



HIGHER EDUCATION POLICIES & PROCEDURES

2025-2026

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1.0. HE ADMISSIONS PRINCIPLES

Introduction

- 1.1 This document sets out the principles on which we manage the recruitment, selection and admission of potential students wishing to study at The Northern School of Art (the School).
- 1.2 The School aims to:
- create a student body that is diverse in terms of cultural background and experience
 - recruit students who show the potential to successfully complete their chosen programme
- 1.3 The School will achieve these aims through:
- encouraging applications from all those with the motivation, creative and academic ability to thrive at the School, whatever their background
 - assessing each application on an individual basis
 - offering places to applicants who have the potential to successfully complete their programme
 - ensuring transparency in the admissions process
- 1.4 The School aims to operate procedures which ensure that it assesses applications and offers places in a manner which is:
- fair
 - transparent
 - accessible
 - easily understood by applicants
 - consistently applied across all programmes
- 1.5 This approach is consistent with good admissions practice in higher education, as defined in the Quality Assurance Agency's UK Quality Code for Higher Education¹ and the Fair Admissions Code for Good Practice² and complies with current legislation affecting the admission of students.

Qualifications for Entry

- 1.6 It is the policy of the School only to admit students who are able to demonstrate the potential to benefit from, and the ability to successfully complete, their programmes of study. The minimum entry level for the School is set by the Academic Board and normally reviewed annually.
- 1.7 Due to the creative nature of the School's programmes, applications are treated on their own merit. A 'contextualised approach' is used to assess an applicant's suitability and a combination of factors is considered, such as: academic qualifications, previous

¹ The Quality Assurance Agency's UK Quality Code for Higher Education (2013) Chapter B2: Recruitment, selection and admission to higher education - October 2013

² Admissions to Higher Education Steering Group (2004) Fair admissions to higher education: Recommendations for good practice.

experience, portfolio, personal statement, references and performance at interview.

- 1.8 Applicants are not discriminated against on the grounds of race, ethnicity, nationality, gender, sexuality, religion, disability or age. Data on this will be reported annually to the Academic Board, as well as being published on our website. No condition of entry will be imposed by which members of a particular group are less likely to be able to satisfy than other applicants not of that group, unless such a condition is justifiable on academic grounds.
- 1.9 The School will accept direct entry applications in line with the general aims and principles of the Admissions Policy and with the terms of the Accreditation of Prior Experience/ Learning (AP(E)L) Policy.
- 1.10 Teaching and assessment will take place in English. Therefore, applicants must be competent in the English language, typically equating to a UK level 2 literacy qualification.

Disclosure of Criminal Convictions

- 1.11 The School takes very seriously its duty of care to its existing staff and students. Applicants are required to disclose relevant criminal convictions during the application process. The School will consider the wider issues, including the interests and safety of the School community, before offering any applicant a place to study. Any failure to disclose convictions may result in the withdrawal of any offer made or place taken on a programme of study.

Changes to programmes

- 1.12 Occasionally, it may be necessary to make changes to a programme between the time an offer of a place is made and the enrolment of students onto that programme. If this occurs, the School will ensure that prospective students are informed at the earliest opportunity of any significant changes to a programme and will be advised of all options open to them. In this situation, we define a significant change as one which is the result of the validation, re-validation or periodic review of the programme, which materially affects the learning experience. This may include an offer to move onto a similar programme in a similar subject area. For further information, please refer to the HE Programme Closure Procedure.

Post-Graduate Applications

- 1.13 Post-graduate admissions are subject to the provisions and policies which are set out in the preceding sections. Entry criteria do differ from those for admission to undergraduate study. Students should refer to the HE Admissions Procedure for more details on Post-graduate Admissions.

Sharing data with Student Finance England (SFE)

- 1.14 Applicants whose normal residence is England, Wales and Northern Ireland will be invited to allow UCAS to share relevant details of their application with Student Finance England. This will allow the SFE to have up to date information about where an applicant has been placed after confirmation and for which programme; this in turn, will assist students in their completion of applications for financial support and its subsequent distribution at the

start of the programme.

Access and Participation Plan

- 1.15 The School has devised a range of support mechanisms to encourage applications from, and subsequent retention of, students from under-represented groups.
- 1.16 The Access & Participation Plan is approved by The Office for Students (OfS) and is available to view on their website and the School website. This Plan sets out how the School will safeguard and promote fair access, the bursaries and scholarships set out in the Plan for undergraduate applicants are administered separately from admissions.

Data Protection

- 1.17 In accordance with The Data Protection Act 2018 (and the General Data Protection Regulations 2018) the School must protect the information disclosed on any aspect of an application. In line with this legislation, we are unable to discuss any aspect of an application with a third party unless we receive confirmation from the applicant in writing.

Standards/Key Performance Indicators

Objective	Related KPI
Encouraging applications from all those with the motivation and academic ability to thrive at the School, whatever their background	▪ School's publicity material, including online channels, is reviewed per recruitment cycle and updated where necessary to reflect the current policy and procedure. ▪ Staff training and guidance given once a year.
Assessing each application on an individual basis	▪ Staff training and guidance given once a year ▪ application forms processed and approved within 48hrs (during normal workflow patterns) ▪ applicants assessed via interview and portfolio review by relevant member of staff
Offering places to applicants who have the potential to successfully complete their programme	▪ Offers given after assessment has taken place i.e. interview and/or portfolio review ▪ Staff training given once a year Specifically: 1. all offers will only be made after satisfactory assessment via interview and/or portfolio review or audition. 2. to achieve the offer targets as outlined in the School's existing Access & Participation Plan
Ensuring transparency in the admissions process	▪ Applicants are kept informed at each stage of the applicant journey ▪ Transparency monitored in the HE Applicant Journey Group and reported to Academic

	Board ▪ HE Admissions Policy made public on School website along with data on our admissions ▪ HE Applicant Assessment Form completed for all applicants ensuring parity of assessment ▪ Staff training given once a year
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2.0 HE ADMISSION PROCEDURE

Introduction

- 2.1 This document sets out the principles on which we manage the recruitment, selection and admissions of potential students wishing to study at The Northern School of Art.
- 2.2 The School aims to:
- create a student body that is balanced and diverse in terms of cultural background and experience
 - recruit students who show the potential to successfully complete their chosen programme
- 2.3 The School will achieve these aims through:
- encouraging applications from all those with the motivation, creative and academic ability to thrive at the School, whatever their background
 - assessing each application on an individual basis
 - offering places to applicants who have the potential to successfully complete their programme
 - ensuring transparency in the admissions process
- 2.4 The principles and procedures through which the School assesses applications and offers places are designed to be:
- fair
 - transparent
 - accessible
 - easily understood by applicants
 - consistently applied across all programmes
- 2.5 The policy is consistent with good admissions practice in higher education, as defined in the Quality Assurance Agency's UK Quality Code for Higher Education³ and the Schwartz recommendations for Good Practice^{4**}, and complies with current legislation affecting the admission of students. The School is also a signatory to the UUK/GuildHE Fair Admissions Code of Practice.

Qualifications for entry

- 2.6 It is the policy of the School only to admit students who are able to demonstrate the potential to benefit from, and the ability to successfully complete its programmes of study. The minimum entry level for the School is set by the Academic Board and normally reviewed annually.
- 2.7 Details of entry requirements for each programme are available on the School's website, in the prospectus and via the UCAS website.

³ The Quality Assurance Agency's UK Quality Code for Higher Education (2018)

⁴ Admissions to Higher Education Steering Group (2004) Fair admissions to higher education: Recommendations for good practice.

- 2.8 The School can accept applications from UK nationals (or those who have been resident in the UK for three years or more). Applications from anyone outside the UK who is no longer eligible for home fee status cannot be accepted. Applicants should apply via UCAS. UCAS is an admissions service that works for all stakeholders – applicants, schools, colleges and HE Providers.
- 2.9 The School welcomes applications from appropriately qualified and/or experienced students offering a wide range of qualifications, including (but not limited to) Foundation programmes, International Baccalaureate, BTEC National Diploma, UAL Diploma, A levels, Advanced Diploma, Access to HE programmes, Apprenticeships and T-Levels. International qualifications will be considered and evaluated by referring to independently published guides recognised within the United Kingdom higher education sector such as UK ENIC (the UK National Information Centre for global qualifications and skills) and UCAS.
- 2.10 The School will accept applications to the 2nd and 3rd year of undergraduate degree courses, if there are vacancies, application should be made via UCAS and applicants will be offered an interview or an electronic portfolio review. Accreditation of prior learning (APL) can be used in further and higher education for the purpose of entry onto a course. Accreditation of prior experiential learning (APEL) is an extension of APL and includes assessed learning gained from work experience.
- 2.11 The School will accept applications from mature candidates (students over 21 years, as defined by UCAS). All undergraduate applicants should apply via UCAS. Applicants aged 21 or over who do not hold the entrance requirements, may still be considered by The Northern School of Art. A wide range of credentials, including work experience and training, may be accepted as evidence of capacity to benefit from a degree course and to complete it successfully.
- 2.12 Applicants who have non-standard qualifications or who wish work experience to be considered as part of their application, will be considered on an individual basis, in line with the general aims and principles of the Admissions Policy and with the terms of the Accreditation of Prior Experience/ Learning (AP(E)L) Policy.
- 2.13 The School provides an internal application process for its further education students who wish to apply solely to its HE provision. On confirmation of acceptance from the interviewing staff, the School will apply to UCAS via a fast track route known as the Record of Prior Acceptance (RPA) on the student's behalf, which will avoid the student incurring a UCAS application fee.
- 2.14 All post-graduate applications are to be made using the School's own post-graduate application form. For further information about post-graduate admissions, please see relevant section further on.

Competence in English language

- 2.15 Teaching and assessment will take place in English. Therefore, applicants must be competent in the English language and are expected to have achieved at least GCSE English at grade C / grade 4 or an equivalent qualification. Applicants who have not

completed their education in an English-speaking country and do not have an equivalent of GCSE English must complete an approved English Language qualification, such as IELTS.

Monitoring

- 2.16 Academic Board is responsible for the setting of entry criteria for each programme. Decisions on applications are, in the main, made by Programme Teams (the interviewing staff) and are processed centrally by the HE Admissions Coordinator in accordance with the HE Admissions Policy. The Academic Board is responsible for:
- annually reviewing the HE Admissions Policy
 - reviewing the Admissions principles and procedures on an annual basis to ensure they enable the School to achieve its strategic goals and specific objectives
 - ensuring compliance with relevant legislation and consistency with the Quality Assurance Agency's UK Quality Code for Higher Education
 - monitoring performance against benchmarks agreed with the Office for Students (OfS)
 - spreading good practice and encouraging consistency
 - ensuring that all those involved in the admissions process receive appropriate training and support and enable staff to gain expertise

Commitment to consistency, fairness and transparency

- 2.17 The School has an established Applicant Journey Group [AJG], which meets regularly throughout the recruitment cycle to review, plan and monitor the engagement activities between the applicant and the School. The AJG reports to the Principalship. The group explores ways in which the School can be consistent, fair and transparent with a view to strengthening its relationship with applicants prior to enrolment. The members of the group are representative of the wider School community and are tasked with ensuring that relevant strategies, such as the Marketing Strategy are underpinned within the journey and that the HE Admissions Policy is being implemented effectively. Additionally, the AJG are concerned with incorporating new developments into the applicant journey, which may be gleaned from national admissions forums and professional bodies such as UCAS and YouthSight.
- 2.18 The School website and printed publications will provide clear information on the entry criteria, both academic and non-academic, for each programme. The School will publish its Admissions Procedure on its website and clear criteria for entry will be provided for each programme. These criteria will be replicated by the School on its website, on the UCAS website and in any publications. All applications will be considered against these criteria.
- 2.19 Information for applicants includes:
- Information on the website and School prospectus
 - Entry profiles on UCAS website, this includes: accepted qualifications, standard offers, interview information including what is expected in a portfolio, details of the interview process.

- Information at Open Days, including programme specific talks and tours of the programme area by academic staff. IAG is provided by Recruitment on the application process from application to confirmation and Student Services Staff cover accommodation, and support services. The Finance Officer provides student finance advice.
- Applicants called to interview are sent links to guidance on interview preparation and portfolio building. The guidance includes information on the interview process and what to expect.,
- Applicants holding an offer are all sent practical information, contact details and a step-by-step check list.
- All applicants holding a firm offer are communicated to regularly as part of the 'keeping warm' plan. This allows for important programme updates to be transmitted to applicants before ultimately receiving a Welcome Pack during the summer. This includes enrolment preparation and what to expect during induction, including any preparatory information relating to student accommodation.

- 2.20 The Recruitment & Admissions Team will ensure that all UCAS Entry Profiles are generated on the UCAS website; including overviews on each HE programme, the entry requirements and interview information; creating updates where appropriate.
- 2.21 The Marketing Team will publish literature (both in print and digital formats) in accordance with the requirements detailed in the School's Public Information Procedure.
- 2.22 All student admissions are handled by the HE Admissions Coordinator within the Recruitment & Admissions Team to ensure fairness and consistency. All information published is compliant with Competition & Markets Authority guidance on higher education. The Team follow the procedures and principles set out in this document and ensure that it works in a way that is consistent with this policy. All applications are checked by the Admissions Team to ensure they are complete, meet minimum entry requirements and that the information in the MIS system is accurate.
- 2.23 The School cannot accept non-UK students and any applications will be rejected via UCAS.

Training

- 2.24 All staff involved in admissions have regular briefing and training. Training for the Admissions Team is mainly in-house, provided by the Recruitment & Admissions Manager, who produces admissions guidance, which is updated every Recruitment cycle. The Admissions Team attend UCAS training, MIS training and refer to UCAS manuals, as well participating in UCAS Regional Forums for colleges in HE.
- 2.25 The Recruitment & Admissions Manager provides training sessions at appropriate times within the recruitment cycle to all academic staff involved in interviews and portfolio reviews. New staff are also inducted fully into the Admissions process. A Guide to HE Admissions for Academic staff is updated annually and is available on the portal and distributed after training sessions at the start of the admissions cycle.
- 2.26 It is the responsibility of the Recruitment & Admissions Manager to ensure that all staff

involved in admissions; understand and support the School's admissions aims, principles and procedures; are competent to make sound and fair judgements; are appropriately trained; and have sufficient resources and time to carry out their responsibilities effectively. The Recruitment & Admissions Manager will work with both academic staff and the Applicant Journey Group to ensure awareness and implementation of the aims, principles and procedures are adopted.

Processing applications

- 2.27 In order to ensure consistency and fairness, the general principles and procedures set out in this paper must be followed by all staff.
- 2.28 All applications are considered on an equal basis, against entry criteria. Applications are not segregated by type of educational institution attended or by any other criteria. Each application is treated individually and a range of criteria from the application form is considered to identify the applicant's ability to meet the demands of the programme. This includes:
- Past academic performance;
 - School/college/employer reference;
 - Predicted qualifications/ grades;
 - Commitment, motivation and potential;
 - Relevant experience; and
 - Match between applicant's aptitude and ability and the requirements of the programme.
- 2.29 Based on this information, the Admissions Team (in consultation with Academic Staff where appropriate) will decide whether to consider the application further by inviting the applicant to interview or by contacting the applicant to decline the application (or offer an alternative route where appropriate).
- 2.30 Applicants are strongly encouraged to attend the School's Open Days if possible. These take place on specific dates, which are available from the School and on the website. Staff are available to give information about the School and its facilities, the programmes, advice on programme choice and application procedures.
- 2.31 The School will publish guidance on the application process, including interview and portfolio advice on its website.
- 2.32 The majority of applications, interviews and subsequent decisions are administered electronically and any communication is processed using the applicants' email address stipulated on their UCAS application form. The applicant's status is also updated through their UCAS Hub.
- 2.33 All internal applications that are successfully accepted and subsequently offered will be processed onto the UCAS system using the Record of Prior Acceptance (RPA) route.

Interviews

- 2.34 Applicants invited to interview will be notified by email, at least two weeks before the interview date. Applicants can request a rescheduled interview by email or telephone.

Rescheduling requests are accommodated whenever possible and alternative interviewing methods are offered i.e. telephone/Skype/Teams and submission of online portfolios. Applicants are sent interview and portfolio guidance to ensure they are aware of the interview procedure. (BA (Hons) Acting for Stage & Screen hold auditions: the term interview encompasses both interviews and auditions.)

- 2.35 Interviews will be conducted by academic staff who have undergone appropriate Admissions training. Where possible, applicants will be interviewed by two members of staff. Current students may be involved in the interview process, including tour of facilities but are not decision makers and are only present to assist with the smooth running of the day.
- 2.36 The interview and consequent decision-making will be consistent with the School's policy on equal opportunities. Questions related to the race, ethnicity, nationality, gender, sexuality, religion or age of the applicant must not be raised either at the interview or in subsequent discussion. However, applicants are asked to disclose any disability to the School prior to interview to help ensure that any necessary adjustments can be made to assist the process.
- 2.37 A standard interview assessment is used by all staff to ensure parity. A completed interview form is submitted via the Teams system and processed by the Admissions Team.
- 2.38 When viewing portfolios, Programme Teams are looking for evidence of ability, motivation and potential. They may ask the applicant to discuss the work in their portfolio or may consider the work outside of the interview situation. An applicant's personal statement will be reviewed in advance of the interview and will be referred to within the portfolio review session where appropriate.
- 2.39 All applicants are strongly encouraged to attend a face-to-face interview. Alternative forms of assessment will be explored if students are unable to attend a physical interview.
- 2.40 Applicants who are unable to attend interviews in-person can send their portfolio by email – in a digital format, and can have their portfolio reviewed digitally as well as an interview via Skype/Teams or telephone if necessary.
- 2.41 The School does not require applicants to undergo additional tests at interview. However, in rare instances interviewing staff may request additional work i.e. additional portfolio work or written work, subject to clearly explaining why and how this will be used in assessing the candidate.
- 2.42 Applicants may be invited to an applicant day later in the admissions cycle when they will meet the course team, current students and have a taster or workshop event.

Late applications

- 2.43 Applicants who apply by the UCAS deadline of 26th January will receive equal consideration, but later applications will be considered on an individual basis, and only where there are still places available on the programme.
- 2.44 Programmes with vacancies will be available to apply to via UCAS Extra and UCAS

Clearing.

Criteria for assessing applicants for undergraduate programmes

- 2.45 The criteria for assessing applicants for potential entry to an undergraduate programme at the School include academic achievement and potential, as well as other non-academic factors, and these are indicated on the standard Applicant Assessment Form and interviewing staff are expected to use the criteria set to decide whether an offer can be made. The Admissions Team will check applicant qualifications to ensure the correct offer is made and that applicants meet, or will meet, academic entry requirements.
- 2.46 The Personal Statement and Reference provide important supplementary indications of ability, motivation and potential, as well as information about personal circumstances. They are read carefully and considered in reaching a decision. Criteria for assessing the Personal Statement may include, for example:
- Demonstrates interest in and commitment to the subject;
 - Evidence of clear thinking and understanding;
 - Appropriateness of the programme in relation to the candidate's declared interests and career aspirations; and
 - Non-academic achievement or extra-curricular interests that indicate the likely contribution a candidate will make to the life of the School.
- 2.47 However Academic staff must be aware that references can vary from the very brief to the expansive and are not within the control of the applicant.
- 2.48 Allowance shall be made for any candidate with verified exceptional circumstances or who has faced difficult challenges in a positive way, where these are made known to the School (e.g. illness, death of a parent, disrupted education, or refugee status). Programme Teams may decide to offer a place to a candidate whose academic performance appears to have been affected by such circumstances and who might otherwise have been expected to do better.
- 2.49 Applicants are not discriminated against on the grounds of race, ethnicity, nationality, gender, sexuality, religion, disability or age. No condition of entry will be imposed which members of a particular group are less likely to be able to satisfy than other applicants not of that group, unless such a condition is justifiable on academic grounds.
- 2.50 Consideration of applications from students who declare a disability is based on the same criteria and principles as for other applicants. Assistance is given to disabled applicants through the Student Advice & Wellbeing Team to ensure that their needs can be met by the School to enable them to successfully complete their chosen programme. The Student Advice & Wellbeing Team is automatically notified of all applicants who declare a disability by automated report. The Student Advice & Wellbeing Team is also notified if an applicant with a disability is invited to interview and is able to contact them prior to interview to make any necessary arrangements to assist the applicant. Students are expected to manage their life circumstances and should not accept a place onto a programme if they are unable to commit sufficient time to the programme.
- 2.51 Applications from students who have non-standard qualifications, or who wish for work

or life experience to be considered as part of their application, will be considered on an individual basis.

- 2.52 The School does not set any age requirements for undergraduate programmes other than a minimum age of 18; applicants are expected to demonstrate a mature approach to the study of their subject which includes demonstrable skills of critical analysis, contextual knowledge and the ability to manage their own time without the external imposition of a full daily timetable.
- 2.53 Applicants are required to disclose relevant criminal convictions on the applicant declaration form, which is sent to the applicant after receiving their application and before attending their interview. Admissions staff will disregard any criminal convictions which are spent under the terms of the Rehabilitation of Offenders Act 1974, unless the programme of study is likely to bring the student into contact with children or vulnerable adults. Where an applicant has an unspent (or spent, in relevant cases) conviction, a decision on whether to offer a place will be made by the members of the Criminal Convictions Panel. Please see the HE Criminal Conviction Procedure for further information.
- 2.54 The School reserves the right to exclude a candidate on justifiable grounds to be unsuitable for a place on a particular programme or for attendance at the School in general.

UCAS Similarity Detection Service and fraudulent applications

- 2.55 All Personal Statements supporting applications to higher education processed through UCAS are checked with a similarity detection system. Applicants are also notified that the UCAS Similarity Detection Service has identified their personal statement as potentially plagiarised. These applicants may be requested to submit a new personal statement if they are selected for interview. UCAS has a verification unit working to identify fraudulent applications. Any attempt by applicants to provide false, misleading information could lead to their application being cancelled.
- 2.56 The School may at any time ask the applicant, their referee or their employer to provide more information about the application (for example, proof of identity, status, qualifications or employment history).
- 2.57 The discovery that any information disclosed on an application or enrolment form is fraudulent, or the omission of relevant information (for example an unspent criminal conviction) will result in the offer of a place being withdrawn. This includes failure to disclose qualifications of an equivalent or higher level to the award for which the student is enrolled. The School is required to take reasonable steps to ensure applicants have declared any qualifications gained at an equivalent or higher level to the award for which they are applying. This will involve consulting databases from statutory agencies to ascertain any previous qualifications gained.
- 2.58 Should this information come to light following enrolment, this will normally lead to cancellation of the student's registration on a School programme.

Responsibility of applicants in the application process

- 2.59 It is the responsibility of applicants to provide full and accurate information in an application and to notify the School of any changes or corrections to the original application. By accepting the offer of admission, the applicant agrees to abide by the rules and regulations of the School. If the School becomes aware that an applicant, prior to registering as a student, has failed to abide by these rules and regulations, an offer to study may be withdrawn.
- 2.60 In the light of additional information which was not available at the time of selection, an offer may be amended or, in exceptional circumstances, withdrawn. The School also reserves the right to correct errors where they have been made in the communication of decisions and offers.
- 2.61 The School reserves the right to exclude a candidate who is considered on justifiable grounds to be unsuitable for a place on a particular programme according to individual circumstances.
- 2.62 Copies of the HE School Regulations can be found on the website.

Offers

- 2.63 The levels of the conditional and unconditional offers made must normally be in line with published entry requirements and may not vary substantially from these.
- 2.64 Different levels of offer may be made to meet individual circumstances. These will not be higher than the standard offer. Different levels of offer must be approved by a Vice Principal.
- 2.65 After interview, decisions are sent electronically to UCAS. Applicants should allow up to 10 days for their application to be processed. However, the Admissions Team strives to process all decisions as quickly as possible, and the majority of decisions will be sent to UCAS within 2 working days of the interview taking place. Decisions can then be viewed by applicants via UCAS Track.
- 2.66 An offer letter is then sent from the Admissions Team to the applicant by email and mail. This letter states the conditions of offer and programme, as well as, an enclosed copy of the Terms and Conditions and information on applying to student accommodation.
- 2.67 Where a candidate has applied for one course and is not successful, an alternative programme may be offered. The alternative offer will be officially communicated via email, offering a discussion about their changed offer decision. An offer, whether conditional or unconditional, will be made in good faith taking into account information as supplied by the applicant and/or referee at the time of the application. The Admissions Team is responsible for all communications with UCAS, including the transmission of admissions decisions.

Feedback to unsuccessful applicants

- 2.68 The School sends feedback to every applicant to whom it is unable to make an offer. Through UCAS the Admissions Team send an unsuccessful (REJ) decision together with

a brief reason for the rejection. A bespoke letter is also sent via mail to explain the rejection.

- 2.69 Any request for any further feedback must be requested in writing. Applicants should contact the Recruitment & Admissions Manager by email to Admissions@northernart.ac.uk or letter to The Northern School of Art, 1 Church Street, Hartlepool, TS24 7DR. Written feedback will be sent to applicants by the Recruitment & Admissions Manager. Applicants should not contact the interviewing staff or programme teams direct.
- 2.70 Feedback will only be provided to the applicants themselves and at the applicant's own request. Applicants should note that feedback will be in reference to the selection criteria and admissions processes. The provision of feedback is to enable applicants to reflect on their progress through the application process and does not constitute a reconsideration of an application. The decision made by the interviewing panel is final.
- 2.71 Any concerns that the School's admissions principles and procedures have been incorrectly implemented may be addressed to the Recruitment & Admissions Manager.

Confirmation of results

- 2.72 'Confirmation' refers to the period from July to August each year when the School receives examination results for applicants who have accepted Conditional offers. Applicants who achieve the grades required by their Conditional offer have their place confirmed. Applications from candidates who have not met the required grades exactly are reviewed and their places may be confirmed, although no guarantee is made that this will be possible.
- 2.73 All conditions of offers must be met in full by 12 noon on the 31 August to guarantee a place for entry in the year of application. If conditions are met, after this point we may be able to confirm a deferred place.
- 2.74 The Confirmation process includes receiving and processing electronic data from UCAS which, in turn, receives and processes electronic results data from the examination boards. The School reserves the right to amend the offer in light of an electronic error.
- 2.75 These results are received via UCAS under strict embargo and the Admissions Team will all undertake UCAS embargo training; this training will be rolled out to all School staff who deal with applicants. Awarding organisations have an agreement to let UCAS have exam results before their publication date. This allows providers that have signed and agreed to the results embargo agreement, to make Confirmation decisions for applicants with pending exam results in time for publication day.
- 2.76 Applicants who narrowly miss meeting the academic requirements in their conditional offer, may be accepted at "Confirmation", provided that their qualifications do not fall below the minimum entry level and there are vacancies.
- 2.77 The School may accept students during the "Clearing" period with grades lower than the normal mainstream requirement, should there be places available. All applicants must meet the minimum entry level unless in exceptional circumstances.

Requests for deferral or withdrawal

- 2.78 If an applicant wishes to request a deferral of entry to the following year, they should indicate this on their application form, or put a request in writing directly to the Admissions Team as soon as possible after applying. Requests for deferral after an offer has been made will be considered. Applicants should contact the Admissions Team in writing or by email. Each deferral request will be considered on an individual basis. Applicants should contact Admissions@northernart.ac.uk
- 2.79 Applicants who wish to withdraw after an offer has been made must contact the HE Admissions Coordinator at Admissions@northernart.ac.uk

Admissions and the acceptance of ex-offenders

- 2.80 The School takes very seriously its duty of care to its existing staff and students. The School will consider the wider issues, including the interests and safety of the School community prior to offering any applicant a place to study. The following factors should be taken into consideration:
- Nature of the offence
 - Length of time since the offence
 - Number of offences
 - Emotional maturity of the applicant at the time of the offence
 - Punishment given
- 2.81 Particular care will be taken where it is likely that, during the programme of study, students are likely to come into contact with children or with vulnerable adults.
- 2.82 Applicants who declare a criminal conviction on their applicant declaration form may be put on hold until the application has been considered by the Principal under the HE Criminal Conviction Procedure. The School has the right to reject any application or later terminate registration from an individual who is subsequently found to have omitted or falsified information in relation to their application.

Changes to programmes

- 2.83 Occasionally it may be necessary to make changes to a programme between the time an offer of a place is made and the enrolment of students onto that programme. If this occurs, the School will ensure that prospective students are informed at the earliest opportunity (but not later than 15th May) of any significant changes to a programme and will be advised of all options open to them. This may include an offer onto a similar programme in a similar subject area.
- 2.84 In the event of a programme not running, applicants will be contacted by the Recruitment & Admissions Manager. Applicants will be contacted as soon as possible after this decision has been taken and, where possible, an alternate programme will be offered. In any event a decision on whether or not a programme is running will be made by 15 May in the calendar year in which enrolment would take place. Applicants who do not wish to be considered for another programme at The Northern School of Art will be able to choose another institution and programme via UCAS.

Post-Graduate Applications

- 2.85 In general admissions to post-graduate programmes will be governed by the policy set out in the preceding sections of this Policy. There are some differences in that applications will be made direct to The School and entry requirements differ.
- 2.86 Applicants must hold (or be predicted to attain) the following, either:
- Honours Degree class 2:2 or above, or is expected to achieve a 2:2 before the start of the programme, or
 - Experiential learning in lieu of a degree to be assessed by Senior Lecturer. Applicants holding other qualifications may also be considered provided that they have appropriate relevant professional experience.
- 2.87 Candidates holding other academic qualifications may also be considered for admission provided that they have substantial relevant professional experience. The AP(E)L process will be applied in this instance.
- 2.88 At least one written reference is required to support an application, but it is usual to supply two where possible. One reference must be relatively recent and preferably from a previous or current academic tutor. We also accept references from previous or current employers as well as other creative practitioners.
- 2.89 Applicants who meet the entry requirements above will be required to submit a proposal outlining their intentions for MA study. The Programme team and specialist practice-based staff will evaluate the proposal to determine its feasibility in the context of the resources required and the availability of specialist staff to support their chosen area of study.

Sharing data with Student Finance England (SFE)

- 2.90 Applicants whose normal residence is England, Wales and Northern Ireland will be invited to allow UCAS to share relevant details of their application with Student Finance England. This will allow the SFE to have up to date information about where an applicant has been placed after confirmation and for which programme; this in turn, will assist students in their completion of applications for financial support and its subsequent distribution at the start of the programme.
- 2.91 In order for The School to assess whether applicants are eligible, both applicant and sponsor (parent/carer/guardian) must agree to share information regarding applying for bursaries. If applicants do not do this, then it is important that both the applicant and sponsor contact Student Finance at:

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm>

Financial Support for underrepresented groups

- 2.92 The School has devised a range of support mechanisms to encourage applications from, and subsequent retention of, students from under-represented groups.

- 2.93 The Access & Participation Plan is approved by The Office for Students (OfS) is available to view on their website and the School website. This Plan sets out how it the School will safeguard and promote fair access, the bursaries and scholarships set out in the Plan for undergraduate applicants is administered separately from applications.

Data Protection

- 2.94 In accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 the School must protect the information disclosed on any aspect of an application. In line with this legislation, we are unable to discuss any aspect of an application with a third party unless we receive confirmation from the applicant in writing stating UCAS number, programme applied for, date of birth, details of the person(s) the applicant wishes to allow this privilege and a satisfactory reason why this is required. This does not mean that we will refuse to accept information from a third party with reference to an application but we will not disclose information without permission.
- 2.95 The Admissions Team is not in the position to share the applicant's personal details with the requested third party. The details could be the applicant's address or telephone number, date of birth or name of school. If the third party member believes these details are wrong, the Admissions Team will not accept changes from anyone other than the applicant in writing.
- 2.96 The Collection of data relating to applications, offers on courses, acceptances, enrolments and progression will be collected to facilitate analysis and ensure the data integrity of statutory reports, including monitoring reports which relate to the School's Access & Participation Plan.

Admissions Complaints Procedure

- 2.97 We aim to handle complaints confidentially, fairly and quickly. If an applicant complains The School:
- will endeavour to solve problems informally (where appropriate)
 - will acknowledge receipt of the referred complaint in seven working days.
 - aims to provide a full response to the complaint within 20 working days.
 - will record all complaints and the action taken and retain details on file.
- 2.98 To make a complaint or raise a concern you should contact the Recruitment & Admissions Manager either in person, by phone, email or by letter to:
- The Northern School of Art,
1 Church Street,
Hartlepool, TS24 7DJ
01429 422 000
Admissions@northernart.ac.uk
- 2.99 Complaints made in person or by phone will, for the most part, be resolved immediately and informally by members of the Admissions Team. If this is not possible then a full response will be provided within 20 working days. Formal written complaints will be referred to the Recruitment & Admissions Manager and acknowledged within seven working days.

- 2.100 Applicants will be kept informed of the progress of their complaint and once investigated will be informed of the outcome. If at any stage of the investigation, the deadline for providing a full response is likely to be missed applicants will be informed and given the reason for delay and a new date when a full response is expected.
- 2.101 A complaint that cannot be resolved by the Recruitment & Admissions Manager will be referred to the Vice Principal (Higher Education).

3.0 THE STUDENT ACCOMMODATION PROCEDURE

Introduction

- 3.1 This document sets out our procedure for allocating Student Residential Accommodation and identifies how we will prioritise applications and support those to whom the School cannot offer a place.
- 3.2 This procedure relates to the accommodation offered to The Northern School of Art Higher Education Students. This policy does not relate to any third-party providers or providers of Student Residential Accommodation that are not operating on behalf of, or in association with the School.

Definitions

- 3.3 **Student Residential Accommodation** – Residential halls (currently Crown Halls and Titan House) offered directly by the School in conjunction with partners (Thirteen Group).
- 3.4 **Inside the local area** – Inside a 15-mile radius centred upon Church Square.
- 3.5 **Other suitable accommodation** – provided by others but in association with The School.
- 3.6 **Local students** – those whose domicile on application is within a 15-mile radius centred upon Church Square.
- 3.7 **Continuing Students** – undergraduates in their second and third years of study.

Responsibilities

Recruitment Team

- 3.8 The responsibilities of the Recruitment Team are as follows:
- i. Send information leaflet on accommodation with offer letters;
 - ii. Send application forms with acknowledgment letter of selection of first choice institution;
 - iii. Update MIS system to reflect the above;
 - iv. Send out any information regarding accommodation as part of the 'keeping warm' process.

Student Services

- 3.9 The responsibilities of the Student Services Team are as follows:
- i. Acknowledge receipt of application forms;
 - ii. Acknowledge receipt of deposits;
 - iii. Allocation of rooms;
 - iv. Maintain all records of applications, deposits and allocations;
 - v. Inform Thirteen Group of allocations;
 - vi. Support moving in process in conjunction with Thirteen Group;
 - vii. Support students in securing alternative accommodation where necessary;

- viii. Provide ongoing support to students whilst in halls;
- ix. Support moving out and into private accommodation, where required.

Finance

3.10 The responsibilities of the Finance Team are as follows:

- i. Check for deposits received by bank transfer and notify Student Services as soon as possible;
- ii. Ensure all deposits are collated and recorded appropriately;
- iii. Return deposits, where appropriate, within 20 working days of receiving notification from Student Services;
- iv. Ensure appropriate and timely transfer of deposits to Thirteen Group.

Thirteen Group

3.11 The responsibilities of Thirteen Group, as formally agreed with them, are as follows:

- i. Arrange tenancy agreements and related paperwork and send to applicants, during August of the relevant year;
- ii. Ensure contracts are completed and signed before allocating keys;
- iii. Ensure students move in and have all appropriate information as agreed in the Halls' Management and Operational Agreements;
- iv. Pay deposits into a DPS scheme by end of October and notify the students;
- v. Provide ongoing support to Hall residents in terms of maintenance, facilities and property issues;
- vi. Support students in moving out.

Procedure

Application

- 3.12 All students will be made aware of the accommodation offer at Open Days and when being offered an unconditional offer of a place at the Northern School of Art. An accommodation leaflet will be sent to students along with their offer letter.
- 3.13 Students who have made a firm acceptance of an offer on a programme will be sent an accommodation application form by Recruitment (see Appendix: Accommodation Application Form).
- 3.14 Application forms should be returned to the Student Services Department as soon as possible but by the 15th May for that year at the latest. Students who apply to the School after the 15th May or enrol through clearing, or insurance and adjustment, and therefore apply for accommodation outside the allotted timescales will be handled but cannot be guaranteed a place in Student Residential Accommodation. If no places are available students, will be supported to find a place in other suitable accommodation.

Continuing students

- 3.15 Priority is given to 1st year applicants, however where there is an identified need or medical reason for a student to remain in Student Residential Accommodation the

request should be put in writing to the Student Services Manager, along with any evidence, for consideration. This should be received by the end of April for the forthcoming year.

Deferred students

- 3.16 Where students have a deferred place from a previous year their application will be held on file for the relevant year.
- 3.17 Where a deposit has been paid, this can be held and used to secure a room for the relevant year. Alternatively, the applicant can request the return of their deposit, in which case they will be informed that their application form will be held on file but a room not secured until the deposit has been re-paid. A reminder will be sent out to such students in the January preceding the start of the relevant academic year.

Receipt of application form

- 3.18 On receiving an application form, Student Services will acknowledge receipt by email and either:
- i. Request payment of a deposit within 28 days (for students residing outside the local area); or
 - ii. Advise the student that their application will be held pending a review at the end of May (for students residing within the local area). No deposit will be requested for these students at this point in time.

- 3.19 All application forms will be recorded by Student Services for monitoring of deposits received.

Receipt of Deposit

- 3.20 Deposits can be paid using either a debit/credit card, cash, or bank transfer (preferred). Students wishing to make a payment should follow the instructions given within the allocation letter sent to them by the Student Services Team.
- 3.21 Card payments can be made at the Reception at 1 Church Street. On receipt of a card payment for the deposit, Reception will notify Student Services by email.
- 3.22 On receipt of a bank transfer payment for the deposit, Finance will notify Student Services by email.
- 3.23 Once Student Services has been notified of the payment, they will acknowledge receipt by email to the student.
- 3.24 Receipt of a deposit secures a room within Student Residential Accommodation. However, actual room allocations cannot be confirmed to students at this point.

Room Allocation

- 3.25 On receipt of a deposit Student Services will begin the process of allocating potential rooms to students according to their preferences and needs whilst also endeavouring to have a mixture of sexes and students from different courses in each.

- 3.26 At the end of May, depending on availability, a decision will be made by management as to whether applications inside the local area will be accepted. After which the normal procedure can be observed and an email requesting a deposit will be sent to the relevant potential applicants.
- 3.27 In mid-June, allocation letters will be sent to all students by email confirming the type of room and address of the Student Residential accommodation allocated to them. Students will also be sent a generic accommodation leaflet, a checklist of what to bring and specific information for the relevant allocated accommodation.
- 3.28 Student Services will collate the allocation information, along with relevant enrolment dates and forward to Thirteen Group by the end of July.

[Tenancy agreements, key collection and moving in](#)

- 3.29 Thirteen Group will prepare the tenancy agreements for all potential students and post them to the students along with information and paperwork related to guarantors, payment of rent (direct debit forms), information relating to living in Student Residential Accommodation, key collection and moving in.
- 3.30 Students will be issued keys immediately after they have completed enrolment and moving in support will be provided as part of the enrolment process.
- 3.31 Students are expected to move in during enrolment unless alternative arrangements are made in conjunction with Thirteen Group and Student Services.
- 3.32 All students will be issued with a fixed term 43-week contract.

[Withdrawal of application for accommodation](#)

- 3.33 Applicants that have not met the requirements of a conditional offer, and therefore have not been accepted at the School, who then wish to withdraw their application for accommodation, will have their deposit returned.
- 3.34 Applicants offered a place who then choose to withdraw their application to the School will only have their deposit returned if their room can be re-allocated.

4.0 HIGHER EDUCATION TUITION FEES AND CHARGES PAYMENT

Introduction

- 4.1 This procedure has been produced to help higher education students understand the financial requirements of the School. It relates to all fees and charges payable by students to the School for tuition, educational visits, accommodation, administrative fees, print credits, and library services.

Purpose

- 4.2 The School aims to minimise levels of student debt to the School and to ensure that all students are treated fairly and equitably. Students retain ultimate liability for payment of their fees, even if they are sponsored by a third party.
- 4.3 In applying this procedure, the School will at all times seek to be sympathetic and understanding of individual student financial circumstances. Students who are experiencing financial difficulties in paying fees and charges should contact the Finance Office finance@northernart.ac.uk immediately to discuss any outstanding debt.
- 4.4 The School reserves the right to treat each student's circumstances on an individual basis at the discretion of the Vice Principal (Resources).

Higher Education Tuition Fees

Tuition Fees & payments

- 4.5 Students of all ages at the School are liable for tuition fees and programme material charges where applicable.
- 4.6 Tuition fees will be displayed on the School's website.
- 4.7 All fees are payable on or before enrolment.
- 4.8 Students whose fees are being paid by Student Finance England must provide "University/College Payment Advice" to show that the loan has been approved.
- 4.9 Students who are returning from a period of intermission will be charged fees on a pro rata basis; the lesser fee, based on the amount of credit or the number of terms that are being studied, will be charged. The Academic Registrar will inform the Finance Department of the amount of credit and the timeframe which the student will be returning to study to determine the appropriate fee.
- 4.10 Students whose fees are being paid by an agency or employer must provide invoicing details from the agency or employer on or before enrolment.

4.11 *Instalments*

- 4.12 For students not in receipt of a student loan, at the discretion of the School, payment may be allowed by 3 equal instalments, one at the beginning of each term. Each case will be considered on its individual merits. This is common if all student loan options have been exhausted.
- 4.13 Only tuition fees are allowed to be paid by instalments. If applicable, programme material

charges must be paid as and when required in full.

- 4.14 A payment schedule for the tuition fee payable must be agreed and logged within the finance and student records system at enrolment.

Refunds

- 4.15 The School's Fees are subject to the Consumer Contracts Regulations 2013 (Distance Selling) Act. After accepting an offer (Confirmation of Acceptance) from the School, the student has the right to cancel the offer up to 14 days after the Confirmation of Acceptance. If the student cancels within this period any fees paid will be refunded.
- 4.16 Students who have obtained a Student Tuition Fee Loan and attend a programme for longer than 1 taught week of term 1, shall owe 25% of the full tuition fee. Should they attend the programme for longer than 1 taught week of term 2, then a further 25% of the full tuition becomes due. If a student attends a programme for longer than 1 taught week of term 3, then the final 50% of the full tuition fee is due.
- 4.17 Students who are ineligible for a Student Tuition Fee Loan and attend a programme for longer than 1 taught week of any term are liable for the full tuition fee cost of that term (one third of the full tuition fee for each term). The date used for fee calculations will be that as shown as the last date of attendance on the official student withdrawal form.
- 4.18 Tuition fee payments are illustrated in the table below:

Term	Home - SLC	Home – Non SLC
Autumn	25%	33.3%
Spring	25%	33.3%
Summer	50%	33.4%

- 4.19 Any amount paid above what is due shall be refunded in full.
- 4.20 Students should refer to our Terms and Conditions and Refunds and Compensation Policy for further information.

Outstanding fees

- 4.21 Access to resources, teaching and assessment may be removed from students who have outstanding liabilities. This ultimately means that students may not receive any award or qualification associated with their programme.
- 4.22 The School uses a debt collection agency following the use of internal debt collection processes if they prove unsuccessful.

Students joining a programme late

- 4.23 Fees for those joining a programme late will be discussed with students on an individual basis, depending on the circumstances.

Disclaimer

- 4.24 The School reserves the right to treat each student's circumstances on an individual basis at the discretion of the Vice Principal (Resources).

Educational Trips

Fees & payments

- 4.25 Students attending the School organised educational trips are liable to pay any fees due as outlined by the Educational Visit Leader.
- 4.26 All fees are payable prior to the commencement of the educational trip, by a deadline set by the Educational Visit Leader.
- 4.27 A non-refundable deposit may be required for the educational trip at the discretion of the Educational Visit Leader.
- 4.28 Students who pay a deposit for an educational trip may be liable to pay the remaining balance of the trip.

Refunds

- 4.29 A refund will be issued by the School in the event that the educational trip is cancelled.
- 4.30 All payments made for educational trips are non-refundable unless the educational trip is cancelled.

Outstanding fees

- 4.31 Any student defaulting on an educational trip payment will not be eligible to attend the educational trip.
- 4.32 The School uses a debt collection agency following the use of internal debt collection processes if any payments remain outstanding.

Students signing up for an educational trip late

- 4.33 Any student who does not pay the educational trip fee before the fee payment deadline will only be allowed to sign up for the educational trip at the discretion of the Educational Visit Leader.
- 4.34 Any students signing up late for the educational trip (as per paragraph: *Students joining a programme late*) will be required to pay their fees as per section: *Fees & Payments*.

Disclaimer

- 4.35 The School reserves the right to treat each student's circumstances on an individual basis at the discretion of the Vice Principal (Resources).

Student Accommodation

Deposits

- 4.36 For all applicants who accept a place in the School, a deposit is required to be paid. This deposit is held by The School on behalf of our accommodation provider until a student has enrolled when it is paid to the provider.
- 4.37 The deposit amount is set by the School and provider and is subject to an annual review.
- 4.38 If deposits are not received from applicants within 28 days of The School's receipt of a signed halls acceptance form, the room will be reallocated
- 4.39 Applicants that have not met the requirements of a conditional offer and therefore have not been accepted at the School who then wish to withdraw their application for accommodation will have their deposit returned.
- 4.40 Applicants offered a place who then choose to withdraw their application to the School will only have their deposit returned if their room can be re-allocated.
- 4.41 The deposit will be refunded at the end of the tenancy term by the accommodation provider (as outlined in the tenancy agreement, minus any fines or deductions for damages, which will be itemised to the tenant).

Rental payments

- 4.42 The School's student accommodation is operated by Thirteen Group who will prepare the tenancy agreements for all potential students and post them to the students along with information and paperwork related to guarantors, payment of rent (direct debit forms), information relating to living in Student Residential Accommodation, key collection and moving in.
- 4.43 All students will be issued with a fixed-term 43-week contract.

Cancellation

- 4.44 In the event of cancellation, the student may be liable to Thirteen Group for the full rental charges relating to the accommodation.

Withdrawals

- 4.45 Students withdrawing from the School and leaving halls may still be liable for to Thirteen Group for the full rental charges relating to the accommodation.
- 4.46 In the event that a student is asked to leave the School, they will receive 4 weeks' notice, students may still be liable for to Thirteen Group for the full rental charges relating to the accommodation.

Outstanding fees

- 4.47 If a student does not pay their fees, Thirteen Group may act to recover the full rental charges relating to the accommodation.
- 4.48 If it has not been possible to collect outstanding fees from a student, Thirteen Group may remove the student from their accommodation.

Disclaimer

- 4.49 The School reserves the right to treat each student's circumstances on an individual basis at the discretion of the Vice Principal (Resources).

Admin fees

Fees & payments

- 4.50 Admin fees may be raised on an ad-hoc basis by the finance department for items including but not limited to School equipment borrowed but not returned to the School, and damage to School equipment.

Outstanding fees

- 4.51 Access to resources, teaching and assessment will be removed from students who have outstanding liabilities. This ultimately means that students will not receive any award or qualification associated with their studies.
- 4.52 The School uses a debt collection agency following the use of internal debt collection processes if they prove unsuccessful.

Disclaimer

- 4.53 The School reserves the right to treat each student's circumstances on an individual basis at the discretion of the Vice Principal (Resources).

Print credits

Payments

- 4.54 Print credits may be purchased from the School.
- 4.55 Print credits can be used for either printing or photocopying as required.
- 4.56 Print credits may be used on printers/photocopiers assigned for student use by The School.

Refunds

- 4.57 The School does not normally refund unused print credits, but students may request a refund by emailing finance@northernart.ac.uk.

Disclaimer

- 4.58 The School reserves the right to treat each student's circumstances on an individual basis at the discretion of the Vice Principal (Resources).

Library Services

Late fees

- 4.59 The Library does not charge late fees for the late return of books, but may restrict the borrowing allowance.

Lost books

- 4.60 Where an item is lost, the borrower can replace the item or may be charged for the

replacement cost, a minimum of £25.00. An item charged for in this way remains the property of the Library.

Equipment Loans

Deposits

- 4.61 Academic Departments/Programme areas may charge deposits for the loan of items of specialist equipment to students – deposit levels and loan periods are set by each Department/Programme.

Late fees

- 4.62 If loan items are not returned on time, then the deposit will not be refunded.

Damaged or lost items

- 4.63 Where an item is lost or damaged, the borrower can replace the item or may be charged for the replacement/repair cost, a minimum of £25.00. The deposit paid will be forfeited but deducted from the replacement/repair costs. An item charged for in this way remains the property of the School.

5.0 HE APCL/APEL PROCEDURE

Introduction

- 5.0 Accreditation of Prior Certificated Learning [APCL] and Accreditation for Prior Experiential Learning [APEL] are processes through which individuals can claim recognition and accreditation for skills, knowledge and achievements they have acquired or attained in a variety of ways, through previous education, in the working environment, in leisure activities or voluntary work. An overview of the process is included in the Appendix: APCL/APEL Process. The relevant form is included in the Appendix: APCL/APEL Form.
- 5.1 Accreditation of Prior Learning is defined as either:
- **Accreditation of Prior Certificated Learning (APCL)** - previously assessed and certificated learning through an education provider is recognised for academic or professional purposes, usually in adherence with the Framework for Higher Education Qualifications (FHEQ) (also referred to as Credit Transfer in some contexts).
 - **Accreditation of Prior Experiential Learning (APEL)** - experiential learning outside formal education or training is considered and, where appropriate, is recognised for academic purposes.
- 5.2 APCL and APEL are systematic processes by which the prior achievement of students is assessed and credited. When considered together, the acronym APCL/APEL is used.
- 5.3 APCL/APEL processes focus on the aims and outcomes of learning and, as such, concentrate on what individuals know and can do, not on how they acquired their learning.
- 5.4 The School is committed to offering APCL/APEL to all potential students where appropriate and within resource constraints. This will involve assessing prior learning and experience to provide guidance on identifying and meeting the needs of each individual.
- 5.5 Potential applicants for APCL/APEL at the School fall into several different categories:
- a) those who are unsure of what they want to study and need help to determine what might be the best course of action for them in terms of career and personal development
 - b) those who know quite definitely what they want to study but are unsure as to whether they have the necessary qualifications to meet the requirements of a particular programme
 - c) those who want to follow a programme of study but feel that they may be exempted from part of it because of their prior experience of certificated learning
 - d) those who wish to gain accreditation and recognition for existing skills, knowledge and achievement
 - e) those who need formal credit to enhance or develop their career prospects

- f) those with previously certificated learning or work experience who wish to use this to claim entry with advanced standing onto a programme of study
- 5.6 For this HE APCL/APEL Procedure, the term “applicant(s)” refers to any person claiming accreditation of prior learning and/or experience in making an application to study on an HE programme within the School.
- 5.7 This APCL/APEL Procedure does not supersede other policies and procedures which relate to applicants. Where other policies and procedures include a specific procedure for dealing with non-compliance, that procedure will be used.
- 5.8 The School will take reasonable steps to ensure no unreasonable delay in dealing with matters under this APCL/APEL Procedure. However, if the School can't comply with the timescales set out in this APCL/APEL Procedure, the applicant will be notified of the cause for delay and informed of the likely timescale.
- 5.9 The School is committed to operating a fair, consistent and non-discriminatory procedure for all its students and applicants. The School also recognises its obligations to disabled students and applicants under the Disability Discrimination Act 2005 and will comply with these obligations in the operation of this APCL/APEL Procedure.

General guidelines and information

- 5.10 The School offers a range of undergraduate and postgraduate programmes. The most appropriate approach to APCL/APEL will be taken according to each programme to reflect this diversity. Potential student applicants are entitled to receive information on APCL/APEL for their specific programme from the Senior Lecturer.
- 5.11 All APCL/APEL applications made to the School must be in the language of instruction, which is English.
- 5.12 Whilst the APCL/APEL application is being considered, potential students may, at the discretion of the Senior Lecturer, sit in on programme activities but cannot enrol until the application has been completed and agreed upon.
- 5.13 The School commits to making a decision on all APCL/APEL applications not more than 28 calendar days after the receipt of an application (with staff and student applicant sections fully completed). All forms should be submitted to the Academic Registry, which will forward them to the Vice Principal (Higher Education) for approval.
- 5.14 If an application is deemed not to meet the criteria, an applicant may appeal against matters of process or treatment but not against matters which are of academic judgment.
- 5.15 In applying for APCL/APEL, the responsibility for providing complete and appropriate evidence lies with the applicant, but School staff will offer appropriate advice and documentation to assist in the application.
- 5.16 The School does not charge a fee for the assessment of APCL/APEL but may review this aspect of the procedure annually, depending on demand for this method of entry onto a programme.
- 5.17 If accepted onto a programme in consequence of APCL/APEL entry, enrolment will be

confirmed, and tuition fees charged in accordance with the School's fees and payment policy.

- 5.18 The School, or where applicable, the School's validating body, the Arts University Bournemouth [AUB], will provide student transcripts on completion of the award. APCL/APEL credit will be identified on these transcripts.
- 5.19 The Regulatory Framework Undergraduate Assessment Regulations have set minimum and maximum amounts of APCL/APEL that can be granted for undergraduate students. These are as follows:
- 5.20 The maximum credit awarded towards the fulfilment of a Certificate of HE, a Diploma of HE, a Foundation degree or an Honours Degree will not normally be more than two-thirds of the total credit required for the award.
- 5.21 The minimum credit awarded will be equivalent to one module of study, which in the School's Regulatory Framework and Undergraduate Assessment Regulations amounts to 20 credits and in the Regulatory Framework and Postgraduate Assessment Regulations amounts to 20 credits.
- 5.22 A student cannot be awarded partial credit for a module. However, a student may be exempted from part of the assessment requirement(s) for a module through APCL/APEL. On achieving the remaining assessment requirement(s), the credit for the module may then be awarded.
- 5.23 Regarding postgraduate study, all candidates for APCL/APEL will be considered on a case-by-case basis and will normally be accredited with no more than one-third of the total credit required for the award.
- 5.24 All successful APCL/APEL applications are recorded and made available to the School Examination Board, and the progress of APCL/APEL applicants is monitored by the Academic Board.

APCL for competency-based courses

APCL – Accreditation of Prior Certificated Learning

- 5.25 APCL is the process by which the prior achievement and experience of applicants on NVQs and other competency-based courses are assessed and accredited.
- 5.26 APCL allows the assessment of prior learning and experience acquired through work, study, voluntary or leisure activities. This may be confirmed by certificates held or assessed through observation of the applicant or the review of the evidence presented by the applicant.
- 5.27 For competency-based courses, the process focuses on the outcomes and products of learning and experience. Therefore, it concentrates on what applicants know and can do, not how they acquired the learning and experience.

General principles

- 5.28 Applicants to the School will be made aware of the availability of APCL and, with advice

and guidance from relevant people, will decide whether to claim accreditation for prior learning and experience, or whether to follow the whole programme of study, or whether to do a combination of both. The initial advice process will determine the best option for the individual applicant.

- 5.29 Those who opt for the whole programme will be enrolled and inducted in the normal way and charged fees in accordance with the School's fees and payment policy.
- 5.30 Those who opt for part of a programme plus APCL will also be enrolled as students of the School.
- 5.31 Those who decide to claim credit by APCL will be made aware of the process involved, including costs; they will be encouraged to identify areas of competence and sources of evidence; reflect on how to present evidence and be guided through the process.

Sources of evidence

- 5.32 Evidence will normally be the product of natural performance in the workplace or in a realistic work environment within the School for work-based applicants who have difficulty producing evidence for certain aspects of the qualification. Help could be given in the following ways:
 - a) A project or assignment will be set to cover the areas of deficiency;
 - b) Applicants will be directed towards a module of learning on the School programme leading to the required qualification (where available);
 - c) Open learning will be recommended if appropriate;
 - d) Applicants within an organisation will be encouraged to seek a placement in the organisation in an area that covers the required experience and skills.

Summative assessment and verification – quality procedures

- 5.33 Summative assessment and initial verification will be carried out when appropriate or at the end of the programme.
- 5.34 External verification will take place according to awarding body requirements and the external verifier's schedule of visits.

Recording achievement

- 5.35 Records will be kept of all assessment decisions made, and regular assessor meetings will be held to monitor progress, discuss evidence and record good practice.
- 5.36 When assessment decisions are verified, the Academic Registry will be informed so that records are kept up to date.

APCL/APEL from other HE programmes

Accreditation of Prior Certificated Learning [APCL] and Prior Experiential Learning [APEL]

- 5.37 The requirement for learning outcomes to be specified in all modules or module descriptions provides a basis from which to assess achievement gained experientially

and the specific credit which should attach to an award gained in another place or at another time.

General principles

- 5.38 If the School is satisfied that an applicant has fulfilled some of the progression and assessment requirements of a programme by means other than attendance on the planned programme and will be able, by completing the remainder of the requirement, to fulfil the objectives of the planned programme and attain the standard required for the award, the applicant may be admitted to an appropriate point in the programme. Specific credit allocated by APCL/APEL will not be used to determine honours classification on undergraduate programmes.
- 5.39 Where the School is satisfied that an applicant has fulfilled the assessment requirements and met the learning outcomes of a particular module(s) by means other than attendance on the planned programme, exemption will be given from the specific module(s) and the appropriate credit awarded.
- 5.40 Applications for APCL/APEL and exemption, whether from individual modules or a Level of study, will normally be considered before the commencement of each Level of study or the start of the programme.

Assessment of Prior Certificated Learning [APCL]

- 5.41 Applicants who have completed the whole or part of a course of further or higher education at an institution in the UK may be admitted with specific credit at an appropriate point on an approved HE programme of the School or given exemption from an individual module(s) as appropriate; this is subject to any limits upon this set by awarding or validating bodies. This principle applies to all programmes.
- 5.42 Specific credit is awarded when an individual's prior qualifications are accepted as identical – thus fulfilling the requirements of an approved programme.
- 5.43 An applicant claiming credit for learning achieved through a formally recognised programme of study must satisfy the Senior Lecturer that their learning is still current. If the certificated learning was gained more than 5 years previously, it would be out of date. However, if an applicant can demonstrate that they have continued to build upon this learning through their employment, appropriate credit may be awarded. However, in subjects where rapid changes in technology are significant to the conceptual and skills base of the award, a period of less than 5 years might be appropriate. Such decisions are academic judgements, which will be made by academic staff who consider the APCL applications and who will advise the applicants of such concerns.
- 5.44 APCL does not apply where holders of Unclassified degrees are specifically debarred from seeking completion of Honours awards.
- 5.45 Assessment of APCL, and the records required to evidence it, are the responsibility of academic staff and will be carried out in such a way as to permit scrutiny by the Academic Board and School Examination Boards where necessary.

Assessment of Prior Experiential Learning [APEL]

5.46 Where an applicant's prior uncertificated learning from experience gained through paid employment, voluntary work, industrial training and individual study can be assessed with sufficient accuracy, it may be used to give entry with specific credit.

5.47 For its undergraduate programmes, the School uses the following guiding principles:

- Responsibility rests with the applicant making a claim to have acquired knowledge and skills and for supporting the claim with appropriate evidence based on the outcomes published in the validated Programme Handbook
- The learning derived from experience must be identified to be assessed and related to specific module(s) on the applicant's proposed programme
- The identification of prior learning comes through systematic reflection on experience, the writing of clear statements about what was learned, and the collection and collation of evidence to support those statements in relation to the module(s) claimed. Evidence may be provided:
 - directly in the form of artefacts, materials or systems designed, written work or some other demonstrable concrete form, or
 - indirectly in the form of testimonials or references
- The form of evidence required will vary between individuals, and it will be up to the receiving Programme Team to apply the APCL/APEL Procedure in relation to a particular programme of study and draw to the attention of the applicant the APCL/APEL Procedure
- Credit will be awarded where the learning identified matches or is equivalent to learning outcomes articulated in a module within an approved programme of study – the Senior Lecturer must deem the learning to be at a standard equivalent to a pass when applying the same assessment criteria specified in that module
- Additional evidence of newly acquired learning as a result of undertaking tasks set by the School will be permitted in cases where this evidence fails to match a small number of learning outcomes that would otherwise attract the full credit for a module
- All APEL assessment is based on an academic assessment and is the responsibility of academic staff. It will be carried out, including the records required to evidence it, in such a way as to permit scrutiny by the Academic Board and School Examination Boards.

The process for claiming APCL/APEL

5.48 APCL/APEL claims are submitted either through the applicant or by the Senior Lecturer to the Academic Registry, which logs the claim and passes it to the Vice Principal (Higher Education) for approval.

5.49 The Vice Principal (Higher Education) approves the application based on the evidence provided in the APCL/APEL application.

5.50 The academic approval form for claiming APCL/APEL credit is attached as specified in

the Appeals Procedure must be used for all claims for such credit.

Complaints and appeals

- 5.51 Complaints about the application process for applicants seeking admission to a programme with advanced standing will, as far as possible, be resolved informally. When a resolution is not achieved through the informal process, the complaints procedure with the School's HE Admissions Procedure should be used.
- 5.52 Applications for APCL/APEL are subject to the HE Academic Appeals Procedure. Therefore, any applicant wishing to appeal against any decision regarding an assessment outcome should use this policy and procedure. It should be noted that there are no grounds for appeal against the academic judgement of staff concerning the relevance, currency or level of any prior achievement for which accreditation is claimed.

6.0 HE ENROLMENT PROCEDURE

Introduction

- 6.1 This procedure outlines the high-level stages of how a potential student is converted to an enrolment and identifies the roles and responsibilities of individuals and departments.
- 6.2 The following points will be discussed and agreed upon at the Applicant Journey Group [AJG]:
 - Style of enrolment (in person or digital/online)
 - Dates of enrolment
 - Order of events
 - Location
 - IT requirements
 - Refreshments/Catering requirements
 - Accommodation move-in process
- 6.3 The enrolment process including any relevant documentation is agreed by the AJG.
- 6.4 The enrolment process for HE students will generally take place over two stages. Stage 1 will involve completion of a digital enrolment form with a link sent to the applicant's email address following A-Level results day. The enrolment form will require essential information from the applicant, including a declaration of agreement to the Terms and Conditions. The digital form will allow students to upload a photograph for the student ID card. Stage 2 will involve an in-person process at the HE campus where applicants will provide a hard copy of their previous qualifications, proof of ID, and a 'University or College Payment Advice' letter from Student Finance England. Applicants will have their photograph taken if no satisfactory portrait image has been supplied in advance
- 6.5 Applicants who are unable to complete Stage 1 enrolment electronically will be asked to contact the Recruitment and Admissions team.
- 6.6 Newly-enrolled students will be issued with a Student ID card during the in-person enrolment session.
- 6.7 The in-person enrolment will allow applicants/students to speak to the Student Advice and Wellbeing Team for support on all areas relating to disabilities, learning difficulties, student accommodation, pastoral and wellbeing. The Finance Team will be available to help with IAG on Student Loans and School Bursaries. The Student Union Team will be present to raise awareness of their provision to new students. The School's accommodation provider will be on hand to support with the move-in process for students as required it.
- 6.8 The stage 1 enrolment process is managed by the MIS Manager in conjunction with IT, Recruitment & Admissions, and Academic Registry. Stage 2 is coordinated by the Academic Registry and Recruitment & Admissions, with support from IT, Student Services, Student Finance, and Students' Union.
- 6.9 Logistics for the in-person enrolment process, including chairs and desks, IT and

electronic equipment and any signage, will be agreed in advance by the AJG.

- 6.10 Training will be given to all staff involved in guiding and enrolling potential students by the MIS Manager as required.
- 6.11 The supply and configuration of computing/electronic equipment is arranged by the IT Manager in agreement with the MIS Manager.
- 6.12 The MIS Manager will be responsible for the online enrolment process in respect of making sure the digital form collects the necessary information. They will also maintain, monitor and report on digital enrolments. Academic Registry will be in-charge of the actual processing of the Application Change requests. Supplementary documents submitted digitally by the potential student will be saved in an accessible area to key staff involved in the process, i.e. Finance, Academic Registry, Admissions, and Student Services.
- 6.13 Prior to any enrolment event, all potential students will be contacted by letter and email confirming their place at The Northern School of Art. The letter will also outline accommodation information, disability support and other important Student Services information. The letter will include the terms and conditions of enrolment.
- 6.14 The School (as with all other HE providers) is unable to communicate with HE applicants about specific application/enrolment information during the UCAS embargo period.
- 6.15 Academic Registry and Recruitment & Admissions will co-ordinate any in-person enrolment and record attendance. The Recruitment & Admissions team will contact any “no-shows”.
- 6.16 During HE enrolment, the Recruitment & Admissions team will scrutinise the entry qualifications of the potential students holding respective conditional offers to ensure they have met the relevant entry criteria. Students who do not meet the [entry](#) criteria will be referred to the Vice Principal (Higher Education) and appropriate faculty staff for review/consideration.
- 6.17 All new students to the School are required to provide evidence of their previous qualifications, regardless of the type of offer received.
- 6.18 On Pro-Solution applications with conditional offers will be left as an “uncommitted enrolment” until their entry qualifications are physically seen and copied, and received by the Academic Registry Team. Once entry qualifications are checked and approved, they are “committed” and therefore fully enrolled.
- 6.19 Students who are required to present entry qualifications and fail to do so will not be “committed” and will be advised to return with their qualifications.
- 6.20 Students who are making an APCL/APEL application may, at the discretion of the Senior Lecturer, sit in on programme activities but cannot enrol until the application has been completed and approved (see the HE APCL/APEL Procedure for more information concerning the process).

7.0 HE STUDENT INDUCTION PROCEDURE

Introduction

- 7.1 Student induction is an essential element of all HE programmes at The Northern School of Art. The aim of induction is to enable students to settle into the School as soon as possible and help them to succeed in their chosen programme and future career path.
- 7.2 There is an increasing awareness that a well-considered induction has a positive effect on student retention. Students who are not quickly integrated academically and socially are more likely to withdraw in the early stages of the programme than students who understand the nature of their programmes of study, the expectations upon them, and who feel a sense of academic and social belonging.
- 7.3 Transition to the independent and autonomous forms of learning necessary in higher education [HE] at undergraduate and postgraduate levels can prove challenging for students who are used to the more structured approach in schools, colleges and other HEIs. Students from non-traditional backgrounds may need particular support in learning how to learn and understanding the expectations of academic study in HE.
- 7.4 Induction should facilitate the transition of students into the learning ethos of the School and the programme. As stated in the UK Quality Code for Higher Education, the School needs to consider how induction 'meets the needs of every student, taking into account the diversity of protected characteristics, varied physical locations and those that begin their studies at different points in the academic cycle' ⁵.
- 7.5 The successful induction of students is key to finding a sense of place and belonging in our School Community, whilst all the legislative criteria must be covered, it is essential to make students feel welcome with a mixture of creativity and academic understanding of the journey ahead. Staff involved in induction will offer all of these with the right mixture of activities, opportunities and information.

Definitions

- 7.6 The School community includes all students, staff (academic and support), governors and stakeholders.
- 7.7 'New students' refers to all students enrolled at the School for the first time in any academic year and includes new Level 4 and Level 7 students and new direct-entry students, i.e. to Level 5 or Level 6.
- 7.8 The 'student voice' is the feedback mechanism in which the School receives the views of its student population, including through the National Student Survey [NSS], Student Perception Surveys [SPS], and Student Assemblies and Programme Boards of Study.
- 7.9 The Virtual Learning Environment [VLE] is the School's platform for enabling access to sharing learning and teaching materials, programme-related information, handbooks, and

⁵ UK Quality Code for Higher Education – Chapter B4: Enabling Student Development and Achievement (page 13)

policies and procedures.

- 7.10 'At risk' students are defined as those students who have substantial pressures outside of the learning environment which may affect their ability to maintain the pace or intensity of study at HE level. These students may need additional academic and/or pastoral support in order to succeed, and may need to be signposted to access the School's academic and student support services.

The Aims and Content of HE Student Induction

- 7.11 The aim of the HE student induction at the School is to provide a range of activities that contribute to a student's transition and adaptation to their learning environment and their ability to progress and complete their programme of study.
- 7.12 'Induction is an ongoing process for students rather than one that is completed within a defined period of time at the start of their programme. Induction processes continue at points of transition, including between defined periods, such as semesters or terms, or years of a programme, when academic demands are likely to change.'⁶
- 7.13 Therefore, induction needs to continue across the academic year and between levels of study with content relevant to each stage of development. It needs to be carefully planned so that information and activities are introduced at the most appropriate time, and revisited as required, so that students understand what is required of them. This applies both to new students (including direct-entry students) and to students progressing to the next level of study.
- 7.14 For Undergraduate students 'Welcome Week' is the first stage of induction and takes place in the week prior to the commencement of teaching weeks. This is primarily, but not exclusively, aimed at helping new students (both Level 4 and direct-entry students) to settle in and understand their learning environment and its resources and facilities, to meet staff and other students, and to receive information about their programme of study in preparation for module delivery.
- 7.15 For Postgraduate students, induction will normally take place during the first week of taught sessions.
- 7.16 The induction content should include registration, distribution of module materials, handbooks, learning support diagnostics, reference materials lists, equipment lists, orientation activities and similar preparatory activities.
- 7.17 Although the detailed content of induction will differ on each programme owing to the nature of each discipline, the overall aims, key events and timings are standardised to ensure parity of student experience.
- 7.18 The aims of the School's HE student induction are to:
- Welcome all new and returning students as members of the School community.
 - Ensure that students are made aware of their rights, responsibilities and entitlements

⁶ UK Quality Code for Higher Education – Chapter B4: Enabling Student Development and Achievement (page 14)

as members of the School community as outlined in the HE Student Charter and HE School Regulations.

- Ensure that students familiarise themselves with the people who will be supporting their learning and development throughout their programme including academic and technical staff, Student Services and Students' Union representatives.
- Make sure that students are aware of the School's policies and procedures on Health & Safety (including No Smoking Policy) and safeguarding (including Prevent), in relation both to themselves and others and the security and safe keeping of their property whilst at the School.
- Promote the School's policies on equality, diversity and inclusivity.
- Provide opportunities for students to make friends and acquaintances more easily, to facilitate the breaking down of initial barriers, and to establish good working relationships with their peers and the staff who support their learning.
- Familiarise students with School services and facilities, such as Wellbeing & Advice Team, HE Academic Support, Employability & Enterprise (Folio), IT, the Library, Academic Registry and catering.
- Ensure that students have access to and can use their School email accounts, IT facilities, VLE and Library resources as soon as possible.
- Provide accessible, accurate and current information about each student's programme of study including term dates, School opening times, timetables, Programme Handbooks, Module Handbooks, reference materials and equipment.
- Explain the content of the programme (including any major written content), the structure of its delivery and the working environment in which it takes place.
- Clarify the aim and purpose of Personal Development Planning [PDP] in supporting students to develop independence and autonomy as learners in higher education, and how this operates on the programme.
- Familiarise students with the academic tutorial framework, how and when their work will be assessed and how they will receive feedback, both formative and summative, on their progress.
- Have in place, where appropriate, evaluations of individual student's learning needs and previous experience so that these can be adequately supported in a timely fashion.
- Encourage students to balance their lifestyles so that their time at the School and other responsibilities are effectively combined to enable them to fulfil their academic potential.
- Define the School's policy on attendance and punctuality (as outlined in the HE Student Attendance and Engagement Procedure) including the implications of inadequate attendance on the completion of assignments, modules and references.
- Introduce students to the following regulations, policies and procedures and how and where to access them:
 - HE Regulatory Framework & Assessment Regulations
 - HE Mitigation Policy and Procedure

- HE Academic Appeals and Procedure
- HE Academic Dishonesty Procedure
- HE Academic Tutorial Policy
- HE Student Complaint Procedure
- IT Acceptable Use Policy
- HE Work Experience Policy
- HE Work Experience Release Procedure
- Research Ethics Policy and Procedure

- Ensure that students are aware of good academic practice in relation to research ethics, referencing and the avoidance of plagiarism.
- Make students aware of the importance of the 'student voice' and the opportunities available to become, and the roles and responsibilities involved in becoming, actively involved as student representatives of their peer group and on School committees, and in the Student's Union and as Student Ambassadors.
- Provide students with information on local clubs, societies, groups and other organisations, such as places of worship and religious groups, and help to familiarise students with their surroundings in the local area.

7.19 For students returning to commence the next level of their programme, induction will provide them with an update on new and existing School policies and procedures, programme information such as timetables, Programme Handbooks and Module Handbooks, and any changes to the learning environment. Returning students also need to be informed of any changes to awarding body requirements, including the Undergraduate Regulatory Framework and Assessment Regulations, or Postgraduate Regulatory Framework and Assessment Regulations.

Responsibilities

7.20 The Vice Principal (Higher Education) is responsible for ensuring that a plan for student induction for the next academic year, including a timetable for Welcome Week, is agreed with Heads of Faculty and other relevant department managers, and disseminated before the end of each academic year in sufficient time that academic and support staff can organise activities.

7.21 Heads of Faculty are responsible for ensuring the effective induction of all students enrolled on their programme, working in collaboration with other staff, programmes and departments as required. This also includes the following:

- Programme-related materials and information have been produced and are accessible to students on the VLE at the beginning of the academic year, e.g. timetables, Module Handbooks including equipment/reading lists.
- All new students receive an introductory tutorial at the earliest opportunity and have completed the Student Induction Checklist by the end of November via Microsoft Forms (see Appendix: HE Student Induction Checklist).
- Health & Safety inductions take place to ensure that students can use studios, workshops and equipment as soon as possible.
- Any students who may be 'at risk' are identified as soon as possible and strategies

are implemented to support them in collaboration with the Student Wellbeing and Advice Team and HE Academic Support.

8.0 THE STUDENT ATTENDANCE AND ENGAGEMENT PROCEDURE

Introduction

- 8.1 The Northern School of Art is committed to creating a learning environment that supports all students in achieving their full potential. This procedure outlines our approach to student attendance and engagement, recognising that consistent participation is a key factor in academic success, personal development, and well-being. However, we also acknowledge that students may face a range of challenges, including financial hardship, mental health difficulties, and caring responsibilities. Our approach is therefore grounded in compassion, flexibility, and a commitment to equity.
- 8.2 Attendance and engagement are understood not simply as physical presence, but as active participation in learning. We expect students to attend all scheduled sessions and to engage meaningfully with their studies. However, we recognise that life circumstances can impact a student's ability to do so. In such cases, we encourage open communication and early dialogue with tutors or support staff to ensure that appropriate support can be offered.
- 8.3 Monitoring of attendance and engagement is conducted as a means of identifying students who may benefit from additional support. Attendance data is reviewed regularly, and where patterns of low engagement emerge, students will be invited to a supportive conversation with their tutor or a member of the support team. These conversations aim to understand the underlying causes of disengagement and to co-create a plan that supports the student's continued participation in their studies. This may include referrals to mental health services, financial support, academic skills workshops, or adjustments to learning arrangements.
- 8.4 This procedure reflects the School's belief that attendance and engagement are shared responsibilities between students and the School. The School is here to support students not only academically, but as individuals navigating complex lives. Students have a responsibility to take advantage of the learning opportunities provided and achieve their full potential.

Scope

- 8.5 This procedure applies to all students enrolled on Higher Education (HE) programmes at The Northern School of Art, including undergraduate and postgraduate students.

Definitions

- 8.6 Definitions used in the procedure are outlined below:
- **Attendance:** Physical presence at registered learning and teaching sessions timetabled for their programme of study (e.g. lectures, seminars, tutorials, workshops, critiques).

- **Engagement:** Active participation in learning, including submission of work, use of the VLE, communication with tutors, and involvement in academic and creative activities.
- **Authorised Absence:** Absence approved in advance or retrospectively due to valid reasons (e.g. illness, bereavement, caring responsibilities).
- **Unauthorised Absence:** Absence without a valid reason or notification.

Student Expectations

8.7 Students are expected to:

- Attend all scheduled sessions punctually and consistently, and make sure their attendance is known to a member of staff, especially if they arrive late to a session.
- Notify their Senior Lecturer and Academic Registry of any absence as early as possible.
- Engage with all aspects of their programme, including independent study.
- Submit work on time and participate in assessments and critiques.
- Respond to communications from staff promptly.
- Catch up with classes and learning activities missed due to any absences.
- Seek support if experiencing difficulties affecting attendance or engagement.

Staff Responsibilities

8.8 Academic and support staff are responsible for:

- Ensure that students are aware of the attendance requirements associated with individual modules and other registered sessions, the procedure for reporting absences, and the importance of attending all sessions.
- Recording attendance accurately, including activities that take place off-site.
- Monitoring engagement through VLE analytics, assessment submissions, and tutorial participation.
- Initiating timely interventions where concerns arise.
- Offering appropriate support or referrals to Student Support Services.
- Maintaining accurate records of communications and interventions.

Attendance Arrangements

8.9 Attendance of students is recorded daily on registers for all formal timetabled sessions for all modules, including tutorials and seminars. This does not include periods of independent study indicated on student timetables. Where timetabled activities are due to take place off-site, arrangements will be made for these to be monitored and recorded by the relevant member of academic staff.

8.10 If a registered session is cancelled, for example, due to staff absence, the register will be marked with '--', which indicates that the student is not required to attend. Where possible, the cancellation of any session will be communicated to students in advance.

8.11 Academic Registry will provide the Vice Principal (Higher Education), HE Heads of

Faculty and Senior Lecturers with a report detailing student attendance for all registered sessions on a regular basis.

- 8.12 Students can request a student attendance report from the Academic Registry at any time.
- 8.13 If a student believes they have received an incorrect register mark, approval for a change to a registered mark must be obtained from the Senior Lecturer involved before confirmation is shared with the Academic Registry.

Engagement Monitoring

- 8.14 Student engagement is monitored through a range of indicators that reflect active participation in learning. These include
- Regular activity on the Virtual Learning Environment (VLE), such as logging in and accessing learning resources, as well as the timely submission of assessments.
 - Attendance at tutorials is also an essential measure of engagement, providing opportunities for academic support and personal development.
 - Participation in critiques and group work is considered a vital aspect of collaborative learning and creative practice. These indicators enable the School to identify students who may require additional support and ensure that all learners are fully engaged in their studies.
 - The reporting of grades at Interim Examination Boards. These boards provide the School with the opportunity to review student progress and recommend additional support.

Reporting sickness

- 8.15 In the event of sickness, the student should email the School at sickness@northernart.ac.uk and notify the Academic Registry of their absence on the first day that the absence occurs and give an indication of how long they intend to be absent.
- 8.16 Absence through sickness should be notified before the start of the first registered timetabled session of the first day of absence by contacting the Academic Registry. Sickness will be marked on the register with an "S".
- 8.17 Self-certification is permitted for up to one week (seven calendar days) of sickness, after which time the student will be required to produce a Statement of Fitness for Work (GP's sick note) for the period of absence.
- 8.18 Absences attributed to COVID-19 will be marked at the discretion of the Vice Principal (Higher Education) and the Academic Registrar, depending on government guidelines at that time.

Authorised absence

- 8.19 "Authorised absence" is defined as a case where a student is absent for a reason authorised by the Senior Lecturer, the Head of Faculty or the Academic Registry (other

than notified or certificated sickness).

8.20 The process for approval for an authorised absence is as follows:

- A student completes an HE Advance Absence Notification Form (Appendix: Advance Absence Notification Form).
- Discusses the circumstances with the Senior Lecturer/Head of Faculty in advance of the anticipated absence.
- The Senior Lecturer/Head of Faculty must sign the form and indicate whether the absence is authorised.
- The completed HE Advance Absence Notification Form and supporting evidence should be submitted to the Academic Registry.

8.21 The authorisation of advance absence is at the discretion of the relevant staff member, and evidence will be required, apart from in exceptional circumstances. Some examples of authorised absence may include:

- Hospital appointments— however, where possible, these should be arranged outside of formal timetabled sessions
- Attendance at a funeral
- Jury service
- Attendance at religious festivals
- Caring responsibilities, for example, caring for a child or relative (generally up to 5 days in any one academic year, but may be extended with the approval of the Vice Principal (Higher Education)).
- Working offsite (with prior approval from a relevant staff member).

Unauthorised absence

8.22 “Unauthorised absence” is defined as cases of absence which have not been authorised or notified in cases of reported sickness. In all cases of unauthorised absence, the student will be marked as being absent, and this will affect individual attendance records and may impact bursary eligibility.

8.23 Some examples of unauthorised absence may include:

- Persistent and regular patterns of uncertificated sickness
- Holidays
- Full-time or part-time employment
- Celebrations and leisure activities
- Difficulties with travel arrangements; this does not include adverse weather conditions or rail strikes.

Lateness

8.24 A student who is more than 30 minutes late for a registered session should be marked absent (O), and the student may or may not be entitled to participate in the session, at the discretion of the staff member concerned.

Monitoring attendance

- 8.25 It is the responsibility of each student to attend all registered learning and teaching sessions timetabled for their individual programme of study. Attendance will be monitored on an ongoing basis.
- 8.26 Formal reviews will be undertaken by the Academic Registry every 4 academic weeks. This will not include Interim Weeks or periods of closure, such as at Christmas.
- 8.27 Students with an attendance pattern between 79% and 50% at each interval may prompt a review by the School, usually in the form of a supportive tutorial with the Senior Lecturer. This tutorial review aims to encourage students to increase their attendance and identify any barriers to this, signposting them to relevant support services as necessary.
- 8.28 Students with an attendance pattern of less than 50% at each interval may prompt a review by the Head of Faculty(s), Academic Registry and the Vice Principal (Higher Education), who will decide on appropriate action. Where applicable, the intervention may be conducted in partnership with Student Services. This intervention aims to identify students who are at particular risk of non-continuation or academic failure, with relevant actions being taken to support engagement in their studies.
- 8.29 The Vice Principal (Higher Education) may deem it appropriate to terminate a student's studies with The School on the basis of lack of attendance and engagement.
- 8.30 In exceptional circumstances, it may be deemed appropriate to deviate from this procedure. This will be at the discretion of the Vice Principal (Higher Education). The Vice Principal (Education) may seek counsel from Student Services, the Director of HE Academic Quality and Enhancement, the Academic Registrar, and the Head of Faculty(s).
- 8.31 When a student presents a pattern of continuous non-attendance and non-engagement for typically three weeks, they may be judged to be "presumed withdrawn". Under these circumstances, the student will be contacted and asked to contact the School to enable support and guidance to be offered. If the student does not respond, an assessment will be made to determine if the student is "presumed withdrawn". Student Finance England may be informed of this change in enrolment. The Vice Principal (Higher Education) reserves the right to withdraw the student from the programme due to continuous non-attendance or lack of engagement.
- 8.32 Students are reminded that the HE Tuition Fees and Charges Payment Policy sets out the circumstances in which fees are refunded. Termination of studies on the grounds of inadequate attendance will not constitute grounds for a claim for the refund of fees.

Right of appeal

- 8.33 Any student withdrawn on the grounds of attendance has the right of appeal to the Principal. The Academic Registry must receive a formal letter of appeal within seven calendar days of the date of termination.
- 8.34 The Principal or appointed nominee will consider the case (which may include a meeting with the student and members of the Programme Team as appropriate) and will provide a formal written response within seven working days. There is no further right of appeal.

9.0 HE ACADEMIC TUTORIAL PROCEDURES

Introduction

- 9.1 The HE Academic Tutorial Procedure sets out the aims and objectives of academic tutorials, and provides guidelines for students and academic staff.

Purpose

- 9.2 The purpose of this procedure and guidelines is to ensure that:
- Students are aware of the aim and definition of academic tutorials within the framework of their learning experience.
 - Student entitlement and access to academic tutorials is clearly defined.
 - All students have access to constructive advice and guidance to support their progress throughout their individual programme.
 - There is clarity for staff with regard to the parameters and responsibilities associated with academic tutorials.
 - There is a process in place to monitor and evaluate the effectiveness of the HE Academic Tutorial Procedure; and to reflect on the outcomes of the Procedure and make enhancements where necessary.

Definitions

- 9.3 A student includes any current student of the School, those on work experience release or engaged in work-related learning, or on an approved leave of absence, and any student undertaking a period of academic intermission in order to redeem outstanding failures or assessment that has been deferred.
- 9.4 Academic staff refers to members of staff responsible for the academic progress of the student, including Lecturers, Senior Lecturers, and Head of Faculty.
- 9.5 Within the scope of this policy and guidelines, an academic tutorial refers to an opportunity provided to the student by academic staff to discuss academic progress on a formal or informal basis, including feedback for formative and/or summative purposes in the context of the learning outcomes.

Responsibilities

- 9.6 Head of Faculty are responsible for ensuring that:
- Each programme of study provides access to academic tutorials for students, and that they are conducted by academic staff in a responsible and constructive manner.
 - There is a regular review of the implementation of the HE Academic Tutorial Procedure, which should evaluate the effectiveness of the Procedure, reflect on the outcomes and make enhancements where necessary.
 - Academic staff are provided with the appropriate information, including any changes to the HE Academic Tutorial Procedure to ensure effective implementation.
- 9.7 Senior Lecturers are responsible for ensuring that:
- Academic tutorials are organised and monitored within their individual programmes

to enable equality of access and regular feedback for all students.

- Academic tutorial arrangements are communicated to students accurately, effectively and in a timely manner.
- Academic staff receive appropriate training and support to carry out academic tutorials.
- Academic tutorial records are maintained and reviewed regularly.

9.8 Academic staff are responsible for ensuring that:

- Academic tutorials are conducted within the guidelines provided in Appendix: Academic Tutorials – Guidance for Academic Staff and Appendix: Academic Tutorials – Guidance for Students
- Academic tutorial support and guidance offered to students is constructive, objective and non-discriminatory.
- Academic tutorials are delivered according to the schedules given to students, and any changes to these arrangements are communicated to students in a timely manner.
- Students are advised of any preparations they need to make so that academic tutorials provide effective and useful feedback.
- Academic tutorial records are maintained with accuracy and in a timely manner.
- Where appropriate, paper academic tutorial forms are signed by staff and student(s) to indicate that tutorial feedback has been given and received.
- In the case of electronic academic tutorials, the process of feedback is clearly communicated to students, in either paper or electronic form.

9.9 Students are responsible for ensuring that they:

- Follow the academic tutorial guidelines set out in Appendix: Academic Tutorials – Guidance for Academic Staff and Appendix: Academic Tutorials – Guidance for Students.
- Prepare for academic tutorials as advised by academic staff.
- Attend academic tutorials on time and make the most of the opportunities provided to secure academic advice and feedback.
- Notify academic staff if they are unable to attend an academic tutorial for a genuine reason.
- Respond to academic support and guidance in a positive and respectful manner, and clarify any points that they are not sure about during the tutorial.
- Inform the Senior Lecturer of any matters that may affect academic performance.
- Access their School email or the VLE regularly in order to receive electronic feedback and arrangements for academic tutorials.
- Contact academic staff during normal working hours, including communication by email.

10.0 THE MITIGATING CIRCUMSTANCES AND LEARNING ADJUSTMENT PROCEDURE

Introduction

- 10.1 The School recognises that sometimes unexpected circumstances occur that affect your ability to study and complete your assessments. We have developed an approach to support you, ensuring that these circumstances do not negatively impact your academic performance.
- 10.2 This Procedure aims to provide a consistent institutional approach and framework to the monitoring and recognition of mitigating circumstances, which ensures that the School is compliant with external regulatory requirements and supports student wellbeing and the learning experience, in line with the Academic Strategy.

Definitions

- 10.3 'Mitigating circumstances' are defined as exceptional personal circumstances, outside of your control, that have prevented you from either acquiring or demonstrating the skills, knowledge or competencies required to meet the learning outcomes associated with an assessment that contributes to the qualification for which you are studying.
- 10.4 Examples of mitigating circumstances include (but are not limited to):
- Unforeseen illness, which is sudden and severe in nature
 - Bereavement
 - Being a victim of crime
 - Pregnancy
 - Significant caring responsibilities – e.g. for a child, or for a family member or partner with a disability or health condition
 - Family crisis impacting your work
 - Legal proceedings, e.g. jury service or attendance as a witness, plaintiff or defendant
- 10.5 'Learning adjustments' are defined as amendments to the schedule of study, which allow you to participate fully in your education. Students who are registered with Student Services may be eligible for specific interventions to complete assessments. Students should, in the first instance, discuss a learning adjustment with Student Services. The process for applying for a learning adjustment can be found below.
- 10.6 If a student finds that their circumstances have changed significantly and are now impacting their continued ability to study, it is advised that they contact their Senior Lecturer or Student Services to discuss an intermission of studies.
- 10.7 Students are expected to back up their work, and therefore, computer failure will not normally be considered as mitigating circumstances.

Claiming Mitigation

- 10.8 Mitigation claims can be where students seek an extension of time that is equal to one week or less, approved by your Head of Faculty. A Mitigation Panel will decide all other

claims. All claims agreed either by the Head of Faculty or the Mitigation panel must be sent to the Academic Registry for processing.

- 10.9 We want you to provide the information clearly and succinctly. This should be done using the Mitigation Form. Claims will be returned if they are unclear and/or incomplete.
- 10.10 We are not asking you to describe distressing incidents in extreme detail. The simple facts of the circumstance (e.g., a car accident, a bereavement, etc.) and the assessment(s) this affects are all you need to provide.
- 10.11 It is essential that you give details as to how your circumstances impacted your studies. Try to concentrate on this information, not on the details of the actual incidents which triggered the problem, because it is this which will enable the Head of Faculty or Mitigation Panel to make an informed judgement.
- 10.12 The School recognises the significant impact that certain incidents may have, such as for victims of crime. Students should endeavour to complete the Mitigation Form as thoroughly as possible. However, if a student feels uncomfortable sharing any information, they should contact Student Services for advice. A representative from Student Services is part of the Mitigation Panel and, in some cases, can provide information on the student's behalf.
- 10.13 Appropriate evidence should be collected in advance, and you should submit your Mitigation Form as a complete document. Mitigation claims requesting more than one week's extension will not be considered without appropriate evidence, unless in exceptional circumstances (See section: *Evidence* of this procedure for further information).
- 10.14 Students can request several actions. For most, this will be an extension of deadlines. Other actions which could be asked include:
- Where a student has produced sufficient work as a result of complete or partial fulfilment of a module, a mark may be awarded considering the student's overall mark profile.
 - A reduction in the assessment load, which ensures that the appropriate learning outcomes are still met.
 - If insufficient work exists to enable assessment to take place, evidence of learning by other means such as viva voce examination may be sought, for which a mark may be awarded.

In extremely severe cases, credit may be awarded without a corresponding mark. It should be noted that where no mark is given, this module will not be considered within the final award calculation.

- 10.15 Where other action is requested, this will always be considered by the Mitigation Panel.

- 10.16 A student wanting to claim mitigation should submit a fully completed mitigation form to the Academic Registry at least one week before the module assessment deadline. Applications submitted after this point will only be reviewed with the agreement of the relevant Head of Faculty in exceptional circumstances. Applications should be emailed to mitigation@northernart.ac.uk
- 10.17 If any student considers their performance in the assessment may have been affected by mitigating circumstances following completion of the assessment process, they should refer to the Academic Appeals process.
- 10.18 While waiting for the outcome of a claim for mitigation, students should continue to work towards submitting by the original assessment deadline. This is if a claim is declined or there is insufficient time for a decision to be made. Students should note the following:
- If a student is granted an extension before the assessment deadline, they are not required to submit by the original deadline.
 - If a decision cannot be made before the assessment deadline, a student should submit all work completed. If the student is subsequently granted an extension, this work will not be marked, and the student will be allowed to make a new submission. If the work has already been marked, the new submission grade will overwrite the original grade.
 - If a student's application is unsuccessful, the grade from the original submission will stand. If a student fails to meet the submission deadline, the grade will be recorded as a non-submission.

Learning Adjustments: Eligibility and Entitlement to Mitigation

- 10.19 Students with a registered disability who can provide supporting evidence are eligible to apply for a learning adjustment by first contacting Student Services. The application process is as follows:
- The student submits a mitigation claim requesting the adjustment.
 - The mitigation panel reviews the claim to determine the student's eligibility. If approved, the student is entitled to request extensions of up to 7 days for future assessments. Their Senior Lecturer can confirm extensions (from 1 to 7 days) for each assessment without requiring a new mitigation claim.
 - Entitled students must request an extension in writing from their Senior Lecturer at least one week before the assessment deadline.
 - The Senior Lecturer will confirm the extension in writing and notify the Academic Registry. If the student's circumstances have changed or they are requesting an extension beyond the original claim, the Senior Lecturer will advise the student that they need to apply for full mitigation.
 - Students can request a learning adjustment at any time during their studies, but they must adhere to deadlines for mitigation claims. Extension requests beyond 7 days require a new mitigation application specific to that assessment.

Mitigation Decisions

- 10.20 When evaluating a mitigation claim, the following will be taken into consideration:
- The severity and the timing of the student's circumstances
 - The appropriateness of any evidence/statements provided
 - The extent to which the circumstances have affected the student
- 10.21 Where students seek an extension of time that is equal to one week or less, the Academic Registry will share the form with the relevant Head of Faculty for their consideration. The Head of Faculty may only approve a one week extension per student for any module and only once for any module during an academic year. If further extensions are required, the application will be considered by the Mitigation Panel.
- 10.22 The Head of Faculty can approve an extension that is equal to one week or less if they are satisfied that there is sufficient indication that the exceptional personal circumstances provided are outside the student's control. In such circumstances, the evidence provided by the student should be in the form of a written statement of 'self-certification'.
- 10.23 In making such decisions, the Head of Faculty will use their professional judgement and seek additional evidence or statements from the student where required.
- 10.24 In all mitigation claims, students should be aware that any attempt to falsify information provided to the School will be considered 'cheating' and an attempt to gain an unfair advantage. In such circumstances, the School will follow the Academic Dishonesty Procedure.
- 10.25 Where students seek an extension of time that is more than one week, the claim will be considered by the Mitigation Panel. The Mitigation Panel is comprised of the following, or their nominee(s):
- Vice Principal (Higher Education)
 - Academic Services Manager
 - Student Services Adviser
 - Academic Registrar
- 10.26 If the Panel is satisfied that the student has particular or exceptional circumstances, the Panel will approve an appropriate extension or action (see section: *Claiming Mitigation*).
- 10.27 The School has a duty of care to its students; the decision taken on a mitigation claim will ensure that a realistic timeframe is agreed for a student, which enables them to complete outstanding assessment requirements without undue pressure. Where there is clear evidence of mitigating circumstances affecting a student over a lengthy period of time, a student may be recommended to intermit and complete their studies in the following academic year.
- 10.28 It will be the responsibility of the Academic Registry to write to students informing them of the outcome, with copies sent to the Senior Lecturer and Head of Faculty.

- 10.29 At the end of the academic year, the Mitigation Panel will invite an independent senior member of staff to review the decisions made throughout the year to ensure consistency and parity of treatment and prepare a brief report to be submitted to the Academic Board.
- 10.30 The Northern School of Art is committed to providing an inclusive learning and working environment that recognises the value of every individual regardless of their background or personal characteristics. It aims to do this by encouraging a culture which actively welcomes, respects, promotes and embraces diversity; employs fairness in all aspects of employment and teaching and thereby creating and sustaining a positive and supportive environment for all members of its community.

Evidence

- 10.31 Each application must be accompanied by satisfactory supporting evidence that is current and relevant, normally from an independent and qualified third-party professional.
- 10.32 Evidence from programme staff is not normally accepted as the sole form of evidence. These statements would only be accepted in very exceptional circumstances where it is accepted that other evidence is extremely difficult to obtain and with the express consent of the Vice Principal (Higher Education).
- 10.33 In matters relating to health, evidence provided by a medical practitioner should be evidence created/gathered at the time of the problem and should be provided by the health professional that diagnosed and/or treated the student.
- 10.34 The School Student Services Team is only able to provide evidence when a student has used, or is currently using, the services provided by the team to address the circumstances.
- 10.35 Even if a student's circumstances are sensitive, the student must still submit evidence. Disclosure to a member of staff is not normally accepted as an alternative to evidence, unless there is very exceptional circumstances and with the express consent of the Vice Principal (Higher Education).

Review

- 10.36 If a student is not satisfied with the decision made by their Head of Faculty or the Mitigation Panel, they are entitled to request that their claim is reviewed. The student should make this request in writing to the Academic Registrar, outlining the reasons for their request within 10 days of notification of the decision. The Academic Registrar will in the case of an application being declined by:
- The Head of Faculty – request the Mitigation Panel to review the decision.
 - The Mitigation Panel – request another member of senior staff, who have not had any connection with the original decision, to review the claim
- 10.37 If a student is still dissatisfied with the review decision made, they may appeal in writing to the School's Director of HE Academic Quality and Enhancement. The letter of appeal must be lodged with Academic Registry within 10 working days of the date of notification of the reviewed decision.

10.38 A student may choose to appeal based on the following grounds:

- That new substantive evidence has become available which is pertinent to the case and has material impact such that the outcome may have been affected
- That due process was not followed and that this had a material bearing on the outcome of the case.
- That the decision of the Mitigation Panel was perverse, considering all the evidence presented

10.39 The Director of HE Academic Quality and Enhancement will appoint a Vice Principal (not previously involved with the mitigation claim) who will conduct a review of the documentation relating to the case, including all documentation considered by the panel and its decision. They will not normally meet with the parties concerned but may request a meeting with member(s) of senior staff, who has/have undertaken the review of the claim, to request clarification of any points raised by the student in their appeal, or to discuss the impact of any new evidence. The Vice Principal will reach a judgement on the balance of the evidence, and will either:

- Confirm the original decision
- Uphold the appeal and require the Mitigation Panel to reconsider its original decision.

The Vice Principal will write to the student to confirm their decision. This will normally be within 10 working days of receipt of the letter of appeal although, as this authority cannot be delegated, there may be occasions where a longer time period is required and, in these cases, the Vice Principal will contact the relevant parties to explain the circumstances. The Vice Principal's letter of decision will also be copied to the Academic Registrar to enable the record of decisions to be updated.

11.0 HE ACADEMIC DISHONESTY PROCEDURE

Introduction

- 11.1. The HE Academic Dishonesty Procedure sets out the School's approach to identifying and dealing with cases of suspected academic dishonesty, including cheating, collusion and plagiarism.
- 11.2. Students should note that the School views cases of proven academic dishonesty very seriously. Where intentional cheating is proven, you may be excluded from your programme. If this occurs at the end of your programme, the final award may be withheld.
- 11.3. The School advises the use of Turnitin in order to check the authenticity of written work before submission, and similarly recommends that all research for files, journals, and sketch books are referenced in acknowledgement of the intellectual property of others.
- 11.4. In order to ensure fairness for all students, tutors will actively seek to detect academic dishonesty by any appropriate means, including the digital testing of texts for copying, internet, and library searches. The School highly recommends that all written work is tested by the student through Turnitin before the assessment deadline. Tutors may similarly test all written work after submission, and may access Turnitin reports in order to check the validity and authenticity of the work they are assessing, particularly if a student has submitted work that has not previously been checked through Turnitin.
- 11.5. The School recognises the potential impact and influence of artificial intelligence (AI) technology on academic dishonesty. While AI can offer numerous benefits and advancements in various academic and creative fields, it is essential to acknowledge the potential risks.
- 11.6. Students may use generative AI in ways that support your learning, enhance your ability to achieve your learning outcomes, and prepare you to succeed in your future career. Using generative AI to falsify work or breach guidelines for an assessment will undermine all these benefits and damage your learning.
- 11.7. As a general principle, students can use generative AI to help them learn, but cannot use AI to generate or falsify work. The Northern School of Art uses a traffic light system to indicate how generative AI should be used in assessments. Staff and students should be aware of the categories and discuss in sessions whether an assignment falls wholly or partially within each. There are three categories:
 - RED: Generative AI tools cannot be used
 - AMBER: Generative AI Tools can be used to assist your process
 - GREEN: Generative AI has an integral role and is a requirement of the assessment
- 11.8. Regardless of the category Generative AI should be used with caution, as the tools can create inaccurate, superficial and information that is not academically rigorous. Students should always make sure that academic integrity is at the forefront of any work that they do, and when in doubt, always ask their lecturer about appropriate use of generative AI.

- 11.9. Presenting AI-generated work as solely the student's original creation is prohibited. Students must clearly indicate when AI tools have been used in the development of their work, distinguishing their contributions from those of AI systems.
- 11.10. Students must appropriately acknowledge the sources and provide clear citations when utilising AI tools to avoid plagiarism.
- 11.11. The institution recognises the evolving nature of AI technology and its impact on academic integrity. School staff are encouraged to provide clear guidelines, resources, and support to students, promoting ethical and responsible use of AI tools while also monitoring and addressing potential instances of academic dishonesty involving AI. Where possible, this will be included in Programme Handbooks and Module Handbooks.
- 11.12. Please ensure that you read this procedure carefully and, if you have any questions, ask your tutor for clarification.

Purpose

- 11.13. The purpose of this Procedure is to ensure that:
- The terms relating to academic dishonesty are clearly defined;
 - Students and staff are aware of the Procedure for dealing with cases of suspected academic dishonesty and the resulting outcomes;
 - The roles and responsibilities within the Procedure for dealing with academic dishonesty are clearly defined;
 - All students have access to advice and guidance in the event of a suspicion of academic dishonesty;
 - There is a process in place to monitor and evaluate the effectiveness of the HE Academic Dishonesty Procedure, and to reflect on the outcomes of the Procedure and make enhancements where necessary.

Definitions

- 11.14. This term applies across all modules, and concerns written work, design work, any material captured by lens and manipulated using digital programmes, any work created using digital programmes, audio material used within the aforementioned and any mix of these processes.
- 11.15. The definitions for the purposes of this Procedure are:
- **Cheating** is using any means to gain an unfair advantage, for yourself or for anyone else, in any form of assessment. Cheating includes the purchasing of work from others, and/or from websites, and/or using generative AI to falsify work.
 - **Collusion** is where a secret agreement is made with others for deceitful or fraudulent purposes. This includes allowing your work to be copied by another person, or submitting work that has been completed by another or submitted previously by another. Collusion may also involve carrying out research, written, or practical work on another's behalf, unless the brief or Learning Agreement specifically allows for this (e.g. in certain group projects or 'live' briefs), or unless

it is specified in an assignment brief that this is appropriate (e.g. the 'contracting out' of certain specialist processes, not available through the School facilities, to outside suppliers).

- **Plagiarism** is the practice of passing off someone else's work as your own, or using someone else's work or that created using generative AI tools without acknowledgement. Plagiarism can be either deliberate or unintentional; however, it is your responsibility to ensure that plagiarism does not occur. Whilst it is an accepted part of academic study to research the ideas of others to develop your own learning, it is essential to acknowledge your sources in presenting work for assessment. You must credit the author:
 - When you quote or refer to words or ideas taken from a book, magazine, newspaper, song, TV programme, film, web page, letter or any other source;
 - When you reproduce diagrams, pictures or illustrations;
 - When you use information gained by interviewing somebody.

11.16. The Academic Support/Study Skills section of the VLE will give you guidance on how to reference and acknowledge written and visual work and research.

Stage 1 - Suspicion of Academic Dishonesty

11.17. In all cases, if a Module Tutor suspects an occurrence of cheating, plagiarism or collusion, they must inform the Head of Faculty, who will then begin the process of investigation. If plagiarism is suspected, it is the Module Tutor's responsibility to identify the alleged source(s) or use of generative AI. In some instances, physical evidence may not be found to identify the source, but the work submitted is far removed from previous examples by that student. A suspicion of plagiarism may still be suggested, but in this instance, the onus will be on the Module Tutor to provide a viable case. In this situation, evidence of academic dishonesty can be obtained through the comparison of the suspect and previous works, and by academic questioning of the suspected work.

11.18. If the Head of Faculty considers that there is a prima facie case to answer, they will meet with the student or students concerned, and with relevant tutors. This meeting is an initial opportunity for the student(s) to indicate the sources used, and hence to show that no cheating has taken place, or in consideration of the evidence, for the student to admit that plagiarism has taken place. Irrespective of the outcome at 11.16, notes from the meeting will be shared with the Director of HE Academic Quality & Enhancement for archiving.

11.19. Following this meeting, the Head of Faculty can make one of the following decisions:

- If the case is not proven. The student will be notified and no further action will be taken. The work will be marked on face value, and the outcome recorded.
- If the student accepts that academic dishonesty has taken place, and the student has no previous history of academic dishonesty, the Head of Faculty can decide on the penalty without a need for further investigation and the information recorded and signed by all parties. As shown below:
 - The award of a capped pass mark of 40% (This penalty is only

available to a student with no prior academic dishonesty offences recorded).

- Failure of the module with a requirement to retrieve the assessment of the failed module, with a maximum available mark of 40%.
- If sufficient grounds for concern remain, or no admission of academic dishonesty is forthcoming, or the student has had previous incidents of academic dishonesty, the Head of Faculty will request the Director of HE Academic Quality and Enhancement to convene a meeting of an Academic Dishonesty Investigative Panel.
- Throughout the process, other than those referred to in the various stages of this Procedure, no other members of the academic team should be involved, either as advisors or counsellors.

Stage 2 - Academic Investigative Dishonesty Panel

- 11.20. The Academic Dishonesty Investigative Panel is established only following the referral of a case to the Director of HE Academic Quality and Enhancement. The Panel comprises of the:
- Vice Principal (Higher Education) (Chair)
 - Director of HE Academic Quality and Enhancement
 - Relevant tutors
 - Registry Administrator (Secretary)
- 11.21. Notes will be taken of the meeting of the investigative panel, but no sound or other recording equipment shall be used without the consent of the Chair.
- 11.22. The student has the right to present a case to the panel, and can be accompanied by a friend, relative or Students' Union representative. No decision on the result of the student's assessment will be reached until the facts have been established and the issue resolved.
- 11.23. The purpose of the panel meeting is to determine the student's understanding of the subject area, and the argument(s) presented in the work. The panel will therefore usually ask a range of questions, with reference to the submission, to test the student's knowledge. This will determine whether there is a prima facie case to answer. If the panel finds that there is a case to answer, it will consider the following matters:
- The extent and severity of the cheating (for instance, the amount of text copied without acknowledgement, and its centrality to the argument)
 - The level and academic experience of the student
 - The information previously provided to the student cohort about academic dishonesty
 - The extent to which there has been an intent to deceive or cheat (particularly previous offences).
- 11.24. The panel will decide the case on the balance of probabilities.
- 11.25. Following the meeting the Panel will consider their decision in private. The Panel will make one of the following decisions:

- That the case is not proven, the student will be notified, and no further action will be taken. The work will be marked at face value, and the outcome recorded. No paperwork relating to the panel meeting will be kept on the student's file.
- That the case is proven, as such the following penalties are available:
 - The award of a capped pass mark of 40% (This penalty is only available to a student with no prior academic dishonesty offences recorded).
 - Failure of the module with a requirement to retrieve the assessment of the failed module, with a maximum available mark of 40%. The panel may further decide if the module is to be reassessed on the basis of a Retake.
 - A requirement that the student repeats the taught module and all assessment.
 - A requirement that the student repeats the year
 - Termination of studies at the School with credit awarded at the Level but not for the module.
 - Termination of students at the School with no credit awarded for the Level at which the offence occurred.

11.26. The student will be notified of the outcome of the panel in writing by the Director of HE Academic Quality and Enhancement. The outcome letter will also explain the student's right to request a Stage 3 review if they are dissatisfied with the decision. This includes details about the acceptable grounds for review, such as procedural flaws, new material evidence, or the reasonableness of the outcome, and sets out the timeframe for submitting a request, which is normally within 14 calendar days of receiving the outcome.

Stage 3 - Review

11.27. If the student is still dissatisfied, they may request that the case be reviewed by the School, or, where applicable, referred to the Arts University Bournemouth for review. The review stage does not involve reinvestigating the case but considers whether the process was fair, the decision was reasonable, and whether new evidence has emerged.

11.28. If a student is enrolled on a programme leading to an award by the Arts University Bournemouth (AUB), the review will be undertaken by AUB.

11.29. A request for a review of the decision must be made to the Director of HE Academic Quality and Enhancement within 14 calendar days of receiving the Stage 2 Academic Dishonesty Investigative Panel outcome letter.

11.30. A student must identify the grounds on which they are requesting a review, which are as follows:

- **Procedural irregularity:** The School's procedures were not followed correctly at Stage 2 – Formal Resolution, and this had a material impact on the outcome.
- **Unreasonable outcome:** The decision at Stage 2 – Formal Resolution was not supported by the evidence, or the outcome was disproportionate to the findings.
- **New material evidence:** Significant new information has become available which could not reasonably have been provided earlier and which may affect the outcome.

- 11.31. A student should provide any new evidence or documentation relevant to the review, along with a clear explanation of why it was not submitted previously.
- 11.32. The School will acknowledge receipt within 7 calendar days and assess whether the request meets the criteria for review. If needed, the student may be asked to clarify or supplement their request.
- 11.33. The Director of HE Academic Quality and Enhancements will appoint a senior and impartial staff member with no prior involvement to review the case. They will consider all relevant documentation from previous stages and assess whether the Stage 2 – Academic Dishonesty Investigative Panel process was conducted fairly and in line with procedure.

Completion of procedures

- 11.34. If the review concludes the School's internal process, the student will receive a Completion of Procedures Letter, allowing them to refer the matter to the Office of the Independent Adjudicator (OIA) within 12 months. Information about how to contact the OIA will be provided at the conclusion of the internal process.

Confidentiality and Data Protection

- 11.35. In handling academic dishonesty cases, the School may need to share relevant evidence with other individuals directly involved in the matter to ensure a fair and transparent process. This is done under the principles of the OIA Good Practice Framework and the UK General Data Protection Regulation (UK GDPR). Only information that is necessary and proportionate will be shared, and where appropriate, personal data may be redacted to protect the identity of third parties. A student may request that certain information, such as medical evidence or witness statements, remain confidential; however, this may limit the School's ability to investigate or respond to the concerns raised thoroughly. The School will inform all parties of how their information will be used, ensure it is handled lawfully and securely, and provide appropriate support throughout the process.

Record-Keeping and Learning

- 11.36. The Director of HE Academic Quality and Enhancement will securely store all outcomes and supporting documentation.
- 11.37. The School views academic dishonesty cases as an opportunity to learn and improve. All formal and review-stage cases will be recorded and analysed to identify trends and areas for enhancement.

12.0. THE STUDENT DISCIPLINARY PROCEDURE

Introduction

- 12.1. For the purposes of this Student Disciplinary Procedure, the term “student” includes all persons whilst enrolled on higher education programmes at The Northern School of Art, which provides for periods spent on work placements, study exchanges or field trips, and all off-site activities undertaken as a student (which may include activities arranged through the Students’ Union). The School reserves the right to act against those who are no longer students, including graduates, where evidence comes to light of potential misconduct during the period of enrolment. In extreme cases, this may involve the revocation of an award.
- 12.2. The School cannot make a finding on an allegation that is also a criminal offence. That is a decision that only a criminal court can take. The School will only rule on an allegation of misconduct as set out in this policy. This is an important factor for students to consider when deciding whether to make a report to the Police or to the School. Therefore, students need to read this policy carefully to understand the process and the scope of potential outcomes and sanctions that the School can impose.
- 12.3. This Student Disciplinary Procedure does not supersede other policies and procedures which relate to students. Where other policies and procedures include a specific procedure for dealing with non-compliance, that procedure will be used.
- 12.4. The School is committed to operating a fair, consistent and non-discriminatory procedure in relation to all its students. The School also recognises its obligations to students under the Equality Act 2010 and will comply with these obligations in the operation of this Student Disciplinary Procedure.
- 12.5. Where there is a concern that mental health, illness or disability may have directly impacted on the behaviour and/or conduct of a student, the case may at any point in this procedure be referred to the Student Services Manager, who will advise whether it would more appropriately dealt with under the School’s procedures for dealing with students giving cause for concern.

Categories of offence

- 12.6. Disciplinary offences are categorised as minor or severe. The only potential penalty available for minor misconduct is a Warning and/or an Agreed Action Plan; conduct which may warrant a more serious penalty should be treated as serious misconduct.
- 12.7. This division intends to enable a swift response to minor offences, whilst ensuring that offences which may lead to sanctions other than a Warning and/or an Agreed Action Plan are considered more fully, and where reasonably practicable, involve at least one member of staff without previous knowledge of the student.
- 12.8. Where it is not obvious into which category an alleged offence should fall, the procedure for serious misconduct should be used. Whether the behaviour is categorised as minor misconduct or serious misconduct is at the sole discretion of the School. If, having classified the alleged offence as minor, the School shall decide at any stage of the

procedure for dealing with allegations of minor misconduct below that the matter should instead proceed under the procedure for dealing with allegations of serious misconduct below. The School may cease dealing with the allegations under the procedure for minor misconduct and proceed under the procedure for allegations of serious misconduct. The cessation of dealing with allegations under the minor misconduct procedure in these circumstances does not amount to a conclusion of the matter.

- 12.9. Where possible, the School will look to work to all timings laid out in this procedure. However, the School reserves the right to work outside of the procedure in this respect in cases where deemed appropriate. This will be at the discretion of the Vice Principal (Higher Education).
- 12.10. If the alleged disciplinary offence is deemed minor, the student will nevertheless have the right to require the matter to be dealt with under the procedure for serious misconduct. Such requests are not reversible; the student cannot subsequently request reversion to the procedure for minor misconduct.
- 12.11. It should be noted that decisions under this Student Disciplinary Procedure will be taken on the balance of probability. A case does not have to be established “beyond a reasonable doubt” before action is taken under this Student Disciplinary Procedure.
- 12.12. In considering any penalty, the School will consider whether the outcome of disciplinary action should be shared with any person who has been adversely affected by the misconduct, and who would have a legitimate interest in the action taken by the School in response.
- 12.13. The School’s response to misconduct, which is also a criminal offence, is outlined in Appendix: Misconduct that is also a Criminal Offence.
- 12.14. The School’s policy on payment of damages and a definition of negligence is outlined in Appendix: Restitution: Payment of Damages.

Minor Misconduct Responsibilities

- 12.15. Misconduct is deemed minor where its establishment will lead to a Warning and/or an Agreed Action Plan.
- 12.16. The following list gives typical examples of minor misconduct; it is indicative and is not intended to be exhaustive:
- failure to participate appropriately in School activities
 - minor damage to the School’s property, or negligence in its care
 - disregarding instructions from members of the School staff
 - showing a lack of respect to any members of the School’s community, including other students, staff, contractors and visitors
 - uncooperative conduct in halls of residence
 - incidents of disturbance in the local community liable to bring the School into disrepute
- 12.17. Any allegation(s) of minor misconduct should be drawn to the attention of the Head of Faculty. The allegation(s) should be made in writing and should clearly state the alleged

misconduct (including dates and times). If the Head of Faculty has identified the misconduct, he/she should note this in writing. The Head of Faculty will then determine whether or not further action should be taken.

12.18. The Student Services Manager will deal with matters which relate to Halls of Residence or community disturbance. The School accepts the issuance of a Noise Abatement Notice as evidence that an incident of misconduct has occurred. Appeals against a Noise Abatement Notice must be submitted to the Landlords in accordance with their published guidelines.

12.19. Issues relating to items of equipment which have been borrowed from the School stores will be dealt with by the Creative Technicians in the first instance. In the case of damage to equipment, the Creative Technician will make a judgment as to whether the damage may have been caused deliberately or through negligence, and (if this is established), in any such case, will refer the matter to the Head of Faculty. If it is found that this was accidental or unavoidable damage, he/she will normally retain the name of the student on file, but no further action will normally be taken.

12.20. The Head of Faculty will:

- Review the allegations and the strength of the evidence in support of these allegations
- If appropriate and/or necessary, conduct further investigations into the case
- Write to the student informing him/her of the allegation(s) against him/her, that action is being taken under the Student Disciplinary Procedure, and inviting him/her to a meeting specifying the time, date and place of the meeting. Usually, at least three working days' notice will be given, but a shorter timescale may be agreed between the two parties where such a delay may be prejudicial to the student⁷. The student will also be informed of his/her right to submit written evidence, which must be submitted at least one clear working day before the meeting. Evidence not submitted in accordance with this condition will not be accepted, save at the sole discretion of the Head of Faculty.
- Hold a meeting with the student to discuss the allegations. The student is entitled to be accompanied at the meeting by a friend or other member of the School community if he/she wishes, but not by a legal representative or another person involved in the allegation. The person accompanying the student has a right to address the meeting but not to answer questions on behalf of the student. However, if the accompanying person becomes outspoken or disruptive, they may be asked to leave. The intention is to keep proceedings relatively informal, and usually no witnesses will be called, although signed statements from relevant parties may be presented. Reasonable adjustments will be made for disabled students as appropriate.

12.21. The options open to the Head of Faculty are:

⁷ An example may be where a student trip or exchange is planned, and the student may not be released to attend if still under investigation for misconduct.

- To find that there is no case to answer, and that the case is dismissed;
- To consider that this is a matter of misconduct which may warrant a penalty more serious than a Warning and/or Agreed Action Plan, and refer the matter to the Vice Principal (Higher Education)
- To find that, whilst misconduct has taken place, a Warning and/or Agreed Action Plan would be a sufficient penalty, and would discourage any further such activity. A Warning will be given to the student in writing. A note of this will remain on the student's file for the remainder of the academic year in which the disciplinary offence occurred. The whole of the following academic year, and may be considered if any future allegation(s) of misconduct is/are made against him/her.

12.22. If the student does not attend the meeting, the Head of Faculty may decide in the student's absence.

12.23. If the student does not accept a Warning and/or Agreed Action Plan, they may appeal to the Vice Principal (Higher Education).

12.24. A student may appeal on the following grounds:

- That due process was not followed, and that this had a material bearing on the outcome of the hearing; and/or
- That the penalty imposed is inconsistent with the severity of the offence; and/or
- That new evidence has since become available, which is pertinent to the case, but was not available at the time of the hearing; and/or
- That the decision of the Head of Faculty was perverse, considering all the evidence presented.

12.25. The Vice Principal (Higher Education) will review the allegations and evidence presented and will uphold or dismiss the student's appeal. The Vice Principal (Higher Education) may not impose additional penalty, but in upholding the student's appeal, may remove any Warning and/or Agreed Action Plan given by the Head of Faculty. There is no further right of appeal for minor misconduct.

12.26. The Vice Principal (Higher Education) should be notified of the outcome of any case where a penalty is imposed.

Serious Misconduct

12.27. Serious misconduct is categorised as conduct for which the appropriate penalty is greater than a Warning and/or Agreed Action Plan.

12.28. The following list gives typical examples of serious misconduct; it is indicative and is not intended to be exhaustive.

12.29. Examples may include:

- breach of the School's equalities policies, or student charter, including unlawful discrimination
- bullying or harassment, including sexual harassment
- breach of the Health and Safety Policy
- theft

- damage to property
- physical violence
- substance abuse
- threatening behaviour
- disruptive behaviour and unwillingness to co-operate with reasonable instructions from staff
- smoking within the School's buildings
- a repeated instance of minor misconduct
- failure to abide by the outcomes of a previous misconduct process (whether minor or severe)
- any behaviour (on or off campus) liable to bring the School into disrepute.

12.30. Any allegation(s) of serious misconduct should be brought to the attention of the Vice Principal (Higher Education). The allegation(s) should be made in writing and should clearly state the alleged misconduct (including dates and times). If the Vice Principal (Higher Education) has identified the misconduct, he/she should note this in writing. The Vice Principal (Higher Education) will then determine whether or not the allegation(s) properly fall under the criteria for serious misconduct. If they consider that it does not, they will refer the matter back to the Head of Faculty or Student Services Manager for consideration through the procedure for minor misconduct.

12.31. Any allegations of serious misconduct that are also a criminal offence will be discussed along with the scope of potential outcomes and sanctions in line with Appendix: Possible Outcomes of a Student Disciplinary Procedure.

12.32. If the allegation(s) does/do fall under the criteria for serious misconduct, the Vice Principal (Higher Education) will:

- Write to the student informing him/her of the allegation(s) against him/her, that action is being taken under this Student Disciplinary Procedure, and inviting him/her to a meeting specifying the time, date and place of the meeting, usually giving at least five working days' notice. The student will also be informed of his/her right to submit written evidence, which must be submitted at least one clear working day before the meeting. Evidence not submitted in accordance with this condition will not be accepted, save at the sole discretion of the Vice Principal (Higher Education).
- Meet with the student to present the allegations and determine whether or not they are disputed, or whether there are further facts which bear on the case. The student is entitled to be accompanied at the meeting by a friend or other member of the School community if he/she wishes, but not by a legal representative or another person involved in the allegation. However, if the accompanying person becomes outspoken or disruptive, they may be asked to leave. Reasonable adjustments will be made for disabled students as appropriate.
- Consider whether the student should be suspended from the School pending the outcome of any investigation or Student Disciplinary Panel. This is not a judgement about guilt or innocence, but about the seriousness of the allegations,

and will take into account whether there is a risk of harm either to self or others, a risk to the property of the School, or responsibilities to third parties.

Suspension from the School must be carried out by a postholder not below the level of Vice Principal (Higher Education), and will be communicated by a letter from the Office of the Vice Principal (Higher Education), sent both in printed copy to the student's term address, and electronically to the student using their School email address. A text will be sent to the student to notify them of the importance of the email.

- Determine whether the circumstances outlined would be sufficiently addressed by one of the following penalties (see Appendix 1 for definitions):
 - A Warning and/or Agreed Action Plan
 - A Formal Reprimand

12.33. If the Vice Principal (Higher Education) considers that the circumstances warrant a more serious penalty, they should refer the case to the Principal.

12.34. If the student is not prepared to accept a Warning, Agreed Action Plan or Formal Reprimand they may appeal to the Principal.

12.35. A student may appeal on the following grounds:

- That due process was not followed, and that this had a material bearing on the outcome of the hearing; and/or
- That the penalty imposed is inconsistent with the severity of the offence; and/or
- That new evidence has since become available, which is pertinent to the case, but was not available at the time of the hearing; and/or
- That the decision of the Vice Principal (Higher Education) was perverse, considering all the evidence presented.

12.36. The Principal will:

- Review the allegations to satisfy him/herself that the case should be heard under the procedures for serious misconduct
- Write to the student to inform him/her that a Student Disciplinary Panel is to be convened to consider the case, of the time, date and place of the meeting and to enclose a copy of this Student Disciplinary Procedure
- Review the strength of the evidence in support of these allegations and, if appropriate, appoint another member of the School staff, at middle manager level or above, to investigate the allegations and secure relevant evidence
- Appoint members to a Student Disciplinary Panel (in accordance with paragraph 5 below) to hear the case.

Student Disciplinary Panel

12.37. The panel will in all cases comprise:

- A member of the School Management Team other than the Vice Principal (Higher Education) or Principal (Chair)
- A member of the School staff at Senior Manager level who is not from the subject area in which the student is based

- The President of the Students' Union, or nominee
- An independent panel member, such as a Governor or the School Chaplain

- 12.38. Vice Principal (Higher Education) will present the case on behalf of the School.
- 12.39. The Principal will nominate a Secretary to the Student Disciplinary Panel.
- 12.40. Notes will be taken of all meetings of the Student Disciplinary Panel.
- 12.41. To ensure that there is sufficient time for any internal investigation to take place, the Student Disciplinary Panel will not normally meet within the first ten working days following the written notification to the student referred in paragraph 4.7 above. However, the School will endeavor, where reasonably practicable, to ensure that every case is heard within 20 working days of the written notification to the student and where agreed in writing by all parties this timescale may be reduced.
- 12.42. The student will normally be given at least 10 working days' notice of the date of the meeting of the Student Disciplinary Panel. He/she will also be given the opportunity to submit written evidence (including a written statement of defense) in advance of the meeting. Any written evidence to be submitted by the student must be submitted at least 3 clear working days prior to the date of the meeting of the Student Disciplinary Panel. Evidence not submitted in accordance with this condition will not be accepted save at the sole discretion of the Chair of the Student Disciplinary Panel who will have the power to adjourn the meeting if he/she decides to admit late evidence which in his/her opinion the Student Disciplinary Panel needs time to consider in advance of the meeting. The student will be provided with any written evidence to be relied on by the School at least 3 clear working days prior to the meeting of the Student Disciplinary Panel together with details of any witnesses to be called on behalf of the School.
- 12.43. The student is entitled to attend the meeting in order to:
- Hear the case and the evidence presented on behalf of the School by the Vice Principal (Higher Education), this may include the Vice Principal (Higher Education) calling witnesses.
 - Present his / her defence (this may include calling witnesses, the names of whom shall be notified in writing to the Secretary at least two clear working days in advance of the hearing; witnesses whose names have not been submitted in accordance with this condition will not be permitted to give evidence save at the sole discretion of the Chair of the Student Disciplinary Panel)
 - Make a concluding statement.
- 12.44. The student may be accompanied at the part of the meeting of the Student Disciplinary Panel at which he/she is entitled to present his/her case by a friend, relative or another member of the School community if he/she wishes but not by a legal representative or another person involved in the investigation. The person accompanying the student has a right to address the meeting but not to answer questions on behalf of the student. Reasonable adjustments will be made for disabled students as appropriate.
- 12.45. The Vice Principal (Higher Education) presenting the case on behalf of the School may ask questions of the student and witnesses called by the student and the student may

ask questions of witnesses called by the Vice Principal (Higher Education). However, depending on the nature of the allegation the Chair has the discretion to remove the right of participants to cross-examine witnesses.

- 12.46. Members of the Student Disciplinary Panel may question the student and witnesses called by either the Vice Principal (Higher Education) or the student.
- 12.47. It is the responsibility of the student to ensure that his/her witnesses are able to attend the meeting of the Student Disciplinary Panel which has been arranged.

Outcome of the Student Disciplinary Panel

- 12.48. Following the conclusion of the hearing, but not necessarily on that day, the Student Disciplinary Panel will consider its decision in private in the absence of the student, any person who accompanied him/her and the Vice Principal (Higher Education) who presented the case on behalf of the School, and no decision will be communicated to the student verbally. The Student Disciplinary Panel will decide on the evidence on the balance of probability whether or not the allegation(s) is/are upheld and will determine the appropriate programme of action. The Student Disciplinary Panel will reach its decision by a simple majority vote. In case of a tied vote, the Chair shall have a second or casting vote. The range of outcomes (of which one or more may be imposed for each allegation of misconduct upheld) available for serious misconduct include (see Appendix: Possible Outcomes of Student Disciplinary Procedure).
- Permanent exclusion from The Northern School of Art
 - Temporary exclusion from The Northern School of Art for a period of time determined by the Student Disciplinary Panel
 - Fine
 - Formal reprimand
 - An agreed action plan, which may include an apology and restitution to third parties
 - A Warning
 - No charge to answer
- 12.49. In addition, a student will normally be required to reimburse the School for the cost of any damage to property as a result of his/her actions. This will be in addition to any penalty (including a fine).
- 12.50. In the event that the Student Disciplinary Panel upholds the allegation(s) and decides to impose a penalty, it must also determine the length of time for which this penalty should be included on the student record. Where appropriate, this may be longer than the student's period of registration i.e. would still be visible to someone writing a reference once the student had left the School. If the Student Disciplinary Panel does not uphold the allegation(s), the case file will be held confidentially for statistical monitoring purposes only.
- 12.51. Normally, within 5 working days of the Student Disciplinary Panel reaching its decision, the Principal will send the student a copy of the Student Disciplinary Panel's decision, and written summary reasons for its decision. At the same time, the student shall be told

that he/she has the right to appeal to the Principal in accordance with 12.52 of this Student Disciplinary Procedure. The written notification shall be sent to the student's term-time correspondence address unless otherwise notified by the student.

- 12.52. The Head of Faculty or Student Services Manager should be notified of the outcome of any case where a penalty is imposed.

Review to the Principal

- 12.53. If the student is dissatisfied with the decision of the Student Disciplinary Panel, he/she may appeal in writing to the Principal. The letter of appeal must be lodged with the Principal's Office within ten working days of the date of notification of the decision of the Student Disciplinary Panel.

- 12.54. A student may appeal on the following grounds:

- i. That due process was not followed, and that this had a material bearing on the outcome of the hearing; and/or
- ii. That the penalty imposed is inconsistent with the severity of the offence; and/or
- iii. That new evidence has since become available which is pertinent to the case, but was not available at the time of the hearing; and/or
- iv. That the decision of the Student Disciplinary Panel was perverse, considering all the evidence presented.

- 12.55. The Principal will conduct a full review of the documentation relating to the case, including all documentation considered by the panel and its decision. He/she will not usually meet with the parties concerned, but may request a meeting with the Chair of the panel to request clarification of any points raised by the student in his/her appeal, or to discuss the impact of any new evidence. The Principal will reach a judgement on the balance of the evidence, and will either:

- Confirm the decision of the Student Disciplinary Panel
- Uphold the appeal, and impose a lesser penalty
- Uphold the appeal, and dismiss the case

- 12.56. The Principal will write to the student and the Vice Principal (Higher Education) to confirm his/her decision. This will typically be within 10 working days of receipt of the letter of appeal. However, as this authority cannot be delegated, there may be occasions where a more extended time period is required. In these cases, the Principal's Office will contact the relevant parties to explain the circumstances. The Principal's letter of decision will also be copied to the Chair of Governors, Vice Principal (Higher Education), Director of HE Academic Quality and Enhancement, and the Head of Faculty or Student Services Manager to enable the record of decisions to be updated.

Completion of procedures

- 12.57. If the review concludes the School's internal process, the student will receive a Completion of Procedures Letter, allowing them to refer the matter to the Office of the Independent Adjudicator (OIA) within 12 months. Information about how to contact the OIA will be provided at the conclusion of the internal process.

Confidentiality and Data Protection

- 12.58. In handling student disciplinary cases, the School may need to share relevant evidence with other individuals directly involved in the matter to ensure a fair and transparent process. This is done under the principles of the OIA Good Practice Framework and the UK General Data Protection Regulation (UK GDPR). Only information that is necessary and proportionate will be shared, and where appropriate, personal data may be redacted to protect the identity of third parties. A student may request that certain information, such as medical evidence or witness statements, remain confidential; however, this may limit the School's ability to thoroughly investigate or respond to the concerns raised. The School will inform all parties of how their information will be used, ensure it is handled lawfully and securely, and provide appropriate support throughout the process.

Record-Keeping and Learning

- 12.59. All outcomes and supporting documentation will be securely stored by the Director of HE Academic Quality and Enhancement.
- 12.60. The School views student disciplinary cases as an opportunity to learn and improve. All formal and review-stage cases will be recorded and analysed to identify trends and areas for enhancement.

13.0 HE WORK EXPERIENCE POLICY

Introduction

- 13.1 The success of many vocational art and design programmes is based on high-quality relationships between education and business to ensure a relevant curriculum and to provide a meaningful learning experience to students.
- 13.2 The Northern School of Art [the School] recognises that there are many ways in which a student may engage with the workplace, for example: work experience outside the programme of study or volunteering.
- 13.3 Work experience can be an invaluable part of a student's personal development planning [PDP] and preparation for employment, where it is considered that the activity will be beneficial to the overall learning experience on the programme of study. It can provide a depth of understanding of employment that is difficult to simulate within an academic environment, and can give students a competitive advantage in determining career direction and subsequent successful application for employment.
- 13.4 There is no legal requirement that student work experience activity should be paid. Whilst the School does not prohibit payment, it accepts that for many employers within the creative industries, payment is not realistic. A work experience provider is asked to consider whether it can contribute towards the student's reasonable expenses. It is essential to consider the financial implications of any work experience opportunity before agreeing to undertake it.
- 13.5 Students usually are required to identify potential work experience providers and to contact them to determine the feasibility of a work experience opportunity. However, the School retains responsibility for ensuring that the work experience provider is suitable and for confirming that all details of the proposed work experience activity are satisfactory.
- 13.6 The annual tuition fees for the programme remain unaffected by any work experience activity that a student may undertake.
- 13.7 The HE Work Experience Handbook provides a general guide to work experience and is available on the VLE.

Scope and purpose

- 13.8 This policy applies only to work experience organised and/or approved by the School.
- 13.9 The purpose of the policy is to ensure that students, staff and work experience providers are aware of the definitions, roles and responsibilities involved in work experience undertaken by students whilst under the School's duty of care.
- 13.10 The policy also describes the framework for release from academic studies in order to undertake work experience – this process is set out in more detail in the HE Work Experience Release Procedure.

Definitions

- 13.11 A student includes any current student enrolled on an HE programme of study at the School.
- 13.12 Work experience is defined as a workplace experience outside of the usual School environment. As it is not assessed and does not contribute towards formal achievement on the programme of study, work experience is not compulsory. Periods of work experience normally have a duration of between one to six weeks, and might be full-time or part-time; for example, one day a week for a number of weeks.
- 13.13 Where work experience takes place during normal taught time, the School has a work experience release process in place (see section 5). This process applies to work experience of up to two working weeks, or the hourly equivalent for part-time work experience.
- 13.14 A work experience provider refers to the employing organisation that provides the work experience opportunity. For example, work experience providers may include companies, cultural venues, retailers, design studios, community arts organisations, teaching establishments, etc.

Duties and responsibilities

- 13.15 Students may be given the opportunity to work alongside and in similar circumstances to other people at their work experience. In taking advantage of this opportunity, students will be working outside the disciplined School environment, in the company of adult strangers and with unfamiliar chains of command. They may be at particular risk from:
- possible physical and psychological immaturity and inexperience of work;
 - a relative lack of awareness of the potential risks to their health and safety, both in relation to the tasks they are doing and from the working environment;
 - a lack of awareness of appropriate workplace behaviours and boundaries.
- 13.16 Work experience must be approved and monitored with due diligence. This includes ensuring that any period of work experience as covered by the scope of this policy forms part of a coherent and structured learning experience, does not have a negative impact on any other aspect of the programme of study and does not exploit the student. Work experience must also conform to relevant health and safety legislation; equalities legislation and policy; and be in accordance with the School's overall duty of care to the student.
- 13.17 If there are any concerns regarding health and safety and/or the well-being of a student during a period of work experience, including bullying or abusive behaviour, the Employability & Creative Industry Liaison Manager must be informed immediately. The work experience provider will be barred from offering any future work experience to students at the School.

Duties and responsibilities of the School

- 13.18 Under the Health and Safety at Work etc. Act 1974, organisers for work experience have

roles and responsibilities for ensuring that, so far as is reasonably practicable, the health, safety and welfare of students on work experience, including those students who find their own work experience. Students on work experience remain registered with the School and so the School's legal responsibilities remain whilst the student is on work experience (for example, in relation to duty of care, reasonable adjustments for disabled students, safeguarding responsibilities etc.).

Duties and responsibilities of work experience providers

- 13.19 Under the Health and Safety (Training for Employment) Regulations, students participating in work experience are regarded as employees for the purposes of health and safety. Work experience providers must ensure, so far as is reasonably practicable, the health, safety and welfare at work of all their employees.

Duties and responsibilities of students

- 13.20 Students participating in work experience have the same duties as other employees in the workplace, and are required to take reasonable care of their own health and safety and that of other people who may be affected by their acts or omissions, and co-operate with the work experience provider in complying with the provider's legal duties and to maintain contact with the School.
- 13.21 Students must attend the working hours as agreed with the work experience provider. Students who fail to attend an agreed work experience release, or do not comply with the company's attendance practices, risk damaging our institutional reputation and, as a result, action will be taken through the School's disciplinary procedure.

Work experience release

- 13.22 With the specific approval of the School, a student may be released from the formal timetable for a maximum of two working weeks per academic year in order to undertake a period of work experience where it is considered that this will be beneficial to the overall learning experience (for example, where there is an opportunity to work with a company which specialises in the discipline).
- 13.23 Further work experience release(s) beyond two working weeks require approval from the Vice Principal (Higher Education) and support from the Head of Faculty
- 13.24 The work experience release process enables students to undertake a period of approved work experience; and to be given an equivalent extension of time for the assessment submission of the modules currently being studied whilst the student is participating in the work experience activity.
- 13.25 This process is strictly regulated and monitored to ensure parity of opportunity for all students, and to ensure that students will not be academically disadvantaged by undertaking work experience. Approval of work experience release is contingent on students and appropriate programme staff providing complete and detailed information for consideration by the Vice Principal (Higher Education) or nominee prior to the work experience taking place. No period of work experience release may proceed without the approval of the Vice Principal (Higher Education) or nominee.

- 13.26 Work experience opportunities which exceed a duration of two weeks should normally be arranged by the student to take place during vacation periods over the summer, or during the Christmas and Easter breaks.

Suitability of the work experience

- 13.27 As an organiser, School staff have a responsibility to make judgements about the suitability of work experience opportunities that students may undertake. Programme staff need to be satisfied that work experience providers have suitable systems in place to ensure the health, safety and welfare, so far as is reasonably practicable, of the student while working for them.
- 13.28 After researching potential work experience opportunities and providers, students must discuss the proposed work experience with programme staff to ensure that it is appropriate and beneficial to the student's development on the programme of study.
- 13.29 In assessing the suitability of the proposed work experience, programme staff will need to discuss with any potential work experience provider the objectives of the work experience and the implications of accepting students into the workplace. Programme staff will also need to ensure that providers are aware that they are just as responsible for students on work experience as they are for their employees.
- 13.30 In particular, programme staff need to ascertain that the work experience provider has appropriate health and safety measures and insurance cover in place. If programme staff are not satisfied with the work experience provider's standard of health and safety management, the business should not be accepted as a work experience provider. The Work Experience Release Confirmation form (see Appendix: Work Experience Release Form) outlines the minimum requirements that are needed.
- 13.31 Programme staff may feel that a site visit is necessary to assist in their deliberations. Whilst such visits are valuable and represent good practice, staff must feel competent enough to assess the work experience provider's business for health and safety awareness. Further advice and assistance may be sought from the School's Health & Safety Advisor.
- 13.32 If programme staff decide to visit the work experience provider, a brief walk round of the workplace will provide a useful opportunity to look at general conditions in the area where the student will work, paying particular attention to occupational health, safety and welfare.
- 13.33 UK health and safety laws do not apply to overseas work experience opportunities; these will be subject to the health and safety regulations of the country in question and programme staff will need to find out in advance the rules that apply. Programme staff will also be responsible for the planning and organisation of the overseas work experience with additional emphasis on the assessment of risks involved in travel. Students with specific approval of the School to undertake overseas work experience is covered under the School's travel insurance for travel abroad subject to the policy exclusions and excluding trips to disturbed areas. This information is available from the Finance Department.

- 13.34 Once the work experience release has been approved within the framework of the procedure, the arrangements between the student and the work experience provider can be confirmed.

The School process for work experience release

Part A: to be completed by the student

- 13.35 After finding a potential work experience opportunities and providers, students must complete Part A of the Work Experience Release Form and discuss the proposed work experience release with programme staff to ensure that it is appropriate and beneficial to the student's development on the programme of study.

Part B: to be completed by the programme staff

- 13.36 If programme staff support the application, they should complete Part B – Academic arrangements. This confirms the programme staff supports the application and provides details of any changes to the assessment arrangements and/or delivery of missed taught sessions.
- 13.37 The programme staff should be mindful of previous work experience release and should not support an application that exceeds a maximum of two weeks work experience release in an academic year unless discussed with the student and approved by the Head of Faculty.
- 13.38 It will be assumed that modules not explicitly referenced in Part B of the Work Experience Release Confirmation form are unaffected, and students will be expected to participate and present themselves for assessment in the usual way. Work experience release will not constitute grounds for mitigation.

Part C: to be completed by the works experience provider

- 13.39 Programme staff should send an initial letter or email to the proposed work experience provider thanking them for their potential engagement and enclosing/ attaching the Work Experience Release Form. The work experience provider should complete Part C of this form and return it to the programme staff.
- 13.40 Alternatively, the Work Experience Release Form can be completed by a member of the programme staff. The member of staff should provide the name of the provider and details of the conversation should be recorded in the 'Additional Information' box.

Part D: to be completed by the Vice Principal (Higher Education) or Head of Faculty

- 13.41 The Vice Principal (Higher Education) or Head of Faculty will consider the application in order to confirm whether the application for work experience release can be approved. This will be indicated in Part D of the Work Experience Release Form. Under no circumstances may a work experience release commence without the approval of the Vice Principal (Higher Education) or Head of Faculty.
- 13.42 The programme staff will be informed of the decision by the Vice Principal (Higher Education) or Head of Faculty, and the completed documentation will be sent to Academic Registry.

- 13.43 Academic Registry will then inform the student and programme staff that the work experience release has been approved.
- 13.44 Prior to the commencement of any student engagement with work experience release, all students must be appraised of the need for good Health and Safety practices. They will not be required to prepare a formal risk assessment of the work experience provider's premises, but may be asked to comment on this through subsequent reports on their work experience.
- 13.45 On the successful conclusion of any period of work experience release, the programme staff should contact the provider as a matter of courtesy to thank them for the opportunity.
- 13.46 Feedback from the work experience provider is welcome, but not essential and can be recorded in a tutorial form.

14.0 HE EDUCATIONAL VISITS PROCEDURE

Introduction

- 14.1 The School offers educational visits to a range of external venues to provide opportunities for students to broaden their field of research and knowledge related to their area of study.
- 14.2 The HE Educational Visits Procedure is designed to provide a systematic process for the planning and organisation of HE educational visits, to ensure that all visits go ahead smoothly and safely.
- 14.3 This procedure covers all HE Educational Visits, for FE Educational Visits, please refer to the relevant procedure. Students visiting an exhibition or event of their own accord as part of their independent study does not constitute an educational visit. All forms are available at Appendix: HE Educational Visits Documentation.

Definition

- 14.4 An educational visit is an off-site activity specifically organised by the School for enhancement of teaching and research. Educational visits can range from low-risk visits to places within the local area (the beach, cinemas, museums etc.) to taking part in higher-risk activities, overnight stays, travelling abroad, or a combination of these.

Legal responsibilities

- 14.5 The Health and Safety Executive outlines the School's legal responsibilities, and that of staff involved in educational visits, relevant extracts from their website are shown below:
- 14.6 The key legislation is the Health and Safety at Work Act 1974. The Act requires employers to ensure the health and safety of their employees and non-employees, so far as is reasonably practicable. The Act also places duties on individuals to take care of the health and safety of themselves and others.
- 14.7 The Act is supplemented by regulations, which make the general requirements more explicit.
- 14.8 Key regulations include:
 - the Management of Health and Safety Regulations 1999, which require employers to undertake risk assessments and put measures in place to control the significant risks;
 - the Adventure Activities Licensing Regulations 2004, which require certain providers of facilities for adventure activities to be licensed.
- 14.9 The Health and Safety at Work Act 1974 places overall responsibility for health and safety with the employer; in this case, the employer will be the School. The employer has the overall legal responsibility and accountability for the health, safety and welfare for the School staff, and for the health and safety of students, visitors and volunteers.
- 14.10 Health and safety functions (but not accountability) can be delegated to members of staff within the School to fulfil health and safety responsibilities on behalf of the employer.

- 14.11 Staff organising and taking part in School visits off-site accept responsibility for the care and welfare of students, and they act in loco parentis. They will also have duties as employees and managers under health and safety at work legislation.
- 14.12 Staff will only become personally liable if they ignore clear, direct, instructions about serious risks and depart from all common sense. Staff who try to act responsibly will be on the right side of the law.
- 14.13 For further information regarding Health and Safety, please contact the School Health and Safety Officer, or visit the Health and Safety Executive website <http://www.hse.gov.uk> Frequently asked questions - Education.

Staff roles and responsibilities

- 14.14 There are different areas of responsibility involved in the organisation of an educational visit. Below is a summary of the responsibilities of members of School staff:

Vice Principal (Higher Education)

- 14.15 The Vice Principal (Higher Education) has overall responsibility for HE Educational Visits and will approve all [Form A - Planned educational visits](#) for the academic year.
- 14.16 The Vice Principal (Higher Education) has overall responsibility for maintaining an overview/record of all HE educational visits.

Head of Faculty

- 14.17 Have the responsibility to oversee the arrangements for HE Educational Visits in their faculty and to ensure that:
- there is a designated Education Visits Leader
 - documentation relating to the educational visit has been fully completed and approve all Form Bs and Form Es – Educational Visits Forms
 - details regarding planned educational visits are provided for approval by the Vice Principal (Higher Education) at the beginning of the academic year
 - there is a member of staff appointed to lead each educational visit
 - there is alternative timetable cover for academic staff undertaking educational visits, and for students who are not participating in the educational visit if applicable.
 - at the beginning of the academic year, students receive information about planned educational visits, which includes details about the location, dates and approximate costs.

Educational Visit Leader

- 14.18 Has the responsibility for the organisation of an educational visit and must ensure that:
- documentation relating to the educational visit is fully completed and sent to the Vice Principal (Higher Education) or the Head of Faculty as appropriate.
 - all arrangements are in place at various stages leading up to the educational visit, regarding arrangements for travel, accommodation, entrance to events, insurance,

etc., and Student Services, regarding students who have additional support requirements

- all staff and students are fully briefed before an educational visit
- while on the educational visit, to take responsibility for activities, and take all reasonable steps to ensure the safety and well-being of staff and students, and to ensure that there is an appropriate means of communication between staff and students

Other Educational Visit Staff

14.19 Have the responsibility to assist the Educational Visit Leader as required, and while on an educational visit, support the Educational Visit Leader in fulfilling their responsibilities.

14.20 Academic Registry will provide student information to Educational Visit Leaders upon request.

Reception Staff

14.21 Will be required to:

- make information available to students about educational visits, when requested by the Educational Visit Leader
- accept payments for educational visits
- keep a record of payments made and advise the Educational Visit Leader of students who have not paid by agreed dates
- make copies of documents when required
- check forms to ensure that they are completed correctly
- refer any queries on behalf of students to the Educational Visit Leader

Finance Staff

14.22 Will be required to:

- process orders received from the Educational Visit Leader, which may involve making payments/booking transport, accommodation, or entrance fees to events etc.

Health and Safety Officer

14.23 The Health and Safety Officer is responsible for:

- ensuring that the HE Educational Visits Procedure complies with current Health and Safety regulations
- providing advice and guidance to staff in the completion of risk assessments

Student Services

14.24 Student Services are responsible for:

- providing advice and guidance to the Educational Visit Leader in the completion of an Additional Risk Assessment Form for students who may require reasonable adjustments to be made to participate in an educational visit

- providing advice and guidance to students who are participating in an educational visit, relating to reasonable adjustments or support whilst on the visit.

Approval, planning and organisation

14.25 For any educational visit to be successful, it is important to ensure that planning takes place before the visit. Below are the steps involved in the approval, detailed planning and organisation of an educational visit:

Step 1 - Planning education visits for the year

- 14.26 At the beginning of the academic year, as part of programme planning, the programme teams should determine what educational visits will be offered during the academic year and the purpose of those visits.
- 14.27 This information should be completed on Form A - Planned educational visits by the Educational Visit Leader, which should be sent for approval in principle by the Vice Principal (Higher Education). This form provides information that will be used for planning purposes. (It is recognised that there may be changes to educational visits, and ad hoc educational visits may be arranged during the academic year when opportunities arise.)
- 14.28 The Vice Principal (Higher Education) will confirm the proposed visits and maintain a list of planned educational visits for the academic year, which will be circulated to academic and business support staff for information.
- 14.29 Once the Educational visit form is completed, it should be submitted for approval by the Head of Faculty. The Educational Visit Leader can proceed to request quotation and make appropriate arrangements.

Step 2 – Approval of Educational Visits

- 14.30 The Educational Visit Leader will then complete a Form B – Further Details of Education Visit Form, to be approved by the Head of Faculty once satisfied that the further detail, dates, travel, accommodation (where applicable) and final arrangement are suitable and the purpose of the visit and intended activities are appropriate. **A deposit may be required at this time to secure an educational visit with an external travel company (follow Step 5).**

Step 3 – Communication with Students

- 14.31 The Educational Visit Leader should arrange a meeting with students to provide them with information about the educational visit. This should be done at an early stage to allow students to plan and budget for an educational visit.
- 14.32 The Educational Visit Leader should use Form B - Educational visits information for Students to provide the following details:
- Date(s) of the educational visit
 - Travel arrangement, including the locations, type of transport, accommodation (if for overnight stay), and travel arrangements at the destination.
 - The purpose of the visit, for example, 'to visit an exhibition'.
 - Approximate costs involved and payment method, including any additional costs,

for example, 'any spending money required'.

14.33 Information should also be available to students on the VLE.

14.34 If a student is participating in a residential or overseas educational visit, students will be required to complete Form C (digital form, available via a link) - Student educational visit registration form and payment agreement, this to ensure that:

- the School records are up to date, with contact and emergency contact details
- the student provides valid passport details (for overseas educational visits)
- the student agrees to any payment terms, along with the costs involved if they withdraw from the educational visit.
- the Educational Visit Leader has information regarding any pre-existing medical conditions, or medication requirements that may require reasonable adjustments or further discussion with Student Services.

14.35 This form will be submitted digitally and information securely. Students will then proceed to make payment to the Reception.

Step 4 – Student deposits and further payments

14.36 Students will make payments for educational visits at the **Church Street Reception**, this is to provide a central point of contact and so that all payments can be monitored.

14.37 The Educational Visit Leader will provide the reception with Form B - educational paperwork details and Form D - Educational Visit – List for Payments. Payments from students will be recorded on Form D and reception will issue a receipt. Students will be advised of additional payments until all payments for the educational visit are complete.

14.38 The Reception will advise the Educational Visit Leader of any students who have not made payments by due dates.

14.39 It should be noted that all student payments must be made at Reception where an official School receipt will be issued. Payments from students can be made by cash, cheque or debit/credit card. **Monies should not be collected by academic staff and paid in as a lump sum under any circumstances.**

Step 5 – Requisitions and Payments from Finance

14.40 Upon confirmation of student numbers and deposits received, the Educational Visit Leader will prepare necessary paperwork to proceed to book and finalise arrangements for travel, accommodation, entrance to events, etc. All requests for bookings should be submitted to the Finance Department for payment, using a requisition form, which has been approved by the budget holder.

14.41 The Educational Visit Leader will provide the Finance Department with Form A, B and D- Educational visit – list of payments.

Step 6 – Final Risk Assessment & Emergency Details

14.42 At least one month before an educational visit the Educational Visit Leader should complete a risk assessment for the educational visit, which will be approved by the Head of Faculty.

- [Part A: Risk assessment form](#) is used to evaluate potential risks that may be involved during the educational visit. The Health and Safety Officer will be able to provide advice and guidance in completing this section.
- For an individual student who has additional support needs, or requires arrangements for a medical condition, an additional individual risk assessment must be completed. Student Services can provide advice and guidance on the completion of this section.
- [Part B: Emergency Details](#) is used to list the contact details of all students, password details (if applicable) and emergency point of contact.
- [If applicable, alternative timetabling arrangements may be required](#) for students and staff who remain at the School during the period of the visit. Educational leader should also complete a Supplement form – Alternative Timetables.
- [If applicable, staff using their own vehicles must complete a form](#). Educational leader will be responsible for ensuring staff complete a Supplement form – Use of Own Vehicle.

Step 7 – Going on the trip

14.43 The Educational Visit Leader will provide students with a pack containing information one week before departure; this should include:

- Student list and emergency contact details, which includes names, mobile numbers, and emergency contact details for all members of the group including, staff, students and carers
- travel arrangements/documentation (if applicable)
- the Hotel and Travel Agent/Company (if applicable)

14.44 Shortly before departure the educational visits leader should check to ensure that they have all the necessary documentation. A copy will be retained by the Educational Visits Leader.

Additional information

14.45 The Educational Visit Leader is responsible for the completion of a risk assessment. A risk assessment for an educational visit does not need to be complex, but it should be comprehensive.

14.46 The risk assessment should be appropriate to the level of risk identified. If an unfortunate accident occurs, the School will need to demonstrate a detailed audit trail to show appropriate steps were taken to ensure the activity was as safe as possible. For the School to discharge their duties, the Educational Visit Leader will need to demonstrate that matters of health and safety were given the highest priority and that foreseeable risks were identified and what action was taken to reduce them.

14.47 It is important that an individual student who has additional support needs, or requires arrangements for a medical condition, has an additional individual risk assessment

completed. Student Services can provide advice and guidance on the completion of this section.

14.48 In some circumstances, it may not be possible for a student to participate in an educational visit. This may be due to a number of reasons, which may include, but not limited to, not being able to obtain a visa travel to the country where the visit is taking place, an illness that may be contagious, a pre-existing medical condition where it is not possible to facilitate reasonable adjustment for travel and/or provide accommodation, or the student is in breach of the HE Student Disciplinary Procedure and may pose a risk to staff and/or other students. In such instances, the School reserves the right not to allow a student to participate in an educational visit.

14.49 Copies of example risk assessments can be accessed on the VLE to assist Educational Visit Leaders.

14.50 The ratio indicates the proportion of staff to students:

- **Ratio 1:15** Trips abroad a minimum of two staff members, if the student group is mixed, then staff accompanying the group should comprise at least one male and one female.
- **Ratio 1:15** Residential visit (UK) a minimum of two members of staff, if the student group is mixed then staff accompanying the group should comprise at least one male and one female.
- **Ratio 1:20** For day trips, one member of staff.
- **Ratio 1:25** For short local visits where one member of staff

It is possible for ratios to be lower or higher. The risk assessment should contain information regarding the risks and support the reasons for the chosen ratio. If there are student with additional support requirements, then more staff should be employed on the trip and the ratio should reflect the additional requirements.

14.51 When planning an educational visit, the Educational Visit Leader, and any members of staff involved in the arrangements should consider the following points:

- i. The School's Public and Employers Liability coverage is provided by U.M. Association Ltd (UMAL) and is operative automatically for staff and students (as applicable) on educational visits (to respond to claims should they be sued).
- ii. Any third party individuals or organisations involved in the educational visit must have adequate Public Liability Insurance. (Normally, it would be expected that organisations such as art galleries that are open to the public, would have the necessary public liability cover. However, smaller organisations or individuals may not, if there is any doubt, the Educational Visit Leader should consult their Head of Faculty.)
- iii. A member of staff using their personal vehicle to transport students must ensure that they completed Form 3 Section D. Additional guidance can be found in the Transporting Students Procedure (Use of Staff Vehicles).
- iv. The School's UMAL Travel Insurance covers staff and students for educational visits when travelling outside their Country of Domicile (or within the Country of

Domicile if an overnight stay and/or travel by air is involved). A copy of the School's 'Travel Cover Summary' can be obtained from the Finance Department.

- v. When travelling in the EU, it is beneficial for all staff and students to apply for an GHIC Card prior to departure.
- vi. UMAL provide travel tips on their website <https://umal.co.uk/travel-hub/> and it would be beneficial for Educational Visit Leaders to review this information prior to an educational visit.

Communication and contact arrangements

- 14.52 The Educational Visit Leader will carry a School mobile phone during the period that the group is away from the School. The Educational Visit Leader will provide members of the group with this number so that he/she can be contacted if necessary. There should always be an arrangement of what to do should someone be separated from the group.

HE Educational Visits Overview and Documentation

14.53 The steps involved in the approval, detailed planning and organisation of an educational visit are set out in overview below:

Step 1

- Programme Teams plan educational visits for the academic year and submit **Form A** for approval by the Vice Principal (Higher Education)

Step 2

- The Head of Faculty approves **Form B** - Further Information Educational Visit form, once satisfied with the external travel provider, dates, travel, accommodation (where applicable) and final arrangement are suitable and the purpose of the visit and intended activities are appropriate.

Step 3

- The Educational Visit Leader arranges a meeting with students to provide them with information about the educational visit using **Form B** – Educational visits information sheet
- Students participating in residential or overseas educational visit, will be required to complete **Form C** - Student educational visit registration form and payment agreement

Step 4

- Students make payment for educational visits to the Church Street Reception
- Payments from students will be recorded on **Form D** - Educational Visit – List for Payments and the reception will issue a receipt

Step 5

- Upon confirmation of student numbers and deposits received, the Educational Visit Leader will prepare necessary paperwork to proceed to book and finalise arrangements
- All requests for bookings are submitted to the Finance Department for final payment, using a requisition form, which has been approved by the budget holder.

Step 6

- The HE Head of Faculty will approve **Form E** - Educational visit form Risk Assessment
- The Risk assessment form is used to evaluate potential risks that may be involved during the educational visit. The Health and Safety Officer will be able to provide advice and guidance in completing this section if required.

Step 7

- The Educational Visits Leader will supply students with with a pack containing all of the information about the educational visit one week before departure

15.0 HE RESEARCH ETHICS POLICY AND PROCEDURE

Preface

- 15.1 This Policy has been adapted, with permission, from the Arts University Bournemouth Research Policy and Procedure and is based on the Code of Practice issued by the UK Research Integrity Office. The UK Research Integrity Office retains copyright, and this material may not be used for commercial gain without prior written permission. For further information, visit the website at www.ukrio.org.
- 15.2 The Code of Practice also reflects the commitments of the *Concordat to support research integrity* published by Universities UK.

Scope

- 15.3 Research ethics are the moral principles that govern how researchers should carry out their work. All researchers should follow the regulations and principles set out in the Research Ethics Policy.
- 15.4 This Policy governs the ethics of research across the School. It applies to all research activity at the School irrespective of funding or location of the research undertaken. It applies to all researchers employed by, studying at, or supported through the School. It applies equally to staff and students (both postgraduate and undergraduate).
- 15.5 Researchers as defined above should refer to this Policy before undertaking any research project, whether as a sole researcher or as part of a collaboration. All applications for support for research (whether for a Research Fellowship, support for a research qualification, or financial support for a specific project) and all research student applications must be considered against the Policy before approval. All student project proposals must be considered against the Policy before their Learning Agreement, or project plan is approved.

Purpose of the Policy

- 15.6 This Research Policy has been designed to nurture a research environment, encourage good conduct in research and help prevent misconduct, to assist researchers (staff and postgraduate research degree students) and taught students at postgraduate or undergraduate level) to conduct research of the highest quality. It provides general principles and standards for good practice in research and must be referenced by any member of staff or student before planning a research project or research activity.
- 15.7 The Policy is organised in the following Sections:
- a) **Part A** contains broad principles and standards that define the responsibilities and values in conducting research that individual researchers and research groups should comply with.
 - b) **Part B** describes the procedure for obtaining ethical approval at the University.
 - c) **Part C** defines what constitutes minimal and more than minimal risk, including exemplars.
 - d) **Part D** provides a Recommended Checklist for Researchers. This non-technical checklist summarises the key points of good practice in research. The Checklist is

based on the more detailed Standards given in Part A

- 15.8 Research is defined by the School as a process of investigation leading to new knowledge and insights effectively shared through practice, theory and School's maker culture.
- 15.9 It defines a series of research questions, issues or problems that will be addressed in the course of the research. It also defines its aims and objectives in terms of seeking to enhance knowledge and understanding relating to the questions, issues or problems to be addressed.
- 15.10 It specifies a research context for the questions, issues or problems to be addressed. Why is it important that these particular questions, issues or problems should be addressed? What other research is being or has been conducted in this area? And what particular contribution will this project make to the advancement of creativity, insights, knowledge and understanding in this area.
- 15.11 It specifies the research methods and methodologies for addressing and answering the research questions, issues or problems. How, in the course of the research project, will these questions be answered, or the problems solved? What is the rationale for the chosen research methods and why are they the most appropriate means by which to address the research questions, issues or problems?
- 15.12 Similarly, for the purposes of this Policy, "researchers" refers to any person who conducts research, including but not limited to: as an employee including those who are not contracted as researchers, but undertake research as part of their work; an independent contractor or consultant; a research student; a taught postgraduate or undergraduate student; a visiting or emeritus member of staff; or a member of staff on a joint honorary contract.
- 15.13 Throughout this document, "researchers" is used to mean any individual or group undertaking research, where at least one of the researchers is employed by, studying at or supported by the School.

Part A: Principles and Standards

Principles

- 15.14 The guiding principles of the Research Ethics Policy are non-maleficence and beneficence, indicating a systematic regard for the rights and interests of others in the full range of academic relationships and activities.
- 15.15 Non-maleficence is the principle of doing, or permitting, no foreseeable harm including infringement of rights as a consequence of the research. It is the principle of doing no harm in the widest sense. Beneficence is the requirement to serve the interests and well-being of others, including respect for their rights. It is the principle of doing good in the widest sense.
- 15.16 The School sets out the following principles for good practice in research:
- Honesty
 - Rigour

- Transparency and open communication
- Care and respect
- Accountability

15.17 All researchers should adhere to these Principles, which set out the responsibilities and values relevant to research. While some elements may seem self-evident, and there is some overlap, these Principles aim to encourage all involved in research to consider the wider consequences of their work and to engage critically with the practical, ethical and intellectual challenges that are inherent in the conduct of high-quality research. Each of the Principles is elucidated below.

Honesty in all aspects of research, including in the presentation of research goals, intentions and findings; in reporting on research methods and procedures; in gathering data; in using and acknowledging the work of other researchers; and in conveying valid interpretations and making justifiable claims based on research findings

Rigour, in line with prevailing disciplinary norms and standards, and in performing research and using appropriate methods; in adhering to an agreed protocol where appropriate; in drawing interpretations and conclusions from the research; and in communicating the results

Transparency and open communication in declaring potential competing interests; in the reporting of research data collection methods; in the analysis and interpretation of data; in making research findings widely available, which includes publishing or otherwise sharing negative or null results to recognise their value as part of the research process; and in presenting the work to other researchers and to the public

Care and respect for researchers and all participants in research, and for the subjects, users and beneficiaries of research, including humans, animals, the environment and cultural objects. Those engaged with research must also show care and respect for the integrity of the research record.

Accountability of funders, employers and researchers to collectively create a research environment in which individuals and organisations are empowered and enabled to own the research process. Those engaged with research must also ensure that individuals and organisations are held to account when behaviour falls short of the standards set by this policy

Support for new researchers The School aims to provide opportunities for development for researchers, and the necessary resources to enable them to conduct research to the required standards. Researchers should ensure that they have the necessary skills, training and resources to carry out research, in whatever form this takes including autonomous work, working as part of a research team or through collaboration with specialists in relevant fields, and report and resolve any unmet needs identified. Students who are undertaking research for the first time will be introduced to the concepts of research, and the principles outlined above, to support them as they commence research activity.

Standards for organisations and researchers

- 15.18 Researchers must not compromise the overriding principles of non-maleficence and beneficence, legal obligations and any pre-existing rights in the conduct of research.
- 15.19 All researchers must comply with all legal and ethical requirements and other guidelines that apply to their research. This includes ensuring that their project has research ethics approval (for staff, by submitting a research proposal for ethics review by the Research Ethics Panel in their School in the first instance and abiding by the outcome of that review, and for students through discussion with their Module Leader). They should also ensure that research projects are approved by all applicable bodies, ethical, regulatory or otherwise.
- 15.20 The School will:
- ensure that good practice in research forms an integral part of its research strategy or policy;
 - provide training, resources and support to postgraduate researchers and taught students to ensure that they are aware of the Research Ethics Policy;
 - encourage its researchers to consider good practice in research as a routine part of their work.
- 15.21 Researchers must:
- recognise their responsibility to conduct research of high ethical standards;
 - be aware of the School's policies and procedures on good practice in research, including the provisions of this Policy;
 - make sure that their research complies with these policies and procedures, and seek guidance when necessary; work with the School to ensure that they have the necessary training, resources and support to carry out their research; and
 - suggest to the School how guidance on good practice in research might be developed or revised.

Leadership and supervision

- 15.22 The School endeavours to promote and maintain an environment which fosters and supports research of high ethical standards, mutual co-operation, professionalism and the open and honest exchange of ideas. Researchers should foster a culture where good conduct in research is promoted and inappropriate conduct is identified and addressed.
- 15.23 The School will provide direction and supervision of research and researchers, setting out clear lines of accountability for the organisation and management of research. It will support supervisors and researchers in meeting the legal and ethical requirements of conducting research. It endorses the Researcher Development Statement, encourages the career development of researchers and provides mentoring for new researchers. It will also offer support to those charged with the supervision and development of other researchers. It supports the principles of the Policy.
- 15.24 Researchers involved in the supervision and development of other researchers should be aware of their responsibilities and ensure that they have the necessary training, time and resources to carry out that role, and request support if necessary.

- 15.25 The School has designated the Module Leader as the first point of contact for queries regarding research integrity and early career researchers.

Research design

- 15.26 When designing research projects, the School and its researchers will seek to ensure that:
- a) the proposed research addresses pertinent question(s) and is designed either to add to existing knowledge / understanding of the subject in question or to develop methods for research into it;
 - b) the design of the study is appropriate for the question(s) being asked and addresses the most important potential sources of bias;
 - c) the design and conduct of the study, including how data will be gathered, analysed and managed, are set out in detail in a pre-specified research plan or protocol;
 - d) all necessary skills and experience will be available to carry out the proposed research, in the proposed research team or through collaboration with specialists in relevant fields;
 - e) sufficient resources will be available to carry out the proposed research and that these resources meet all relevant standards; and
 - f) any issues relating to the above are resolved as far as possible prior to the start of the research.
- 15.27 The School (where appropriate) and its researchers will conduct a risk assessment of the planned study to determine:
- a) whether there are any ethical issues and whether ethics review is required;
 - b) the potential for risks to the organisation, the research, or the health, safety and well-being of researchers and research participants.
- 15.28 Where the design of a study has been approved by ethics, regulatory or peer review, the School and its researchers will ensure that any subsequent alterations to the design are subject to appropriate review to determine that they will not compromise the integrity of the research or any terms of consent previously given.
- 15.29 The School will set up systems to ensure that when there are risks that proposed research or its results may be misused for purposes that are illegal or harmful, those risks are identified and addressed. Whilst acknowledging that this would be unusual in its primary subject areas, the institution will endeavour to make these systems known to researchers and provide guidance and support to researchers on projects where such risks are identified.
- 15.30 Researchers should try to anticipate any risks that the proposed research might produce that could be misused for purposes that are illegal or harmful. Researchers should refer any potential risks in the first instance to the module leader and take relevant action to minimise those risks.

Collaborative working

- 15.31 The School and its researchers will pay particular attention to projects which include participants from different countries or where work will be carried out in another country due to the additional legal and ethical requirements and other guidelines that may apply.
- 15.32 The School aims to work with partner organisations to ensure the agreement of, and compliance with, common standards and procedures for the conduct of collaborative research, including the resolution of any issues or problems that might arise and the investigation of any allegations of misconduct in research if they occur.
- 15.33 Researchers should be aware of the standards and procedures for the conduct of research followed by any organisations involved in collaborative research that they are undertaking. They should also be aware of any contractual requirements involving partner organisations, seeking guidance and assistance where necessary and reporting any concerns or irregularities to the appropriate person(s) as soon as they become aware of them.
- 15.34 Researchers should try to anticipate any issues that might arise as a result of working collaboratively and agree jointly in advance how they might be addressed, communicating any decisions to all members of the research team. In particular, agreement should be sought on the specific roles of the researchers involved in the project and on issues relating to intellectual property, publication, and the attribution of authorship, recognising that, subject to legal and ethical requirements, roles and contributions may change during the time span of the research.
- 15.35 When conducting, or collaborating in, research in other countries, the School's researchers should comply with the legal and ethical requirements existing in the UK and in the countries where the research is conducted. Similarly, co-researchers based abroad who participate in UK-hosted research projects should comply with the legal and ethical requirements existing in the UK as well as those of their own country.

Conflicts of interest

- 15.36 The School and its researchers recognise that conflicts of interest (i.e. personal or institutional considerations, including but not limited to financial matters) can inappropriately affect research. Conflicts of interest must be declared to the Module Leader in the first instance and the line manager must be notified in order to avoid poor practice in research or potential misconduct.
- 15.37 When addressing a conflict of interest, it must be decided whether it is of a type and severity that poses a risk of compromising the validity or integrity of the research, in which case researchers should not proceed with the research, or whether it can be adequately addressed through declarations and/or special safeguards, relating to the conduct and report of the research.
- 15.38 Researchers should agree to abide by any direction given by the School and/or the Research Ethics Panel and/or the Vice Principal Higher Education in relation to a conflict of interest.

Research involving human participants, human material or personal data

- 15.39 The School and its researchers should make sure that any research involving human participants, human material, animals or personal data complies with all legal and ethical requirements, as expressed in this Policy.
- 15.40 The School will make sure that its researchers are aware of all of the above processes and have access to all relevant guidance and legal and ethical frameworks.
- 15.41 Researchers should submit research projects involving human participants, human material, animals or personal data for review by Module Leader in the first instance, who may refer the matter to the Vice Principal Higher Education. Researchers must abide by the outcome of those reviews.
- 15.42 Researchers should inform research participants that data gathered during the course of research may be disseminated not only in a report but also in different forms for academic or other subsequent publications and meetings, albeit not in an identifiable form, unless previously agreed to, and subject to limitations imposed by legislation or any applicable bodies, ethical, regulatory or otherwise.

Autonomy and consent

- 15.43 The physical and personal autonomy of all human participants should be respected. Participants should not be misrepresented, by action or implication, or their rights in other ways infringed.
- 15.44 Active participants in the research (that is, where the individual can be identified through name, image or other personal information) must give informed consent and their right to privacy should be guaranteed. Where possible, written consent should be secured. (Please refer to the separate guidance on participant information and consent forms, available on the VLE).
- 15.45 Informed consent includes ensuring that the subject is aware of the nature, purpose and intentions of the research.
- 15.46 Equally, the means by which participants are recruited should be carefully assessed in relation to possible rewards for participation.
- 15.47 Children, young persons and vulnerable adults cannot normally give informed consent. Parents are required to give consent for any research involving children under 18. Disabled adults may be permitted to give consent for certain types of research, but in some cases, informed consent may be given by a guardian or carer. In exceptional circumstances, the permission of the courts may be required.
- 15.48 Where participants are not identified as individuals, consideration should be given to their human rights (including the right not to be misrepresented).
- 15.49 Where there are third parties marginally involved, in the research, for example as members of the public in an observer capacity, or where groups of people are involved, informal consent might be more appropriate than formal consent.

- 15.50 Where the nature of the research is such that informing participants before the work is carried out might render the results invalid, for example within aspects of the social and cognitive sciences such as perception, there must be appropriate explanations following the study. In these circumstances, the justification for this course of action is required to be submitted for approval to the Research Ethics Committee. Researchers must provide convincing reasons why such research should proceed without the necessary informed consent. Researchers should not mislead participants if it is thought that prior permission will not be obtained.

Additional legal and ethical considerations

- 15.51 Alongside the considerations outlined explicitly above, researchers must be aware of the environment in which their research is taking place. For example, if the research is conducted in public, the researcher must take due account of the laws of public decency; and must have due regard to religious and cultural sensitivities. Any issues should normally be explored fully in the proposal.
- 15.52 The researcher will need to balance the parameters of academic freedom and free speech with their responsibilities to the community. This includes taking due account of the Prevent duty, and the need to ensure that people are safeguarded from being drawn into terrorism. The Code of Practice on freedom of speech makes clear the School's expectations in this regard. If the researcher is in any doubt about how this might impact on his/her work, he/she should seek advice from the Vice Principal Higher Education.
- 15.53 Research into security-sensitive, radical or extreme material must include a risk assessment that has been reviewed and approval granted by the School before the research can commence. This should reference the storage, transmission and disposal of such material and reference University UK's Oversight of security-sensitive research material in UK Universities guidance.
- 15.54 Researchers should abide by the Code of Ethics of any professional body or subject association of which they are members. They should also be aware of any Research Ethics Policy or Code of Ethics, which applies to potential and actual collaborators on the project and/or other participants. Where the location of the research is external to the School it is essential that the regulations, procedures, practices and guidelines that are relevant in these situations are taken into account.

Animals

- 15.55 Researchers are expected to show due respect to all sentient subjects of research (be they active or passive) and to avoid the suffering of any kind.

Data Protection

- 15.56 Participants' confidentiality and anonymity should be maintained, and their personal privacy protected. The identity of participants should not be revealed unless written permission is obtained prior to the research being carried out.
- 15.57 All data gathered as part of a research project must be kept securely, in accordance with the terms of data protection legislation. Appropriate steps must be taken to minimise the

risk of individuals being identified through stored research information; on no account should any information be left accessible through a website interface; an open-access terminal; or a hard drive.

Health and safety

- 15.58 The School will ensure that all research carried out under its auspices, or for which it is responsible, fulfils all requirements, health and safety legislation and good practice. The School and its researchers should bear in mind that certain types of research, for example, social research in a conflict zone, can present particular issues of health and safety. They should ensure that all research which involves potentially hazardous or harmful material or which might cause harm to the environment complies with all legal requirements and other applicable guidelines.
- 15.59 In any research project, researchers must be aware of the School's health and safety policies and procedures and must act in accordance with them. Where appropriate a risk assessment should be conducted at an early stage to ensure the protection of all participants in the research. Advice on health and safety matters can be sought from the Health and Safety Advisor and the website.
- 15.60 The School reserves the right to refuse to approve a research proposal if it is deemed that the student has not fulfilled all requirements, health and safety legislation and good practice. Students should not undertake any research that has not been approved by the Research Ethics Panel on health & safety or other grounds.

Insurance

- 15.61 In any research project, researchers must be aware of the limitations of the School's insurance policies and must act in accordance with them. Advice on the coverage of insurance policies can be sought from the Vice Principal (Resources). Researchers should ensure that all research projects have sufficient arrangements for insurance and indemnity prior to the research being conducted. The Finance Department will offer advice if the proposed activity may fall outside the current insurance arrangements.

Intellectual property

- 15.62 The School has an Intellectual Property Rights Policy – Staff and an Intellectual Property Rights Policy - Students, both of which set out the arrangements relating to any contracts or agreements relating to research, including provision for ownership and use of intellectual property. Intellectual property includes, but is not limited to: research data and other findings of research; ideas, processes, software, hardware, and artistic and literary works, including academic and scientific publications.
- 15.63 Researchers must ensure they are aware of, and comply with, the terms of the applicable Intellectual Property Rights Policy, which can be found on the School VLE.
- 15.64 Joint ownership of work by students and supervisors should only occur when a substantive contribution has been made by the supervisor. Issues arising from industrial placements and the protection/registration of materials should also be considered.

Environmental issues

- 15.65 In any research project, researchers must evaluate the likely environmental pressure on water, land, emissions to air, and materials and their impacts on ecosystems and biodiversity, human health, natural resources and the economy. Furthermore inter-related consequences, such as socioenvironmental impacts that may be either beneficial or adverse, should be considered.
- 15.66 Researchers must ensure that identified environmental pressures and impacts, from their research project, adhere to the School's Environment Policy (currently under development) and are in accordance with UK environment legislation and good practice. If unsure use the precautionary principle and seek further advice from Vice Principal (Resources). If required, an environment risk/impact assessment can be carried out.

Finance

- 15.67 The School and its researchers should ensure that the terms and conditions of any grant or contract related to the research are adhered to.
- 15.68 The School has issued guidelines regarding the purchasing or procurement of all materials, equipment or other resources including those to be used for research, and the hiring of staff for research projects. These guidelines include statements on the ownership of resources and the rights of staff to use them. The School also has procedures for the monitoring and audit of finances relating to research projects. These guidelines and further information can be obtained from Finance.
- 15.69 Researchers must comply with organisational guidelines regarding the use and management of finances relating to research projects. They must co-operate with any monitoring and audit of finances relating to research projects and report any concerns or irregularities to the appropriate person(s) as soon as they become aware of them.

Collection and retention of data

- 15.70 The School expects its researchers to comply with all legal ethical, funding body and organisational requirements for the collection, use and storage of data, especially personal data, where particular attention should be paid to the requirements of data protection legislation, as outlined in the Data Protection Policy
- 15.71 Data should be kept intact for any legally specified period and otherwise for three years at least, subject to any legal, ethical or other requirements, from the end of the project. It should be kept in a form that would enable retrieval by a third party, subject to limitations imposed by legislation and general principles of confidentiality.
- 15.72 If research data is to be deleted or destroyed, either because its agreed period of retention has expired or for legal or ethical reasons, it should be done so in accordance with all legal, ethical, research funder and organisational requirements and with particular concern for confidentiality and security.

- 15.73 The Module Leader will develop procedures, resources (including physical space) and administrative support to assist researchers in the accurate and efficient collection of data and its storage in a secure and accessible form.
- 15.74 Researchers should consider how data will be gathered, analysed and managed, and how and in what form relevant data will eventually be made available to others, at an early stage of the design of the project.

Monitoring and audit

- 15.75 The School and its researchers should ensure that research projects comply with any monitoring and audit requirements. Researchers charged with carrying out such monitoring and audits will have sufficient training, resources and support to fulfil the requirements of the role.
- 15.76 The School will monitor and audit research projects to ensure that they are being carried out in accordance with good practice, legal and ethical requirements, and any other guidance, adopting a risk-based and proportional approach.
- 15.77 Researchers should consider any requirements for monitoring and audit at an early stage in the design of a project.
- 15.78 Researchers must co-operate with the monitoring and audit of their research projects by applicable bodies and undertake such when required. They must co-operate with any outcomes of the monitoring and audit of their research projects. If they become aware of a need for monitoring and audit where it is not already scheduled, they should report that need to the Module Leader, in the first instance.

Peer Review

- 15.79 The School will ensure that its researchers are aware that peer review is an important part of good practice in the publication and dissemination of research and research findings; the assessment of applications for research grants, and in the ethics review of research projects.
- 15.80 The School encourages its researchers to act as peer reviewers for meetings, journals and other publication, grant applications and ethics review of research proposals and supports those who do so. The institution recognises the obligations of peer reviewers to be thorough and objective in their work and to maintain confidentiality, and will not put pressure directly or indirectly, on peer reviewers to breach these obligations.
- 15.81 Researchers who carry out peer review should do so to the highest standards of thoroughness and objectivity. They should follow the guidelines for peer review of any organisation for which they carry out such work.
- 15.82 Researchers should maintain confidentiality and not retain or copy any material
- 15.83 under review without the express written permission of the organisation which requested the review. They should not make use of research designs or research findings from a paper under review without the express permission of the author(s) and should not allow

others to do so. Researchers acting as peer reviewers must declare any relevant conflicts of interest.

- 15.84 While carrying out peer review, researchers may become aware of possible misconduct, such as plagiarism, fabrication or falsification, or have ethical concerns about the design or conduct of the research. In such cases they should inform, in confidence, an appropriate representative of the organisation which requested the review, such as the editor of the relevant journal or chair of the relevant grants or ethics committee.

Publication and authorship

- 15.85 The School expects its researchers to accept their duty to publish and disseminate research in a manner that reports the research and all the findings of the research accurately and without selection that could be misleading.
- 15.86 The School will ensure that sponsors and funders of research respect the duty of researchers to publish their research and the findings of their research; do not discourage or suppress appropriate publication or dissemination, and do not attempt to influence the presentation or interpretation of findings inappropriately.
- 15.87 The School will provide training and support to guide researchers in the publication and dissemination of research and the findings of research that involves: confidential or proprietary information; issues relating to patents or intellectual property; findings with serious implications for public health; contractual or other legal obligations; and/or interest from the media or the general public.
- 15.88 Researchers should address issues relating to publication and authorship, especially the roles of all collaborators and contributors, at an early stage of the design of a project, recognising that, subject to legal and ethical requirements, roles and contributions may change during the time span of the research. Decisions on publication and authorship should be agreed jointly and communicated to all members of the research team.
- 15.89 Authorship should be restricted to those contributors and collaborators who have made a significant intellectual or practical contribution to the work. No person who fulfils the criteria for authorship should be excluded from the submitted work. Authorship should not be allocated to honorary or “guest” authors (i.e. those that do not fulfil criteria of authorship). Researchers should be aware that anyone listed as an author of any work should be prepared to take public responsibility for that work and ensure its accuracy and be able to identify their contribution to it.
- 15.90 Researchers should list the work of all contributors who do not meet the criteria for authorship in an acknowledgements section. All funders and sponsors of research should be clearly acknowledged and any competing interests listed.
- 15.91 Researchers must clearly acknowledge all sources used in their research and seek permission from any individuals if a significant amount of their work has been used in the publication.

- 15.92 Researchers must adhere to any conditions set by funding or other bodies regarding the publication of their research and its findings in open access repositories within a set period.
- 15.93 Researchers should declare any potential or actual conflicts of interest in relation to their research when reporting their findings at meetings or in publication.
- 15.94 Researchers should be aware that submitting research reports to more than one potential publisher at any given time (i.e. duplicate submission) or publishing findings in more than one publication without disclosure and appropriate acknowledgement of any previous publication (i.e. duplicate publication) is unacceptable.
- 15.95 Researchers who are discouraged from publishing and disseminating their research or its findings, or subjected to attempts to influence the presentation or interpretation of findings inappropriately, should discuss this with the Module Leader in the first instance so that the matter can be resolved.

Research misconduct

- 15.96 The School, in its Research Ethics Policy, defines what it considers to be misconduct in research. Following the position of the UK Research Integrity Office, this definition of misconduct includes, but is not limited to:
- Fabrication;
 - Falsification;
 - Misrepresentation of data and/or interests and/or involvement;
 - Plagiarism;
 - Failures to follow accepted procedures or to exercise due care in carrying out responsibilities for avoiding unreasonable risk or harm to:
 - humans;
 - animals used in research; and
 - the environment; and
 - the proper handling of privileged or private information on individuals collected during the research.
- 15.97 The School will follow the UKRIO Procedure for the Investigation of Misconduct in Research, which is a standard process for investigating alleged misconduct that is thorough and fair to all parties. This will ensure that any such allegations are investigated thoroughly and fairly and in a timely manner. All researchers should be aware of this procedure.
- 15.98 The School will appoint as required members of staff who have responsibility for investigating allegations of misconduct in research and whom researchers and external organisations, such as journals, can contact with any concerns about the conduct of research. The School will ensure that staff who investigate allegations have the necessary training, resources and support to fulfil the requirements of the role.

- 15.99 The School will make it clear to researchers that any misconduct in research is unacceptable and should be reported; that researchers who are found to have committed misconduct in research will be subject to disciplinary proceedings; and that where researchers are members of a regulated profession, cases of serious misconduct in research will be referred to the body regulating their profession. They should also make it clear that researchers who are found not to have committed misconduct will be supported and appropriate steps are taken to restore their reputation and that of any relevant research project(s).
- 15.100 The School will support those who raise concerns about the conduct of research in good faith and not penalise them. This is in accordance with the School's Whistleblowing Policy and Procedure, which can be found on the School VLE.
- 15.101 Researchers should be aware of what constitutes misconduct in research and report any suspected misconduct through the relevant procedure of the organisation as soon as they become aware of it. They should recognise that good practice in research includes reporting concerns about the conduct of research and should co-operate with any investigation of misconduct in research when requested. Researchers should work with the School to support those who raise concerns in good faith about the conduct of research and those who have been exonerated of suspected misconduct.

Part B: Ethics Review and Approval

Ethics Review

Governance

- 15.102 Academic Board, as the most senior academic committee of The Northern School of Art, holds overall responsibility for the academic activities of the School, including the conduct of staff and students involved in research. Detailed oversight of research ethics is devolved to the Research Ethics Panel (REP) who updates the Learning, Teaching and Quality Committee (LTQ) regularly, who in turn reports to the Academic Board.
- 15.103 Academic Board, on behalf of the School, has confirmed its commitment to ensuring that its staff act in accordance with the principles described in the Concordat to support Research Integrity launched in July 2012 by University's UK. The Concordat outlines what is expected of researchers and their employers to ensure the highest standards of research, in particular by:
- a) maintaining the highest standards of rigour and integrity in all aspects of research;
 - b) ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards;
 - c) nurturing a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers;
 - d) using transparent, robust and fair processes to deal with allegations of research misconduct;
 - e) working together to strengthen the integrity of research and to reviewing progress regularly and openly.
- 15.104 The School is committed to delivering these outcomes, and this Research Policy sets out the framework through which we deliver our commitment to research integrity.
- 15.105 The School has appointed a Senior Lecturer for Scholarly Activity and Research who is able to offer advice and guidance to staff and students on matters of research ethics.
- 15.106 Any queries about the provisions of the Policy should be referred in the first instance to the Module Leader.
- 15.107 The Policy is introduced to all new staff as part of the induction process, and the Module Leader is responsible for ensuring that appropriate arrangements are in place for this. The Policy is also referenced in any relevant training programmes.

Approval process

- 15.108 It is the responsibility of all researchers to ensure that the research undertaken meets the requirements of the Policy and is not in breach of it at any stage.

- 15.109 Projects should not commence unless ethical approval has been obtained, doing so will be regarded as misconduct. Students need to be aware that none or late submission of the required documentation may inhibit his/her progression and qualification.
- 15.110 Any research proposal must include a clear statement of the ethical implications of the research, and the methods and procedures to be adopted in undertaking the project. This will include an explanation of how confidentiality, anonymity and privacy will be maintained. The approving authority (which may be the module leader or the Research Ethics Panel) will consider whether all ethical issues are properly taken into account, and may recommend or specify certain changes to the project. In exceptional circumstances, it may interview the researcher(s) to seek additional information about the project
- 15.111 If the proposal is not approved, the researcher(s) may be invited to re-structure the research project for re-submission. The approving authority will offer feedback in support of such a decision. A researcher may appeal against a decision not to approve the project by submitting his/her case to the Research Ethics Panel; the decision of the Research Ethics Panel is in all instances final, and no appeal is permitted.
- 15.112 A failure to disclose information or complete the relevant documentation in a timely fashion to the relevant approving authority may constrain a researcher's ability to continue with the identified project, or in the case of a student may inhibit their progression and qualification. It should be noted that failure to disclose significant information or complete the relevant documentation, which is clearly of relevance to ethical considerations and may have influenced the decision of the approving authority, will be considered a disciplinary matter (for staff or students).
- 15.113 The ethical dimensions of a research project may change during the course of a project. Researchers must monitor developments for ethical implications and **seek approval, or approval of changes** when changes affect ethical dimensions significantly. For example, the category of risk may change if the researcher decides to include personal data in their research.

Members of staff

- 15.114 All members of staff should seek advice, as required, from their line manager Staff should submit an ethical approval form demonstrating appropriate research methodology for work leading to publication. But not for activities such as attending conferences, or for industry visits, presenting internally etc. Where staff are undertaking new qualifications and ethical approval for course work that is submitted and approved by the validating institution then the Northern School of Art will not expect to receive a copy.
- 15.115 Where the research project or methodology is judged to be more than minimal ethical risk by the Module Leader or the risk cannot be determined. The submission should be passed to the Head of Faculty for further consideration.
- 15.116 Where research is being conducted by members of staff in more than one institution, the research should gain formal ethics approval in one of them. The decision on which is the most appropriate should take into account the location of the principal investigator and the formal ethics review structures in place in each institution. If ethics approval is given

by another institution, this does not remove the responsibility of researchers to comply with the School's Research Ethics Policy.

- 15.117 Any application to an external funding source must be approved by the Research Ethics Panel. In urgent circumstances, the Chair of the Research Ethics Panel is authorised to take Chair's action, following consultation with at least one full member of the Panel. Any such action must be reported to the next meeting of the Research Ethics Panel.

Undergraduate and Postgraduate Taught Students

- 15.118 Students should refer to the guidance on research ethics provided in Programme Handbooks, Module Guides and in the Ethics section on the VLE.
- a) **Minimal risk** - Projects that are deemed to be *minimal risk* can be approved by the Module Leader.
 - b) **More than minimal risk** - Projects that are deemed to be *more than minimal risk* must be referred to the Head of Faculty for approval.
- 15.119 Where the research project or methodology is judged to be more than minimal ethical risk by the Head of Faculty or the risk cannot be determined then the submission should be passed for review to the Research Ethics Panel.
- 15.120 Projects which are particularly sensitive or complex or which pose a significant risk to the reputation of the School must be referred to the Research Ethics Panel.
- 15.121 Projects cannot commence until ethical approval has been given. Students need to be aware that failure to complete the relevant documentation for submission may inhibit his/her progression and qualification.
- 15.122 All level 6 and Postgraduate level all ethical approval forms are subject to audit. This will include confirmation that all students have submitted approved research projects and methodologies through their Learner Agreements. Students who have not submitted the required documentation will be notified by registry. Failure to submit may inhibit his/her progression and qualification.

Issues relating to Pedagogic research

- 15.123 There are particular issues associated with pedagogic research. The School wishes to encourage research into learning and teaching or the student learning experience, and accepts that projects of this type can lead to a better understanding of the learning environment, and hence improvements for all students. For example, this could include study of the staff and student experience, curriculum content, teaching and learning methods, learning resources, course management, and teaching and learning facilities.
- 15.124 Research is often of relatively small scale, is conducted within the professional practice setting, and will include the informed consent of those involved.
- 15.125 Where the research is to be conducted within the School as part of the normal professional teaching and learning context, informed consent will be required. If it is intended to use student work, or images of students or of their work, as part of a report or publication, this consent must be given in writing; otherwise, informal consent would

be sufficient. Individual staff and student members have the right to refuse to participate. However, there is no significant risk to such an activity, and it can be approved at local level.

- 15.126 Reference to the Research Ethics Panel is required only where issues of confidentiality and/or data protection are involved which lead to a “new agreement” between the researcher and student group, such as in cases where the researcher is not the teacher of the group of students and hence does not normally have access to personal information about them.

Part C: Guidance on Determining the level of Ethical Risk

Minimal risk

- 15.127 Minimal risk is defined as an absence of any significant risk to anyone involved in the research, or any others affected by it directly or indirectly, that is reasonably foreseeable.
- 15.128 Examples of projects with minimal risk:

A study involving interviewing domain experts

- 15.129 A researcher plans to interview eight artists/curators/designers for her thesis. She offers a letter of introduction about the project, gains written informed consent for the interview from each interviewee, later check the contents of the transcription with each interview, allows the interviewee to withdraw comments/approve the interview record.
- 15.130 The interviews will be used as attributed statements with the thesis. A recognised approach from oral history/social sciences/ethnography/art and design criticism and history is part of the methodology. The interviews will involve travel in the UK and abroad, the researcher has discussed her travel plans and personal safety with her supervisors.

A study which collect information via anonymous questionnaires

- 15.131 Two collaborating artist-researchers plan to conduct a survey of responses to their artwork in a public space or gallery. They gain the consent of the venue for this survey, which will be done by placing a questionnaire for responses in the space.
- 15.132 The questionnaire does not ask for names/addresses/emails/phone numbers. but perhaps it does ask for age/gender/class/race of respondents. Filling in the questionnaire and leaving it in the gallery operates as ‘consent’ to take part. The questionnaire offers information about why the study is conducted and how it is going to be used. A separate notice and information sheet is also provided in the location stating why the survey is being conducted and how it will be used in a research project.

Research involving more than minimal risk

- 15.133 The following types of research are likely to fall into this category:
- Research involving vulnerable groups, for example children and young people under 18, those with a learning disability or cognitive impairment, or individuals in a dependent or unequal relationship.
 - Research involving sensitive topics such as:

- Sexual behaviour
- Illegal or political behaviour
- Experience of violence, abuse, exploitation and/or other racist or sexist behaviour
- Mental health
- Physical health and treatment.
- Research involving groups where the permission of a gatekeeper is normally required for initial access to members e.g. ethnic or cultural groups, native peoples or indigenous communities.
- Research involving deception or which is conducted without participants' full and informed consent at the time the study is carried out.
- Research involving access to records of personal or confidential information concerning identifiable individuals.
- Research which would induce psychological stress, anxiety or humiliation or cause more than minimal pain.
- Research involving intrusive interventions such as vigorous physical exercise.
- Research involving security sensitive material.

15.134 Participants would not normally encounter such interventions, which may cause them to reveal information which causes concern, in the course of their everyday life.

Case Studies

Case Study 1: Working with vulnerable groups

15.135 My research project involved working with and photographing vulnerable trans-sexual groups. It raised serious issues on questions of:

- Confidentiality
- Anonymity
- Informed consent
- Integrity of representation
- Reflexive methodology
- The need for constant, ongoing and responsive ethical review
- Personal relations built up through research process.

15.136 The participants were selected from this marginalised social group and sensitive personal data was collected. Through dissemination of the research findings participants risk exposure of their transsexual status and possible subsequent repercussions.

15.137 Ethical considerations informed the research throughout and were built into the formal structures of consent. I worked with my participants in a way that was highly responsive to their needs. They were consulted throughout the research process with respect to how they viewed the photographs of themselves that we produced. It is usual for the photographs presented in research outputs to be those that have been selected by the participants rather than by me. Participants have the final word in the selection and editing process – this applies to interview extracts as well as photographs. With regard to obtaining permission to use photographic portraits of a person, interview extracts and personal data I obtain permission each and every time I wish to use material in a research

output. If a participant is in any way hesitant about the material being used I will not use it.

15.138 However, the way that I look at this is that I am not just working on a research project – I am handling very sensitive areas of people’s actual lives in a long term dialogue. While I may have a particular investment in specific research material being used/shown the people who are providing that material could be putting their lives at risk.

15.139 Rigorous informed consent was at the core of the research. Participants are given details of the project, what it will require from them and my plans for dissemination before agreeing to take part in the research. Participants are given the option of using a pseudonym and for their data/photographs to be kept confidential (using a code name in my records). Nobody other than myself has access to my research data and I do not pass information on to any other party. I only work with people who are able to give informed consent.

Case Study 2: Graffiti on the South Bank

15.140 This was a research proposal which sought to interview around 30 producers of legitimate graffiti at the South Bank Undercroft. Participants were to be interviewed about their opinions and ideas regarding activities and future possibilities for the Undercroft, and also where relevant, their own graffiti habits and key trends in graffiti practices. The key issues were:

- Confidentiality
- Illegality of activities investigated

15.141 Researchers working in pairs would take notes, and with consent, record the interviews. The findings would be fed as general observations and recommendations to the site managers, and would also be used to build experience for Research Council funding bids on graffiti.

15.142 The following risks to respondents were anticipated. Even though no personal details were to be recorded, potential risk would be for participants to reveal illegal practices such as inappropriate placement of graffiti and theft of spray cans (where participants were victims or had heard of other incidents); in theory, regular attendees could be traceable by police. However, these were property crimes of a relatively minor nature and it was judged acceptable to give the participants an undertaking of confidentiality and that no identifying information would be passed to the site owners/managers (South Bank Centre) or the police.

15.143 It was felt inappropriate to require a written consent form, because respondents’ identity would never be known and over-formality (in their sight) deterred them and would have impinged on the quality and value of the work and results. A light-touch combined oral information and consent procedure was developed, supplemented by a printed information sheet. Signed consent forms would negate the anonymity. The very fact of giving responses to the interview was deemed evidence of consent in these circumstances – but given the crime sensitivity, responses/judgements on participants’ age, consent to be interviewed, consent to be recorded and consent for recording to be

kept post-transcription were to be noted (without name, of course) as appropriate on a checklist by the second interviewer of the pair.

Case Study 3: Internet research

15.144 My research, for a practice-based PhD, involved engaging online presences in social networking sites under a pseudonym. It aimed to explore the ways in which identity is constructed online. There were key areas of ethical concern which proved extremely problematic and difficult to address because my proposed procedures were deemed to lack the required transparency. The following issues raised ethical questions:

- Researching online in social networking spaces under a pseudonym
- Using private emails in my thesis and thus copyright concerns
- Asking for informed consent in retrospect (after the emails had been exchanged) for using these emails in my research
- Working with a combination of both participants and collaborators.

15.145 These factors raised major questions about:

- Transparency of the research process
- What constitutes 'deception' in the research process
- Processes of informed consent
- Confidentiality

15.146 My research was such that it cannot be revealed as such in advance to those involved. One of the challenges marking the project was that I had hoped to develop a community of online presences into a community of offline friends. This plan, however, was abandoned, in part because it proved too difficult to get ethics approval. Instead, the research focuses on how the pseudonymous author 'Lucy' presented herself through her interactions with other profiles online. These other profiles are not really asked to 'do' anything in the research, beyond become the pseudonym's 'contact/friend', respond to the occasional email and engage in other typical modes of exchange in online social networking sites upon Lucy's prompting. I felt strongly that the response to my research required a constructive approach to risk which both protected participants but also allowed the development of researchers committed to ethical research. In practice this proved extremely difficult to achieve with protracted negotiations on the ethical aspects of my research. The solutions which were put in place to enable the research to proceed in an ethically acceptable way were as follows:

15.147 I agreed not to use private emails in the thesis. REC agreed to waive informed consent from social network users, as there was no way to determine if consent was indeed informed and whether or not the user who initially gave their consent was the same user operating the user profile believed to have given consent. The Committee agreed to recognise online profiles as representations of identity. This is in contrast to perceiving them as actual people.

Part D: Recommended checklist for researchers

15.148 The checklist lists the key points of good practice in research for a research project. More detailed guidance can be found in sections 3 and 4 of the Code of Practice for research.

15.149 You should refer to this checklist before conducting your research, and bearing in mind that, subject to legal and ethical requirements, roles and contributions may change during the time span of the research.

1. Does the proposed research address pertinent question(s) and is it designed either to add to existing knowledge / understanding of the subject in question or to develop methods for research into it?
2. Is your research design appropriate for the question(s) being asked?
3. Will you have access to all necessary skills and resources to conduct the research?
4. Have you conducted a risk assessment to determine:
 - a) whether there are any ethical issues and whether ethics review is required;
 - b) the potential for risks to the organisation, the research, or the health, safety and well-being of researchers and research participants; and
 - c) what legal requirements govern the research?
5. Will your research comply with all legal and ethical requirements and other applicable guidelines, including the Research Ethics Policy and those from other organisations and/or countries if relevant?
6. Will your research comply with all requirements of legislation and good practice relating to health and safety?
7. Has your research undergone any necessary ethics review (see 4(a) above), especially if it involves animals, human participants, human material or personal data? (See the Research Ethics Policy).
8. Will your research comply with any monitoring and audit requirements?
9. Are you in compliance with any contracts and financial guidelines relating to the project?
10. Have you reached an agreement relating to intellectual property, publication and authorship?
11. Have you reached an agreement relating to collaborative working, if applicable?
12. Have you agreed the roles of researchers and responsibilities for management and supervision?
13. Have all conflicts of interest relating to your research been identified, declared and addressed?
14. Are you aware of the guidance from all applicable organisations on misconduct in research?

When conducting your research:

1. Are you following the agreed research design for the project?
2. Have any changes to the agreed research design been reviewed and approved if applicable?
3. Are you following best practice for the collection, storage and management of data?
4. Are agreed roles and responsibilities for management and supervision being fulfilled?
5. Is your research complying with any monitoring and audit requirements?

When finishing your research:

1. Will your research and its findings be reported accurately, honestly and within a reasonable time frame?

2. Will all contributions to the research be acknowledged?
3. Are agreements relating to intellectual property, publication and authorship being complied with?
4. Will research data be retained in a secure and accessible form and for the required duration?
5. Will your research comply with all legal, ethical and contractual requirements?

16.0 HE QUALITY POLICY

Introduction

- 16.0 The Higher Education Quality Policy of The Northern School of Art [the School] is revised regularly, taking account of changes to national quality arrangements, emerging sector practice, and operational experience, and where applicable, changes made by the School's validating partner, the Arts University Bournemouth (AUB).
- 16.1 The School is committed to the provision of the highest quality educational experience for its students.
- 16.2 The School acknowledges that this will only be achieved through the establishment of a culture of high-quality delivery and continuous improvement in all areas of its work. The School has, therefore, developed systems and processes for the assurance of quality and its systematic enhancement.
- 16.3 These systems notwithstanding, all members of staff are responsible for ensuring that students, external partners and visitors receive a quality of service commensurate with published standards.

The purpose of quality assurance

- 16.4 The School, and where applicable, in partnership with AUB, is responsible for assuring itself and its stakeholders that the academic standards of all its higher education provision are:
- appropriate to the level of the named award; and
 - comparable to the standards of similar awards on offer elsewhere across the UK higher education sector.
- 16.5 The School is also responsible for ensuring that students are well supported in their learning: through excellent teaching, well-structured assessment, appropriate resources, and high-quality support and guidance.
- 16.6 To ensure that this is achieved, the School has established a quality assurance framework that allows the School, through its Academic Board and supporting structures, to review its current and prospective provision in a self-reflective and evaluative way. This includes seeking the views of the academic staff involved, the students who participate on programme, and external examiners and moderators including practitioners who are able to provide a national perspective on academic standards and quality, and to advise on best practice.
- 16.7 This quality assurance framework is tested not just through internal review, but through regular engagement with peers across the higher education sector to identify best practice. The framework is also subject to review by the national designated quality body.
- 16.8 The term "quality assurance" is used to refer to the systems and processes used to monitor both standards and quality; these have been disaggregated below, for ease of reference.

Setting and maintaining standards

External references

- 16.9 All programmes are developed with reference to section A of the UK Quality Code for Higher Education. Most specifically, programmes refer to the Framework for Higher Education Qualifications [FHEQ] and the relevant subject benchmark statement, and this is tested at validation. (For more detail about the external context for quality assurance see section I of the HE Quality Assurance Handbook.) Validation includes external panel members to provide an objective evaluation of the programme aims and objectives, and their appropriateness. The panel also considers the relevant learning outcomes and specific assessment criteria which are embedded in each learning outcome.
- 16.10 External Examiners are used to confirm that marking standards are appropriate, and comparable to national standards. A meeting of External Examiners within the School is held to consider any issues of parity across the School. In addition, a number of School staff hold External Examiner tenures elsewhere, and staff also serve on external validation or periodic review panels. This provides an additional external reference point for staff.

Internal processes

- 16.11 The School's Regulatory Framework, which identifies precepts common to all postgraduate and undergraduate awards. This provides a degree of consistency in the way in which awards are developed and delivered. Programmes are all required to develop a programme specification to a common template, which enables a clear overview of the programme and its intentions.
- 16.12 The School has developed generic Module Marking Criteria, which describe typical performance for each class of mark at each level for all programmes. All modules at Levels 5 and 6 are subject to an element of verification in accordance with an agreed procedure, published in the Regulatory Framework and Assessment Regulations. Verification takes place on all programmes and, as well as being arranged within the programme team, may be conducted across programmes. Where appropriate, cross-programme verification is conducted. Where the markers do not agree on the mark to be awarded, the matter will be referred to the Senior Lecturer (or the relevant Faculty Manager if the Senior Lecturer is one of the markers) in the first instance, who will advise on the action to be taken (which may include a review of further work, or the moderation of the marks of the whole cohort for that assessment task, to ensure that the assessment criteria are being applied consistently and fairly).
- 16.13 Final marks on each module are ratified by the relevant School Examination Board, which includes the External Examiners in the case of the final year School Examination Board. The School Examination Boards, chaired by the Vice Principal (Higher Education), is held in accordance with the relevant Assessment Regulations. where applicable, an independent member appointed by the Chair of the Learning, Teaching and Quality Committee [LTQ] at AUB will attend the meeting to assure comparability of treatment and consistent application of the regulations. This independent member will be the AUB University Secretary, or nominee.

- 16.14 All recommendations on progression and award are presented to the relevant Progression and Awards Board for ratification.

Analysis of data

- 16.15 Consideration is also given to an analysis of data. The School Examination Boards consider the profile of marks achieved on each module, and across all programme areas for the School as a whole, and compare these both against historical programme data, and against national trends. The Progression and Awards Board takes an overview of programme profiles, and may identify matters for further discussion through the annual or periodic programme review process. In addition, the School and, where applicable, will consider profiles of achievement and trends in performance against national data.

Summary

- 16.16 The School's Academic Board and, where applicable, the AUB LTQ remain conscious of the need to ensure comparability of standards both internally and externally. Both institutions consider that the mechanisms currently used by the School are both necessary and sufficient. Nevertheless, both institutions continue to monitor the evidence of External Examiners' reports, and student data, and will introduce additional processes as appropriate to assure that standards are secure.

Methods of assuring quality

- 16.17 The intentions of the quality assurance process are to ensure that the School meets or exceeds the expectations of its students; to identify where it has fallen short; and to put appropriate measures in place to ensure that this is addressed. Alongside this, there are specific aims and objectives, which are planned to enhance the quality of the student experience, and to identify and disseminate examples of innovative and successful practice. These are set out in the School's Academic Strategy, which is designed to promote the highest quality learning experience.
- 16.18 Quality assurance mechanisms are those which enable the School to confirm the quality of education provided. An essential point of reference for questions about the quality of the student experience is Section B of the UK Quality Code, which outlines good practice for consideration and which informs all School policies and procedures, which are connected with the postgraduate and undergraduate student experience.
- 16.19 The School believes that quality is best assured as close as possible to the point of delivery, whilst retaining an appropriate degree of distance and hence objectivity. In the same way, the processes which have been adopted to assure quality are designed to be as unbureaucratic or "light touch" as possible, whilst delivering a review which is sufficiently robust to satisfy the School, and its external funding and monitoring bodies. As far as possible, duplication of data and documentation is avoided.
- 16.20 Quality assurance mechanisms commence with approval of the Programme Proposal forms (Stage One and Stage Two), which outline the proposed programme and the resource and staffing requirements. This consideration is then extended at validation, where the panel considers the quality and coherence of the student experience as a whole.

- 16.21 Once a new programme has been approved, there are a range of annual mechanisms to assure the quality of the student experience. Students are acknowledged as members of the creative academic community. The School clearly identifies, through its Student Charter, that students are co-responsible for their learning. Nevertheless, the School accepts the centrality of the student experience to the values of the institution, and consequently secures feedback in a variety of ways. These include the National Student Survey [NSS] for final year students; the internal Student Perception Survey [SPS]; student feedback (through Student Assemblies and Programme Boards of Study, or provided in more informal ways); and, where relevant, External Examiners' comments. An annual evaluation of the programme is provided in the Annual Programme Review [APR] process, in which the above indicators are all considered. After a period of no more than five years, a programme is subject to periodic review, which permits the programme and the School to take a longer-term view of provision and to consider a range of quality indicators.
- 16.22 The quality assurance process is evidence-based, and takes full account of student feedback and the comments of External Examiners, as well as student data. In addition, the views of other stakeholders such as employer groups and/or professional bodies are considered.
- 16.23 The processes which are used to assure the quality of the student experience are contained within the HE Quality Assurance Handbook. Specifically, they relate to the validation and periodic review of programmes; minor changes to programmes during the period of validation; and an annual monitoring and review process, including Annual Programme Review [APR] and the production of an Annual Report.
- 16.24 In some cases, quality assurance processes at the School may be adapted from those at AUB to suit the operational context of the School. Each of the quality assurance processes requires reflection on all relevant evidence, and the presentation of a self-critical evaluative report. At validation and review, but also as part of the annual monitoring and review cycle, programmes are invited to reflect upon developments within the discipline, the academic subject, the available technology and the workplace, as well as staff expertise and applicant profile, and to consider the positioning of their programme in this context. They are also encouraged to consider ways in which the overall quality of the learning experience may be enhanced through further programme development (and not just secured by addressing existing weaknesses). This is in addition to the School-wide implementation of the Academic Strategy.
- 16.25 The HE Student Complaints Procedure is an integral part of the quality assurance system. It is explained in simple language, and is easy to invoke. Complaints are monitored centrally through Student Services, and an annual report is made to the School's Principalship on the numbers of complaints, the nature of the complaint, and the resolution. The Student Complaint Procedure both enables students to secure redress (where appropriate) for any grievance, and the School to learn from the experience of one of its key stakeholder groups. In addition, students are invited to record their satisfaction with any particular experience at the School, or to make suggestions for the enhancement of the service provided.

Quality enhancement

- 16.26 Historically, the School has had a wide range of systems to support the enhancement of quality. These include input from employers (for example through Industry Liaison Groups, or through the use of graduates to inform current students); the HE Peer Teaching Observation scheme; the sharing of good practice through the APR process; and the development of research and scholarly activity which impacts on the programme. Programme teams have also been involved in a range of enhancement projects, some of which have had a national focus.
- 16.27 The School monitors and reviews its Academic Strategy through the Academic Board in order to align it to the School's overall strategic objectives.

Information about higher education provision

- 16.28 Section C of the HE Quality Code relates to the information published by an institution about its higher education provision. The expectation is that information should be fit for purpose, accessible and trustworthy, and the Quality Code offers a number of indicators of sound practice, which a review panel would use to confirm this.
- 16.29 Whilst the School is committed to publishing information, which meets the expectations of the Code, the quality management framework does not currently consider public information, which remains the responsibility of relevant institutional managers. However, the quality of learning and teaching information, and that related to the development and publication of relevant policies and procedures, is subject to scrutiny by HE quality management.

Oversight and summative evaluation

- 16.30 The Academic Board oversees all matters of quality assurance and enhancement, programme review and evaluation, and reports on the process and annual outcomes. Such reports will also be made available to relevant awarding and funding bodies.
- 16.31 The APR process results in programme-level reports which are reviewed by the Academic Board, with an action plan agreed which addresses areas for improvement and development.
- 16.32 Following the end of each academic year, the Vice Principal (Higher Education) prepares, on behalf of the School, an Annual Report on its higher education awards. This includes reference to the outcomes of the annual monitoring and review cycle, and takes account of the full range of student feedback, external examiner comments, and student data. It takes account of annual data on complaints, and considers also the outcomes of the validation and periodic review cycle.
- 16.33 The basic methodology for the annual monitoring and review process entails setting standards and targets; critically reviewing performance in relation to these standards and targets; reviewing the appropriateness of the standards and targets to the needs of stakeholder groups; and identifying actions that will improve the effectiveness of the area of work. This methodology also applies to the Annual Report, which includes an action plan, presented to the Academic Board.

- 16.34 However, the Annual Report also provides an opportunity to reflect more generally on enhancements, which have been made, or are planned, to academic provision. It may include discussion of developments within learning and teaching, or in the ways in which good practice has been identified and shared.
- 16.35 For programmes validated by AUB, the outcomes of quality assurance and enhancement processes are reported to the School's Academic Board, notably through the provision of the Annual Report, which is also submitted to the Deputy Vice Chancellor at AUB.

17.0 HE ANNUAL PROGRAMME REVIEW PROCEDURE

Introduction

- 17.1 Within the quality assurance framework, the Northern School of Art undertakes an annual review process which encourages reflection on the past year and considers improvements which can be made for the future.
- 17.2 The annual review process is evidence-based and takes full account of student feedback and the comments of External Examiners, as well as student data. In addition, the views of other stakeholders such as employer groups and/or professional bodies may be considered. The process requires reflection on all relevant evidence and the production of self-critical, but forward-thinking, evaluative reports.
- 17.3 The Annual Programme Review [APR] process results in programme-level reports that are reviewed by the School's Academic Board, with action plans which address areas of weakness and respond to any risks or threats that have been identified.
- 17.4 Following the end of each academic year, the School produces an Annual Report on its higher education provision. This includes the outcomes of the annual review cycle and takes account of the full range of student feedback, External Examiners' comments and student data. It also considers annual data on complaints and appeals, as well as the outcomes of the validation and periodic review cycle. The report is confirmed by the School's Academic Board, and, where applicable, for awards validated by AUB, submitted to their Learning, Teaching and Quality Committee [LTQ] for review.
- 17.5 The basic methodology for the annual review process entails teams setting standards and targets; critically reviewing performance in relation to these standards and targets; reviewing the appropriateness of the standards and targets to the needs of stakeholder groups, and identifying actions that will improve the effectiveness of the area of work.
- 17.6 This methodology is also used for the Annual Report, which has an action plan attached. A report is made in the following year to the Academic Board. However, the report also provides an opportunity to reflect more generally on enhancements that have been made or are planned to academic provision. It may include discussion of developments within learning and teaching, or the ways in which good practice has been identified and shared.
- 17.7 The outcomes of quality assurance and enhancement processes at the School are reported to the Academic Board, and, where applicable for awards validated by AUB, submitted to their Learning, Teaching and Quality Committee [LTQ] for review.
- 17.8 The Academic Board is responsible for overseeing and verifying the School's annual review process in compliance with the requirements of the quality assurance framework.

Annual Programme Review [APR]

- 17.9 The purpose of the APR process are to assure the School and its degree-awarding body that:
 - The quality and standards of each programme remain secure

- Emerging trends in student data, at School and programme level, are identified and considered in a timely fashion
 - Each programme remains responsive to the external environment
- 17.10 As such, the APR process at the School is primarily intended to reassure the School that programmes are reflecting on, and addressing their strengths and weaknesses.
- 17.11 The APR process requires programme teams annually to reflect on a range of evidence, including the views of External Examiners, students, employers, and relevant data. The APR process is aligned to the concept of risk analysis, so that programme teams concentrate on addressing immediate concerns, and responding to key opportunities and threats. As such, the process is designed to be reflective (to provide assurance about quality and standards), but also forward-thinking, to ensure that programmes take a proactive approach to improve the quality of learning in their discipline or the sector.
- 17.12 The annual review process focuses on the operation, delivery and positioning of validated programmes on a year-to-year basis. This is distinct from validation, which is the process by which all new programmes or parts of programmes are approved; and periodic review, which takes a longer-term view of provision and considers its continued mission alignment and strategic value.
- 17.13 The APR process is undertaken in a self-critical and supportive environment where the views of staff, students, External Examiners and others that contribute to the delivery of programmes can be expressed and fully considered. An intended outcome of the process is to ensure that the standards of all programmes are maintained and that the quality of learning opportunities is monitored and improved. It also provides a vehicle for the School to identify and share good practice.
- 17.14 The APR process must be completed before the end of the Autumn term of the following academic year. Senior academic managers, in collaboration with Senior Lecturers, are responsible for the co-ordination of the process on a local level. Responsibility for confirming the outcomes of APR rests with the School's Academic Board.
- 17.15 To support programme teams in the annual review process, the performance of individual programmes is monitored throughout the academic year under review. This is focused on monitoring meetings between programme teams and Head of Faculty at key points in the academic year to monitor performance against targets, progress against the current programme Action Plan, and to address issues and areas of concern arising from student feedback.
- 17.16 Before the end of the academic year programme teams draft key elements of the APR, with APR reports finalised at the beginning of the next academic year, which are comprised of the following sections:
- Part A: Reflective Review of Quality Indicators
 - Part B: Programme Review
 - Part C: Programme Development
 - Part D: Programme Action Plan

- Appendix A: Quality Indicators and Data

17.17 The Senior Lecturer completes the APR report template, taking account of all relevant evidence. Full details of the content of each section of the report template are included in the guidance notes, which should be used as a reference by each programme team throughout the APR process.

Confirmation of Annual Programme Review Reports

17.18 The completed APR reports are confirmed by the School's Academic Board by October of each academic year. For programmes validated by AUB, as defined in the Memorandum of Understanding [MoU] with AUB, a member of senior staff from AUB is invited to attend the meeting to observe the process in order to enable the LTQ at AUB to assure itself that the School has operated the process effectively. Therefore, the School must advise AUB of the date of the APR confirmation meeting at the earliest opportunity.

17.19 The School's Academic Board must confirm that:

- Reports are appropriately critical and evaluative
- Responses in the reports to Quality Indicator are appropriate
- Items on the SWOT Analysis are substantial and clearly evidenced
- Actions on the Action Plan for the next academic year are in response to evidence-based issues and have clear targets and defined completion dates
- The Action Plan for the next academic year considers recommendations from External Examiners as appropriate
- Issues and actions are listed in order of priority
- The Action Plan from the year under review have been addressed and a judgement made if adequate progress has been achieved (and if it is appropriate to carried forward actions that have not been addressed)

17.20 Where programmes are demonstrating success, this should be formally acknowledged in the meeting. Similarly, where weaknesses are identified (e.g. through External Examiner comment, National Student Survey returns or low achievement or retention), then the Academic Board should consider whether appropriate action has been identified to address the issue.

17.21 Any revisions to individual APR reports required by the Academic Board as a result of this meeting must be completed by the Senior Lecturer and submitted to the Convenor of the Academic Board for final confirmation within a week of the meeting.

17.22 Once each APR report has been finally confirmed, it should be forwarded to the Convenor of the Academic Board for the purpose of filing with the minutes of the meeting. This should be reported as completed at the next meeting of the Academic Board.

17.23 The Academic Board is also responsible for monitoring the implementation of the Action Plan for each programme.

Annual Report and Annual Report to the Corporation Board (ARCB)

- 17.24 For programmes that are validated by AUB, as required by the MoU with AUB, the School has a responsibility to prepare an annual report on higher education awards validated by AUB. This is produced by the School's senior managers to a template issued by AUB and is presented to the School's Academic Board for approval before being submitted to AUB. In addition, the Committee of University Chairs (CUC) Illustrative Practice Note³: Academic Governance (January 2017) suggests that the governing body receive formal opinions in respect of the quality of academic outcomes (para 30) and the management of quality and standards from the Academic Board.
- 17.25 The Annual Report and the ARCB identifies issues that have emerged from the annual review process across the institution, and any other quality assurance developments during the academic year. The report may include any common themes running through APR reports or raise any issues that need to be addressed at a School level, for wider discussion.
- 17.26 The Annual Report includes a HE Quality Assurance and Enhancement Action Plan for the School, which is monitored by the Academic Board throughout the academic year, and on which an update on progress is reported in the following Annual Report.
- 17.27 For programmes validated by AUB, the report will be received by the LTQ at AUB to a deadline to be confirmed annually but never earlier than 15th November and never later than 1st December of each academic year (as specified in the MoU). The LTQ may require additional actions to be included on the School's HE Quality Assurance and Enhancement Action Plan to address issues of concern.

Annual Review Process Timeframe

- 17.28 Targets will be set by Principalship by early September of each academic year and will be presented at the first meeting of the Academic Board for information and dissemination. This will include where any targets are disaggregated at the programme level.
- 17.29 At the beginning of the academic year, Registry will circulate a timeline of all relevant dates, including summative assessment results by programme teams, including referrals and retakes. This will include:
- Confirm date of Academic Board APR report confirmation meeting, where applicable, with AUB at the beginning of September.
 - Quality Indicators will be updated and issued at key points for the current academic year as appropriate and will be used to inform programme monitoring meetings.
 - September/October programme strategic meeting.
 - Pre-Easter programme strategic meeting.
 - June – External Examiner's visits (reports to be received by the School and AUB within three weeks of the date of the Examination Board).
 - Early September – final Quality Indicators issued and APR reports finalised.
 - September – submission of APR reports (at least one week before the September programme strategic meeting).

- Mid-October – a meeting of the Academic Board to confirm APR Action Plans (where applicable, attended by a representative from AUB).
- End October – responses to External Examiners' reports completed by Senior Lecturers and sent out by Registry with confirmed APR reports.
- November – Annual Report approved by the Academic Board and, where applicable, submitted to AUB and the ARCB approved by the Corporation Board.

17.30 Senior Lecturers will present final APR reports and Action Plans for the current academic year at the Semester 1 Programme Board. Updates of the Action Plans will be presented at the Semester 2 Programme Board.

18.0 HE WITHDRAWAL, INTERMISSION AND INTERNAL TRANSFER PROCEDURES

Introduction

- 18.1 The Higher Education [HE] programmes at The Northern School of Art [the School] are designed to encourage, promote and support the progression towards independent learning. However, it is recognised that students may face a change in circumstances that affects their ability to continue with their studies.
- 18.2 These procedures apply to all HE Students.
- 18.3 This procedure outlines the usual process for withdrawing students from their HE programme, where a student has requested to withdraw. In exceptional circumstances, at the discretion of the Vice Principal (Higher Education), alternative steps may be taken.
- 18.4 This procedure outlines the usual process for intermission within a HE programme, where a student has requested to intermit. In exceptional circumstances, at the discretion of the Vice Principal (Higher Education), alternative steps may be taken.
- 18.5 This procedure outlines the usual process for internally transferring a student from one programme to another, where the student has requested to transfer. In exceptional circumstances, at the discretion of the Vice Principal (Higher Education), alternative steps may be taken.
- 18.6 However, students may be withdrawn from their programme of study for numerous reasons, such as academic failure or disciplinary reasons. It is advised that students refer to the Academic Regulations for assessment for further information, alongside other relevant policies and procedures.
- 18.7 Students are reminded that the HE Tuition Fees and Charges Payment Policy sets out the circumstances in which fees are refunded. Students should be aware of the policy whilst deciding to withdraw, intermit or transfer.
- 18.8 Academic Registry will maintain accurate records of withdrawn, intermitting and transferred students.

Withdrawals Procedure

- 18.9 A student may approach a variety of staff, including but not limited to Student Services, Senior Lecturers or Academic Registry, stating their desire to withdraw from their programme of study.
- 18.10 The student should be referred to their Head of Faculty and/or Student Services in order to fully discuss their desire to withdraw from their programme of study. The Head of Faculty/Student Services will explain ramifications of the withdrawal process and provide appropriate support.
- 18.11 If, after discussing their proposed withdrawal with their Head of Faculty/Student Services, the student still wishes to withdraw, a written statement citing their reason for withdrawal alongside any relevant documentation and/or evidence, should be submitted by the student to their Head of Faculty and Academic Registry.

- 18.12 A written statement from someone other than the student will not normally be accepted, except in exceptional circumstances. This will be at the discretion of the Vice Principal (Higher Education) or their nominee.
- 18.13 Upon receipt of a written withdrawal request, the Senior Lecturer/Head of Faculty should raise the electronic withdrawal request on ProSolution.web and provide as much information as possible regarding the withdrawal. The withdrawal will be actioned from the student's final date of engagement. Briefly, 'engagement' is defined as the attendance at registered sessions, or the submission of assessed work. Academic Registry action the withdrawal from ProSolution, whilst verifying all details. If the information is incomplete or appears incorrect, the withdrawal request will be rejected.
- 18.14 Once the withdrawal is successfully processed, Academic Registry will inform the student, Vice Principal (Higher Education), Senior Lecturer/Head of Faculty and a member of the Finance team in writing.
- 18.15 Where applicable, details of the withdrawal should be shared with the School's degree-awarding body, Arts University Bournemouth, via their nominated contact at the earliest opportunity. This should include a record of any marks the student has achieved to date.
- 18.16 If a student withdraws from their studies at the School before completing the programme for which they are registered, the School Examination Board at its next meeting will automatically consider whether a student has earned the requisite credit for an award, and will make such an award in all cases where specific requirements have been met. The student will be notified of the award in writing.

Intermissions Procedure

- 18.17 A student may approach a variety of staff, including but not limited to Student Services, Senior Lecturers or Academic Registry, stating their desire to intermit from their programme of study.
- 18.18 The student should be referred to their Head of Faculty/Student Services in order to fully discuss their desire to intermit from their programme of study. The Head of Faculty/Student Services will explain ramifications of the intermissions process and provide appropriate support.
- 18.19 If, after discussing their proposed intermission with their Head of Faculty/Student Services, the student still wishes to intermit, a written statement citing their reason for intermission alongside any relevant documentation and/or evidence, should be submitted by the student to their Head of Faculty and Academic Registry. Academic Registry will share this with the Vice Principal (Higher Education). The intermission will be actioned from the student's engagement – defined above.
- 18.20 A written statement from someone other than the student will not normally be accepted, except in exceptional circumstances. This will be at the discretion of the Vice Principal (Higher Education) or their nominee.
- 18.21 If approved by the Vice Principal (Higher Education), the Senior Lecturer/Head of Faculty should raise the electronic intermission request on ProSolution.web and provide as much

information as possible regarding the intermission request. Academic Registry will inform the student, Vice Principal (Higher Education), Senior Lecturer/Head of Faculty, a member of the Finance team, and, where applicable, an appropriate contact at Arts University Bournemouth in writing. Academic Registry will contact the student towards the end of the intermission period to confirm their return to study.

- 18.22 The Vice Principal (Higher Education) will not normally support an application for intermission within two weeks of an assessment submission date. In such cases, a student may be required to make a submission before an intermission is approved.
- 18.23 If a student intermits during the academic year, having commenced study of one or more modules but not completed them, no credit will be awarded for these modules. Upon their return to the programme of study, the student would normally be expected to repeat the whole of the uncompleted module(s). The School cannot guarantee that a module or modules available at the point of intermission will be available at the point of re-joining, and an alternative module may have to be undertaken, as directed by the Senior Lecturer.
- 18.24 No student may intermit for a period of longer than two years. If, following two years of intermission, the student does not return to the programme, they will be deemed to have withdrawn.
- 18.25 Students who seek or are required to intermit their studies for medical reasons that impact on their ability to study, may be required to provide evidence that they are fit to resume their studies before they return to the programme. In exceptional cases, where it is clear that the student is unfit to re-join the programme for medical reasons, this may result in the termination of studies.

Internal Transfer Procedure

- 18.26 A student wishing to change programmes of study must consult both their current Senior Lecturer and the Senior Lecturer of the programme to which they wish to transfer.
- 18.27 Discussions will take place to ensure that any such change is available and the consequences of the change are fully understood. This may include a requirement that the student undertake an additional module, or dedicated project work, to ensure that the discipline level outcomes can be achieved, and the student properly prepared for subsequent levels of study within the discipline.
- 18.28 If agreement is obtained from both Senior Lecturers and the student wishes to proceed with the change, a change request must be completed by the original Senior Lecturer with approval from the receiving Senior Lecturer.
- 18.29 Academic Registry will complete the transfer in ProSolution. Academic Registry will inform the student, Vice Principal (Higher Education), Senior Lecturer/Head of Faculty, a member of the Finance team, and, where applicable, an appropriate contact at Arts University Bournemouth in writing.

Awarding

- 18.30 If a student withdraws from their studies at the School before completing the programme for which they are registered, the School Examination Board at its next meeting will

automatically consider whether a student has earned the requisite credit for an award, and will make such an award in all cases where specific requirements have been met. The student will be notified of the award in writing

Responsibilities

- 18.31 Academic Registry will maintain accurate records of withdrawn, intermitting and transferred students.

19.0 THE PROGRAMME CLOSURE PROCEDURE

Introduction

- 19.1 This procedure primarily deals with the impact that programme closure will have on students. The HR Department will cover matters relating to academic staff.
- 19.2 As with the development of new postgraduate and undergraduate programmes, the decision to close programmes is the responsibility of the Academic Board in relation to matters of academic quality, and the School's Principalship regarding issues of financial viability.
- 19.3 The decision to close a programme will be based on a variety of factors that may include, for example, poor recruitment, changes to the funding environment, developments within the subject discipline, significant changes in staffing, the views of students and prospective students, or alignment with the School's Strategic Plan.
- 19.4 The Northern School of Art's Student Protection Plan sets out the measures that the School has in place to protect the interests of students, which include:
- A commitment to 'teach out' students enrolled on a registered programme.
 - A commitment, where applicable, from the Arts University Bournemouth (AUB) to 'teach out' all current students enrolled on a programme of study, as detailed in the Memorandum of Understanding, if in the unlikely event that the School is unable to do so.
 - A commitment that the School will offer alternative programmes of study to students affected by programme discontinuation, being mindful of the Competitions and Marketing Authority (CMA) guidance on seeking to implement such a change.
 - A commitment that the School will make every effort to support individual students to find an alternative programme of study with another provider.
 - Support for 'transfer of study', which will include, but is not limited to, certification of credit or a record of academic achievement to facilitate admission to the receiving provider.

Criteria for programme closure

- 19.5 The criteria for programme closure include:
- Recruitment below agreed targets
 - Performance below critical indicators, as identified through the Annual Programme Review Process
 - Developments in the subject areas that render the programme obsolete
 - Changes to staffing, i.e. retirement of a key member of staff
 - Changes in the School's strategic direction
 - Changes to the funding environment

Closing a programme

- 19.6 The Curriculum Development Group (CDG) will review the curriculum offer on an annual basis. If a programme is at risk of closure, the CDG will carry out an impact assessment

on academic standards and the quality of learning opportunities for all students on the programme. The CDG will either recommend remedial action or closure of the programme to the Principalship.

- 19.7 The Principalship, following the recommendation of the CDG to close a programme, will request the Vice Principal (Higher Education) to produce a Notice of Withdrawal of a Postgraduate or Undergraduate Programme and Communication Plan.
- 19.8 The Director of HE Academic Quality and Enhancement, where applicable, will submit the Notice of Withdrawal of the Undergraduate Programme and Communication Plan to the Arts University Bournemouth and advise the External Examiner of the decision to close the programme.
- 19.9 The Principal will inform the Governing Body and take appropriate steps to advise programme staff affected by the closure, as recommended by the Vice Principal (People Services) or HR Manager.
- 19.10 The appropriate Head of Faculty will advise existing students on the programme at the earliest possible opportunity. This communication must be evidenced.
- 19.11 The Recruitment Manager will advise any applicants of the closure of the programme as soon as reasonably possible, but no later than 1 May, and where appropriate, offer applicants an alternative programme or signpost applicants to alternative courses available with other providers.
- 19.12 The Recruitment Manager will advise UCAS of the closure as per their procedures.
- 19.13 The Marketing Manager will update the School's website and marketing literature accordingly.

Teaching out the programme

- 19.14 The School is committed to 'teach out' all programmes, but will always act in the interest of students, who may wish to transfer to another programme or another provider.
- 19.15 The School will ensure that there is provision for studio teaching hours, technical support hours in workshops, and a budget for consumable expenditure for all 'teach out' programmes.
- 19.16 Plans for staffing will be considered, and the continuation of existing staff will be sought wherever possible. Where existing staff resign their posts before completion of the final cohort, temporary posts will be created and advertised accordingly; this may involve the use of appropriately qualified existing staff from within the institution.
- 19.17 The management and development of common workshops and resources by the Head of Faculty and Senior Lecturers will ensure their continued availability to students for 'teach out' programmes. Where resources are used only by the 'teach out' programmes, a phased reduction plan will be put into place, ensuring sufficient access to this equipment is available throughout the 'teach out' period.

Progression for students with mitigating circumstances

- 19.18 If a student fails to complete the programme due to recognised mitigating circumstances, the School will provide continuation appropriate to the mitigating circumstances and provide any support necessary.
- 19.19 If too substantial a part of the programme were to be missed due to recognised mitigating circumstances, it would be appropriate to explore opportunities to transfer to an alternative programme or to another institution. The School would be mindful of any additional costs incurred in line with its commitment to its Student Protection Plan.

External Examiners

- 19.20 Where necessary, an extension to the arrangements for external examining until all registered students complete their awards will be secured. If this is not possible, an appropriate External Examiner will be appointed, with the approval of the degree-awarding body, to oversee the remaining progression and conferment of awards.

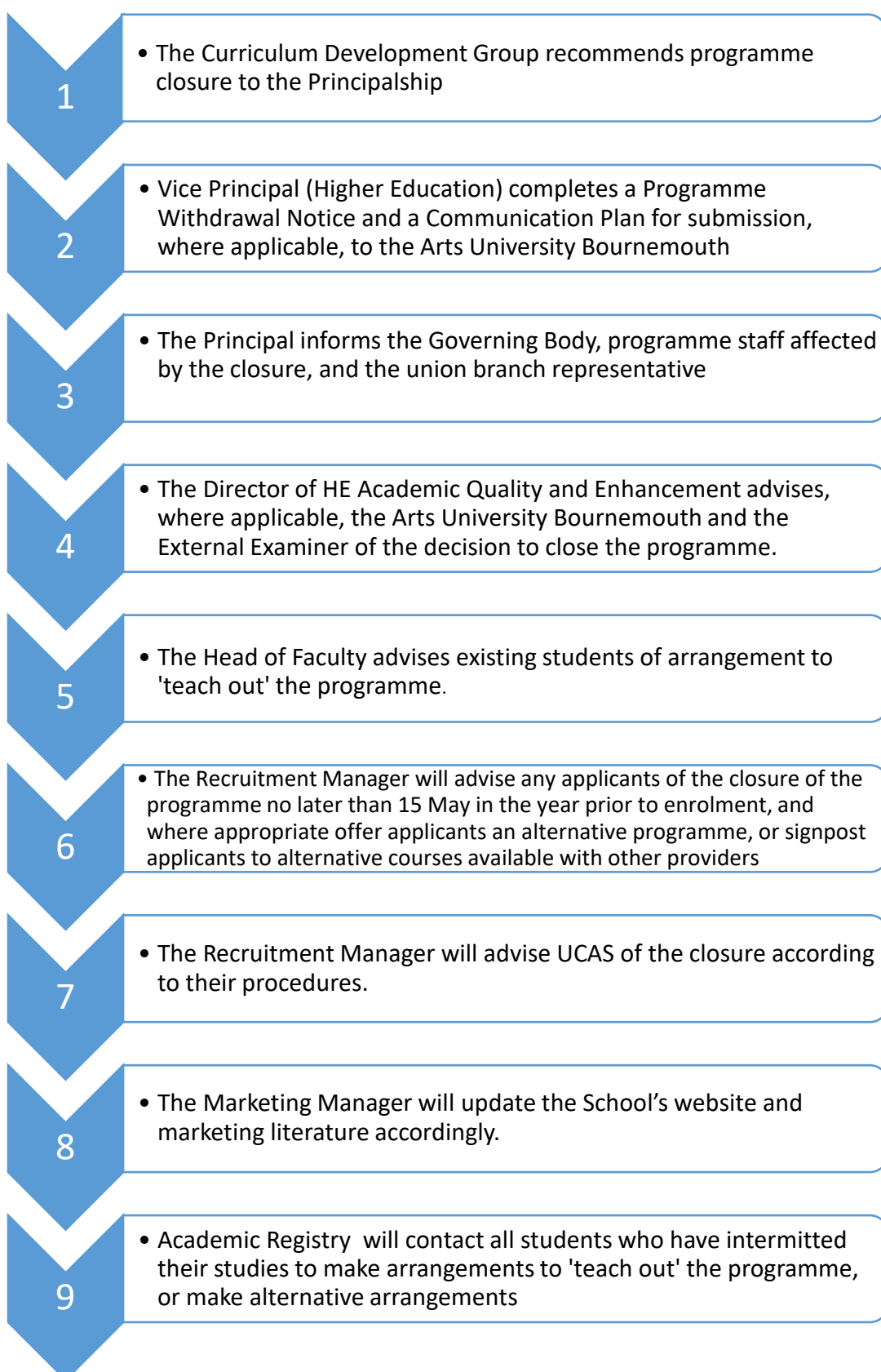
Academic standards and quality assurance

- 19.21 All other matters relating to academic standards and quality assurance, such as the verification of Module Handbooks, arrangements for assessment, processes for annual monitoring and review, will be maintained throughout the teach-out period.

Supervision

- 19.22 Supervision of the 'teach out' of programmes under closure will remain the responsibility of the Senior Lecturer, Head of Faculty, and Vice Principal (Higher Education).

Stages of the HE Programme Closure Procedure



20.0 HE STUDENT TRANSFER PLAN

Background

- 20.1 All providers of higher education in England are required to publish student transfer arrangements in accordance with the Higher Education Research Act 2017 and Office for Students Regulatory Framework 2018. The purpose of the Plan is to facilitate the continuation and quality of study for all students whenever a risk to their continued study occurs and to facilitate transfer between providers.
- 20.2 All references to 'the School' in this document refer to The Northern School of Art.

Introduction

- 20.3 This document sets out our institutional arrangements for students to transfer between providers. It covers arrangements for students transferring out and for those transferring into The Northern School of Art.
- 20.4 Student transfer, for the purposes of this document, includes:
- a) Transfer triggered by the School's Student Protection Plan
 - b) Transfer to another provider from The Northern School of Art
 - c) Transfer into The Northern School of Art from another provider

Transfer between programmes at The Northern School of Art

- 20.5 In the event of a) and b), above, the School will firstly aim to teach out all current students on their original programme, where this is not possible, the School will facilitate an appropriate transfer.
- 20.6 In the event of c), above, the School will facilitate the transfer of students from other providers to The Northern School of Art where the School may be able to offer a suitable alternative programme in order for students to complete their studies. Please see information regarding transfer in.
- 20.7 In the event of d), above, the School will facilitate transfer to a suitable alternative programme, as appropriate. Please see information regarding transfer between programmes.
- 20.8 This plan is available to all current and potential students and is reviewed annually.

Student Transfer triggered by The School's Student Protection Plan

- 20.9 In the event that the School is not able to 'teach-out' students on a programme that is being discontinued, students will be offered the opportunity to transfer to another programme at the School. Where there is not a suitable alternative programme at the School, the School will support students to transfer to a suitable programme at another higher education provider in the UK.

Transfers out of The Northern School of Art

- 20.10 As a consequence of events outlined in the School's *Student Protection Plan* or a student decision to transfer to another provider, we would facilitate transfer to another Higher

Education provider for the student to complete their studies. This may include, but is not limited to:

- a) Programme or discipline closure
- b) Institutional closure
- c) Loss of designation
- d) Loss of accreditation
- e) Student-led withdrawal

20.11 Should transfer to another provider be necessary the School will support arrangements to:

- Confirm any completed credit; level attained or study undertaken as appropriate so a student may transfer to another provider straight away or at a later date. This is provided through a student transcript.
- Receive a refund for all/part fees where the transfer of completed credit is not possible, in accordance with our Tuition Fee Refunds and Compensation Policy.

20.12 Transfer out of The Northern School of Art will be facilitated by Vice Principal (Resources) or nominee, in accordance with Student Protection Plan.

Transfer into The Northern School of Art

20.13 As a consequence of events at other higher education providers triggering a transfer or a student electing to transfer to the School, we will consider:

- Admission of students onto a similar programme, taking completed credit, level attained or other study undertaken into consideration, as appropriate. This will be facilitated through our The School's admissions processes for taught awards available at <https://northernart.ac.uk/study-with-us/hartlepool-campus/supporting-you/how-to-apply/>
- Admission of students onto an alternative taught programme, taking completed credit, level attained or other study undertaken into consideration, as appropriate. This will be facilitated through the School's processes for Accreditation for Prior Learning

Transfer between The Northern School of Art programmes

20.14 As a consequence of students requesting to transfer between programmes at the School, the institution will consider:

- Transfer of students onto a similar programme, taking completed credit, level attained or other study undertaken into consideration, as appropriate. This will be facilitated through our processes for Accreditation for Prior Learning and Student Transfer Procedure
- Transfer of students onto an alternative programme, taking completed credit, level attained or other study undertaken into consideration, as appropriate. This will be facilitated through our processes for Accreditation for Prior Learning and Student Transfer Procedure

20.15 Transfer between programmes at The Northern School of Art will normally be facilitated by Academic Registry, in liaison with the students current and future Senior Lecturer.

Refund and Compensation

- 20.16 Refund for all/part tuition fees where students are unable to transfer completed credit is provided for in accordance with The School's [HE Tuition Fee Refunds and Compensation Policy](#).
- 20.17 Compensation for tuition and maintenance costs where students have to transfer programmes or provider is in accordance with The School's [HE Tuition Fee Refunds and Compensation Policy](#).

Advice and Support

- 20.18 In the event of a transfer in or out of the School, advice and support is available to students individually or collectively. As any transfer may have an impact on credits awarded, future studies, student finance, and accommodation cost. In the first instance, advice is available from the appropriate Senior Lecturer. Advice and guidance is also available through Academic Registry, Student Services and Finance via these links:
- Academic Registry academicregistry@northernart.ac.uk
 - Student Services HEstudentservices@northernart.ac.uk
 - Finance Finance@northernart.ac.uk
- 20.19 Independent advice and support is available from the Students' Union for students transferring in or out of the School.
- 20.20 Information on 'Changing or leaving your course' is also available on the UCAS website <https://www.ucas.com/undergraduate/student-life/getting-student-support/changing-or-leaving-your-course>

Feedback and Contacts

- 20.21 If students have any views, concerns or feedback in relation to transfer arrangements arising under the student protection plan, they should contact the Vice Principal (Resources).
- 20.22 Contacts for other enquiries about Student Transfer are:
- Transfer to another provider for a taught award, please contact Academic Registry academicregistry@northernart.ac.uk
 - Transfer into The Northern School of Art from another provider for a taught award, please contact Admissions, admissions@northernart.ac.uk
 - Transfer between programmes at The Northern School of Art, please contact your Senior Lecturer in the first instance.

21.0 HE TUITION FEE REFUNDS AND COMPENSATION POLICY

Introduction

- 21.1 This policy is part of The Northern School of Art Student Protection Plan. It reflects our commitment to the student experience and to supporting our students to achieve their academic outcomes.
- 21.2 This policy provides a framework for students to claim a refund of tuition fees or compensation from the School following completion of the complaints procedure, where the complaint is upheld or where there has been a material breach of contract.
- 21.3 Students who submit a formal complaint through the Student Complaints Procedure and who have that complaint upheld may wish to apply to the School for a refund of tuition fees or compensation.
- 21.4 Students can apply in writing to the Vice Principal (Resources) for a full or partial refund of tuition fees and a full or partial refund of wider expenses incurred in the course of studying at the School.
- 21.5 The School also has an HE Student Finance Handbook, which provides information on student tuition fees. The HE Student Finance Handbook does not replace the HE Tuition Fee Refunds and Compensation Policy. Students' statutory rights are not affected.

Context

- 21.6 This policy sets out the circumstances in which the School will refund tuition fees and other relevant costs to higher education students. This policy applies to situations where the School is no longer able to preserve the continuation of study for one or more students. This policy may also cover situations where a course of study has been disrupted. The Student Protection Plan identifies such circumstances as being of low risk. However, should such circumstances arise, this policy outlines how affected students may, following completion of the complaints procedure, claim a refund of tuition fees and/or receive appropriate financial or other compensation.
- 21.7 The School considers refunds and compensation to be a remedy of last resort. It is committed to using its best endeavours to ensure all students can continue and complete their studies at The Northern School of Art.
- 21.8 The School is not liable for events outside of its control, as set out in the Terms and Conditions of Offer.

Explanation of Terms

- 21.9 The School is not liable for events outside of its control, as set out in the Terms and Conditions of Offer. In this policy, a reference to a refund means the repayment of sums of money paid by a student to the School, or an appropriate reduction in the amount of

sums of money owed by the student to the School in the future. This could include tuition fees, other programme costs or accommodation costs.

- 21.10 In this policy, Compensation means an action taken in recompense for a demonstrable material failing on our part in the complete provision of an advertised programme of study. It may take the form of a remedy without a financial element, such as an apology or a goodwill gesture, but could also take the form of a discount, a monetary payment, or some other form of benefit.
- 21.11 Where in this policy compensation equates to payment, then this will be in respect of a demonstrable and evidential loss being suffered by a student.
- 21.12 Students are advised that, in addition to the rights set out in this policy, they also have additional statutory remedies under the Consumer Rights Act 2015. This policy is informed by the Consumer Rights Act 2015 (CRA) and the Higher Education and Research Act 2017 (HERA). The School is regulated by the Office for Students and conforms to the requirements set out in the Student Protection Plan.

Eligibility

- 21.13 This policy covers all students on higher education programmes of study at The Northern School of Art. It covers students who receive a tuition fee loan from the Student Loans Company, students who pay their own tuition fees, and students whose tuition fees are paid by a sponsor. In all cases, tuition fees and other costs will only be refunded to the original fee-payer/sponsor (whether this is the Student Loans Company, an individual student, or a student's sponsor).
- 21.14 This Policy will not apply to individuals who have completed the studies for which they registered as a student with the School unless, in accordance with the Student Complaints Procedure, they have taken forward a complaint within six months of the end of their registration period that is upheld.

Refunds or Compensation in the event of change or non-continuation of a programme of study

- 21.15 In this Policy, a reference to the School no longer being able to preserve the continuation of study means that the School has terminated or intends to terminate:
- An academic programme on which an individual has accepted a place before that individual can enrol as a student;
 - An academic programme on which a student is enrolled before that student has completed the programme.
- 21.16 In the unlikely event where the School is no longer able to preserve the continuation of an academic programme of study, and students have already commenced study on that programme, students may claim compensation where they are forced to withdraw from the School. This will only apply when the School ceases to deliver an academic programme before registered students of that programme have completed their studies, and where the student and the School disagree on a suitable alternative programme on

which to transfer, at this or another higher education provider. Should such a transfer to another higher education provider result in additional costs, including tuition fees or travel expenses, students may also be eligible for financial compensation for these extra costs.

- 21.17 The School will always aim to teach students to the end of their programme, even when a decision has been taken to close an academic programme or to cease admissions to it.
- 21.18 There may be situations outside of the control of The School which mean that changes to programmes where a refund or compensation will not be considered. These are set out in our Terms and Conditions.
- 21.19 The Northern School of Art considers refunds and compensation to be a remedy of last resort. It is committed to ensuring, as far as possible, that all students can continue and complete their studies at the School.

Opportunity to Transfer Programme

- 21.20 In the unlikely event that the School is unable to 'teach out' students on a programme that is being discontinued. Students will be offered the opportunity to transfer to another programme at the School. Where there is no suitable alternative programme at the School, the School will support students in transferring to a suitable programme at another higher education provider in the UK.

Individual Claims Process

- 21.21 Before seeking redress under the terms of this Refunds and Compensation Policy, students/individuals affected should submit a complaint to the School in accordance with the Student Complaints Policy.
- 21.22 Upon completion of the procedure outlined in the School's Student Complaints Policy, a student may seek to use the provisions of this policy to seek financial redress if they remain dissatisfied with the outcome.
- 21.23 Claims submitted under the terms of this policy should:
- make it clear that the complaints policy has been exhausted;
 - set out the impact of the programme change and what steps have been taken to mitigate this.
- 21.24 Upon receipt of a claim under this policy, the Vice Principal (Resources), in consultation with the student, programme teams and members of the senior management team, will consider the details of the claim against the factors set out below. The processing of the claim should take no longer than 15 working days unless otherwise advised.
- 21.25 Factors the Vice Principal (Resources) will consider in assessing claims under this policy include:

- Whether the School had failed to deliver any specific undertakings that had been given to the students for the way in which the programme was delivered;
- Whether there had been a failure by the School to deliver material information agreed with the students at the point of acceptance of the offer;
- Whether a period of prolonged disruption, without sufficient remedial action, has jeopardised the ability of the School to offer guided learning in a manner that ensures students have a fair and reasonable opportunity to develop appropriate levels of understanding required for the programme;
- Whether there has been a demonstrable loss to the student;
- Whether the student has been able to achieve the learning outcomes for their programme;
- Whether the School followed its own processes in delivering the programme;
- Whether the student has been affected in relation to the final degree award or the ability to take up a job offer;
- Whether the student has met their own responsibility to minimise losses;
- Whether the student took up any reasonable adjustments that were implemented or offered for students to mitigate against the loss, and if so, consideration of whether a student was still disadvantaged despite alternative arrangements;
- Whether the School communicated with students adequately throughout the process.

21.26 The Vice Principal (Resources) will determine if a refund of tuition fees or payment is compensation is appropriate and advise the student of the outcome of their claim in writing.

21.27 If the Vice Principal (Resources) determines that it is appropriate for the School to make an offer of a refund of tuition fees or pay compensation, this will be set out in a Compensation Plan.

21.28 If a student is satisfied with the outcome, this will be a full and final settlement of the claim. If the student is not satisfied with the proposed outcome, the student can request an internal review of the claim by the Principal.

Group Claims Process

21.29 If a problem has potentially affected a large number of students, a separate streamlined process for dealing with groups of complaints efficiently and consistently may be used. This will be consistent with the existing complaints procedure, and should this situation arise, the School will clearly outline the process to students and ensure that it is fair and proportionate. If a student would prefer to use the established complaints procedure individually, they will not be prevented from doing so. The School could decide that an issue arising from an individual complaint affects more than just that individual and apply this policy more widely.

21.30 The School will consider the factors set out in Section: Individual Claims Process above in assessing any group claim.

- 21.31 If students use the group process and are satisfied with the proposed outcome, this will be a full and final settlement of all claims arising out of the same issue. If the students are not satisfied with the outcome, they can request an internal review of the claim by the Principal.

Compensation Plan

- 21.32 The School will put in place a Compensation Plan relevant to the circumstances of the individual student or students that includes provision for compensation in respect of additional costs reasonably incurred by students as a result of any transfer of programme or cessation of the programme of academic study.
- 21.33 The School will also ensure that its plan for dealing with the programme cessation includes appropriate provision for communicating with and compensating applicants who have accepted a place on the programme, to include as a minimum, an offer of advice and support to help them decide whether or not to apply for a different programme at the School or seek a suitable alternative.
- 21.34 Enrolled students and any applicants who have accepted a place on the relevant programme of study should also take such reasonable steps, in line with advice given by the School, to mitigate the situation.
- 21.35 Any payments associated with a compensation plan will include appropriate provision for:
- tuition fee costs (cover tuition fee loans from the Student Loans Company, self-funded tuition fees or payment of tuition fees from a sponsor);
 - maintenance costs;
 - reasonably incurred accommodation costs;
 - travel costs as a result of the relocation of the provision
- 21.36 Relevant guidance published by either the Office for Students or the Office of the Independent Adjudicator for Higher Education will be taken into account in preparing any such plans.

Payments

- 21.37 Refunds will only be made to the bank and account holder (or other financial institution) that originally paid the tuition fee or other costs and will not be paid in cash. This applies whether the student receives a tuition fee loan from the Student Loans Company, pays their tuition fees, or has their tuition fees paid by a sponsor.

Internal Review

- 21.38 If a student remains dissatisfied with the outcome of a claim for the refund of tuition fees or compensation under this policy, the student or group of students may request an

internal review of the claim by the Principal. The review process should take no longer than 15 working days unless otherwise advised.

- 21.39 The Principal (or nominee) will review the claim to ensure that the School has followed its processes correctly and with due diligence. The Principal will advise the student of the outcome of the internal review in writing
- 21.40 The decision of the Principal is the final stage of the process. The student will be offered the option of receiving a Completion of Procedures letter to progress a complaint to the OIA.

External Review

- 21.41 If a student remains dissatisfied with the outcome of a claim for the refund of tuition fees or compensation under this policy, the student may be able to apply for a review of the claim by the Office of the Independent Adjudicator for Education (OIA). This is an independent review scheme external to and independent of the School's complaint procedure. The OIA will normally only review issues that have been addressed through the School's internal procedures.

22.0 HE ACADEMIC APPEALS PROCEDURE

Introduction

- 22.1 The purpose of the Academic Appeals Procedure is to describe the process that is followed if you wish to query an assessment outcome because you believe that an unfair decision has been made under the regulations.
- 22.2 The regulations and procedures which follow apply to all undergraduate and postgraduate programmes delivered at the Northern School of Art.
- 22.3 A student may appeal against an assessment outcome on:
- individual module(s); and/or
 - progression from one level of the programme to the next; and/or
 - the classification of their final award.
- 22.4 Marks for individual modules are finalised at the School Examination Board, and decisions regarding progression to a higher level of the programme and award are confirmed by the Progression and Awards Board. As an appeal has to be made against finalised marks, you can only appeal following the publication of results from the relevant Progression and Awards Board. However, a student may explore making an academic appeal to their Head of Faculty in consultation with the Academic Registrar. If there are grounds for an academic appeal and to avoid disadvantaging a student, the Academic Registrar may recommend remedial action, pending the outcome of a formal academic appeal.
- 22.5 If a student has specific concerns about some aspect of their programme or about a service provided by The Northern School of Art, this is not an appeal, but rather a complaint. There is a separate procedure for student complaints, which can be accessed on the School's VLE. If an appeal includes issues of complaint, there is no need to submit this separately; the School will determine which aspects constitute an academic appeal and which a student complaint, and will proceed accordingly. The student complaint will generally be suspended pending the outcome of the appeal.
- 22.6 Student Services can provide students with more information about the HE Student Complaints Procedure.
- 22.7 It is every student's right to make an academic appeal, and they can be assured that their case will be considered fairly and without prejudice. Students will not be disadvantaged if they lodge an appeal in good faith. If it is evident that their appeal is fraudulent or malicious (for instance, if they are making false allegations against a member of staff), the School reserves the right to take appropriate action.
- 22.8 Every appeal is treated confidentially; the procedure explains who will see an appeal at the various stages of consideration, and information is only shared where this is necessary.

Grounds for Appeal

- 22.9 The grounds under which a student is allowed to make an academic appeal are that:

- Their performance in the assessment may have been affected by mitigating circumstances that, for good reason, were not identified before the assessment. An appeal of this type **must** be supported by appropriate evidence⁸ and/or
- There has been a procedural irregularity, such as an administrative error, or the assessment was not conducted in accordance with the course regulations.

22.10 Disagreement with academic judgment is not grounds for appeal. At the School, “academic judgement” is defined as being “the decision made by academic staff on the quality of the work itself or the criteria being applied to mark the work”.

22.11 Travel or financial difficulties cannot be used as grounds for an appeal.

When you can appeal

22.12 A student must submit their appeal within 21 calendar days from the date of the results being published.

22.13 Final award results and results for progressing students are indicated through online access via a password-protected screen; if, for whatever reason, a student has not progressed, they will be informed by letter. It is the student’s responsibility to ensure that they receive their results (by providing a current correspondence address, and/or by logging in to the online system).

22.14 Where a student is notified of an assessment outcome by letter posted to their home address, the time period for lodging an appeal will commence 2 working days after the letter is posted.

22.15 Letters of appeal must be received no later than 12 noon, 21 calendar days from the date of the assessment outcome being notified.

Overview of the Appeals process

22.16 There are three stages to the appeals process:

- The **first stage** is informal and comprises a meeting with your tutor to discuss your circumstances, which may help to clarify your position.
- If you remain dissatisfied, you can make a formal appeal, which constitutes the **formal stage** of the process. The Chair of the School Examination Board will review all relevant evidence relating to your case and determine whether there are grounds to overturn a decision of the Board.
- Finally, if you remain dissatisfied, there is a **review stage** where the matter is considered by a panel chaired by the Chair of the Progression and Awards Board.

⁸ It is your responsibility to bring any mitigating circumstances affecting your performance in assessment to the attention of relevant staff at the appropriate time, using the formal, separate procedures (See Undergraduate Assessment Regulations Section 15 Mitigating Circumstances, or Postgraduate Assessment Regulations Section 14 Mitigating Circumstances).

Mitigating circumstances will only be accepted as grounds of appeal in very exceptional cases, where you are able to satisfy the School that you were previously unable or unwilling for valid reason to disclose matters at the appropriate time. Medical or other evidence submitted in support of the application must be contemporaneous and independent.

This review panel does not have the power to overturn decisions, but will ensure that the process has been conducted correctly and that decisions have been fair and reasonable. If the review panel has any concerns, it will refer the matter back to the Chair of the School Examination Board for further review.

- 22.17 The following sections set out the process which will be followed in all cases.

Before making a Formal Appeal

- 22.18 Before making a formal appeal, you should discuss the matter with your tutor. In view of the tight deadlines involved (see Section: *When you can appeal* above), you should let the member of staff know that you want to discuss an appeal so that the meeting is scheduled as soon as possible. The purpose of this discussion is to clarify questions you may have about your general performance or specific marks. A record of the meeting will be taken by a member of staff. It may sometimes be sufficient for an email discussion to take place, especially where it is difficult to arrange a meeting in person.
- 22.19 The meeting is entirely confidential and, if you decide not to pursue your appeal, the matter will go no further. Exceptionally, if there is no appropriate member of staff available for consultation purposes, you should continue with your appeal and include details of your attempts to contact academic staff.
- 22.20 The Academic Registrar can offer advice on the procedure.

Making a Formal Appeal

- 22.21 If you have attended an informal meeting with your tutor as described in Section: *Overview of the Appeals Process*, and you still want to continue with your appeal, you should complete the form in the Appendix: HE Academic Appeals Form
- 22.22 In the form, you should make clear precisely what you are appealing against (for example, is it against a particular module mark, or against an overall decision and the grounds for your appeal (see Section: *Grounds for Appeal*). You should provide all information relevant to the appeal, including details of events, people and dates. You must support your appeal with documentary evidence (for example, a medical certificate, a letter from the Student Counselling service, a Police Officer, and/or a Solicitor).
- 22.23 Appeals must be submitted by e-mail to quality@northernart.ac.uk. Please ensure that you put “Appeal” and your student ID number in the subject line.
- 22.24 Appeals received after the 21-calendar day deadline will not usually be considered by the Director of HE Academic Quality and Enhancement. Special consideration will only be given very exceptionally, if you provide a valid reason, supported by evidence, for any delay.
- 22.25 If you are unable, for exceptional reasons, to submit an appeal (because of severe illness, for example, or other valid reason), a third party may complete and submit the appeal on your behalf, provided that your written consent is also included with the appeal.

- 22.26 Once you have submitted your appeal, this is considered to be the definitive statement of your case; you are not able to add to this other than to submit evidence which was not previously available.
- 22.27 The Director of HE Academic Quality and Enhancement will acknowledge receipt of your appeal within two working days.
- 22.28 All appeals relating to decisions taken at School Examination Boards in June will be concluded by the end of September. Concerning Examination Boards, which are scheduled at different points in the year, any appeal will be concluded within 8 weeks of the relevant Board.

General Data Protection Regulation (GDPR)

- 22.29 In submitting a formal appeal, you will be providing documentation to make your case. You should be aware of the implications of this with regard to data protection. Your documentation will only be accessed by The Northern School of Art staff or, where applicable, Arts University Bournemouth staff who are directly involved in the consideration of your appeal. It will be held in a secure electronic file, but may be provided in hard copy to the Chair of the School Examination Board or a member of an appeals panel. Following the conclusion of your appeal, all documentation will be held electronically in accordance with GDPR guidelines.
- 22.30 If you are making an appeal based on mitigating circumstances, it may be that you have been affected by the illness or personal crisis of somebody close to you. In making your case, you must demonstrate how this situation has been impacting you. You should include a statement from this third party permitting the information to be used as part of the appeal.

Consideration of your formal appeal

- 22.31 The Director of HE Academic Quality and Enhancement, or a nominee, will consider your case in light of the permissible grounds for appeal as specified in Section: Grounds for Appeal. In the first instance, the Director of HE Academic Quality and Enhancement will establish that your appeal is valid (i.e. that it is within the appropriate timescales; that it references legitimate grounds of appeal; and that you have provided the necessary documentary evidence in support of your case). The Director of HE Academic Quality and Enhancement may contact you at this point to clarify any matters of fact or seek further evidence from you.
- 22.32 If the Director of HE Academic Quality and Enhancement considers that there may be reasonable grounds for appeal, they shall invite a response to the claim from relevant staff within the School to ensure that all relevant evidence is gathered.
- 22.33 The tutor and/or other appropriate persons will be requested to submit written statement(s) to the Director of HE Academic Quality and Enhancement, providing information requested. These statements should be in a form suitable for use as evidence. Written statements should normally be received by the Director of HE Academic Quality and Enhancement within seven working days from the date of request.

However, there may be some delay during vacation periods when the relevant staff are away from the School.

22.34 The Director of HE Academic Quality and Enhancement will gather the following evidence:

- the appeal that you have submitted, and all supporting evidence provided;
- the record of the School Examination Board, including your transcript showing detailed, confirmed assessment marks;
- (if relevant) confirmation of whether you had made a mitigation claim based on the circumstances described in your appeal letter, and if the claim had been approved;
- provisional assessment marks where appropriate;
- written statements made by relevant staff in relation to the case.

22.35 If your appeal includes a claim for mitigation which has not previously been disclosed, a meeting of the School's Mitigation Board will be held to consider this claim. This will ensure that the consideration of any claim uses criteria which are consistent with those used for other late mitigation claims received by the School throughout the year. The Mitigation Board will consider only whether the mitigation claim itself should be accepted (that is, whether there were circumstances, properly evidenced, which meet the definition of mitigation as described in the HE Mitigation Policy; and whether there were valid reasons for late disclosure).

22.36 Once all the evidence has been gathered and the Mitigation Board has reached any decision as required, the Director of HE Academic Quality and Enhancement will present your appeal and the associated evidence to the Chair of the School Examination Board. The Chair will make one of the following decisions:

- that there are no valid grounds for appeal, and that your appeal is therefore rejected. This decision will be made where the Chair finds that there is insufficient evidence that you have suffered an injustice in the conduct of your assessment. The Director of HE Academic Quality and Enhancement will inform you in writing of this decision and provide you with copies of the supporting evidence. If you wish to contest this decision, you should write to the Director of HE Academic Quality and Enhancement within seven working days of the letter being sent. If no further communication is received within seven working days, the appeal will be formally dismissed.
- that the grounds for appeal are substantiated. They may refer the matter back to the School Examination Board for further discussion, or may take Chair's action to overturn the previous decision of the Board, and make a revised recommendation to the next meeting of the Progression and Awards Board. If reference to the Progression and Awards Board would be likely to introduce an extended delay to the process, and especially if this may have a material impact (for example, if it involves a decision about progression), Chair's action will be sought on behalf of the Progression and Awards Board.

22.37 In reaching their decision, the Chair will consider all the evidence and will reach a conclusion on the balance of probabilities. They will be mindful of the need to be fair to all students and ensure that any decision is consistent with decisions made in respect of other students by the Board. The Chair of the School Examination Board will prepare a statement outlining their decision, which will be sent to you by the Director of HE Academic Quality and Enhancement.

Review

22.38 If the Chair of the School Examination Board has rejected your appeal, you are entitled to request a review of this decision.

22.39 If a student is enrolled on a programme leading to an award by the Arts University Bournemouth (AUB), the review will be undertaken by AUB.

22.40 You can request a review on the grounds that:

- The academic appeal was not handled in accordance with the stated procedure, and this influenced or may have influenced the decision in some way; or
- New evidence has since become available, which is relevant to your appeal but was not available at the time the Chair of the School Examination Board considered the case. If you wish to present additional evidence, you will also need to prove that it was not previously available, or,
- The decision of the Chair of the School Examination Board was perverse, considering all the evidence presented.

22.41 Your request for a review of the decision must be made to the Director of HE Academic Quality and Enhancement within 7 calendar days, outlining the reasons for your request. The School will not unreasonably reject your request for a review and will refer your academic appeal to the Chair of the Progression and Awards Board.

22.42 The Chair of the Progression and Awards Board will review the decision of the Chair of the School Examination Board. It will reach one of the following decisions:

- that no further action should be taken. The Chair of the Progression and Awards Board will reach this decision if it finds that there is no reason to question the decision of the Chair of the School Examination Board. This will constitute the end of the internal processes; or
- that the initial decision of the Chair of the School Examination Board should be set aside. In this instance, the Chair of the Progression and Awards Board will refer the matter back to the Chair of the School Examination Board for further consideration, offering its observations on the areas which require attention.

22.43 The Director of HE Academic Quality and Enhancement, or where applicable, AUB, will write to you within 7 calendar days of the decision to confirm the outcome. If it has set aside the decision of the Chair of the School Examination Board, it will also outline the actions which will now follow.

Completion of procedures

- 22.44 If the review concludes the School's internal process, the student will receive a Completion of Procedures Letter, allowing them to refer the matter to the Office of the Independent Adjudicator (OIA) within 12 months. Information about how to contact the OIA will be provided at the conclusion of the internal process.

23.0 THE STUDENT INTELLECTUAL PROPERTY RIGHTS POLICY

Introduction

This policy describes the School approach to ownership and exploitation of intellectual property generated by students whilst studying at the School.

- 23.1 All students at the School should be aware of this policy, and its implications for their work.

Purpose

- 23.2 This policy defines how The School deals with Intellectual Property Rights in a number of circumstances - assessed work, live projects, commercial sponsorship, and student collaborations.

Definitions

What is Intellectual Property (IP)?

- 23.3 Intellectual Property [IP] is the output of creative endeavour which has value and originality. It is created through the development of new ideas, innovative new products, artworks, designs, processes, publications, creative content or output. Thus, the creative work undertaken by students as part of their studies might be IP.
- 23.4 IP can be protected, for example, by registering patents, trademarks and designs. Copyright is an automatic right that does not need registering. 'Intellectual Property Rights' (IPR) refers to rights of ownership of Intellectual Property.
- 23.5 All students should read this policy carefully so that they are aware of the implications of the School's policy, and are best placed to exploit any IP they generate.

Ownership of IP

- 23.6 The originator of IP is identified as the 'inventor' or 'creator'. However, this must be distinguished from "ownership", which is the right to use or exploit IP.
- 23.7 The student originator of IP will always be identified as its inventor, including in legal documentation such as a patent application.

Policy - General

- 23.8 The intellectual property rights of any work produced by any student in the course of his / her study rests with the student. However, it is important that students note the provisions under the sections concerning Commercial Sponsorship and Collaboration below.
- 23.9 The School retains the right to use, reproduce, modify and distribute student work for the purposes of marketing, publicity and otherwise enhancing the reputation of the School, without commercial gain.

- 23.10 Where a student creates work outside the course of his / her study, ie where the work does not comprise part of the required learning for a course, or where the work is not submitted for or in support of assessment, the ownership rests solely with the student. The exception is where this work was the result of sponsorship or collaboration (see relevant sections below).

Protecting and exploiting IP

- 23.11 Some guidelines about Intellectual Property are provided on the intranet and on the Intellectual Property Office's website. Students are strongly advised to read these guidelines to inform themselves about the legal and practical implications.
- 23.12 As the owner of the intellectual property, the student has a responsibility to identify, protect and manage his / her Intellectual Property effectively. However, the School wishes to support students, and may be best placed to help a student to exploit any IP that has been created. A student who believes that he / she may have produced any new IP which has value and originality should in the first instance contact a member of their programme team.
- 23.13 If staff have been involved in the project and may have some claim over the IP generated, it is important to read the section below on collaboration.
- 23.14 If it appears that new IP might have been generated, the student will be invited to discuss the work with a specialist, who can identify the potential for commercial exploitation. A decision whether or not to discuss the work with the School is at the student's sole discretion, but students should note that failure to protect IP at the earliest opportunity can result in it being lost, and/or exploited by others.
- 23.15 Where appropriate, the School may agree to provide legal and financial support for a project, as well as ensuring that the IP is protected (for example, through applying for a patent or trademark).
- 23.16 Where the School agrees to support a project, this may be subject to conditions. These conditions may include the negotiation of a cost-recovery agreement, and where appropriate, an agreement on profit-sharing. Profit sharing arrangements will be negotiated on an individual basis with each student, but in general the inventor will be expected to receive up to 90% of the first £10,000 profit generated.
- 23.17 There may be occasions where a spin-off company would be the chosen route for exploitation of IP. In these instances, the School would normally claim an equity share in the company in return for detailed support for the company. The arrangements for companies will be negotiated on an individual basis.
- 23.18 It is worth noting that applications for patents in the UK cost £1,000 - £2,500, and international applications cost from £3,000 - £80,000 depending on the number of countries filed in.
- 23.19 If, following discussion, the School decides not to support the student in exploiting the IP, it will state this clearly in writing. The School may, at its discretion, offer some advice and support, but this will be on a case by case basis and cannot be guaranteed.

Commercial Sponsorship (including live projects/briefs)

- 23.20 There may be occasions where a third party may wish to own the Intellectual Property generated through student work. This could occur where, for example, a commercial organisation sponsors a research project, or offers a live brief. In such cases the School will normally seek to reach an agreement whereby the student can retain the IP, but agrees to give the sponsor a licence to exploit the rights on a commercial or other negotiated basis. On occasions, retention of the rights in IP may not be feasible or commercially acceptable to the sponsor. Agreement with the sponsors clearly setting out the position will be negotiated before the start of the work in order to avoid subsequent disputes.
- 23.21 Commercial organisations may also require participating students to agree to a confidentiality clause, especially if their work is potentially commercially sensitive. Students must ensure they are clear about the terms which govern any work they do with or for a commercial organisation, including on work experience or any other form of work-related learning.

Collaboration

- 23.22 Where work which generates IP is the product of collaboration between students, the student inventors should agree the way in which their status should be recorded, and any profits shared. The School will not seek to impose any specific structure (but students should note that failure to confirm these details can lead to legal difficulties in the event that the IP is exploited). Advice can be sought from the School.
- 23.23 In the event of collaboration between staff and students leading to work which generates IP, it will normally be for the collaborating group to determine the attribution of rights, and revenue-sharing arrangements. These arrangements should reflect the nature of the collaboration, and the significance of each input.
- 23.24 The School is conscious of the need to ensure that all those genuinely involved in a collaboration should have their work recognised and acknowledged. It wishes to ensure that no partner controls the assignment of rights and revenue by virtue simply of seniority.
- 23.25 In the event of disputes between the collaborating partners, representation should be made to the Academic Registrar, who will establish a panel to determine the most appropriate assignment of rights. The panel will be chaired by a Vice Principal, and will include at least one staff member who is more senior than any involved in the dispute.

Staff IP Policy

- 23.26 All students should note that there are separate arrangements for staff, and should not presume that the arrangements are identical.
- 23.27 Where a member of staff is also registered as a student, the staff arrangements will apply unless it can be demonstrated clearly that the work which generates IP was undertaken as part of the course of study.

Disputes

- 23.28 Any dispute about any aspect of IP as covered by this policy should be referred to the Academic Registrar. In the event of a dispute which cannot be resolved through reference and implementation of this policy, or where one or more parties considers this outcome to be unjust, the School will establish a panel to review the case and reach a judgement. The panel will be chaired by a Vice Principal, and will include two further independent members of Extended Principalship Team. If the dispute also involves a student, the President of the Students' Union or nominee will be invited to join the panel as an observer. The decision of the panel will be final, and there is no appeal within the School.
- 23.29 There may be occasions where a third party may wish to own the Intellectual Property generated through student work. This could occur where, for example, a commercial organisation sponsors a research project, or offers a live brief. In such cases the School will normally seek to reach an agreement whereby the student can retain the IP, but agrees to give the sponsor a licence to exploit the rights on a commercial or other negotiated basis. On occasions, retention of the rights in IP may not be feasible or commercially acceptable to the sponsor. Agreement with the sponsors clearly setting out the position will be negotiated before the start of the work in order to avoid subsequent disputes.
- 23.30 Commercial organisations may also require participating students to agree to a confidentiality clause, especially if their work is potentially commercially sensitive. Students must ensure they are clear about the terms which govern any work they do with or for a commercial organisation, including on work experience or any other form of work-related learning.

24.0 THE PROTECTION OF FREEDOM OF SPEECH AND ACADEMIC FREEDOM POLICY

- 24.1 The Northern School of Art is committed to the principle of academic freedom and to freedom of speech (including vigorous and open debate, and the freedom to follow lines of enquiry, no matter how unpopular or controversial). We believe that this is an essential requirement for pursuing higher-level learning and research, which leads to the creation of new knowledge and understanding.
- 24.2 The School affirms its commitment to ensuring that staff, students and visiting professionals or speakers can exercise their right to freedom of speech as guaranteed in UK law, most recently by the Higher Education (Freedom of Speech) Act 2023 and also by the Education (No. 2) Act 1986 and by Article 10 of the European Convention on Human Rights, incorporated into UK law by the Human Rights Act 1998; and the freedom of academic staff within the law to test received wisdom and to put forward new ideas and controversial or unpopular opinions as provided for under the Education Reform Act 1988. We confirm our belief that education has a role to play in “shaping a democratic, civilised, inclusive society”⁹.
- 24.3 Equally, the School accepts its obligations under the Equality Act 2010, and the Counter-Terrorism and Security Act 2015 and the associated Prevent duty guidance, to secure freedom from harm for staff, students and communities. The law protects the rights of members of the School to engage in debate and argument about social, political, religious, economic and scientific ideas, provided that the views expressed are not contrary to the civil or criminal law. However, the School will not provide a platform, on our campus or in our name, for activity which is:
- defamatory or in contempt of court; or
 - incites racial or religious hatred; or
 - encourages terrorism; or
 - is in any other way outside the law; or
 - presents a serious risk of damaging the reputation of The Northern School of Art or The Northern School of Art Students’ Union.

Freedom of Speech

- 24.4 We endorse the right of all academic staff and students to test received wisdom and to put forward new ideas and controversial or unpopular opinions. The School does not seek to restrict the views that may be expressed by its staff or students in the conduct of their work except as may be set out in the School’s Code for the Protection

⁹ The National Committee of Enquiry into Higher Education, (1977) Higher Education in the learning society. NCIHE, London, p72

of Freedom of Speech and Academic Freedom ('the Code'), set out at Appendix A: Code for the Protection of Freedom of Speech and Academic Freedom.

- 24.5 This endorsement notwithstanding, all views expressed by staff and students must remain within the law. We do not seek to prevent staff or students from causing offence but note that all staff and students must be aware of their responsibility to abide by the law, and the School's Principles, as set out in the Code:
- They must not incite hatred, violence, or call for the breaking of the law
 - They must abide by the School's commitment to equalities, and the requirements of the Equality Act 2010
 - They are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
 - They must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
 - They must not seek, through their actions, to deny or restrict the freedom of speech within the law of others, and must accept a framework of positive debate and challenge
 - They are not permitted to raise or gather funds for any external organisation or cause without the express written permission of the School.
- 24.6 The same principles are applied to publicity or other materials which are displayed on the School's campus, or which are attributed to the School or the Students' Union through the use of its name or logo.
- 24.7 This Policy and its associated Code applies to all events which are held on any of the School's campus, including any rented premises, and all events held in the name of the School or the School Student Union.

25.0 HE BURSARIES POLICY

25.1 The School offers a range of financial support to students from underrepresented groups, as defined by the Office for Students.

25.2 The bursaries offered by the School include:

- a. Maintenance Grant
- b. Tees Valley Progression Award
- c. Mature Students Award
- d. Care Experienced Bursary

Eligibility

25.3 The School offers a range of financial support to students from underrepresented groups, as defined by the Office for Students.

25.4 The eligibility criteria for each bursary is as follows:

- a. Maintenance Grant - Students in receipt of the maximum maintenance loan will be eligible for a grant for the duration of their studies, the first year's payment will be £500, followed by payments at the second and third year of £300.
- b. Tees Valley Progression Award - Young students, under the age of 21 years from the Tees Valley who live in areas with low participation in higher education POLAR4 (Q1) will be eligible for a one-off award of £500 in their first year of study.
- c. Mature Students Award - Students aged 21 years or over who have not previously undertaken a higher education programme of study will be eligible for a one-off award of £500 in their first year of study. This is to provide initial support to students re-entering education.
- d. Care Experienced Bursary - Students who have spent time in care will be eligible for a payment of £500 per annum for the duration of their programme.

25.5 Students will be eligible for a maximum of £1,000 financial support in any academic year.

25.6 The receipt of bursaries is linked to satisfactory attendance levels. Students are required to attend all registered sessions, but a minimum of 70% attendance in each registered session is required in order to receive the bursary payment.

25.7 In order to receive the final bursary payment of the year, students must also progress into the next year of study or complete their programme, as per the Progression and Awards Board(s).

Process

- 25.8 In order to claim a bursary award, students must provide the School with their Student Finance University or College Payment Advice Notice, and grant the School permission to view their financial assessment on the Student Finance England website.
- 25.9 Students will also need to confirm their bank account details with the School's Finance team.
- 25.10 Students must confirm this information with Finance by 1st November. No new awards will be considered after this date.
- 25.11 If any student faces issues in this process, they must inform the Vice Principal (Resources) before 1st November.
- 25.12 Students will receive bursary payments at the end of each term.
- 25.13 The School also offers other forms of financial support, through the School's Student Services department. Students should also be aware of the Access to Learning Fund and Emergency Loan Fund.

Appeals and Complaints

- 25.14 It is every student's right to make an appeal, and they can be assured their case will be considered fairly and without prejudice.
- 25.15 In order to lodge an appeal, students should review and complete the form in Appendix: HE Bursary Appeals Form.
- 25.16 The deadline for lodging any appeal will be set by the HE Student Finance Officer.
- 25.17 Students should complete the form as accurately as possible, and should provide supporting documentation in making their case.
- 25.18 The HE Student Finance Officer will convene an appeals panel as necessary.
- 25.19 Membership of the appeals panel will consist of:
 - a. Vice Principal (Resources) – Chair
 - b. Vice Principal (Education)
 - c. Director of HE Academic Quality and Enhancement (or nominee)
 - d. Academic Registrar (or nominee)
 - e. Student Services Manager (or nominee)
 - f. Financial Controller
 - g. HE Student Finance Officer (Secretary)

- 25.20 At minimum, 50% of the panel must be present in considering appeals.
- 25.21 The panel will consider all evidence and reach a conclusion. They will be mindful of the need to be fair to all students, and ensure that any decision is consistent with decisions made in respect of other students.
- 25.22 The HE Student Finance Officer will communicate the decision to the student(s).
- 25.23 Students may request a review of the decision the appeals panel has made. A written request must be shared with the HE Student Finance Officer within 5 working days, outlining the reason for the request. The School will not unreasonably reject any request for review.
- 25.24 The Vice Principal (HE Quality & Planning) will review the decision of the appeals panel. They will reach one of the following decisions:
- a. That no further action should be taken, and the original decision will stand;
or
 - b. That the initial decision of the panel should be set aside and the decision reversed.
- 25.25 When a resolution is not achieved, students should refer to the Student Complaints Procedure.

26.0 HE EXTERNAL EXAMINING PROCEDURE (INTERNAL STAFF)

- 26.1 External examining provides one of the principle means for maintaining UK academic standards within higher education institutions. External examining is, therefore, an integral and essential part of institutional quality assurance.
- 26.2 External examining is considered by the School as a valuable staff development activity. The School aims to support staff, where appropriate, to take on an external examiner's appointment.
- 26.3 Staff should note that an external examiner's appointment will only be approved where it does not affect the delivery of higher education within the School. Priority must be given to attendance at the School Examination Boards.
- 26.4 The Director of HE Academic Quality and Enhancement maintains a database of external examining appointments and will, where applicable, in consultation with the Arts University Bournemouth [AUB], check all applications for conflicts of reciprocity.

Scope

- 26.5 The procedure covers all permanent Higher Education academic staff and members of senior management at the School.

Guidelines and Recommendations

- 26.6 All applications to become an external examiner will be considered within the guidelines set out in the UK Quality Code for Higher Education.
- 26.7 The UK Quality Code for Higher Education recommends that an institution's 'approach to managing quality takes account of external expertise'. The School register is currently maintained by the Director of HE Academic Quality and Enhancement.
- 26.8 The UK Standing Committee for Quality Assessment published 'External Examining Principles' in 2018. The School considers these in their approach to all external examining. The principles are available here: [External Examining Principles \(qaa.ac.uk\)](http://qaa.ac.uk).
- 26.9 The School's Quality Assurance Handbook, and where applicable, in partnership with AUB, also sets out a number of principles. As per those principles, School staff wishing to become External Examiners at another institution will operate under a tenure of four years.

Procedure

- 26.10 Prior to applying for an External Examiner position, the staff member must speak to their Head of Faculty (academic staff) or line manager (for senior management staff) concerning the proposed institution and the level of commitment needed to fulfil the role.
- 26.11 If the Head of Faculty or line manager (as appropriate) agrees, the staff member should contact the Director of HE Academic Quality and Enhancement to check against the appointments database to ensure that there is no conflict of reciprocity between the proposed institution and the School.
- 26.12 If appropriate, and no conflicts are noted, applications should be shared with the Director of HE Academic Quality and Enhancement.
- 26.13 Applications are approved on behalf of the Academic Board by the Vice Principal (Higher Education).
- 26.14 The Director of HE Academic Quality and Enhancement will maintain a record and report annually to the Academic Board.
- 26.15 Staff should not agree to become an External Examiner until approval has been given by the Vice Principal (Higher Education).

Roles and Responsibilities

- 26.16 It is the responsibility of individual members of academic staff to instigate the application process.
- 26.17 It is the responsibility of the Head of Faculty or line manager to sanction initial approval.
- 26.18 It is the responsibility of the Director of HE Academic Quality and Enhancement to check for conflicts of interest.
- 26.19 It is the responsibility of the Vice Principal (Higher Education) to approve applications for individual staff to act as an external examiner.
- 26.20 It is the responsibility of the Director of HE Academic Quality and Enhancement to inform the applicant, by email, of the decision of the Vice Principal (Higher Education).
- 26.21 It is the responsibility of the Director of HE Academic Quality and Enhancement to provide an annual update to the Academic Board on the number of School staff who hold external examining roles.

Guidance for Staff appointed as External Examiners

- 26.22 At the beginning of the academic year, staff who are external examiners must check the dates of the School Examination Boards to ensure there are no conflicts between the School Examination Boards and those of the institution where they are external examiners. If there is a conflict, they must speak to the Vice Principal (Higher Education) to establish whether they will be needed at the School's Examination Board. If they are, they must immediately contact the external institution to rearrange their visits.
- 26.23 If a member of academic staff needs to visit the employing institution during periods of taught sessions, they must discuss the feasibility of this with the Head of Faculty. All teaching commitments must be honoured but may be rescheduled as long as this does not interfere with the continuity of taught sessions at the School.

27.0 THE STUDENT COMPLAINTS PROCEDURE

Introduction

- 27.1. The Northern School of Art (the School) is committed to delivering a high-quality educational experience and cultivating a supportive, inclusive, and respectful learning environment. We recognise that, at times, a student or group of students may feel dissatisfied with certain aspects of their experience or wish to challenge academic decisions.
- 27.2. This procedure details the process for raising and resolving student complaints in a fair, transparent, and timely way. This procedure is based on the Office of the Independent Adjudicator's (OIA) Good Practice Framework (2022) and demonstrates the School's commitment to ongoing improvement and student engagement.

Purpose and scope

- 27.3. This procedure applies to all students currently enrolled at the School, including those on undergraduate and postgraduate programmes. It also applies to former students, provided the complaint is submitted within a reasonable timeframe, typically three months following the end of their registration period. The procedure covers individual and group complaints, as well as complaints involving third-party service providers or partner institutions. It does not apply to applicants, assessment, student progression and awards, complaints from members of the public or staff, which are dealt with under separate procedures.
- 27.4. In exceptional cases, issues may be raised by a parent or guardian for students over 18 (for example, where the student is considered a vulnerable adult). However, they will only be accepted and acted upon if they are raised with the student's permission.

Definitions

- 27.5. The term '**student**' refers to an individual or group of students who are enrolled in a programme of study at the School. This includes those who are:
- currently enrolled,
 - on an interruption of study,
 - temporarily withdrawn,
 - excluded, or suspended.
- 27.6. It also includes those who have recently left the School, up to 3 months after formally withdrawing from or completing their programme of study.
- 27.7. While the term 'student', singular, is used in the procedure, it is recognised that a group of students may wish to make a complaint.
- 27.8. A 'complaint' is defined as "an expression of dissatisfaction by an individual or group of students about an act, omission, or standard of service provided by or on behalf of the School." This may typically include concerns about:
- the quality of teaching,

- the adequacy of facilities,
- administrative processes,
- or the conduct of staff or students¹⁰.

Complaints may also relate to services delivered by third parties on behalf of the School or partner institutions.

Principles

- 27.9. The processes outlined in this procedure are underpinned by the OIA's principles of accessibility, clarity, fairness, independence, confidentiality, and proportionality. We aim to resolve issues as early and informally as possible, while ensuring that all students are supported throughout the process.
- 27.10. The School is committed to fostering a culture of openness and reassurance. All complaints will be handled without prejudice, and a student will not suffer any disadvantage as a result of raising a concern in good faith. We aim to ensure that all students feel safe, respected, and supported when raising concerns.
- 27.11. Investigations will be conducted by individuals independent of the situation to avoid any perception of bias. Where necessary, the School may refer the matter to its staff or student disciplinary procedures or other relevant processes.
- 27.12. Reasonable adjustments will be made to ensure that a disabled student is not disadvantaged in accessing or participating in the process.

Overview

- 27.13. In making a formal complaint, a student needs to set out their concerns clearly and succinctly, in the HE Student Complaint form, provide evidence to substantiate the issues, and outline what resolution they are seeking.
- 27.14. Anonymous complaints, where a student prefers not to have their identities revealed, will only be considered in exceptional cases and must be supported by evidence. A student may request to keep their complaint anonymous, but they should be aware that this might limit the ability to fully investigate the issues raised and make a proper judgment. A student needs to understand that the aim of a complaint is to resolve issues or ensure they do not happen again. If they do not want anyone to know about their complaint, it may be very challenging to address and improve the situation.
- 27.15. All participants in the complaints process are expected to behave respectfully and reasonably. The School reserves the right to act in line with the Student Disciplinary Procedure, where a student's behaviour is abusive, harassing, persistently unreasonable, or otherwise unacceptable (e.g. frivolous, vexatious, or repetitious complaints).
- 27.16. Where a complaint is raised relating to a member of staff, the complaints process may run alongside another procedure, for example, the Staff Disciplinary

¹⁰ Student may make a complaint regarding another student. However, this may be addressed more appropriately through another procedure depending on the nature, complexity or seriousness of the case.

Procedure.

Support and representation

- 27.17. The School recognises that a student may find it challenging to raise concerns or navigate formal procedures, particularly if they are unfamiliar with higher education processes or are experiencing personal difficulties. We are committed to ensuring that all students have access to appropriate support throughout the complaints process.
- 27.18. A student is encouraged to seek advice and guidance before and during the process. Support is available through tutors, Student Services, and the Students' Union. This support may include help with preparing written submissions, attending meetings, or understanding the process and possible outcomes. A student can also be signposted to relevant internal and external services, including mental health and wellbeing support, and financial advice.
- 27.19. A student may be supported, accompanied, or represented by a third party, such as a friend, family member, or adviser. However, legal representation will not normally be permitted, as the School's internal complaints procedure does not have the same level of formality as a court of law. The School will consider requests for legal representation on a case-by-case basis.

Group complaints

- 27.20. Where a group of students is affected by the same issue, a group complaint may be submitted. A student representative should be nominated to liaise with the School on behalf of the group. The School will ensure that all students in the group have given their consent to be included and will consider the individual impacts where appropriate. Remedies may be extended to other affected students, even if they did not participate in the original complaint.

Multiple or complex issues

- 27.21. Some student concerns may not fit neatly into the complaints process or may involve issues that span several procedures. The School will take a flexible, case-by-case approach to determine the most appropriate way to handle such matters.
- 27.22. Where a student raises multiple or complex issues, the School will:
- Assess which process (or combination of processes) is most appropriate.
 - Consider whether a single investigation can address all concerns efficiently.
 - Prioritise urgent or time-sensitive matters, such as those affecting safeguarding, progression, or wellbeing.
 - Avoid unnecessary duplication by coordinating evidence and communication across processes (e.g., a student will not be required to submit the same evidence multiple times).
- 27.23. A student will be informed of which issues are being considered under which procedures, and any implications of using more than one process (e.g. if one process is paused while another is completed). Where appropriate, the School may vary its procedures to streamline the process, provided this is fair and clearly explained.

- 27.24. If concerns arise about how a process is handled (e.g., delays or procedural issues), these will be considered within the existing process where possible, rather than requiring a separate complaint.

Criminal investigations

- 27.25. The School will not usually investigate in parallel a matter that is also the subject of an external criminal investigation until that investigation is concluded, but the School reserves the right to conduct an internal investigation at any point when it is deemed appropriate to do so (e.g., the need to safeguard or prevent harm being caused to other members or the community or to avoid disruption to day-to-day activities of the School).

Timelines and deadlines

- 27.26. Complaints should be raised as soon as possible after the issue arises or a student becomes aware of it, generally within 30 calendar days. However, the School may apply this timeframe flexibly and consider accepting complaints submitted after this period where there is a valid reason for the delay.
- 27.27. The School aims to respond to all complaints promptly and will provide regular updates throughout the process. While we strive to complete the entire complaints procedure within 90 calendar days of receiving the formal submission, there may be inevitable delays. Such reasons may include, but are not limited to, holiday periods, health issues, personal circumstances, or a lack of awareness of the problem at the time, particularly in cases involving disability or other protected characteristics.
- 27.28. The School will aim to follow these indicative timeframes:
- Early (Informal) Resolution: within 14 calendar days of the complaint being raised.
 - Formal Stage: investigation and outcome within 30 calendar days of receiving the formal complaint.
 - Review Stage: decision within 30 calendar days of receiving the request for review.
- 27.29. If delays occur, the student will be informed in writing with an explanation and a revised timeline. A student is also expected to respond to requests for information or documentation by the stated deadlines unless an extension has been granted.

The Process

- 27.30. The complaints process comprises three stages:
- opportunity for **early resolution** at an informal level
 - a **formal stage** for the investigation and determination of complaints
 - a **review stage**.

Stage 1 - Early (informal) resolution

- 27.31. Stage 1 - Early resolution is designed to address straightforward concerns quickly and informally. Depending on the context and nature of a complaint (e.g. timetable

issue, missed feedback deadline), the School strongly encourages students to seek early, informal resolution of concerns where appropriate.

27.32. A student can seek advice and guidance regarding informal complaints from:

- The Programme Team or the Head of Faculty
- Student Services at HEStudentServices@northernart.ac.uk for support in initiating an informal resolution of a complaint.
- Students' Union.

Identifying the concern

27.33. A student who experiences dissatisfaction with an aspect of their academic experience, the conduct of others, or a service provided by or on behalf of the School is encouraged to raise the issue promptly. Complaints may relate to teaching, feedback, communication, facilities, support services, or interactions with staff or students.

Raising the concern informally

27.34. A student should raise their complaint informally with the most appropriate point of contact. This may include the Programme Team, Head of Faculty, Student Services, or the Students' Union. A student is not required to submit a formal written complaint at this stage, but may be asked to clarify the issue and explain the resolution they are seeking.

Listening and clarifying the issue

27.35. The staff member receiving the complaint will engage with the student in a respectful and non-judgmental manner. They will listen carefully, ask clarifying questions where needed, and ensure a full understanding of the issue and the student's desired outcome. The focus will be on understanding the concern and exploring whether it can be resolved promptly and fairly.

Exploring possible solutions

27.36. The staff member and student will work collaboratively to identify an appropriate and realistic solution. Where appropriate, mediation may be offered as a means to facilitate open and constructive dialogue. Mediation is voluntary, confidential, and non-adversarial, and may be particularly beneficial where there has been a breakdown in communication or a misunderstanding between parties. For more information about mediation, you can contact Student Services.

Taking action and communicating the outcome

27.37. Where a resolution is agreed, steps should be taken to implement it as promptly as possible. The student will be kept informed throughout, and, where appropriate, a summary of the outcome may be provided in writing (e.g., through a tutorial record or an email to the student). If the issue cannot be resolved or expectations cannot be met, the reasons for this will be communicated to students.

27.38. If a complaint concerns a staff member or another student, it may be subject to a separate procedure depending on the context and nature, such as the staff or student disciplinary procedure.

Closing the informal process

- 27.39. Engaging in early resolution does not prevent a student from submitting a formal complaint at a later stage if they believe the issue has not been adequately addressed.
- 27.40. If a student is satisfied with the resolution, the matter will be considered closed. If a student remains dissatisfied, or if the nature of the issue means it cannot reasonably be addressed through informal means, they may proceed to Stage 2 – Formal Resolution.

Stage 2 – Formal resolution

- 27.41. A complaint will be progressed to Stage 2 – Formal Resolution if a student has not been able to resolve the complaint informally or is not satisfied with the outcome of mediation or discussions, or where early resolution is not possible due to the nature, complexity or seriousness of the case.

Submission

- 27.42. A student must complete the formal complaint form available on the School VLE (Moodle) and submit it to the Director of HE Academic Quality and Enhancement via quality@northernart.ac.uk.
- 27.43. The student must set out the nature of the complaint, the specific grounds (e.g. service provided, quality of teaching, administrative or procedural error, unfair treatment or discrimination, health and safety, etc.), timeframes, locations, impact of the event, individuals involved, details of informal attempts to resolve the complaint, the resolution the student is seeking, and any relevant supporting evidence such as emails.
- 27.44. The formal complaint should normally be submitted within 60 calendar days of the issue or event in question. Where this timeframe is exceeded, the Director of HE Academic Quality and Enhancement will consider whether there is a valid reason for the delay.

Acknowledgement

- 27.45. The Director of HE Academic Quality and Enhancement will acknowledge receipt of the submission in writing within 7 calendar days.
- 27.46. If the submission is incomplete or requires clarification, the Director of HE Academic Quality and Enhancement will ask the student to provide additional information within a reasonable timeframe (typically 7–14 calendar days).

Initial assessment

- 27.47. The Director of HE Academic Quality and Enhancement will conduct an initial assessment to determine:
- Whether the complaint falls within the scope of this procedure and whether it presents valid grounds to proceed.
 - Advise if the issue would be more appropriately addressed through a different procedure (e.g. student disciplinary or bullying and harassment procedures).

- If the case is not accepted, a written explanation will be provided, along with guidance on how to request a review of this decision if appropriate.

Investigation

- 27.48. If the case proceeds, the Director of HE Academic Quality and Enhancement will appoint an Investigating Officer not previously involved in the case to carry out a detailed review.
- 27.49. The Investigating Officer will gather relevant documentation, consult with staff or other parties involved, and may invite the student and other parties to an investigative meeting to clarify any points.
- 27.50. The student is entitled to be accompanied to any meeting by a friend, family member, or adviser, although legal representation will only be considered in exceptional circumstances.
- 27.51. Reasonable adjustments will be made to support a student with disabilities or additional needs throughout the process.

Outcome

- 27.52. Following the investigation, the Investigating Officer will issue a written outcome and may meet with the student, generally within 30 calendar days of the case being deemed ready for investigation.
- 27.53. The outcome letter will include a summary of the concerns raised, the evidence considered, the decision (whether the complaint is upheld in full, in part, or not upheld), the rationale for the decision, and any actions or remedies to be implemented.
- 27.54. If delays occur, the student will be kept informed of progress and revised timelines.

Right to review

- 27.55. The outcome letter will also explain the student's right to request a Stage 3 review if they are dissatisfied with the decision. This includes details about the acceptable grounds for review, such as procedural flaws, new material evidence, or the reasonableness of the outcome, and sets out the timeframe for submitting a request, which is normally within 14 calendar days of receiving the outcome.

Stage 3 - Review

- 27.56. If a student is dissatisfied with the outcome of their formal complaint, they may request a Stage 3 - Review. This stage does not involve reinvestigating the case but considers whether the process was fair, the decision was reasonable, and whether new evidence has emerged.
- 27.57. If a student is enrolled on a programme leading to an award by the Arts University Bournemouth (AUB), the review will be undertaken by AUB.

Submission

- 27.58. A request for review must be submitted in writing to the Director of HE Academic Quality and Enhancement within 14 calendar days of receiving the Stage 2 – Formal Resolution outcome.

- 27.59. A student must identify the grounds on which they are requesting a review, which are as follows:
- **Procedural irregularity:** The School's procedures were not followed correctly at Stage 2 – Formal Resolution, and this had a material impact on the outcome.
 - **Unreasonable outcome:** The decision at Stage 2 – Formal Resolution was not supported by the evidence, or the outcome was disproportionate to the findings.
 - **New material evidence:** Significant new information has become available which could not reasonably have been provided earlier and which may affect the outcome.
- 27.60. A student should provide any new evidence or documentation relevant to the review, along with a clear explanation of why it was not submitted previously.

Acknowledgement and screening

- 27.61. The School will acknowledge receipt within 7 calendar days and assess whether the request meets the criteria for review. If needed, the student may be asked to clarify or supplement their request.

Review

- 27.62. The Director of HE Academic Quality and Enhancements will appoint a senior and impartial staff member with no prior involvement to review the case. They will consider all relevant documentation from previous stages and assess whether the Stage 2 – Formal Resolution process was conducted fairly and in line with procedure.

Outcome

- 27.63. The student will receive a written decision explaining the outcome, which may uphold, overturn, or refer the case back for reconsideration. This will normally be issued within 30 calendar days of accepting the review request. Delays will be communicated with revised timelines.

Completion of Procedures (CoP) letter

- 27.64. If the review concludes the School's internal process, the student will receive a Completion of Procedures (CoP) letter, which includes details of how to refer the matter to the Office of the Independent Adjudicator (OIA). A student must raise their complaint with the OIA within 12 months of receiving the Completion of Procedures letter.

Confidentiality and data protection

- 27.65. In handling complaints, the School may need to share relevant evidence with other individuals directly involved in the matter to ensure a fair and transparent process. This is done under the principles of the OIA Good Practice Framework and the UK General Data Protection Regulation (UK GDPR). Only information that is necessary and proportionate will be shared, and where appropriate, personal data may be redacted to protect the identity of third parties. A student may request that certain information, such as medical evidence or witness statements, remain confidential; however, this may limit the School's ability to fully investigate or respond to the concerns raised. The School will inform all parties of how their information will be

used, ensure it is handled lawfully and securely, and provide appropriate support throughout the process.

Record-keeping and learning

- 27.66. All formal and reviewed outcomes and supporting documentation will be securely stored by the Director of HE Academic Quality and Enhancement.
- 27.67. The School views complaints as an opportunity to learn and improve. All formal and review-stage cases will be recorded and analysed to identify trends and areas for enhancement, reported to Principalship and included in the School's Annual Report.

28.0 FITNESS TO STUDY PROCEDURE

Introduction

- 28.1 This procedure outlines the School's approach to supporting students who may be experiencing difficulties with their studies or School life due to health issues. It has been developed in response to an increasing occurrence of ill health (including mental health difficulties, psychological, personality or emotional disorders) experienced by students in educational institutions.
- 28.2 Occasionally, physical or mental ill health and/or a disability may impact upon their own, or others, ability to fulfil that potential and/or lead to a student behaving in a way which has an adverse impact on the health, safety, wellbeing or academic progress of the student, or of others. There may be occasions where a student's behaviour may give cause for concern but the Student Disciplinary Procedure may not be the most appropriate way of resolution.
- 28.3 This procedure is intended to provide an effective framework and a clear and transparent process to ensure that issues can be dealt with and students supported in a clear and transparent fashion.
- 28.4 There are occasions where a student who is experiencing mental ill health may behave in such a way as to invoke the Student Disciplinary Procedure. In such cases, they will not necessarily be exempt from investigation and potential disciplinary action. Each case will be considered on its own merits, with due regard given to issues relating to mental ill health.

Scope

- 28.5 This procedure applies to all students and all aspects of life at the School.
- 28.6 This procedure is to be applied where the behaviour or attitude of a student is giving cause for concern and where it is believed this may be caused by an underlying physical or mental health condition and that the use of the Student Disciplinary Procedure would be inappropriate or counter-productive.
- 28.7 This procedure can be used by anyone who has a sufficient level of concern about a student's health, safety and wellbeing. This includes all staff members and also students. Where students raise a concern they will not be expected to manage these situations and should always report their concern to a member of staff.
- 28.8 This procedure is not intended to give guidance on wider matters relating to students with physical or mental health issues but is intended to ensure a consistent approach to managing situations in which a student's behaviours or attitude is giving cause for significant concern.
- 28.9 Use of the Fitness to Study Procedure should be considered in the following range of circumstances:
- the student raises concerns about their own wellbeing and the impact this is having on their studies;

- a student's behaviour is impacting adversely on the health, safety or wellbeing of other students and/or staff and it is thought this behaviour may stem from ill-health or disability;
- unacceptable behaviour which would normally be regarded as a disciplinary matter is considered to be due to an underlying health issue or disability.

28.10 This procedure is designed to be a supportive way of assisting the small number of students whose behaviour gives cause for concern. It offers an alternative to disciplinary action when a student's behaviour may be affected by health conditions or disabilities. However, the School has a duty to ensure that members of the School community are not subjected to unacceptable behaviour and therefore any allegations of inappropriate behaviour may still be investigated and action taken under the Student Disciplinary Procedure.

Definitions

28.11 Reasonable Adjustments – Adjustments that can be made to a programme or course, mode of study, or attendance that support a student in continuing to study without having a negative impact on course competencies or course outcomes.

General Principles

28.12 The School is committed to equality of opportunity, welcomes a diverse range of students and is supportive of all students throughout the course of their studies. This includes students who may have temporary or long term physical or mental health conditions which may have a negative impact on their ability to study or fully participate in School life.

28.13 The School aims to facilitate and promote positive mental health and well-being through the recognition and understanding of all disabilities and is committed to making all reasonable adjustments to enable students to continue their studies wherever possible.

28.14 The School encourages all students to contact the appropriate service at the earliest possible opportunity in order that they are provided with the support they need to realise their full potential and complete their course of study.

28.15 At all times the School aims to support individual students and allow them to make their own decisions as to when to engage with their studies. However, the School has a 'duty of care' to all members of the School community to ensure the health, safety and well-being of all its students, staff and visitors.

28.16 Students are responsible for the management of their own wellbeing wherever possible and the aim of staff is to support students in a collaborative manner. However, where a student is unable or unwilling to cooperate in the management of their wellbeing, there is provision for proceeding without input from the student.

28.17 Where there is a question over fitness to study for a student under the age of 18, parents or carers will be invited to any meetings or discussions with the student. For students over the age of 18 that are considered vulnerable, parents are also welcome to attend with the student's consent.

- 28.18 In exceptional cases, the School's duty of care may require the removal of a student from the School if that student presents a risk to themselves or to other members of the School community.
- 28.19 From time to time there may be a situation where a student finds themselves severely incapacitated, e.g. through injury or critical illness. In such a situation, where it would be unreasonable to expect a student to submit an application for an interruption of study, it would be reasonable to act in accordance with instructions/requests from the student's duly authorised representative, e.g. parent, partner, to interrupt that student's studies. Students undertaking a higher education programme validated by the Arts University Bournemouth should be referred to the AUB Undergraduate Assessment Regulations.
- 28.20 The School is governed by the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) and will treat all personal information (including sensitive personal information relating to students' mental and physical health) as confidential.
- 28.21 Personal information about a student obtained under this procedure will only be shared amongst those members of staff who need to know that information in order to offer the student with appropriate support or to enable the operation of this procedure.
- 28.22 Students may be asked for their agreement to share their personal information obtained under this procedure with relevant professionals outside The Northern School of Art in order to offer the student appropriate support or to enable the operation of this procedure. Personal information about a student will not normally be shared without their agreement, but may do so in the following cases:
- someone has been injured and information needs to be shared quickly to help them, for example to the emergency services;
 - a student or another person is at risk of harm;
 - there is a safeguarding concern;
 - there is a legal requirement to do so.

Procedure

- 28.23 In most situations it will be appropriate to start at stage 1 of the procedure. However, there will be some occasions when the level of risk requires a move straight to stage 2 or 3. The level of risk must be judged based on the risk to others as well as the student concerned, especially where the student is living with other students in accommodation. It is recognised that these situations can be difficult to deal with and that the level of risk is often hard to determine. Student Services staff are available to provide support and advice. If any staff member is unsure about whether to invoke this procedure they are encouraged to seek advice from Student Services.
- 28.24 In a situation where it is believed that a student's behaviour presents an immediate risk to themselves or others, the Emergency Services should be contacted by dialling 999. Reception staff should be notified so that they can contact appropriate members of staff (First Aiders, Mental Health First Aiders, Student Services Manager). This should be followed up later by notifying the Student Services Manager of the details of the incident and action taken. The

person witnessing the student's behaviour should not leave the scene until they have briefed the emergency services.

Stage 1- Emerging Concerns

- 28.25 Concerns may either be raised by a member of staff, the student themselves, or another student.
- 28.26 Concerns should be acted upon promptly. Early intervention in issues and recommendations for support can avoid crisis situations from occurring.
- 28.27 Concerns should be illustrated with either evidence that there has been a decline in the student's health and wellbeing over a period of time, or a legitimate reason for believing that the student is at risk of harm to self or others. Evidence may include reports from staff members or other students about situations which have arisen.
- 28.28 When reviewing the perceived level of risk to a student's health and wellbeing, a decision needs to be made as to whether the student is likely, with support, to be able to continue with studies or whether the risk to themselves and / or others is so great that a suspension of studies needs to take place straight away, in which case the procedure should be followed from Stage 3.
- 28.29 If a student has concerns about a fellow student, they should discuss these with a member of staff they feel most comfortable with. They will not be expected to deal with the situation themselves. The member of staff will take the details and make a referral to the appropriate member of staff, which may be the student's tutor in the first instance, the Programme/Cluster Leader or a member of Student Services.
- 28.30 If concerns have been identified by a member of staff, either directly, or brought to their attention by another member of staff or another student this should be recorded by the member of staff identifying/receiving the concern. Where possible, the record should include specific incidents and dates and may relate to individual or isolated incidents, or a series of issues.
- 28.31 The student should be invited to meet with an appropriate member of staff within that student's department (e.g. Cluster/Programme leader) to discuss the concerns. If, however there is a known support need and existing involvement with Student Services, a discussion should take place with Student Services as to who may be the person placed to conduct this initial meeting or whether it would be beneficial to have a joint meeting. Support can be provided by Student Services, if required.
- 28.32 At the initial meeting it should be made clear to the student that whilst the School has a duty of care it is their responsibility to be fit for study and that concern has been raised about this.
- 28.33 The explicit causes/instances for concern should be explained, with clear examples provided.
- 28.34 The student should be offered the opportunity to disclose any underlying physical or mental health condition (if not already known) and, if appropriate, the student

should be provided with information about sources of professional support and advice available within the School that they can access or external services such as the student's GP.

- 28.35 The student should be given some clear actions to undertake, expectations around improved behaviour and a realistic timescale given based on the nature of the behaviours and the actions to be taken. Timescales need to take into account the level of risk to the student and / or others and whilst balancing the need to be able to improve their behaviour and / or wellbeing.
- 28.36 The student should be informed that a continuation of concerns or any additional causes of concern may result in their fitness to study being considered under Stage 2 or 3 of these procedures. The student should be provided with notes of the discussion and any agreed actions. A copy of the notes should also be put on the student's record.

Stage 2 – Continued Concerns

- 28.37 If the concerns have not been resolved by the actions in Stage 1, or if the member of staff identifying a concern feels that the case is too serious to be dealt with under Stage 1, the member of staff should inform Student Services of the concerns and any steps already taken to address the situation.
- 28.38 The Student Services Manager will review the information provided to them in relation to the student and discuss the issues with the relevant Cluster / Faculty Leader. The student will be invited to a meeting with the Student Services Manager, and if required, the relevant Cluster / Faculty Leader to discuss the concerns further with them.
- 28.39 An appropriate professional (such as the School Counsellor) may also be invited into the process at this stage, if required.
- 28.40 **Stage 2 Meeting** - The student will be advised beforehand of the purpose of the meeting and who will be present. They will be advised of any documents they may be required to bring. The student may be accompanied by someone to this meeting – for example, this could be a member of the Students' Union, a member of School staff acting in a supportive capacity, or a close family member. Disabled students may also be accompanied by a support worker (e.g. sign language interpreter or mental health worker).
- 28.41 The student will also be informed that engaging with Stage 2 of the procedure is mandatory and refusal to engage may result in further escalation to stage 3. Communication can be undertaken verbally but will be reinforced in writing.
- 28.42 The purpose of the meeting will be to ascertain the student's perception of the issues that have been identified, including the impact which their ill-health and/or behaviour are having upon themselves and/or the School community.
- 28.43 The student will be reminded of the School's duty of care to every member of its community and inform the student that action may be taken in accordance with this procedure if it believes that the student may be putting themselves or others at risk.

- 28.44 During the meeting a mutually agreed action plan will be devised to put in place support for the student and formally agree expectations for the student to observe. This may include:
- requiring the student to attend weekly appointments with a nominated member of staff for regular monitoring; and
 - requiring the student to seek help from support services within the School or from external professionals, such as the student's GP or other appropriate organisation.
- 28.45 In cases where academic adjustments are required, the Faculty Leader and Academic Registrar (HE) or the Vice Principal - FE and Exams Officer (FE) must be consulted prior to these adjustments being confirmed with the student.
- 28.46 The action plan will have a specific review date, and the consequences of not keeping to the agreed action plan must be clearly outlined to the student.
- 28.47 If an action plan cannot be agreed at Stage 2, then the case must move to Stage 3.
- 28.48 A report of the meeting and its outcomes will be recorded and reviewed by the Student Services Manager. A copy of the agreed Action Plan will be submitted to the student's Cluster/Faculty Leader who will disseminate to relevant staff in the School where appropriate.

Stage 3 – Acute Concern

- 28.49 If concerns about a student have not been resolved by the actions in Stage 2 of this procedure, or a student's behaviour raises serious and immediate concern, the member of staff identifying the concerns should inform the Student Services Manager or relevant Vice Principal as soon as possible.
- 28.50 A risk assessment will then be carried out to identify formally the level of risk to the student and / or others and to consider whether continued study may put the student and / or others at unacceptable risk or exacerbate the student's difficulties. In addition to the student's course-related activities, their level of engagement with their studies and the quality of social interactions, consideration should also be given to the student's domestic situation. All relevant staff will be invited to contribute to the assessment, in addition to healthcare professionals where appropriate. All available evidence should be included in the risk assessment.
- 28.51 The risk assessment will result in one of two possible outcomes:
- The level of risk to the student and / or others currently posed by the student is within acceptable levels. In this case, Stage 2 of these procedures should (continue to) be followed.
 - The level of risk to the student and / or others currently posed by the student is unacceptable. In this case, Stage 3 of these procedures will continue to be followed.
- 28.52 If the level of risk is deemed unacceptable the following options can be considered in relation to the student - additional support strategies (enhanced

action plan), suspension from study or a recommendation that the student be withdrawn from the School.

- 28.53 The student will be invited to discuss the outcome with the Vice Principal or a nominated representative to receive and discuss the recommended actions. The student will be invited to bring along a person to support them at the meeting.

Suspension of studies

- 28.54 Where the student wishes to voluntarily interrupt the course at this stage, this should be favourably considered with the provision for a review of the health and wellbeing of the student at the end of the interruption period.
- 28.55 Suspension of studies will only be recommended when all avenues of support have been exhausted, or the student has not taken up such support. The suspension is intended to give the student time away from studies to address health and wellbeing issues, in order wherever possible to return to the School and resume study.
- 28.56 Normally no student shall be suspended unless they have been given the opportunity to make representations to the Vice Principal, either in person or in writing, as the student chooses. Such representations may be put forward by the student or by a friend or representative (not acting in a legal capacity), and with the written consent of the student.
- 28.57 In cases deemed to be urgent, particularly if the safety of others is perceived to be at risk, a student may be suspended with immediate effect, and before being given the opportunity to make representations. In this instance the student or their representative will be permitted to put forward representations at the earliest possible opportunity after the suspension.
- 28.58 The student will also be informed in writing of the general procedure for return to study below and any arrangements specific to their case.
- 28.59 Upon suspension provision may be made to provide the student with the necessary resources to continue their studies from home (e.g. access to a local library, Moodle, and other educational support mechanisms).
- 28.60 A student who is suspended may be wholly or partly prohibited from entering School premises and from participating in School activities, including working at the School, or exercising their functions or duties of any office or committee membership in the School or the Students' Union
- 28.61 A suspended student should seek guidance from their Course/Programme on how they might best continue their studies.
- 28.62 Written reasons for the decision to suspend and the terms of suspension will be recorded and made available to the student.
- 28.63 If a decision to suspend impacts upon a student's tenancy in School Accommodation, the Student Services Manager will consider, where appropriate, whether a temporary or permanent change is possible to a student's

accommodation arrangements. As all School accommodation is currently provided by a third party, potential changes to accommodation arrangements may be limited.

- 28.64 In cases of suspension of study, the following must be informed:
- Student Records or Academic Registry to ensure that any student records are amended accordingly showing a non-disciplinary suspension.
 - Cluster/Programme Leaders to advise on academic status and any current module registrations
 - Relevant Colleagues (e.g. Student Services Manager, Library Manager and I.T Systems Manager)
 - H.R. or Students Union if the student works for the School or the Union

Return to Study

- 28.65 Following any period of suspension under this procedure, it may be appropriate for the student to return to resume their studies.
- 28.66 Each student's case depends on specific circumstances but in all cases, return to study will be conditional upon satisfactory medical evidence of fitness to study. Medical evidence should be from a GP or relevant health professional who has enough knowledge of the student's circumstances to be able to make an informed statement about the student's fitness to study.
- 28.67 The decision to permit a student to return to study will be made by the Student Services Manager in conjunction with the relevant Vice Principal and Programme/Cluster Leader, who may impose such conditions as they deem appropriate to the relevant case (such as a return to study plan or a requirement for the student to attend regular review meetings).
- 28.68 The School will make every effort to allow the student to continue with their studies, within the limits set by Academic Regulations. This may include repeating periods of study. The ability to repeat or return to study will depend upon the feasibility and reasonableness of such a proposal, and will be decided on a case by case basis.

Appeal / Complaint

- 28.69 Students have the right to appeal against any decision taken under Stage 3 of these procedures. Appeals will only be accepted if there is evidence of procedural irregularity, bias or failure to reach a reasonable decision, or if the student submits further material circumstances which could not reasonably have been expected to have been submitted for consideration at the Stage 3 case conference.
- 28.70 Appeals against suspension or withdrawal must be made in writing to the Student Services Manager within 10 working days of notification of the suspension clearing outlining the grounds for request.
- 28.71 The Student Services Manager will process and record the appeal and forward onto the Principal for consideration.

- 28.72 The Principal may overturn the decision to suspend a student if they believe it appropriate. The Principal's decision will be final.
- 28.73 If a student is not satisfied with any decision made by the School or a member of staff in relation to any stage of this procedure, the student should follow the Student Complaints Procedure.

Responsibilities

- 28.74 Members of staff are responsible for acting within the framework of this procedure and the accompanying procedure where a student's behaviours or attitude gives them cause for significant concern.
- 28.75 Students are responsible for being fit for study and for highlighting concerns to an appropriate member of staff.

EQUALITY STATEMENT

The Northern School of Art is committed to providing an inclusive learning and working environment that recognises the value of every individual regardless of their background or personal characteristics and aims to ensure that all employees and Institution users are treated fairly and equally. It aims to do this by encouraging a culture which actively welcomes, respects, promotes and embraces diversity; employs fairness in all aspects of employment and teaching and thereby creating and sustaining a positive and supportive environment for all members of its community.

All information put into the public domain should be fully accessible to all, regardless of any disability. Wherever possible the font Arial should be used with minimum font size 12, and essential text should never be embedded within graphics. All public information should include a statement that it is available in large format, with the name, email and telephone number of the marketing department who can arrange it, e.g. "This information is available in large format print. If you need it in a different format please contact {insert name, telephone number and email address}."

EQUALITY AND DIVERSITY IMPACT ASSESSMENT SCREENING

Under the Equality Act, there are nine protected characteristics:

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> gender reassignment marriage and civil partnership pregnancy and maternity | <ul style="list-style-type: none"> <u>race</u> <u>religion or belief</u> age | <ul style="list-style-type: none"> <u>sex</u> <u>sexual orientation</u> disability |
|--|---|---|

Assessment:

Is this policy/procedure relevant in terms of equality related to the protected characteristics above? Yes ☐ No ☐ If no, please state why not:

This is policy document relating to all HE students.

Is there potential for any negative or positive impact on people with protected characteristics? Yes ☐ No ☒ If yes, Please provide details:

Positive

Negative

Could this policy or procedure discriminate or unfairly disadvantage people with protected characteristics? Yes ☐ No ☒ If yes, please provide details:

The Policy Handbook has an inclusive approach to students from all backgrounds.

Conclusion:

☒ No barriers identified

☐ Adaptions or changes to the policy or procedure to eliminate bias

☐ Barriers and impact identified, however, having considered all available options, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore, proceed with caution with this policy or practice, knowing that it may favour some people less than others, providing justification for this decision.

Completed by:

Name:	John Waddington	Job Title:	Vice Principal (Higher Education)
Name:	Dr Martin Raby	Job Title:	Principal

APPROVAL PROCESS

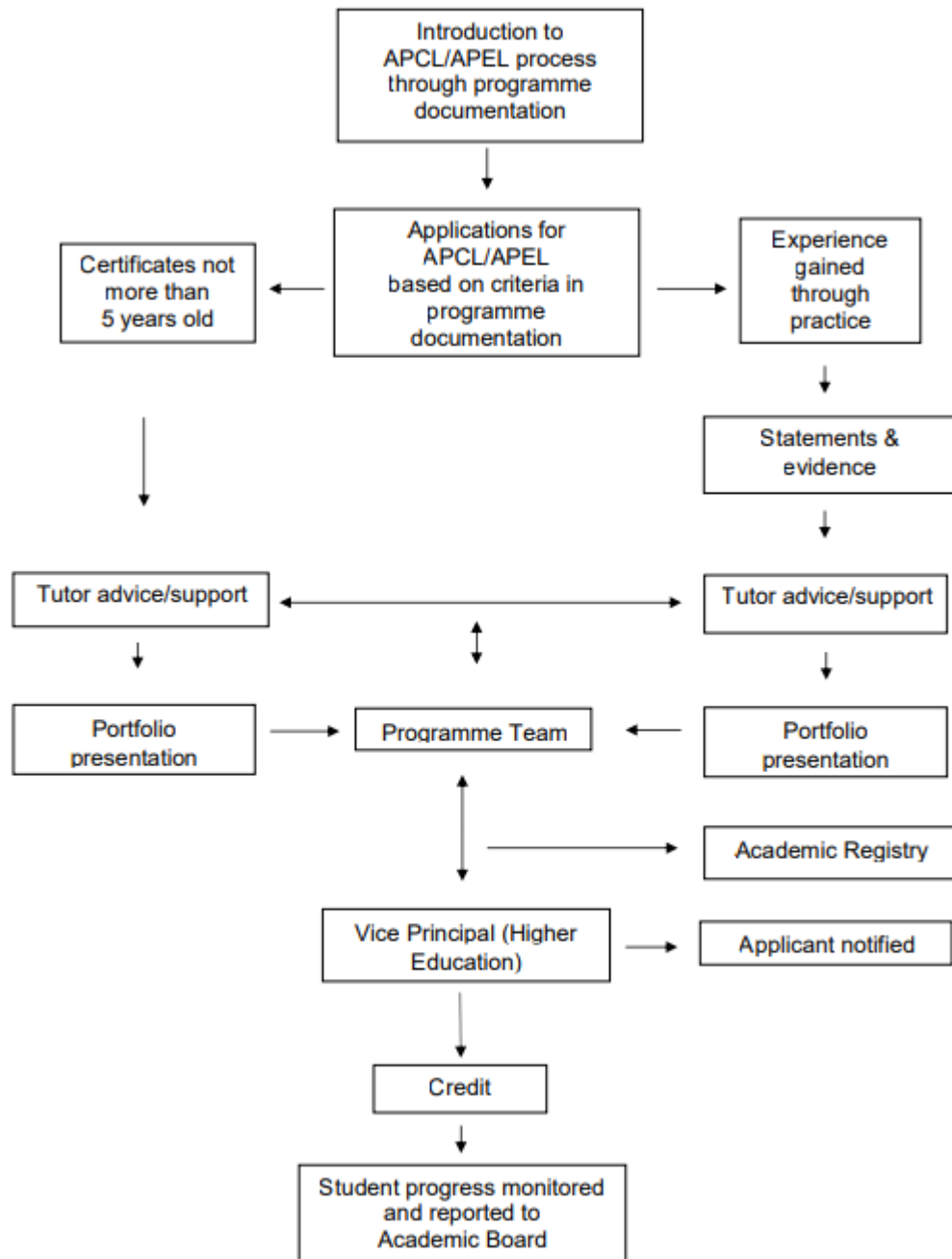
This document was APPROVED by Principalship on:	September 2025
Principalship member with primary responsibility:	John Waddington, Vice Principal (Higher Education)
Other staff consulted by the primary Principalship member:	Stuart Slorach, Vice Principal (Resources)
	Mike Wheaton, Vice Principal (HE Planning & Strategy Implementation)
	Paul Braine, Director of HE Quality and Enhancement
	Liam Bradley, Recruitment & Admissions Manager
	Louise Fitchett, Academic Registrar
	Olivia Burton, Head of Faculty
	Stuart Drummond, Head of Faculty
	Jessica Tones, Employability & Creative Industry Liaison Manager
	Alyson Agar, Senior Lecturer for Scholarly Activity & Research
	Teresa Latcham, Student Services Manager
	Clare Moore, Financial Controller

Elements of this document have been reviewed and approved by School Committees:

Section	Committee	Approval Date

APPENDICES

APPENDIX – APCL/APEL PROCESS



APPENDIX – APCL/APEL FORM



Claim Form for APCL/APEL Applications to HE Programmes

SECTION 1 (to be completed by the Senior Lecturer submitting the claim)

Student name: (please print)	Surname:		Forename:	
Student ID number:				
Programme title: (in full)				
Programme code:				
Proposed Level of entry to the programme				

Senior Lecturer submitting claim: (please print)	
Date submitted:	
Academic year for which applicable:	
Student's entry qualification for the programme:	
Summary of the type of Accreditation for Prior Learning claimed	APCL/APEL/Combination (Please delete)

Module(s) for which APCL/APEL is claimed:

Title	Code	CATS	Level	Evidence	Office Use Only

SECTION 2 (to be completed by the Senior Lecturer)

Senior Lecturer's comments and recommendations (include implications of exemption if approved: how valid, authentic and sufficient the evidence provided is.):	
Total credit claimed:	Level of credit claimed:

SECTION 4 (to be completed by the Senior Lecturer)

Senior Lecturer Statement:

I am satisfied that the above-named student has fulfilled the named progression and assessment requirements of the programme of study by the above-stated means, and I recommend that the Vice Principal (Higher Education) considers awarding credit as specified above.

Senior Lecturer's signature: Date:.....

Please attach:

- 1 All student evidence
- 2 Appropriate page(s) from programme documentation

Please submit this Claim Form and attachments to the Academic Registry for consideration by the Vice Principal (Higher Education)

Vice Principal (Higher Education) decision (approved/not approved):

APPENDIX – ADVANCE ABSENCE NOTIFICATION FORM

HE ADVANCE ABSENCE NOTIFICATION FORM

This form **must** be fully completed, signed and returned to Academic Registry **before** the first date of absence; documentary evidence **must** be attached as appropriate. Please email a clear copy of the completed signed form to academicregistry@northernart.ac.uk.

Please note that you must also obtain the signature of your Head of Faculty.

For completion by Student:

Name:		
Programme:		Level:
Reason for absence (please give details): ☐ Work Experience -- please give details ☐ Working Offsite – please give details ☐ Medical Appointment – evidence must be provided ☐ Holiday ☐ Other – please specify		
Documentary evidence (please <u>list</u> and <u>attach</u> evidence to this form):		
First date of absence:	Last date of absence:	
Signature:		Date:

For completion by the Head of Faculty:

Authorised Absence ☐ Unauthorised Absence ☐	Head of Faculty signature: Date:
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APPENDIX – ACADEMIC TUTORIALS – GUIDANCE FOR ACADEMIC STAFF

1. These guidelines apply to all situations where members of academic staff offer academic advice and guidance to students in the context of: formal tutorial discussions; to other teaching scenarios; and to all other occasions where the member of academic staff may be considered to be advising the student on his/her academic progress.
2. Academic staff should never guarantee confidentiality to students. There are times when disclosure is a professional requirement, for instance:
 - in situations around safeguarding
 - if a student discloses a breach of School policy or disciplinary regulations
 - if a student discloses a serious breach of the law
4. Academic staff must not discuss the student with the student's parents, guardians, partner or friends – even where this person has been responsible for paying the fees. Even such matters as a student's enrolment at the School are confidential and may not be disclosed. This is a requirement of the Data Protection Act. The only exception is where the student has given written permission for someone else to act on his/her behalf.
5. Academic staff will often be aware of issues that are affecting students, and should take due account of these circumstances (for example, when considering requests for extensions, or student absence). However, academic staff should not attempt to counsel or advise a student on non-academic matters. Trained and qualified professionals are available within Student Services to provide this service. Academic tutorial discussions with students should focus on academic progress and development.
6. If staff are in any doubt about their responsibilities regarding disclosure, they should refer to the Student Services Manager.
7. Written feedback for formal academic tutorials should record the discussion with the student(s) as accurately as possible. The aims and objectives of the tutorial and any agreed actions should be clearly stated.
8. You can provide written tutorial feedback in a variety of ways within the following guidelines:
 - Written paper feedback using the standard Academic Tutorial Form (available on the VLE) – this should be signed both by the relevant member of staff and the student to indicate that the student agrees with the written record. If the student requests a copy, this can be given in paper form or a scanned copy sent by email.
 - Written feedback can be sent directly by email to the student's School email account or via the VLE, and it is the students' responsibility to check their emails/VLE once they have received notification from the tutor that this is the method of providing the feedback. In this case, no signatures will be required as

the emails (or VLE notification) provide evidence that recorded tutorial feedback has been given.

9. In relation to good practice for academic tutorials, the QAA UK Quality Code for Higher Education – Chapter B3: Learning and teaching highlights the following:

To derive maximum learning benefit from assessment, students need to receive timely feedback in a manner that is supportive, yet includes some personal challenge. Effective feedback is the result of: agreeing and communicating clear criteria before students complete the task; assessment that uses those criteria; and feedback based on the criteria and timed so that students can use it constructively in their next stage of learning. Effective feedback for learning also takes into account the need to build confidence as well as to communicate where and how improvements can be made.¹¹

¹¹ UK Quality Code for Higher Education Chapter B3: Learning and Teaching page 6

APPENDIX – ACADEMIC TUTORIALS – GUIDANCE FOR STUDENTS

1. Academic support and advice is provided throughout the programme, through discussions between staff and students. This includes advice given in “critiques” and written feedback, as well as guidance on practical work and informal discussion about academic progress. These sessions may take place with individual students or with small groups of students.
2. Academic tutorials are scheduled on every programme of study and allow you to have in-depth discussions relating to your progress in individual modules or the programme in general. You are entitled to at least one formal recorded academic tutorial per term with the Senior Lecturer or a nominated programme/module tutor. Generally, these tutorials are recorded on an Academic Tutorial Form, which are retained by the Programme Team; but you can request a copy. In some cases, tutorial feedback is given electronically and it is your responsibility to check your School emails and VLE regularly so that you receive it.
3. In order to maximise the benefits of tutorial discussion, it is important that you prepare for academic tutorials, and follow any guidance given by staff for preparations. During tutorials, academic staff will give you constructive guidance on how to improve and fulfil your potential. This often highlights areas that you need to develop, and is intended to help and support you, so you should respond with a positive attitude. If you are not sure about any points made by academic staff in tutorials, try and clarify these during the discussion. If possible, you should make your own notes of the feedback given during tutorials, or request a copy of the tutorial form.
4. It is essential that you attend scheduled tutorials on time. If you miss a timetabled session, or fail to attend for an agreed tutorial without prior notification, this will not normally be re-arranged. It is your responsibility to ensure that you make the most of opportunities to secure advice and feedback.
5. Your tutor will let you know their preferred method of contact them (this could include email, Microsoft Teams, or telephone). Academic staff are available during normal working hours. It may also take time for staff to respond to emails, due to annual leave or a range of other duties besides teaching. Therefore, you are expected to be reasonable in your expectations.
6. Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance throughout the programme. Personal support and advice is provided by Student Services, with trained and qualified professional staff. You should not expect academic staff to provide support on personal or financial matters, as this is provided by Student Services. However, you can advise your tutor of any matters which may impact on your academic performance.

7. You must respect the fact that academic staff have a range of duties alongside teaching and direct student support, and that specific arrangements are in place for accessing staff advice. Academic staff will be available at set times, and you should normally make appointments to see them, although some staff may also have drop-in sessions, or be available for informal discussion. Outside of these times, staff will be engaged in other activities (which may include research, teaching preparation, programme administration or other School business), and should only be contacted in a genuine emergency.

APPENDIX – MITIGATION CLAIM FORM

MITIGATION CLAIM FORM

Please complete, and sign, this form and return it to Academic Registry (mitigation@northernart.ac.uk) **at the earliest opportunity but no later than one week prior to the assessment deadline.**

Please remember to include a medical certificate or other relevant evidence in support of the claim.

Incomplete forms will be returned.

Student ID:			
Student Name:			
Address for Correspondence:			
Contact Telephone:			
Programme:		Level:	
Which modules of assessment are affected by your mitigating circumstances? Please list each module, giving full details.			
<u>Module Code:</u>	<u>Module Title:</u>	<u>Credits:</u>	<u>Submission Date:</u>
Current Progress Please give an indication of your current progress to date on the Modules listed above. If applicable, please attach a copy of your Module Brief and indicate progress against the specific criteria. You may use a separate or continuation sheet.			

Details of Mitigation Claim

Please provide a full explanation of the reasons why mitigation is being requested, including relevant dates. Please note that supporting evidence **must** be attached for consideration by the Mitigation Panel. You may use a separate or continuation sheet.

How much time (days) have you lost due to these circumstances? Please determine between contact time and independent study time.

Contact time:

Independent Study:

Are you seeking extra time in which to complete the assessment(s) detailed above?

YES / NO (Please delete as appropriate)

If YES, how much additional time are you requesting? Please state extension requested (number of weeks) and new submission deadline.

Weeks' extension requested:

Requested deadline:

If NO, please specify what action you are seeking on grounds of your mitigating circumstances:

Please ensure that you attach all relevant documentation prior to submission of your application:

☐

Mitigation Application Form

☐

Supporting Evidence (please specify, eg Medical Certificate)

Student statement

I hereby declare that the above circumstances are genuine and I request to be considered for mitigation.

I understand that, until a decision has been communicated, I must continue working towards the original assessment deadline as detailed in paragraph 10.18 of the Undergraduate Mitigation Policy.

Student's signature:

Date:

Office Use Only

Applications for one week or less

I support this claim for mitigation and approve an extension of one week or less

Faculty Leader Signature:

Name (capitals):

Date:

Applications for more than one week

Considered by the Mitigation Panel

Date:

Decision:

Recommendations:

APPENDIX – STUDENT DISCIPLINARY PROCEDURE OUTCOMES

Warning: A warning is placed on a student's record¹², but will not be taken into account in (for instance) any reference to be written for the student, or the identification of suitable placement or other off-site activity. If it is still extant, it may be taken into account in any subsequent disciplinary process. It does not impose any additional direct penalty, and permits a student the opportunity to redeem his / her behaviour without the need for reference to a Student Disciplinary Panel. A Warning is the only penalty available for minor misconduct.

Formal Reprimand: A formal reprimand is placed on a student's record, and will be taken into account in (for instance) any reference to be written for the student, or the identification of suitable placement or other off-site activity. If it is still extant, it may be taken into account in any subsequent disciplinary process. It does not, however, impose any additional direct penalty.

Agreed plan of action: An agreed plan of action may be imposed where it is determined that the student is guilty of an offence, but where he / she can be supported to improve his / her behaviour or performance through a targeted plan of action. This may include actions such as, for example, apology and restitution to third parties, or a requirement to undertake unpaid work within the School or local community. A note will be kept on the student's record of the action to be undertaken. Failure to comply with the agreed plan of action will itself be an offence, and will trigger the serious misconduct procedure.

Fine: The School is mindful of the financial pressures faced by students, and is aware that financial penalties may appear counter-intuitive. Nevertheless, it considers that there may be occasions where a financial penalty is the only appropriate action (for instance, where the incident is not sufficiently serious to warrant exclusion, but where the circumstances of the case make other penalties impractical, such as where a student is near the end of their programme or year of study such that temporary exclusion or a service penalty would not be appropriate).

Temporary exclusion from The Northern School of Art: Where the Student Disciplinary Panel considers that a very serious penalty is called for, but where the student does not represent a continued danger to him/herself or others, or to the reputation of The School, it may consider that temporary exclusion represents a more adequate penalty. In making such a recommendation, the Student Disciplinary Panel

¹² In the event that the Student Disciplinary Panel finds against the student, and imposes a penalty, it must also determine the length of time for which this penalty should be included on the student record. Where appropriate, this may be longer than the student's period of registration (i.e. would still be visible to someone writing a reference once the student had left the School). Permanent exclusion will be marked on the student's record in perpetuity.

will be aware of the potential impact on a student's studies, and will be mindful of the length of time for which such a penalty is appropriate.

Permanent exclusion from The Northern School of Art: In the most serious cases, the Student Disciplinary Panel may consider that permanent exclusion is the only available penalty which is appropriate to the nature of the offence. These cases will normally include serious or repeated breaches of the equalities policies, the Health and Safety Policy, physical violence or physical damage.

APPENDIX – MISCONDUCT THAT IS ALSO A CRIMINAL OFFENCE

1. The following procedures apply where the alleged breach of this Student Disciplinary Procedure would also constitute an offence under criminal law if proved in a Court of Law.
2. The position of The Northern School of Art is that it will not investigate an allegation that is also a criminal offence. It will only investigate allegations that are examples of misconduct as outlined in this policy.
3. In incidents where the accuser and accused are both registered students at the School then the School will offer support to both parties.
4. Where the misconduct is minor and the allegation has been reported to the Police the School may delay investigation until the matter results in a prosecution or a decision not to prosecute. The Vice Principal (Higher Education) may then decide whether disciplinary action under this Student Disciplinary Procedure should continue. The School will not concurrently investigate allegations of misconduct undergoing judicial enquiry.
5. Where the misconduct is minor and the allegation is not being reported to the Police action under this Student Disciplinary Procedure may continue.
6. In cases where the allegation of misconduct is serious and has been reported to the Police the School may decide to suspend or exclude the student. No further investigation will take place until the matter results in a prosecution or a decision not to prosecute. The Vice Principal (Higher Education) may then recommend to the Principal whether disciplinary action under this Student Disciplinary Procedure should continue to be taken. The School will not concurrently investigate allegations of misconduct undergoing judicial enquiry.
7. In cases where the allegation of misconduct is serious but the matter is not being reported to the Police the School may decide to suspend or exclude the student while the School concludes its own actions under this Student Disciplinary Procedure.
8. Where a finding of misconduct is made under this Student Disciplinary Procedure and the student has been sentenced by a Court of Law in respect of the same facts, the Court's penalty shall be taken into account in determining the penalty under this Student Disciplinary Procedure.
9. Students so charged may be suspended without prejudice until the case is concluded; this will be at the sole discretion of the Vice Principal, taking advice from relevant staff. This is not a judgement about guilt or innocence or the strength of the case presented but only about the seriousness of the allegations.
10. Following the conclusion of legal action, the School will review the case, and will determine whether or not to resume internal proceedings. This will be without prejudice; as both the nature of offences, and the standard of proof required, are different, the

School reserves the right both to discontinue cases which have been upheld through the legal process, and to pursue cases which have not led to a conviction.

11. Students have an obligation to inform the School if they are subject to any criminal convictions, irrespective of the penalty. Notification should be made to the Student Services Manager, and will normally be kept confidential unless there are over-riding reasons for this information to be shared with other senior staff.

APPENDIX – RESTITUTION: PAYMENT OF DAMAGES

The Northern School of Art reserves the right to reclaim the cost of damage to, or loss of, School property, including equipment, as described in this policy.

The School may waive this right where the damage was incurred as the consequence of an accident or some other unavoidable or unpredictable circumstances. Each case will be assessed on its individual merits. The requirement to repay damages is separate from any disciplinary process and any punitive measures, which may include an additional financial penalty.

In the event that equipment is lost, full reimbursement will normally be required.

Repayment by students is capped at a maximum amount which is reviewed from time to time. The cap is in line with the insurance excess; and as of 1 November 2021 is £500.

The School adopts the principle of collective responsibility for actions. This means that where an individual(s) cannot be identified as responsible for any damage, then those students whom the School deems to most likely be responsible will be held jointly liable, and will divide the total cost of damages equally between the group. This will usually mean that a group of students who have equal access to property or equipment will normally be considered jointly liable for any damage done. (Note: in reaching this judgement, the School will not consider individual statements of innocence.

If a student wishes to appeal against any claim for non-punitive claim for damages, he/she has the right to request a personal hearing, which will be in accordance with the procedures for minor misconduct laid out in this Student Disciplinary Policy.

Negligence

For the purposes of these regulations, the following definition of negligence will apply:

The finding that a student was negligent will always involve a judgement on behalf of the investigating staff member. Whilst some cases may be straightforward, there may be instances which are contested. In general, the School will seek to give students the benefit of the doubt; but in line with the provisions of the disciplinary policy, a decision will be based on the balance of probability.

Negligence is defined as:

“Failure to act with the prudence that a reasonable person would. It includes carelessness, or acting without appropriate or sufficient attention, and hence failure to avoid a foreseeable injury, damage or loss”

It should be noted that intention does not form part of this judgment. Most instances of negligence will be unintentional, but will be the result of a failure to take due care. Wilful injury or damage is a more serious offence, punishable accordingly.

Examples:

Examples of negligence may include, but are not restricted to:

- Treating School equipment without due care and attention, such that damage ensues
- Leaving equipment vulnerable to damage or loss (for instance, by leaving it exposed to the elements, or leaving it on public transport)
- Failing to warn a student or staff member of the foreseeable consequences of their actions (for instance, not alerting them to danger such as exposed electric cables).
- Failing to follow specific advice or guidelines issued by the University, verbally or in writing, including failure to follow the provisions of any risk assessment

APPENDIX – WORK EXPERIENCE RELEASE FORM



Work Experience Release Form

Part A: Work Experience Application (To be completed by the student)

Student name		Level	
Programme	BA (Hons)		

Details of the work experience placement

Company/organisation			
Address			
Location of activities (If different from the address above)			
Name of main contact			
Position of main contact			
Contact telephone number		Mobile	
Contact email address			
Dates of the work experience	From:		To:
Give details of the work experience you are proposing, i.e. What will you be doing and how will it benefit your learning?			
Please provide any additional information that you feel is necessary, including medical conditions or disabilities that the work experience placement may need to be aware of to make any reasonable adjustments.			

Please confirm that you give consent for the School to share this information with the work experience provider. Yes ☐ No ☐

Student Signature

Date

Part B: Academic Arrangements (to be completed by the Senior Lecturer)

Please confirm that you support the application, or reasons why the proposed work experience release should not go ahead.

The number of work experience release days included in this application:

The number of work experience release days previously approved¹³:

Provide details of the arrangements for assessment

(Extensions can be granted for the period of work experience, up to a maximum of two weeks)

Module Code

Module Title

Current
submission date

New
submission
date

Any revisions to the standard programme delivery

Senior Lecturer signature

Date

Part C: Work Experience Provider Details (to be completed by, or on behalf of, the work experience provider by a member of School staff).

Please outline the activities to be undertaken by the student as part of their work experience.

¹³ Students may be released for work experience for up to a maximum of two working weeks; additional work experience release must be discussed with the student and approved by the Cluster Manager. However, no additional extensions are allowed for submissions beyond two weeks in any academic year.

Please outline the arrangements for supervising the student during the work experience.

Please confirm the arrangements with regard to health and safety and risk assessment:

	Yes/No
Will there be arrangements for health and safety and managing risks (Including induction, training, supervision, site familiarisation, and provision of any protective equipment that might be needed)?	
Please confirm that your employers' liability insurance policy will cover work experience placements.	
Please confirm that you will carry out an appropriate risk assessment for activities undertaken by students on work experience (if you have fewer than five employees you are not required to have a written risk assessment).	

On behalf of the work experience provider, I confirm that the above details are accurate and correct.

Provider Signature		Date	
Name			
Position			

(If Section C has been completed on behalf of the provider, i.e. through a telephone conversation, the person completing Section C should sign above, noting the details and name of the person in box below.)

Additional Information Please provide any additional information below:
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Part D: Confirmation of Work Experience Release Approval (to be completed by the Cluster Manager or Vice Principal)

The proposed work experience release is:	Approved		Not approved	
Cluster Manager/Vice Principal Signature				
Date				

Once completed, please forwarded to Academic Registry for processing.

APPENDIX – HE ACADEMIC APPEALS FORM

The Northern School of Art Academic Appeals Form

Please complete this form and return it to the Academic Registry **within 15 days from the date of your results being published**. Please remember to include all relevant evidence in support of the claim.

Student ID:			
Student Name:			
Address for Correspondence:			
Telephone No:			
Before completing this section, you must read Section 2 of the HE Academic Appeals Policy and Procedure.			
Please indicate your grounds for appeal by ticking one/or both of the boxes below:			
☐ your performance in assessment may have been affected by mitigating circumstances that, for good reason, were not identified prior to assessment. An appeal of this type must be supported by appropriate evidence.			
☐ there has been a procedural irregularity such as an administrative error or that the assessment was not conducted in accordance with the programme regulations.			
Please note that disagreement with academic judgement is not grounds for appeal.			
Programme:			Level:
If applicable, which modules of assessment are you making an academic appeal against?			
Module Code:	Module Title:	Credits:	Submission Date:

Details of Academic Appeal

Please provide a full and concise explanation of the reasons why you are making an academic appeal. You may use a separate or continuation sheet.

--

Please ensure that you attach all relevant documentation prior to submission of your appeal:

☐

Academic Appeals form

☐

Supporting Evidence (please specify, eg Medical Certificate)

Student statement

I hereby declare that the above circumstances are genuine and I believe that I have grounds for Academic Appeal as detailed in the HE Policies and Procedures Handbook.

Student's signature:

Date:

Office Use Only

Date:

Decision:

Recommendations:

APPENDIX – CODE FOR THE PROTECTION OF FREEDOM OF SPEECH AND ACADEMIC FREEDOM

Objects

The objects of the Code are:

1. To ensure that the freedom of lawful speech of staff and students of the School and visitors to the institution is treated as a paramount value and therefore is not restricted nor its exercise unnecessarily burdened by restrictions other than those imposed by law and set out in the Principles of the Code.
2. To ensure that academic freedom is treated as a defining value by the School and therefore not restricted nor its exercise unnecessarily burdened by restrictions other than those imposed by law and set out in the Principles of the Code.
3. To affirm the importance of the School's institutional autonomy under law in the regulation of its affairs, including in the protection of freedom of speech and academic freedom

Application

1. The Code applies to the governing body of the School, its officers and employees and its decision-making organs, including those involved in academic governance.
2. The Code also applies to student representative bodies to the extent that they have policies and rules which are capable of being applied to restrict or burden the freedom of speech of anyone, or academic freedom

Definitions

'Academic Freedom' for the purposes of this Code comprises the following elements:

1. The freedom of academic staff to teach, discuss, and research and to disseminate and publish the results of their research;
2. The freedom of academic staff and students to engage in intellectual inquiry, to express their opinions and beliefs, and to contribute to public debate, in relation to their subjects of study and research;
3. The freedom of academic staff and students to express their opinions in relation to the higher education provider in which they work or are enrolled;
4. The freedom of academic staff to participate in professional or representative academic bodies;
5. The freedom of students to participate in student societies and associations;
6. the autonomy of the higher education provider in relation to the choice of academic courses and offerings, the ways in which they are taught and the choices of research activities and the ways in which they are conducted.

'Academic staff' all those who are employed by the School to teach and/or carry out research and extends to those who provide, whether on an honorary basis or otherwise, teaching services and/or conduct research at the School. For the avoidance of doubt

“academic staff” includes staff undertaking Creative Technician or Technician Demonstrator roles.

‘External visiting speaker’ any person who is not an invited visiting speaker and for whom permission is sought to speak on the School’s land or facilities.

‘Imposed by law’ in relation to restrictions or conditions on a freedom include restrictions or burdens or conditions imposed by statute law, the common law (including the law of defamation), duties of confidentiality, restrictions deriving from intellectual property law and restrictions imposed by contract.

‘invited visiting speaker’ any person who has been invited by the School to speak on the School’s land or facilities. For the purposes of this definition, ‘the School’ includes its decision-making organs and officers; its student representative bodies, undergraduate and post-graduate; any clubs, societies and associations recognized by its decision-making organisations or student representative bodies.

‘Non-statutory policies and rules’ means any non-statutory policies, rules, guidelines, principles, codes or charters or similar instruments.

‘Speech’ extends to all forms of expressive conduct including oral speech and written, artistic, musical and performing works and activity and communication using social media; the word ‘speak’ has a corresponding meaning.

‘Staff’ for the purposes of this Code ‘staff’ includes all employees of the School whether fulltime or part-time and whether or not academic staff.

‘The duty to foster the wellbeing of staff and students’ includes:

1. the duty to ensure that no member of staff and no student suffers unfair disadvantage or unfair adverse discrimination on any basis recognised at law including race, gender, sexuality, religion and political belief;
2. the duty to ensure that no member of staff and no student is subject to threatening or intimidating behaviour by another person or persons on account of anything they have said or proposed to say in exercising their freedom of speech;
3. supporting reasonable and proportionate measures to prevent any person from using lawful speech which a reasonable person would regard as likely to humiliate or intimidate other persons and which is intended to have either or both of those effects;
4. does not extend to a duty to protect any person from feeling offended or shocked or insulted by the lawful speech of another. ‘Unlawful’ means in contravention of a prohibition or restriction or condition imposed by law.

Operations

1. The School shall have regard to the Principles of this Code in the drafting, review or amendment of any non-statutory policies or rules and in the drafting, review or amendment of delegated legislation pursuant to any delegated law-making powers.
2. Non-statutory policies and rules of the School shall be interpreted and applied, so far as is reasonably practicable, in accordance with the Principles of this Code.
3. Any power or discretion under a non-statutory policy or rule of the School shall be exercised in accordance with the Principles in this Code.

4. This Code prevails, to the extent of any inconsistency, over any non-statutory policy or rules of the School
5. Any power or discretion conferred on the School by a non-statutory policy or rule made by the School in the exercise of its delegated powers shall be exercised, so far as that non-statutory policy or rule allows, in accordance with the Principles of this Code
6. Any power or discretion conferred on the School under any contract or workplace agreement shall be exercised, so far as it is consistent with the terms of that contract or workplace agreement, in accordance with the Principles of this Code.

Principles of the Code

1. Every member of the staff and every student at the School enjoys freedom of speech exercised on School land or in connection with the School subject only to restraints or burdens imposed by:
 - law;
 - the reasonable and proportionate regulation of conduct necessary to the discharge of the School's teaching and research activities;
 - the right and freedom of others to express themselves and to hear and receive information and opinions;
 - the reasonable and proportionate regulation of conduct to enable the School to fulfil its duty to foster the wellbeing of students and staff;
 - the reasonable and proportionate regulation of conduct necessary to enable the School to give effect to its legal duties including its duties to visitors to the School.

In relation to legal restraints and restrictions, these include:

 - The School's commitment to equalities and the requirements of the Equality Act 2010;
 - the need to avoid encouraging, glorifying or promoting any acts of terrorism including individuals, groups or organisations that support such acts;
 - the need to avoid spreading hatred and intolerance; and
 - the need to avoid inciting hatred, violence or calling for the breaking of the law. Subject to reasonable and proportionate regulation of the kind referred to in the previous Principle, a person's lawful speech on the School's land or in or in connection with a School activity shall not constitute misconduct nor attract any penalty or other adverse action by reference only to its content; nor shall the freedom of academic staff to make lawful public comment on any issue in their personal capacities be subject to constraint imposed by reason of their employment by the School.
2. Every member of the academic staff and every student enjoys academic freedom subject only to prohibitions, restrictions or conditions:
 - imposed by law;
 - imposed by the reasonable and proportionate regulation necessary to the discharge of the School's teaching and research activities;

- imposed by the reasonable and proportionate regulation necessary to discharge the School's duty to foster the wellbeing of students and staff;
- imposed by the reasonable and proportionate regulation to enable the School to give effect to its legal duties;
- imposed by the School by way of its reasonable requirements as to the courses to be delivered and the content and means of their delivery.

In relation to legal restraints and restrictions, these include:

- the School's commitment to equalities and the requirements of the Equality Act 2010;
 - the need to avoid encouraging, glorifying or promoting any acts of terrorism including individuals, groups or organisations that support such acts;
 - the need to avoid spreading hatred and intolerance; and
 - the need to avoid inciting hatred, violence or calling for the breaking of the law.
3. The exercise by a member of the academic staff or of a student of academic freedom, subject to the above limitations, shall not constitute misconduct nor attract any penalty or other adverse action.
 4. In entering into affiliation, collaborative or contractual arrangements with third parties and in accepting donations from third parties subject to conditions, the School shall take all reasonable steps to minimise the restrictions imposed by such arrangements or conditions on the freedom of speech or academic freedom of any member of the academic staff or students carrying on research or study under such arrangements or subject to such conditions.
 5. The School has the right and responsibility to determine the terms and conditions upon which it shall permit external visiting speakers and invited visiting speakers to speak on School land and use School facilities and in so doing may:
 - require the person or persons organising the event to comply with the School's booking procedures and to provide information relevant to the conduct of any event, and any public safety and security issues;
 - distinguish between invited visiting speakers and external visiting speakers in framing any such requirements and conditions;
 - refuse permission to any invited visiting speaker or external visiting speaker to speak on School land or at School facilities where the content of the speech is or is likely to:
 - Be unlawful; or
 - prejudice the fulfilment by the School of its duty to foster the wellbeing of staff and students.
 - Refuse permission to any external visiting speaker to speak on School land or at School facilities where the content of the speech is or is likely to involve the advancement of theories or propositions which purport to be based on scholarship or research but which fall below scholarly standards to such an extent as to be detrimental to the School's character as an institution of higher learning.

- require a person or persons seeking permission for the use of School land or facilities for any external visiting speaker to contribute in whole or in part to the cost of providing security and other measures in the interests of public safety and order in connection with the event at which the external visiting speaker is to speak.
- Subject to the preceding Principles the School shall not refuse permission for the use of its land or facilities by an external visiting speaker or invited visiting speaker nor attach conditions to its permission, solely on the basis of the content of the proposed speech by the visitor.
- Consistently with this Code the School may take reasonable and proportionate steps to ensure that all prospective students in any of its courses have an opportunity to be fully informed of the content of those courses. Academic staff must comply with any policies and rules supportive of the School's duty to foster the wellbeing of staff and students. They are not precluded from including content solely on the ground that it may offend or shock any student or class of students

Procedures

Principles for external speakers

- The School welcomes a great many external speakers. An external speaker is defined as someone who is not a member of staff or student of the School or the Students' Union. Thus external speakers include guest lecturers; speakers at conferences, symposia or other similar events held under the auspices of the School; or speakers invited by the Students' Union, or one of its societies
 - The School does not wish to restrict the opportunities for external speakers or to place undue barriers in the way of those who can add significant value to the student experience, either through their contribution to the curriculum, to broader academic development, or to student life. However, it is mindful of its responsibilities to ensure that it maintains a due balance between freedom of speech and freedom from harm
 - No event involving external speakers should be publicised until the speaker has been cleared through the procedures outlined in this Policy. The School reserves the right to cancel or prohibit any event with an external speaker if these procedures are not followed or if the relevant health, safety and security criteria cannot be met. The School similarly reserves the right to deny a platform to any speaker where it cannot be assured that the content of any speech will be within the terms of English law, especially insofar as this relates to matters of equality and the prevention of extremist views.
 - All speakers should be made aware of their responsibility to abide by the law, and the School's values, including that:
 - They must not incite hatred, violence, or call for the breaking of the law
 - They must abide by the School's commitment to equalities, and the requirements of the Equality Act 2010
 - They are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such acts
 - They must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony
 - They must not seek, through their actions, to deny or restrict the freedom of speech within the law of others, and must accept a framework of positive debate and challenge

- They are not permitted to raise or gather funds for any external organisation or cause without express written permission of the School.

Procedures to be followed for external speakers

1. If any member of the School community intends to engage an external speaker in participating in an event as described in the Policy, he/she must complete either:

- Form 1a - Authorisation of HE Visiting Professional or Speaker
- Form 1b - Authorisation of FE Visiting Professional or Speaker (see FE Policies and Procedures)

The authorisation form must be completed at least two weeks before the date of the proposed event. Failure to complete the form in good time, or to include all relevant information, may result in the event being cancelled.

2. The Event Organiser should make an initial judgement as to whether the event is likely to present minimal risk, or more than minimal risk, taking account of the criteria outlined on the front page of the form.

3. If the event is deemed minimal risk, the event should be approved by either:

- the Vice Principal (Higher Education) visiting professionals or speakers; or
- the Vice Principal (Further Education) for FE visiting professionals or speakers.

4. The Event Organiser should complete and submit the relevant form for approval. If it is agreed that the event poses no, or only minimal risk, the Vice Principal (Higher Education), or the Vice Principal (Further Education) can approve the event and arrangements can proceed.

5. No member of staff may approve their own request. Thus if the Event Organiser is the Vice Principal (Higher Education), or the Vice Principal (Further Education), the event must be approved by a member of Principalship Team.

6. If the event is deemed to represent more than minimal risk, through the approval process, the event must be referred to the Principal for decision.

7. The Principal may;

- Approve the event;
- Request further information from the Event Organiser;
- Approve the event but impose certain conditions;
- Refuse permission for the event to proceed

8. In reaching his/her decision, the Principal may take any steps he/she deems necessary, which may include undertaking internet searches; discussing with fellow members of the Prevent Implementation / Safeguarding Team; discussing with local law enforcement

officers; and taking advice from the regional Prevent Coordinator.

9. The Principal has full discretion in the conditions which may be imposed. However, the following is an indicative list of measures which may be identified:

- The event should be filmed, by independent School staff;
- The event should be observed by designated staff
- The event should be stewarded, or subject to security on the door, or ticketed
- An event promoting a particular view should include an opportunity to challenge or debate that view
- A copy of any speech to be delivered should be submitted to the School in advance for approval

10. There is no right of appeal against the decision of the Principal.

External Speaker Request Form

1. This Policy applies to all events which are held on any of The Northern School of Art campuses, including any rented premises, and all events held in the name of The Northern School of Art or The Northern School of Art Student Union.
2. If you wish to arrange an event involving an external speaker, defined as someone who is not a member of staff or student of The Northern School of Art, you must complete the relevant authorisation form. If you deem the event to represent only minimal risk, you can forward this form to the Vice Principal (Higher Education), or the Vice Principal (Further Education); if he/she agrees with this assessment, he/she can sign the form and approve the event to proceed.
3. For the avoidance of doubt, the following are likely to be reasons for the event to be deemed to represent more than minimal risk:
 - The proposed speaker is a person or member of a group on or linked to the UK Government list of proscribed terrorist organisations;
 - The proposed speaker is known to have spoken previously at another institution on a topic that has caused fear or intimidation of students or staff;
 - The proposed speaker has a history of denying free speech to others or has otherwise engaged substantially in activities which are inimical to the values which this Code seeks to uphold;
 - The proposed speaker is generally accepted/publicly acknowledged as being highly controversial;
 - The proposed speaker is known to/or likely to cause harm to a specific group of students;
 - The proposed speaker has a link or links to any person or group that has been connected with any controversy of a negative or positive nature;
 - The proposed speaker has a significant profile and attracts a following that could create crowd control and health and safety issues;
 - The proposed speaker is from a political party during an election period.
4. If the event is deemed by the Vice Principal (Higher Education), or the Vice Principal (Further Education) to present more than minimal risk, the form must be forwarded to the Principal. The Principal shall decide, in his/her sole discretion, whether or not the event can go ahead and, if so, under what conditions. In making this decision, the

Principal will take due account of:

- the School's obligation to protect freedom of speech in pursuance of the Education (No.2) Act 1986
- The School's obligation to the Higher Education (Freedom of Speech) Act 2023
- The Office for Students Conditions of Registration
- The School's obligations under the Counter-Terrorism and Security Act 2015
- the potential of the event to cause the School to be in breach of its equal opportunities (or other) obligations or policies
- the potential of the event to cause reputational damage to the School
- the potential of the speaker's presence on campus to cause fear or alarm to members of the student body
- the potential of the speaker's presence on campus to give rise to a breach of peace and/ or overcrowding issues leading to health and safety fears
- any other factor which is felt to be appropriate to take into account.

Approved by Academic Board - June 2025

APPENDIX – AUTHORISATION OF HE VISITING PROFESSIONAL OR SPEAKER

FORM 1a – AUTHORISATION OF HE VISITING PROFESSIONAL OR SPEAKER

This form is to be completed in respect of 'one-off' lecturers or speakers and should be authorised by the Employability & Creative Industry Liaison Manager

After signature by authorised staff, Forms 1 and 2 must be forwarded to the finance administrator (this form is only to be used for persons who are *not* already on the School's payroll)

Guest Speaker/Lecturer Details		
Title:	Full Name:	
Current Post:		
Institution/Company:		
Address:		
Email address:	Telephone:	
Assignment Details		
Area of study/programme:		
The subject of lecture/talk/workshop (delete as appropriate):		
Please describe what the speaker will offer: <i>Are they giving a one-off talk/workshop on a subject which they have specialist knowledge, and is not part of the core curriculum?</i> <i>Please note, the School takes seriously its responsibility to exclude those promoting extremist views that support or are conducive to terrorism. Outside speakers who are deemed to have extremist views will not be invited into the School. All visiting speakers will be supervised by a member of the Schools staff, who are expected to interject or stop an event if they feel that the speaker is promoting extremist views or inequality in any form.</i>		
Please provide a justification for the proposed visit or association with the School, focusing on the nature of the link and added value that it will bring: <i>Is it an area of expertise we lack? Does it provide a strong and relevant industry connection?</i>		
Dates to be worked:		
Time:	From:	To:
Hourly Pay Rate:		
Travel and Subsistence (approx. cost)		
Approval for Appointment		
Vice Principal (Higher Education) Signature:		Date:

FORM 2a – HE VISITING PROFESSIONAL OR SPEAKER PAYMENT FORM

Centre: The Northern School of Art, Church Square, Hartlepool, TS24 7EX	
Guest Speaker/Lecturer's name and initials (block letters):	
Address (block letters):	
Session Title:	Session Date:

Fee claimed at authorised hourly rate		
No. of hours:	Hourly Pay Rate: £	Total: £
Visiting Professional Signature:		Date:
Vice Principal (Higher Education) Signature:		Date:

To be completed by the finance department

BT	DEPT CHECK	
CALCS	QUANTITY and QUALITY	
	GL REF	
INTERNAL AUDIT	ORDER NO	
	PRICE	CONTRACT
		QUOT'N
		OTHER
AUDITOR	MIN REF	
	HEAD OF DEPT	

APPENDIX – HE BURSARY APPEALS APPLICATION



HE Bursary Appeals Application

Name:	Address:
Date:	
Programme of Study:	

Bursary payment period:

1

2

3

Please give details of your appeal below:

--

Have you enclosed any supporting documentation?

YES	NO
-----	----

Please list the documents:

--

For office use only:

Supporting information from programme team:

--

Date of Appeals' Panel:

--

Panel decision
~~approved~~

APPROVED	DECLINED
----------	----------

Signed:

--

Programme		Academic Year	
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To be completed prior to the academic year/ during planning periods by programme teams and educational visit leaders.

This form provides basic information that will be used for planning purposes. (It is recognised that there may be changes to educational visits, and ad hoc educational visits may be arranged during the academic year when opportunities arise.)

Proposed Educational Visits	Level(s)	Date(s)	Approximate costs	Educational Visit Leader

Head of Faculty		Date	
-----------------	--	------	--

Vice Principal (Higher Education)		Date	
-----------------------------------	--	------	--

Form B - Educational Visits Form

Further Details about the educational visit

Details of the Educational Visit, to be completed by the Educational Visit Leader and submitted for approval by the relevant Head of Faculty and to be used as reference during visit.

Educational Visit			
Programme(s)			
Educational Visit Leader			
Other educational visit staff attending:			
Date of educational visit	Date From	Date To	No of Days
Purpose of trip / rationale and disclosure of high-risk activities which may require further information.			
Approximate number of students participating:			
Staff student ratio			
Accommodation details:			
Flight Details (if applicable):			
Full Costs / Travel Company:			

Any Additional information: <i>Staff using own transport for or required a timetable change visit (Please complete additional form available on Moodle for approval):</i>	
Head of Faculty approval:	
Date:	

Education visit information for students

If you would like to partake, please complete Form C online registration supplied to you by your Educational Visit Leader and make payment to secure your place. Please note your place is not confirmed until your deposit / payment has been made at reception and all visits are on a first come basis. Information for students regarding a planned education visit, please note that dates and costs are subject to change.

Payments are required to be made at 1 Church Street Reception during open hours and are non-refundable.

If you have a disability or health condition, or you are currently taking medication which the School may need to be aware of in planning the educational visit, please speak to the Educational Visit Leader who will need information from you, to complete a risk assessment.

Visit Details:

Educational Visit	
Programme(s) included in visit	
Date(s) (subject to change)	
Educational Visit Leader and email details	
Approximate Costs (subject to change)	
Payment Terms & deadlines	
Travel Arrangement	
Accommodation Arrangement (If Applicable)	

Any additional information (This may include transport arrangement at the location, if there will be a lot of walking, clothing required.)	
--	--

Form C – Student Registration and Payment Agreement

Digital Form for overnight or overseas visits

The form can be duplicated used by following this link.

https://forms.office.com/Pages/ShareFormPage.aspx?id=XDGaws2eRUexKy2aNhrZtUKRAjiF1EBBSyQk6_eRIhxUQVJQWjZZSU43Tzl3NTFSTUQ2N1FZT0hYSC4u&sharetoken=Ms9wqjcyOSMqhiwGiyp8

Form D – Educational Trip student payments

Visit:		Programme(s)	
Date:		Max Total:	
Deposit cost & due by:		Final Payment Cost & due by:	

	Student Name & Student Number	Receipt	Deposit	Full Amount
1		Date		
		Receipt No.		
		Amount		
2		Date		
		Receipt No.		
		Amount		
3		Date		
		Receipt No.		
		Amount		
4		Date		
		Receipt No.		
		Amount		
5		Date		
		Receipt No.		
		Amount		
6		Date		
		Receipt No.		
		Amount		
7		Date		
		Receipt No.		
		Amount		
8		Date		
		Receipt No.		
		Amount		
9		Date		
		Receipt No.		

		Amount		
10		Date		
		Receipt No.		
		Amount		

	Student Name & Student Number	Receipt	Deposit	Full Amount
11		Date		
		Receipt No.		
		Amount		
12		Date		
		Receipt No.		
		Amount		
13		Date		
		Receipt No.		
		Amount		
14		Date		
		Receipt No.		
		Amount		
15		Date		
		Receipt No.		
		Amount		
16		Date		
		Receipt No.		
		Amount		
17		Date		
		Receipt No.		
		Amount		
18		Date		
		Receipt No.		
		Amount		
19		Date		
		Receipt No.		
		Amount		
20		Date		
		Receipt No.		
		Amount		

	Student Name & Student Number	Receipt	Deposit	Full Amount
21		Date		
		Receipt No.		
		Amount		
22		Date		
		Receipt No.		
		Amount		
23		Date		
		Receipt No.		
		Amount		
24		Date		
		Receipt No.		
		Amount		
25		Date		
		Receipt No.		
		Amount		
26		Date		
		Receipt No.		
		Amount		
27		Date		
		Receipt No.		
		Amount		
28		Date		
		Receipt No.		
		Amount		
29		Date		
		Receipt No.		
		Amount		
30		Date		
		Receipt No.		
		Amount		

	Student Name & Student Number	Receipt	Deposit	Full Amount
31		Date		

		Receipt No.		
		Amount		
32		Date		
		Receipt No.		
		Amount		
33		Date		
		Receipt No.		
		Amount		
34		Date		
		Receipt No.		
		Amount		
35		Date		
		Receipt No.		
		Amount		
36		Date		
		Receipt No.		
		Amount		
37		Date		
		Receipt No.		
		Amount		
38		Date		
		Receipt No.		
		Amount		
39		Date		
		Receipt No.		
		Amount		
40		Date		
		Receipt No.		
		Amount		

	Student Name & Student Number	Receipt	Deposit	Full Amount
41		Date		
		Receipt No.		
		Amount		
42		Date		
		Receipt No.		

		Amount		
43		Date		
		Receipt No.		
		Amount		
44		Date		
		Receipt No.		
		Amount		
45		Date		
		Receipt No.		
		Amount		
46		Date		
		Receipt No.		
		Amount		
47		Date		
		Receipt No.		
		Amount		
48		Date		
		Receipt No.		
		Amount		
49		Date		
		Receipt No.		
		Amount		
50		Date		
		Receipt No.		
		Amount		

Form E - Educational Visits

Risk Assessment Form

To be completed by the Educational Visit Leader to evaluate potential risks that may be involved during the educational visit, the Health and Safety Officer will be able to provide advice and guidance in completing this section if required.

Risk Assessment Form			Dept. / Programme / Location		
Assessment of general risks associated with the visit					
Hazards Identified	Who could be harmed and how	Current Controls	Current Risk	Additional Controls	Revised Risk
			P S R		P S R

Assessment of risk associated with specific students					
Student Name	Identified condition or support needs	Issues to look out for or to be aware of	Current Risk	Action in place or to be taken	Revised Risk
			P S R		P S R

P = Probability: S = Severity: R = Risk (PxS). Use values 1, 2 or 3 - 1 = Low 2 = Medium 3 = High. (e.g. P=2 S=2 (2x2) R=4.)

Action Plan		By Who	By When	Date Done
1				
2				
3				

Educational Visit Leader Signature		Date	
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I am satisfied that there is a designated education visit leader appointed to take responsibility for the educational visit and that the documentation relating to the educational visit has been fully completed, including a risk assessment.

Head of Faculty		Date	
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[illegible]

APPENDIX – APPLICATION TO BECOME AN EXTERNAL EXAMINER

Application to become an External Examiner

Name	
Job title	
Date	

Institution applied to				
Institution address				
Title of programme(s) to be examined:				
Length of appointment:				
Chief Examiner position?	Yes	No		
Commitment – please give details of number of visits required and length of visit				
Do you have any connections with this institution or are there any circumstances which would preclude you from being an examiner at this institution? These connections include:				
- membership of the Governing Body at the proposed institution	Yes		No	
- current or past employment at the proposed institution	Yes		No	
- a professional, contractual or personal relationship with a member of staff or student involved with the programme of study	Yes		No	
- significant involvement in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question	Yes		No	
- a former staff member or student of the institution unless a period of 5 years has elapsed	Yes		No	

- a member of the proposed institution either is or has been an external examiner at the School	Yes		No	
- a member of the School is already appointed as an external examiner at the proposed institution or has been within the last 5 years	Yes		No	
Are you an external examiner at any other institution?	Yes		No	
If yes, please state institution, programme examined and length of tenure				

Member of staff signature	
Date	

On completion of this form please submit it to the Director of HE Academic Quality and Enhancement.

This application will then be considered for approval by the Vice Principal (Higher Education).

Vice Principal (Higher Education) signature	
Date	
If application is refused, please state reasons	

APPENDIX – STUDENT COMPLAINTS FORMS AND LETTERS



Student Feedback Form

This form should be used to:

- document an issue within the School that needs addressing but does not warrant a formal complaint
- document an issue that has been addressed and dealt with at a departmental level

Once completed this form should be forwarded to the Quality Manager for recording purposes.

Student Name:	
Course and Level:	
Email Address:	
Contact Number:	

Please summarise the issue:

Please outline the resolution that is being sought:

Actions taken	
Signed (student)	Date
Print name	
Signed (staff)	Date
Print name	

- This form should only be used to lodge a formal complaint against the School.
- Please complete all sections in full and submit this form to the Quality Manager

Your complaint must be specific and, where possible, supported by documentary evidence.

Please detail any informal attempts to resolve the complaint and the outcome:

Please outline the resolution you are seeking:

--

Student's signature	Date
---------------------	------

Initial action taken:

Staff signature	Date
Staff Position	

Details of staff investigating complaint:	
Staff name:	
Staff Position:	
Staff Signature:	Date complaint received:

Outcome of investigation:

	Resolved		Progressed to review stage
--	----------	--	----------------------------

To be completed for complaints progressed to stage 3 (Review)

Outcome of review stage:	
Signed:	Vice Principal (or nominee)
Date:	

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Complaint Investigation Report (Summary)

Name of Student:

Date complaint received:

Investigating Officer:

Overview of complaint

On the {date} we received a complaint from yourself regarding { }
From our discussion the main aspects of your complaint are / relate to:

Bullet points of the main aspects of complaint

Summary of Investigation

In order to investigate your complaint fully I have undertaken the following activities:

Conclusion

*Provide an overall conclusion or a decision relating to each aspect of the complaint
(ie upheld / dismissed)*

Signed
Name
Date



Complaint Investigation Report (Full)

Name of Student:

Date complaint received:

Investigating Officer:

Overview of complaint

Details of Investigation

Provide details of each activity undertaken (for example, evidence gathered, staff and students interviewed, and conclusions drawn from each).

List of supporting documents

Conclusion

Provide an overall conclusion

Outcome of discussion of report

Notes from meeting and outcome

Signed

Name

Date

Completion of Procedures Letter Template

Completion of Procedures Letter

This letter confirms that the internal procedures of the Northern School of Art in relation to your complaint are now complete.

The original complaint documentation and associated evidence, along with the appeal documentation submitted by yourself has been investigated / reviewed by *{input name of investigating / reviewing officer}*. Following this investigation / review it has been concluded that *{input details of outcome}*

Please accept this letter as acknowledgement that your complaint will be taken no further by the School as this is the final stage of the Northern School of Art's Complaints Procedure.

HE students do have the right to refer the complaint to our validating partner for review if they are not satisfied with the outcome.

Students also have the right to apply for a review of their complaint by the Office of the Independent Adjudicator for Higher Education (QIA) provided that the complaint taken to them is eligible under their rules. Please note however that QIA will normally only review issues that have been taken through the provider's full complaints procedure.

Kind regards

APPENDIX – FITNESS TO STUDY GUIDANCE AND FORMS

Guidelines for Concerns Under the Fitness to Study Procedure

The following is a non-exhaustive list of examples of behaviour that would raise concerns regarding the student's fitness to study:

- mood swings or unusual behaviour (e.g. aggressive, withdrawn, distressed, irritable)
- significant non-attendance or engagement
- a sudden deterioration in academic performance or motivation
- changes in appearance or obvious signs of ill health (e.g. dramatic weight loss or gain, on-going lack of personal hygiene and care)
- inappropriate behaviour (e.g. inappropriate touching, invading personal space, excessive, unexpected and prolonged laughter, uncharacteristically bad language such as swearing)
- withdrawal from social, cultural or sporting activities once considered important
- lethargy or signs of lack of sleep
- obvious signs of substance/ alcohol misuse
- information about specific episodes (e.g. self-harm/suicidal thoughts or attempts)
- changes in behaviour or health that make the student's use of equipment, etc., dangerous to themselves and/or to others.

Record of Concern for a Student's Health and Wellbeing

Student's name:	
Date of birth:	
Contact number:	
Course:	
Concern raised by:	
Brief outline of concern:	
Feedback following meeting with student:	
Agreed action points (with review dates)	

Student Declaration:

I understand the nature of the concern(s) raised above, as explained to me and outlined in this document and the possible impact/consequences that this/these concern(s) may have upon my own fitness to study.

I also understand the impact that this/these concern(s) may have upon the community of staff and fellow students who are working and studying at The Northern School of Art and to which I belong.

I have agreed to work towards the action plan outlined above, which has been developed to support me.

I understand that if I am unable or unwilling to carry out the action plan, the School will need to consider taking appropriate or remedial actions, or referral as my situation will require.

I understand and consent to information surrounding my fitness to study being shared with other relevant services within the School. A copy of this action plan will therefore disseminated to relevant staff in the Course/Programme area where appropriate. I am aware that this report and its outcomes will also be recorded by Student Services.

I realise that any non-attendance can be reported to the appropriate service and acted upon.

Whilst I understand that the School has a duty of care to support me, ultimately I am responsible for my own health and wellbeing and it is my responsibility to be fit to study.

Student's name: _____

Signature: _____

Staff member: _____

Signature: _____