at Level 7 with the balance at Level 6).

**Interim Awards on Standard Masters Courses**

2.13.10. A Postgraduate Certificate may be awarded on successful completion 60 credits (at least 40 at Level 7 with the balance at Level 6).

2.13.11. A Postgraduate Diploma may be awarded on successful completion of 120 credits (at least 90 at Level 7 with the balance at Level 6).

**Interim Awards on 4-Year Integrated Masters Courses**

2.13.12. A Certificate of Higher Education may be awarded on successful completion of 120 credits at Level 4 or above.

2.13.13. A Diploma of Higher Education may be awarded on successful completion of 240 credits (minimum of 100 at Level 5 or above).

2.13.14. On Integrated Masters courses, a Bachelor of Arts or a Bachelor of Science, with an Honours Classification, may be awarded on successful completion of 360 credits (minimum of 60 credits at Level 6 and 60 credits at Level 7).

# Section 3: Assessment

## 3.1 Exam Board Membership

3.1.1 There shall be an Exam Board, the composition of which shall be as follows:

Dean (Chair)
Director of Higher Education Operations
Course Leader
Internal Examiners
External Examiner(s) for final awards

3.1.2 The range of internal examiners present as members of the Exam Board shall be sufficient to ensure that, overall, the Exam Board has the appropriate expertise to carry out its responsibilities.

3.1.3 No student may attend a meeting of the Board except as a candidate for assessment.

3.1.4 The secretary to the Board shall not be a member of the Board.

3.1.5 The External Examiner(s) must be present when a full meeting of the main Board determines that a student has qualified for a final award. Under exceptional circumstances, arrangements may be made with an External Examiner, and with the approval of the Deputy Vice-Chancellor Academic, whereby the main Board discharges the above responsibilities in the absence of the External Examiner. These arrangements must include provision for the External Examiner to consider and agree the conclusions reached by the main Board.

## 3.2 External Examiners

3.2.2 At least one External Examiner will be appointed for the course, after approval by the Academic Standards and Development Committee of the University of the Arts London.

3.2.3 Where a course has more than one External Examiner, responsibilities for different elements of the course will be divided between them. E.g. by practice and theory, or by pathway.

3.2.4 The role and responsibility of the External Examiner is to ensure that:

a) The academic standards appropriate to the award in question are maintained
b) That justice is done to the students
c) That in the processes of assessment, students are treated fairly and equitably according to the University's policies and regulations.

3.2.5 In order to carry out their primary responsibilities the External Examiner(s) for the course will:

a) Approve proposed assessments which are to contribute to the award(s)
b) Have access to work presented for such assessment
c) See the work of all students proposed for the highest available category of the award and for failure, and samples of the work of students proposed for each category of award
d) Moderate assessment grades
e) Report on the effectiveness of the assessments and any lessons to be drawn from them

3.2.6 The External Examiner(s) will be fully briefed on the course and its assessment, and on his or her rights and responsibilities, including the requirements of the University of the Arts London.

3.2.7 No recommendation for the conferment of an award shall be made to the Academic Board of the University of the Arts London without the recorded consent of at least one External Examiner.

## 3.3 Authority & Responsibilities of the Exam Board

3.3.2 The Exam Board is accountable to the Academic Board for the fulfilment of its terms of reference.

3.3.3 The responsibilities, powers and discretion of the Board shall be those stated in the Progression and Final Examination Regulations.

3.3.4 The Exam Board, having regard to the objectives of the course and the standard of the award(s), may interpret the course regulations flexibly in the case of an individual student. The Board may, exceptionally and at its own discretion, allow a student's overall performance in relation to the course or stage learning outcomes to compensate for partial failure in a unit of the course.

3.3.5 Course-specific regulations may preclude failure in certain assessed elements central to the realisation of the course learning outcomes from being compensated for under any circumstances. Such limiting regulations will be included in the individual course Programme Specification.

**Delegated Authority**

3.3.6 The Exam Board may, at a full meeting of the Board, agree to delegate authority for resolving specified issues to a sub-board of itself provided that the sub-board is appropriate to those issues.

## 3.4. Course Requirements

3.4.1. The course requirements are the units and their assessment requirements as detailed in the course handbook.

3.4.2. A student shall only be considered a candidate for assessment when that student has satisfied or been formally partially exempted from the requirements of the course.

3.4.3. The student must pass in each unit, unless the Exam Board determines otherwise under the rules for compensation.

3.4.4. Under the rules for admission with academic credit, the Exam Board may consider prior learning as equivalent to all or part of the stage requirements.

## 3.5. Maximum Registration

3.5.1. All courses must be completed within the Maximum Registration period, which is the normal course length plus 2 years.

3.5.2. A repeat unit, year or partial year out may be refused if the student is not able to complete the course within the maximum registration.

## 3.6. Holistic and Element Assessment

3.6.1 The student must pass in each unit, unless the Exam Board determines otherwise under the rules for compensation.

3.6.2 Unit assessment may be conducted by Element assessment or Holistic assessment:

**Element Assessment**

3.6.3 Element assessment is the practice of assessing more than one component, where each component (or element) is awarded a grade. The unit grade is calculated by combining the grades for the elements, according to their relative weighting. The weighting allocated to each element must be defined before the unit is taught, and the calculation is undertaken by the student records system. The assessment method should be clearly described in the Course Handbook and Assessment Brief.

3.6.4 Where a unit is divided into elements, the student must achieve at least an E Grade in each element, and an aggregate grade of at least D- in the overall unit.

3.6.5 Failure or non-submission in any element will result in a Fail for the unit. The student must successfully retrieve the failed element in order to pass the unit. Where a student does successfully retrieve element failure, the grade for the unit as a whole will be capped in line with regulations set out at 3.16.1a.

**Holistic Assessment**

3.6.6 Holistic assessment is the practice of awarding a single grade for a submission which comprises one or more component/s. One grade is submitted to the student records system. Where a unit is assessed holistically, the unit descriptor and assessment brief must clearly describe what students are required to submit, and whether components are optional or mandatory.

3.6.7 The student must complete all unit assessment requirements and achieve a grade of at least D- to pass the unit, unless eligible for unit compensation.

3.6.8 Failure or non-submission in a mandatory component will result in a fail for the unit. The student must successfully retrieve the failed component in order to pass the unit. Where a student does successfully retrieve failure, the grade for the unit as a whole will be capped in line with the regulations set out at 3.16.1a.

## 3.7. Element Compensation

3.7.1. A student will be eligible for element compensation where they meet the following criteria:

a) A minimum grade of E in each element of assessment AND
b) A minimum grade of D- for the unit as a whole.

3.7.2. Where the student meets the element compensation criteria, they will be compensated for that failure, awarded the credits and progressed by the Exam Board without a requirement to retrieve that failure.

## 3.8. Progression Criteria

3.8.1. The progression requirements are the units and their assessment requirements as detailed in the course handbook.

3.8.2. In order to progress to the next stage of the course, other than by admission with academic credit, a student must satisfy (or have been formally exempted from) the course requirements of the Stage and pass in each unit unless the Exam Board determines otherwise under the rules for compensation (3.9 below).

3.8.3. Where the full range of grades for a year or stage is unavailable Exam Boards may nevertheless progress a student where, on the basis of the information on grades that is available, plus any other evidence of performance as demonstrated by grades or by the judgement of course staff, the student is deemed likely to have fulfilled the requirements for progression.

3.8.4 In exceptional circumstances the University Academic Board may allow a temporary alteration to progression rules to allow units to be assessed on a Pass/Fail basis instead of requiring a full grade to be given. This regulation may be applied even when a unit has begun and had some summative assessment already.

## 3.9. Unit Compensation

3.9.1. A student will be eligible for unit compensation where they meet the following criteria:

a) A Level 4 student who has a marginal fail (E grade) in units up to a total value of 30 credits in level 4.
b) A Level 5 student who has a marginal fail (E grade) in units up to a total value of 30 credits in level 5.

3.9.2. Where the student meets the criteria, they will be compensated for that failure, awarded the credits and progressed by the Exam Board without a requirement to retrieve that failure.

## 3.10. Interim Awards

When a student has successfully fulfilled the requirements for Progression, but is unable to complete the next stage of the course, the student may request an Interim Award.

## 3.11. Award Criteria & Classification

3.11.1. A student will be considered for an award on successful completion of the assessment requirements for the course, as detailed in the course handbook.

3.11.2. The Exam Board shall be guided by the student's performance in the units as indicated by the letter grades awarded and weighted to the credit rating of the unit.

3.11.3. Where a candidate satisfies the Exam Board at the time of the student's first final assessment, the Board shall recommend an award and a classification.

## 3.12 Marking Scale & Assessment Criteria

As an indication of performance the Exam Board will receive a letter grade on the University Marking Scale for each unit, to be finally agreed at the Board. These grades will represent the judgement of the examiners on the student's performance in that unit alone. The examiners will use the University Assessment Criteria to inform their decision of what grade to allocate on each unit.

## 3.13 Assessment Deadlines

Failure to submit work for assessment by the due date shall normally be deemed to require a sanction reflecting the late submission of that assessment (as set out in 3.16.2). Students with approved Extenuating Circumstance applications should be advised to submit work as close to their original deadline as possible, at a time where they are satisfied with their submission up to a maximum of fourteen days beyond that original deadline.

## 3.14 Marking and Moderation

3.14.1 The aim of moderation is to promote fairness of treatment and parity in marking. It is either:

a) The second-marking of a systematic sample of work (high, medium and low grades) and the resolution of differences
b) The blind double marking of all student submissions and the resolution of differences
c) Group marking by teams of internal examiners who then come to an agreed grade for each student.

**Minimum Requirements**

3.14.2 Double-blind or group marking should be applied to all final major project units (or equivalent).

3.14.3 For all other units, the minimum requirement is that at least 10% of all student submissions which count towards the allocation of credit should be sampled.

3.14.4 All moderation should be clearly recorded in writing, evidencing the grades before and after moderation and, where a student's grade is amended, providing an explanation for the change in grade.

3.14.5 Once the moderation process is complete, an assessor will complete the final assessment feedback form. An indicative grade and feedback is released to the student, indicating that it is subject to ratification at the Exam Board.

## 3.15 External Moderation

3.15.1 External moderation is a final check by the External Examiners that the marking is at the right level for the type and level of course. The External Examiners will consider a sample of student work to reflect a range of achievement from the top, middle and bottom of all the student grades:

a) On Foundation Degrees and Graduate Certificate/ Diploma courses, the External Examiner will moderate all final year units.
b) On Undergraduate Honours Degrees, the External Examiner will moderate all second year and final year units.
c) On Postgraduate Certificate and Postgraduate Diploma standalone courses, the External Examiner will moderate all units.
d) On Masters courses, the External Examiner will moderate all units contributing to the final classification (normally the final major project and/ or dissertation units).
e) On Integrated Masters courses, the External Examiner will moderate all Stage 3 units plus all Stage 4 units contributing to the final classification (normally the final major project and/ or dissertation units).
f) On Postgraduate Continuing Professional Development Units, the External Examiner will moderate all units and final awards.

3.15.2 The External Examiners have the right to moderate the whole cohort of grades if they feel the marking is out of line with national norms. They may do this in a number of ways, including:
a) Raising or lowering the letter grades of all students in a unit, or only some students (e.g. all 2.2s);
b) Moving a grade boundary, in which case they may say that all students on a specific letter grade should be moved up to the next grade (e.g. all students on B be moved to B+)

3.15.3 External Examiners do not have the right to change the letter grades of individual students.

## 3.16 Failure of Assessment

3.16.1 Where the Exam Board determines that a candidate has not satisfied the conditions for assessment and there are no extenuating circumstances material to that failure the Board will adopt one of the following options:

**Resubmission**

a) Normally the Exam Board will specify the unit assessment that will be resubmitted and the period within which the resubmission is to be made. The grades for units passed at the

second attempt will incur a penalty of one full letter grade (ie: a resubmission that achieves an A would be reduced to a B grade). Resubmission work that is assessed as a pass grade cannot fall below the minimum pass grade of D- from having a resubmission penalty included.

**Retake**

b) In exceptional circumstances, usually after sizeable failure, the Exam Board may decide that the candidate should move directly to retake either the entire course stage or specified units depending on the extent of the failure. The Exam Board will specify the units which must be retaken. The grades for all retaken units, whether specified individually or retaken as a complete stage, will not be capped at the first attempt. Retake resubmissions would be capped in line with the policy set out above (3.16.1a).

c) The Exam Board will only offer a student the opportunity to retake a unit or stage once.

**Failure**

d) In very exceptional circumstances, the Exam Board may, at its discretion and for reasonable cause which could include extreme failure, decide that a candidate who has failed to satisfy the Board may not be reassessed.

**Failure to Meet an Assessment Deadline and Non Submissions**

3.16.2 If a student fails to hand in work for assessment at the agreed deadline, and no extenuating circumstances have been accepted, the Exam Board will impose a sanction to reflect the lateness.

1. Work submitted for assessment by the deadline will receive the full, uncapped grade.

2. Work submitted for assessment within 24 hours of the deadline, will incur a penalty of one increment (for instance a B- grade would become a C+)

3. Work marked as a pass standard when assessed will not fall below the pass grade when capped (i.e: work achieving a D- would remain a D-).

4. Work submitted for assessment more than 24 hours after the deadline, without valid Extenuating Circumstances, will be considered as a non-submission.

3.16.3 For units assessed on a pass or fail basis, it is not possible to apply the incremental and grade sanctions imposed on units with standard assessment set out in 3.16.2. Work submitted within 24 hours of an assessment deadline can still achieve a pass grade.

3.16.4 If a student submits work beyond 24 hours of a deadline, they will be marked as a non-submission and deemed to have failed that attempt. The student will be offered the opportunity to resubmit or retake as appropriate. Units successfully completed on reassessment will be capped in line with the detail set out in 3.16.1a.

3.16.5 If a student hands in work for assessment after deadlines set out in 3.16.2, the Exam Board may consider the late work as equivalent to re-assessment. Units successfully completed on reassessment will be capped in line with the detail set out in 3.16.1a.

3.16.6 For assessment that is conducted by a scheduled presentation or performance it is not possible to apply the incremental and grade sanctions imposed on units with standard assessment

set out in 3.16.2. Therefore failure to meet the stated deadline, without validated Extenuating Circumstances, will be marked as a non-submission.

## 3.17 Failure of Reassessment

**Failure of Resubmission**

3.17.1 In the event that a candidate does not satisfy the conditions of assessment after being given an opportunity to resubmit, the Exam Board will adopt one of the following two options:

a) The Exam Board may allow a student who has failed a unit assessment at the second attempt an opportunity to retake either the entire course stage or specified units. The grades for all retaken units, whether specified individually or retaken as a complete stage, will not be capped at the first attempt. The Exam Board will only offer a student the opportunity to retake a unit or stage once.

b) The Exam Board may decide that the student should not be reassessed.

**Failure of Retake**

3.17.2 If the student fails to retrieve failure on retake, the Exam Board will decide that the student should not be reassessed.

## 3.18 Failure due to Illness or other Extenuating Circumstances

3.18.1 Where an Extenuating Circumstances panel has approved a student's EC application, the Exam Board may choose from the following options:

a) To offer the student another opportunity to submit the work as if for the first time and without penalty if submitted before the assessment deadline.
b) To condone the late submission of work and offer the student the choice of either: The uncapped unit Letter Grade their submission received OR another opportunity to submit the work as if for the first time and without penalty.

3.18.2 Where the student chooses the deferral opportunity, the student should notify the College of their decision within 2 weeks of the publication of results. The student will be set a deferral brief and a new submission deadline. Where the student requests a deferral, the submission will be marked without penalty.

3.18.3 Where a student fails, or fails to resubmit after requesting a deferral opportunity under 3.18.2 above, the grade from the student's first attempt will be included in the calculation of the student's progression/ classification.

## 3.19 Exceptional Progression Decisions

3.19.1 The following regulations may only be used in exceptional circumstances and with the advance approval of the Academic Registrar. While the normal course of action should be to expect a student to retrieve failure these rules for compensation may be used where this is not possible or practical. This would be the case where assessment is affected by industrial action and

a full range of grades is not available. It might also be the case that the time between stages is insufficient to retrieve failure.

3.19.2 In exceptional circumstances a student who fails in units up to the value of 30 credits in any one stage may be progressed without a requirement to retrieve that failure where the Exam Board is satisfied that the overall performance in the rest of the stage is sufficient to compensate for the failure to the extent that the student is deemed capable of undertaking the next stage.

3.19.3 In exceptional circumstances a student who fails in units to the value of more than 30 credits may be allowed to progress and carry forward that failure. The student must be required to retrieve the failure during the following stage. The completion of the following stage, including the award of any degree, is conditional on the retrieval of the failure. The Exam Board must determine which units must be retrieved and may allow for compensation of failure of up to 30 credits under the rules above. In allowing a student to carry forward failure the Exam Board will need to consider whether the student is deemed capable of undertaking the next stage.

## 3.20 Exceptional Award Decisions

3.20.1 The following regulations may only be used in exceptional circumstances and with the advance approval of the Academic Registrar.

**Aegrotat Degrees**

3.20.2 Exceptionally, where the Exam Board does not have sufficient evidence of the student's achievement to make an award, and there are good reasons why reassessment is difficult or impossible, a recommendation may be made for the award of an Aegrotat degree if it is the view of the Exam Board that the candidate nevertheless merits an award. The candidate may refuse such an award and exercise the right to be assessed, as if for the first time, in the affected units.

**Unclassified Degrees**

3.20.3 Where the full set of grades contributing to the award is unavailable or the Exam Board is unable to come to a judgement about classification, the Exam Board may consider the award of an unclassified degree where, on the basis of the information on grades that is available, plus any other evidence of performance as demonstrated by grades or by the judgement of course staff, the student is deemed likely to have fulfilled the requirements for the award. Unclassified awards are given always on the expectation that it will become possible to make a judgement on a classification in the future.

## 3.21 Running-Out Courses

3.21.2 Where a course is terminating, it will not be possible to offer the final cohort of students the opportunity to repeat units or to defer assessment due to extenuating circumstances, in the next academic year. Students will also not be able to take a Year or Partial Year Out and return to the same course. The Exam Board will need to take this into consideration when making its decisions.

**Failure of Final Assessment on Running-Out Courses**
3.21.2 Where the Exam Board determines that a candidate has not satisfied the conditions for progression/ the award and there are no extenuating circumstances material to that failure the Board will adopt one of the following options:

a) Normally the Exam Board will specify the unit assessment that will be resubmitted and the period within which the resubmission is to be made. The grades for units passed at the second attempt will be capped in line with the policy set out at 3.16.1a

b) In very exceptional circumstances, the Exam Board may, at its discretion and for reasonable cause which could include extreme failure, decide that a candidate who has failed to satisfy the Board may not be reassessed.

**Failure of Reassessment on Running-Out Courses**

3.21.3 In the event that a candidate does not satisfy the conditions of the award after being given an opportunity to resubmit, the Exam Board can decide that a candidate may not be reassessed. Candidates that fail to retrieve failure after retaking specified units or a full stage may not be reassessed.

**Failure due to Illness or other Extenuating Circumstances on Running-Out Courses**

3.21.4. If an Exam Board is asked to consider a successful Extenuating Circumstances application, it may choose from the following options:

a) To offer the student another opportunity to submit the work as if for the first time.
b) To condone the late submission of work and offer the student the choice of either: The uncapped unit Letter Grade their submission received OR another opportunity to submit the work as if for the first time and without penalty.

3.21.5. Where the student is given a deferral opportunity, they will be set a deferral brief and a new submission deadline. The submission will be marked without penalty.

3.21.6. Where a student fails, or fails to resubmit, after requesting a deferral opportunity the grade from the student's first attempt will be included in the calculation of the student's progression/classification.

## 3.22. Time-Based Examinations

3.22.1. The following regulations apply to assessments conducted under timed examination conditions.

**Assessment Briefing**

3.22.2. Details of the examination, including the date, location, start and end time, permitted materials (such as calculators) and examination regulations will be given to students in writing in advance of the examination.

**Attendance**

3.22.3. It is the responsibility of the student to be aware of the details of the examination timetable. Students are strongly advised to arrive at least 15 minutes before the published start time. Students arriving after the published start time will not be admitted to the examination room.

3.22.4. If a student fails to attend at the published time, and no extenuating circumstances have been accepted, the Exam Board will fail the student for that element or unit. The student will be offered the opportunity to resubmit or retake as appropriate. Units successfully completed on reassessment will be capped in line with regulations set out at 3.16 a.

**Failure & Retrieval**

3.22.5. If a student fails to attend at the published time, but has validated extenuating circumstances, they will be offered another opportunity to resit the examination, as if for the first time and without penalty. The student will be advised of the new examination date in writing.

3.22.6. In order to avoid disturbing other candidates, students may not leave the examination room early, save in exceptional circumstances, and with the permission of the invigilator.

3.22.7. No candidate may leave and return to the examination room during an examination unless supervised by an invigilator.

**Conduct**

3.22.8. Students may not communicate with any other person but the invigilator during the course of the examination, unless the invigilator has given permission otherwise.

3.22.9. Candidates may only take permitted items and texts into the examination room. It is the responsibility of the course team to provide guidance to students about items, such as calculators or dictionaries, they may take into the examination and the responsibility of the student to establish which items and texts are permitted.

3.22.10. All bags, mobile phones, smart watches, personal organisers and similar electronic devices must not be taken to the examination desk, but must be deposited elsewhere, as instructed by the invigilator.

3.22.11. It is the responsibility of the candidate to ensure that all his or her scripts are appropriately marked with an identifying name and number.

**Academic Misconduct**

3.22.12. Cheating in an examination will be dealt with as academic misconduct. In particular it is an offence for a candidate to:

a) Have unauthorised items or texts at his or her desk in the examination room during the examination
b) Make use of unauthorised items or texts during the examination
c) Copy from the script of another candidate during the examination
d) Dishonestly receive help from another person during the examination
e) Dishonestly give help to another person during the examination
f) Act dishonestly in any way, whether before, during or after the examination, so as to obtain an unfair advantage in the examination
g) Act dishonestly in any way, whether before, during or after the examination, so as to assist another candidate to obtain an unfair advantage in the examination.

3.22.13. Should a candidate be suspected of cheating during the examination, the invigilator will

confiscate any unauthorised material, indicate on the candidate's script that it has been confiscated due to suspected cheating, and remove the script. The candidate will then be given further examination papers and permitted to complete the examination. The invigilator will seek an explanation from the candidate at the end of the examination, and submit an Academic Misconduct Report Form to the Chair of the College Academic Misconduct Panel.

## 3.23 Amending an Exam Board Decision

3.23.1 An Exam Board decision can only be changed in one of two ways:

a) Via the University Appeals Procedures (Request for Review of Exam Board Decision)
b) In cases not related to academic judgement, by request to the Academic Registrar on behalf of Academic Board.

**Request for Review of Exam Board Decision**

3.23.2 The full Board delegates responsibility to the Chair to consider a student's request for a review of an Exam Board decision. The Exam Board Chair is responsible for investigating and reviewing the original Exam Board decision, in consultation with the full Exam Board and the University Academic Registrar where appropriate.

**Overturning a Decision**

3.23.3 The Chair of the Board may propose to overturn a previous decision in matters not related to academic judgement and where new information is made available to the Board (e.g. where a grade has been recorded incorrectly).

3.23.4 The Chair should make a proposal to the Academic Registrar, who authorises the decision on behalf of Academic Board. The Chair must consult with all members of the full Exam Board including all External Examiners before a decision can be overturned.

## 3.24 Material Irregularity

3.24.1 A Material Irregularity is an administrative or procedural error which has a significant, negative impact on a student's performance at summative assessment. A Material Irregularity may affect one student or a group of students. The investigation process must establish whether the circumstances are material, which students have been affected and how the College will address the irregularity.

**Student Complaints and Appeals Processes**

3.24.2 Where a student has a concern about a Material Irregularity, the University's Student Complaints Procedure sets out what a student needs to do to make a complaint about their college or a UAL department.

3.24.3 If a student has a concern about a Material Irregularity in the assessment of their work, they may submit a Stage 1 Appeal under the University Appeals Procedures. Stage 1 Appeals must be submitted within 15 working days of the publication of results, and must meet the criteria for review.

3.24.4 Where a member of staff is aware of a potential irregularity that could have a significant impact on a student's performance at summative assessment, they should raise the issue with their Course Leader (or equivalent). Where appropriate, the Course Leader will complete a Material Irregularity Report Form and forward it to the Chair of the Exam Board as soon as possible.

3.24.5 The Exam Board Chair will appoint an independent member of staff to act as Investigating Officer. The investigation will be carried out following the prompts on the Material Irregularity Report Form. The Exam Board Chair will consider the investigation's recommendations and determine an appropriate course of action.

**Material Irregularity in Course Delivery**

3.24.6 Material Irregularity in Course Delivery covers instances where the University or College fails to deliver the approved programme of study, resulting in a significant, negative impact on the student's performance at summative assessment.

3.24.7 In such circumstances, the Exam Board Chair will aim to put measures in place to compensate for any disruption caused and ensure that students are not disadvantaged at assessment. Where a resolution is agreed, the Exam Board will not normally make any further adjustments to student grades.

**Material Irregularity in the Assessment Process**

3.24.8 Material Irregularity in the Assessment Process covers errors in the conduct of a student's summative assessment or in the application of the University's academic regulations.

3.24.9 In such circumstances the Exam Board Chair will first consider whether measures can be put in place to ensure that the student is not disadvantaged at assessment. However, due to the timing of such irregularities, it will not always be possible to put an effective resolution in place. In these cases, the Material Irregularity investigation report will be received at the next meeting of the Exam Board.

3.24.10 Where a Material Irregularity is confirmed, the Exam Board may choose from one of the following options:

a) To offer the student another opportunity to submit the work as if for the first time and without penalty.
b) To condone the late submission of work and award the student an uncapped unit Letter Grade.
c) To adjust the unit Letter Grade by a maximum of 1 increment i.e. B to B+ or C+ to B-.
d) To confirm the original unit Letter Grade.

3.24.11 Where a Material Irregularity affects a group of students, the Exam Board will consider the impact of the Material Irregularity on each individual student. Grades must not be adjusted en masse for groups of students.

3.24.12 The External Examiner must approve any decisions affecting final awards or classifications.

**Appeals against Material Irregularity Decisions**

3.24.13 If the student is unhappy with any decision made by an Exam Board, they may request a review of the Exam Board decision under the University Appeals Procedures. The University Appeals Unit will not consider appeals against the academic judgement of the Exam Board or any cases which provide no new evidence other than that already considered by the Exam Board under the Material Irregularities procedure.

# Section 4: Extenuating Circumstances and Time Out from Study

## 4.1. Extenuating Circumstances Policy

4.1.1. There may, on occasion, be exceptional circumstances that might affect a student's ability to meet an assessment deadline or affect their performance in assessment. Students have an obligation to make known any special circumstances which have a bearing on the production or assessment of their work. Where appropriate these circumstances may be taken into account by the Exam Board in making a decision.

4.1.2. Where an Extenuating Circumstance affects more than one student, the Exam Board will consider each student claim on an individual basis using the student's grade profile to determine whether any adjustment should be made.

## 4.2. Extenuating Circumstances Claim Process

4.2.1. Students have an obligation to make any special circumstances known by completing an Extenuating Circumstances Application and submitting either through the online Student Portal or by e-mail to their College EC address. Supporting evidence, such as medical certificates, should accompany the completed form.

4.2.2 Where evidence is not available, a student can submit an EC application without evidence for units totalling a maximum of 60 credits per academic level or stage (e.g: Year 2 of a BA course is one level). This is referred to as 'Self-Certification'.

4.2.3 Self-Certification is intended to support UAL's students at points of crisis, where something unforeseeable and unavoidable has occurred but there is no opportunity to obtain supporting documentation in advance of an EC submission deadline. A full explanation of the circumstances must be included as part of the application process, to confirm the application is acceptable. Fraudulent claims will be investigated under the Student Disciplinary Code.

4.2.4 Where a student elects to use the Self-Certification process, the outcome will be identical to those set out at 4.4.1, below.

4.2.5 Self-Certification should only be considered by a student when there are grounds to do so. Courses are designed to ensure the assessment workload is appropriate and manageable for students and therefore extension to deadlines through an EC claim should only be considered in extreme circumstances.

4.2.6 Where required to retake units, or an entire year/stage of their course, students will only be entitled to self-certify if they have not previously used all 60 credits for that stage.

**Claim Deadlines**

4.2.7. Applications should be submitted as close as possible to the time the circumstance took place and ideally within two weeks of it commencing. All claims must be received at least ten working days – which is usually two weeks - before the Exam Board meeting. Those received after that point will be rejected.

**Late Submissions due to Extenuating Circumstances**

4.2.8. Students should be advised to hand in work at a time where they are satisfied with their submission up to a maximum of seven days beyond that original deadline. A successful EC application in these circumstances would mean that a student's work would be considered to have been submitted as if on time. Students are advised to discuss with their tutors when opting to submit late.

4.2.9 Where work is submitted beyond the seven day deadline, and cannot be marked in line with UAL's Fair Assessment policy, students with a validated EC will be offered the opportunity to resubmit without penalty. When considering whether to submit late, students should be aware that this may have an impact on their ability to attend Graduation.

**Confidentiality**

4.2.10 The Extenuating Circumstance Form allows matters which are confidential to be made known directly to the Clerk and Chair of the Extenuating Circumstances Panel and the Exam Board. Students are advised, in these circumstances, to inform their tutor that they are submitting confidential extenuating circumstances.

## 4.3. Consideration of Claims

4.3.1. The Extenuating Circumstance process is separate to the assessment process. All work will be marked as presented with no account taken of extenuating circumstances.

4.3.2. Colleges are required to ensure their student's Extenuating Circumstances applications are presented to an Extenuating Circumstances Panel (ECP) to consider claims and make recommendations to Exam Boards. For an ECP to be quorate, the Chair and Clerk's attendance is required.

4.3.3. The Exam Board (or Sub-Board where appropriate) will receive the recommendations of the ECP, and determine an appropriate decision as laid out in 4.4 below.

4.3.4. In reaching a decision on a grade or classification, the Board will not take account of claims for extenuating circumstances which have not been upheld.

## 4.4. Exam Board Decisions for ECs

4.4.1. If an Exam Board is asked to consider a successful Extenuating Circumstances application, it may choose from the following options:

a) To offer the student another opportunity to submit the work as if for the first time and without penalty.
b) To condone the late submission of work and offer the student the choice of either: The uncapped unit Letter Grade their submission received OR another opportunity to submit the work as if for the first time and without penalty.

4.4.2 Where the student accepts the deferral opportunity, the student must notify the College of their decision within 2 weeks of the publication of results. The student will be set a deferral brief and a new submission deadline. Where the student requests a deferral, the submission will be marked without penalty.

4.4.3. Where a student fails or fails to resubmit after requesting a deferral opportunity under 4.4.2 above, the grade from the student's first attempt will be included in the calculation of the student's progression/ classification.

## 4.5. Requesting Time Out from Study

4.5.1. Wherever possible the University tries to accommodate requests from students to take time out from their studies and to return at a later stage.

4.5.2. Time out can lead to an advantage in assessment and cannot be used to avoid referral requirements or penalties. There are, therefore, some restrictions on when time out may be granted. There are also a number of implications for taking time out which must be addressed in advance of the application being approved.

**Full Year Out**

4.5.3. A student may request a full year out when they have successfully completed a stage of the course. The student will return at the beginning of the next academic year.

4.5.4. Students will not normally be granted a full year out if they have any outstanding referrals or deferrals, unless there are valid extenuating circumstances. Any outstanding assignments must be submitted and passed before a full year out can be fully approved.

**Partial Year Out**

4.5.5. A student may request a partial year out when they have started the year, but wish to withdraw part way through the year with the intention of returning at the same point at which they left.

4.5.6. A partial year out will not normally be granted after the commencement of the Summer Term in any academic year. Where a student is beyond this point in the Academic Year, they will need to complete the year before a request can be made.

4.5.7. Students will not be readmitted or progressed to the next stage of the course until they have successfully completed all units. Any outstanding referrals or deferrals must be completed before the student returns to college.

4.5.8 Students will preserve any grades for fully completed units (i.e. where the student has been summatively assessed) and carry these forward. Incomplete units cannot be carried forward and the student will be expected to return at the start of such units and pay additional course fees pro-rata for any repeated tuition.

4.5.9 Where a Partial Year Out is confirmed after a unit's teaching has been completed but grades have yet to be approved by an Exam Board, there could be an impact on a student's return date. If work has reached the pass standard, and they have completed the unit, the student will have that grade confirmed. Where they have been unsuccessful, they will be required to return at the start of that unit and commence the unit again.

**Maximum Time Out**

4.5.11 Students can apply for a maximum of one calendar year out at a time. If at the end of the approved period the student wishes to take further time out, a new application must be made. A student can take a maximum of 2 years out.

**Maximum Registration**

4.5.12. All time out requests are subject to the rules on Maximum Registration. This means that the course must be completed within the normal course length plus 2 years.

**Visa Requirements**

4.5.13. The University is required to ensure that all requests for time out from international students are approved by the University Immigration Compliance Team. UK Visas and Immigration (UKVI) normally allows students on a Tier 4 visa a maximum of 5 years to undertake university study at degree level or above, and two years to study below degree level.

**Changes to the Course or the University Regulations**

4.5.14. By taking time out the student agrees to accept:

a) Any changes to the structure or content of the course, or its assessment requirements, as agreed through revalidation or modifications.
b) Any changes to the University's Course Regulations approved by the Academic Standards and Development Committee.
c) Changes to any other policies and procedures formally approved through the University's committee structures.

**Study Choices**

4.5.15. The Course Leader is responsible for ensuring that the student is made aware, in writing and in a timely manner, of any requirements or study choices that need to be made ahead of the student's return to College such as choice of elective or option unit or preparation for the dissertation.

## 4.6. Requesting Time Out Process

4.6.1. Students wishing to take time out must seek formal approval. Until approval is granted, the student will remain enrolled on the course and will be expected to attend and complete any assignments due.

4.6.2. As there are a number of restrictions on student eligibility for time out, all applications must be supported by the Course Leader (or other senior member of the course team), who should help the student to complete a Request for Time Out Form available on the Course Regulations website.

4.6.3. Once complete, the student is responsible for submitting the Request for Time Out Form to the College Student Administration Office.

4.6.4. All eligible requests should be agreed by Exam Board Chair's Action and reported to the next meeting of the Board.

4.6.5. The decision will be confirmed to the student in writing within three weeks of submitting the form. The student will be entitled to leave the course once approval has been granted.

# Section 5: Adjusted Assessment

## 5.1. What is Adjusted Assessment?

5.1.1. Adjusted assessment removes barriers for disabled students. It enables students to demonstrate their achievement of the same learning outcomes in another way. Learning outcomes should not be adjusted

5.1.2. Adjusted assessment allows us to make reasonable adjustments for disabled students in line with the Equality Act (2010). A person is “disabled” as defined by the Equality Act 2010 when they have: “a physical, sensory or mental impairment which is long term and has a substantial adverse effect on the ability to do daily activities.

5.1.3. Disabled students can discuss their need for adjustments with a Disability Adviser at any time during their course of study.

## 5.2. Examples of Adjusted Assessment

5.2.1. Adjusted assessment for assignments could include:

- Additional time
- An alternative task (e.g. a presentation instead of an essay)
- Presentations to smaller groups or to tutors only

For example, a student’s Individual Support Agreement (ISA) says they are entitled to adjustments to presentations. The unit brief says they will have to present to the whole course in a month. The student emails the tutor to explain that they need an adjusted assessment. The student and tutor discuss options. They agree the student will record a video of their presentation and show it to the group.

5.2.2. Adjusted assessments for exams could include:

- Extra time (usually 25%)
- Use of specialist equipment or software
- An alternative task

Students who need extra time should sit their exams in a different room from students who do not have extra time.

5.2.3. The above examples do not constitute an exhaustive list. Other adjustments may be required by individual students.

## 5.3. How students access Adjusted Assessment

5.3.1. A disabled student who requires adjusted assessment should register with the University Disability Service. Students can register with the Disability Service at any time from when they receive an offer of a place at the university until they graduate.

5.3.2 The student is entitled to adjustments following registration with the Disability service.

5.3.3. The Disability Adviser can work with the student to identify the adjustments they need. This is formalised in an ISA. The Disability Adviser shares the ISA with the course team, with the student's consent.

5.3.4 Adjusted Assessment, including additional time, may be requested by a Disability Adviser in advance of an ISA being put in place.

5.3.5 In some instances, a case conference including the Course Leader, Disability Adviser and student will be arranged to discuss a student's required adjustments.

5.3.6 The Course Leader can discuss any concerns they have about the identified adjustments with the Disability Adviser.

## 5.4. Arranging additional time for assignments

5.4.1. The same adjusted deadline should be set by the Course Leader for all students who are eligible to access additional time.

5.4.2 The Course Leader decides what length of additional time is reasonable for an assessment, bearing in mind:

- Exam board dates.
- Access to college facilities during the adjusted assessment period.
- Holiday dates.
- When the next unit will start.
- Deadlines for other pieces of work.

5.4.3. Additional time is typically set at two additional weeks. Where additional time is less than two weeks for written or practical work, or for changes to arrangements, Course Leaders should consult with their Disability Adviser so they can offer advice, and discuss with students accordingly.

5.4.4. The adjusted assessment deadline should be published on the unit brief. This means students who are entitled to additional time have clear information about what additional time is available.

5.4.5 Students are encouraged to inform their course team of their intention to use additional time 14 days in advance of the standard deadline, by emailing their Course Leader and Programme Administration Manager (PAM), or equivalent. The contact details for the Course Leader, PAM or equivalents should be published on the unit brief.

5.4.6 Students who request additional time any time prior to the standard deadline should be able to access this adjustment.

5.4.7 Occasionally, for disability-related reasons, a student may need more additional time than has been allocated for the cohort. When this has been identified by the Disability Adviser, a case conference will be called to discuss what is possible.

## 5.5 Arranging Exam Adjustments

5.5.1. Once exam adjustments have been formalised in the ISA, the Course Leader should ensure that arrangements are put in place for all exams. Students are not required to request exam adjustments before each exam.

## 5.6 The relationship between Adjusted Assessments and Inclusive Assessment

5.6.1 As part an inclusive approach to assessment, units may offer students a choice of assessment methods in order to meet the learning outcomes. This should be clearly stated on the assessment brief. Where this is available, some disabled students may not need an individual adjustment. Course leaders can consult the Learning Mentor for advice on inclusive assessment practice. Please see the UAL Accommodated Assessment guidance published under University of Arts London on our HE Policies and Procedures webpage for more information.

## 5.7 Extenuating Circumstances

5.7.1. The Extenuating Circumstances Regulations apply to disabled students as to all other students.

5.7.2. The University aims to ensure that all students are treated fairly and equitably. Where a student has received an agreed level of support and/or adjusted assessment, a specific learning difference, impairment or long term health condition does not, in itself, constitute an extenuating circumstance.

5.7.3 There may however be situations where a disabled student experiences a worsening of a known health condition where this will constitute an extenuating circumstance.

# Section 6: Academic Misconduct

## 6.1. Academic Misconduct Procedures

6.1.1. The tutor reports the suspicion to the Course Leader (or equivalent senior member of staff) using the standard template provided, including any evidence gathered in support of the allegation.

6.1.2. The Course Leader or equivalent will consider the allegation:

a) Where the Course Leader considers that misconduct has taken place they will determine a course of action based upon the severity of the alleged misconduct.
b) Where the Course Leader concludes that misconduct has not taken place, no further action will be taken. The report form will be forwarded to the Academic Misconduct Panel Clerk for filing.
c) If the student's behaviour could be considered a serious breach of the Disciplinary Code for Students, the case should be referred to the Director of Higher Education Operations , who will consider whether the Disciplinary Procedures should be invoked in conjunction with the Academic Misconduct Procedures below.

## 6.2. Minor Misconduct

6.2.1. Where the Course Leader considers that a minor breach of the regulations has taken place, they may exercise the discretion to address the matter through tutorial advice and support for the student.

6.2.2. The Course Leader will write to the student using the standard template provided, informing them of the allegation and the decision to address the matter through learning and teaching support. The letter will include details of additional tuition arrangements and sources of advice, where appropriate. The Academic Misconduct Report Form, supporting evidence and any related correspondence should be forwarded to the Academic Misconduct Panel Clerk.

## 6.3. Moderate & Serious Misconduct

6.3.1. Where the Course Leader considers that a moderate or serious breach of the regulations has taken place, they will send an initial warning letter to the student, using the standard template provided. The letter will explain that an allegation of academic misconduct has been made, and is under investigation, and will include a copy of the Academic Misconduct Procedures.

6.3.2. The Course Leader will lead an investigation into the allegation, following the prompts on the report template provided.

6.3.3. The investigation should include a discussion with the student. The student should be given at least 7 days' notice of the meeting and should be given the opportunity to attend on a mutually convenient date. If, once arrangements have been agreed, the student fails to attend on the agreed time and date, the College will provide one further opportunity for the student to attend. If the student fails to attend a second time, or if the student fails to

respond to all reasonable attempts to make arrangements, the investigation will continue without the initial meeting.

6.3.4. The Course Leader will complete the written report on the standard template provided and submit it to the Chair of the Academic Misconduct Panel, together with any evidence.

6.3.5. The Chair will consider the report and evidence and determine an appropriate course of action, based upon the severity of the allegation:

a) If the Chair considers that there is insufficient evidence for the case to go forward to the Academic Misconduct Panel, the student will be informed, in writing, that the case has been closed. The report, evidence and any correspondence in relation to the case will be kept as a record.

b) If the student admits to a moderate or serious breach of the regulations during the investigation phase, the Chair of the Academic Misconduct Panel will use their discretion to either:

i. Make a recommendation to the Exam Board on the severity of the misconduct and an appropriate penalty, without the need to convene a full panel. The Chair will inform the student using the standard template provided. The letter will include the Course Leader's written report and any supporting evidence

Or

ii. Convene an Academic Misconduct Panel Hearing. The Chair will inform the student using the standard template provided, giving details of the arrangements for the Hearing. The letter will include full details of the allegation, including the Course Leader's written report and evidence, and a copy of the Academic Misconduct Procedures.

c) If the student contests an allegation of moderate or serious misconduct during the investigation phase, and there is sufficient evidence for the Academic Misconduct Panel to consider the case, the Chair will convene an Academic Misconduct Panel Hearing. The Chair will inform the student using the standard template provided, giving details of the arrangements for the Hearing. The letter will include full details of the allegation, including the Course Leader's written report and evidence, and a copy of the Academic Misconduct Procedures.

## 6.4. Academic Misconduct Panel Hearing

6.4.1. For contested moderate or serious cases of misconduct, or for more complex cases of admitted serious misconduct, the Chair will convene an Academic Misconduct Panel Hearing.

6.4.2. The student will be given at least 14 days' notice of the Hearing and should be given the opportunity to attend on a mutually convenient date. If, once arrangements have been agreed, the student fails to attend on the agreed time and date, the College will provide one further opportunity for the student to attend. If the student fails to attend a second time, or if the student fails to respond to all reasonable attempts to make arrangements, the Hearing will take place in the absence of the student concerned.

6.4.3. The Panel will agree an agenda in advance. All members of the panel and the student concerned will be sent copies of the Course Leader's report, any supporting evidence available and a copy of the Academic Misconduct Procedures.

6.4.4. The student will be invited to present his/her case before the Panel in writing or in person. In presenting the case to the Panel the student may be supported by a 'friend'. The role of the friend should be advisory with no direct right of representation or submission.

6.4.5. After consideration of all the evidence available, the Panel may make one of the following decisions:

a) Where the Panel is not satisfied that misconduct has taken place, the student will be informed in writing and a copy of the letter kept as a record.

b) Where the Panel is satisfied that misconduct has taken place, it will make a recommendation to the Exam Board on the severity of the misconduct and an appropriate penalty. The student will be informed in writing and a copy of the letter will be kept as a record.

6.4.6. Where the student's behaviour comes under the definition of Gross Misconduct, the Panel should also refer the case to the University Secretary and Registrar, who will consider whether University Disciplinary Procedures should be invoked in conjunction with the Academic Misconduct Procedures.

6.4.7. The Academic Misconduct Panel proceedings, including the Panel's decision and detailed reasons for the decision, will be fully minuted by the Clerk of the Academic Misconduct Panel.

## 6.5. Exam Board Decisions on Academic Misconduct

6.5.1. The Exam Board (or equivalent body) will agree an appropriate penalty, based on the recommendation of the Academic Misconduct Panel. The normal course regulations regarding decisions on failure, retrieval and reassessment will apply. The Exam Board will also take into consideration any validated Extenuating Circumstances that may be relevant to their decision.

6.5.2. For an assignment submitted for the first time:

a) For moderate misconduct, the Exam Board will normally Fail the student for that unit, giving a grade of F- with the requirement to resubmit the affected assignment(s). All resubmissions will be capped at D-.
b) For serious misconduct, the Exam Board will normally Fail the student for that unit, giving a grade of F- with the opportunity to retake the unit. All retaken units will be charged full fees.
c) For the most serious misconduct, the Exam Board may decide to Fail the student for that stage, giving a grade of F- with the opportunity to retake the year. All retaken units will be charged full fees.
d) Exceptionally, the Exam Board may, at its discretion and for reasonable cause, decide that a candidate may not be reassessed.

e) For Disciplinary Offences, the Disciplinary Hearing Panel may require the Exam Board to make a decision relating to the student's award.

6.5.3. The Exam Board will inform the student of the decision, in writing, within 1 week of the Board, using the appropriate template letter.

6.5.4. Where it is not possible for the above process to be completed before the Exam Board meets, the Board may, with reasonable justification, defer the decision on the student in question to the next meeting of the Exam Board or a Sub-Group of itself.

## 6.6. Appeals against Academic Misconduct Decisions

6.6.1. Requests for review of an Exam Board decision may be made on the grounds that:

a) There was a material administrative error or other material irregularity in the conduct of the assessment (including Accommodated Assessment/reasonable adjustment for disabled students) or the application of the University's academic regulations;
b) Extenuating Circumstances, which for valid reasons, had not been made known to the Exam Board which had they been referred might have led the Exam Board to reach a different decision;
c) Any other matter which in all the circumstances ought properly to be considered by a University Appeals Body in the interests of fairness.

6.6.2. The normal University Appeals Procedures will then be followed.