SCHOOL OF ADVANCED STUDY

UNIVERSITY OF LONDON

Handbook for Teachers and Supervisors

2023–2024

sas.ac.uk

Handbook for Teachers and Supervisors

2023-2024

To be read in conjunction with the Quality Assurance Framework 2023/24

Table of Contents

Part A - Key Sources of Information

Other than this handbook, students should also read through the following regulations, policies and procedures which apply to their registration (or continuing registration) at the School:

Document	Location of Document
University of London Statutes, Ordinances and Regulations	https://www.london.ac.uk/about-us/how-university-run/university-governance/statutes-ordinances-and-regulations
Quality Assurance Framework for Teaching	https://www.sas.ac.uk/about-us-6/how-we-are-run/policies
Tuition Fee Policy	https://www.sas.ac.uk/sites/default/files/school_advance_studies/SAS%20Tuition%20Fee%20Policy.pdf
Admissions Policy	https://www.sas.ac.uk/sites/default/files/school_advance_studies/SAS%20Admissions%20Policy%20September%202021.pdf
University of London Student Complaints and Academic Appeals Procedure	https://www.london.ac.uk/sites/default/files/student-complaints-academic-appeals-procedure-2021-22.pdf
University of London Ordinance 17: Code of Student Discipline	https://docreader.reciteme.com/doc/view/id/61b4dd1b77dc0
Information Security Policy	https://www.sas.ac.uk/sites/default/files/school_advance_studies/ISP-001-information-security-policy.pdf
Acceptable Use Policy	https://www.sas.ac.uk/sites/default/files/school_advance_studies/ISP-002-acceptable-use-policy.pdf
Data Protection Policy	https://www.london.ac.uk/about-us/how-university-run/policies/data-protection
Tuition Fees Schedule	https://www.sas.ac.uk/postgraduate-study/fees-and-funding/tuition-fees/tuition-fees-2023-24
Research Ethics Policy and Procedures	https://www.sas.ac.uk/research-engagement/research-governance-policies/research-ethics-policies-and-guidance
Code of Good Practice in Research	https://www.london.ac.uk/research/code-good-practice-research-university-london
Information for Current Students	http://www.sas.ac.uk/current-students
Information for Academic Staff	https://www.sas.ac.uk/information-staff
Student Terms and Conditions	https://sits.london.ac.uk/urd/sits.urd/uol-files/documents/Student_terms_and_conditions_2018_19_SAS.pdf
Student Engagement Policy	https://www.sas.ac.uk/sites/default/files/files/Student%20engagement%20policy%20Feb%202021.pdf
Lone Study Procedure	https://www.sas.ac.uk/sites/default/files/school_advance_studies/Student%20Late%20and%20Lone%20Study%20Procedure%20%20April%202022.pdf
Mitigating Circumstances	https://www.sas.ac.uk/about-us-6/how-we-are-run/policies
Safeguarding policy	UOL Safeguarding Policy FINAL.docx (sharepoint.com)

Part B - Key Contacts for Students & Staff

General enquiries   taught.degrees@sas.ac.uk

Admissions enquiries   admissions@sas.ac.uk

Tuition fee and payment enquiries   sas.fees@sas.ac.uk
*Note that student fees are now administered by a central
university Finance team.

Research degrees examination and thesis submission   research.degrees@sas.ac.uk

Registry Staff

- Kalinda Hughes, Head of Registry Services
  Email: kalinda.hughes@sas.ac.uk
  Phone: +44 (0)207862 8873

- Katalin Koblos, Admissions Officer
  Email: katalin.koblos@sas.ac.uk
  Phone: +44 (0)20 7862 8661

- David Reid, Registry and Student Services Officer
  Email: david.reid@sas.ac.uk
  Phone: +44 (0)20 7862 8680

- Shaneeka Petrie-Belmar, Registry and Student Services Officer
  Email: s.petriebelmar@sas.ac.uk
  Phone: +44 (0)20 7862 8663

- Anita Grant, Senior Registry and Student Services Officer
  Email: anita.grant@sas.ac.uk
  Phone: +44 (0) 20 7862 8877

Doctoral Centre

- Rachel Shaw, Doctoral Centre Manager
  Email: rachel.shaw@sas.ac.uk
  T: +44(0) 20 862 8320

- Matt Clancy, Research Degree Coordinator
  Email: researchdegrees@sas.ac.uk
  T: +44(00 207 862 8725

Registry Office Location

Second Floor, Stewart House, 32 Russell Square, London WC1B 5DN
Opening Hours: 10:00am - 4.00pm

Part C - Term Dates 2023-24

Term 1 (all courses)
Start date: 25 September 2023
End date: 8 December 2023
Reading week: 30 October -3 November 2023

Term 2 (all courses)
Start date: 8 January 2024
End date: 22 March 2024
Reading week: 12-16 February 2024

Term 3 (all courses)
Start date: 22 April 2024
End date: 28 June 2024

Christmas 2023/New Year 2024 closure
25 December 2023 - 1 January 2024 inclusive

Easter holiday
28 March -2 April 2024, inclusive

Bank holidays
6 May 2024 (Early May Bank Holiday)
27 May 2024 (Spring Bank Holiday)
26 August 2024 (Summer Bank Holiday)

Part D - Dates to remember 2023/24

22 September	Registration and welcome for all new students
25 & 26 September	Research Students' Induction
24 November	Foundation Day (Senate House is closed)
8 February 2024	GRADUATION DAY – Academic staff required to attend where possible.

Academic Quality and Standards Committee

1. Tuesday 24 October 2023
2. Thursday 22 February 2024
3. Tuesday 18 June 2024

Student Representatives' Committee

1. Thursday 23rd November 2023
2. Thursday 7th March 2024
3. Thursday 23rd May 2024

Research Degrees Committee

1. January 2024
2. June 2024

IALS and ICwS: Professor Carl Stychin

- Monday 8 January 2024 at 2-4pm

- Monday 10 June 2024 at 11am-1pm

IHR, ICS and WI: Dr Sara Miglietti

- Monday 15 January 2024 at 11am-1pm

- Monday 3 June 2024 at 3-5pm

ILCS, IES, DH, ULIP and IP: Dr Andrew Nash

- Thursday 11 January 2024 at 11am-1pm

- Monday 24 June 2024 at 11am-1pm

Heythrop: Dr Simon Trafford and Professor Michael Barnes

- Thursday 25 January 2024 at 11am-1pm

- Thursday 6 June 2024 at 11am-1pm

Part E - Student Charter

The School is the UK's national centre for the support and promotion of research in the humanities and social sciences. Its eight research institutes at the University of London offer a unique scholarly community in which to pursue postgraduate study and research.

The Charter below sets out the rights and responsibilities of the School and its students.

The School undertakes to

• encourage its employees to treat students and colleagues equally and respectfully

and to provide

• high standards of teaching, support, advice and guidance

• access to activities that will enhance employability and personal development

• support for student participation in academic development and programme management, including elections of representatives

• clearly defined access to library and IT facilities

• clear deadlines and timeframes – in programme handbooks – for feedback on work submitted by students.

• programme handbooks for students which detail assessment criteria, contact hours, mode of delivery

• details on examination arrangements and regulations, academic guidance and support, appeals and complaints procedures

• clear information on programme costs, payment options and deadlines

• access to Careers and Wellbeing Services

Its teaching staff undertake to

• treat students responsibly and with respect

• familiarise themselves with the Quality Assurance Framework and School supervisory practice

• keep themselves up to date with best practice in relation to teaching and supervision, including undertaking, where appropriate, training in research student supervision

• be accessible to students during term time and advise them of any absences likely to exceed two successive weeks during the vacation

• respond to emails from students within a reasonable time-frame, and generally within three working days during term-time

• keep students informed in advance about prospective periods of leave and planned supervisory arrangements during the leave

• advise students on progress in a timely fashion and warn where work is not of the appropriate standard or is being produced too slowly, and of steps which might be taken to remedy the situation

• provide constructive timely feedback in writing on all written work submitted by the student and keep copies on file

• ensure that students understand the requirements of the degree, provide guidance on the examination process, and help students to prepare

• offer guidance and support on research ethics and maintaining academic integrity

- provide students with guidance as to essential reading, including information on where this may be found, before the start of the academic year if possible, or at induction

- avoid cancelling classes or meetings unless for a completely unavoidable reason, and always advise in good time; rearrange any cancelled classes/meetings

- treat student data with integrity and be aware of responsibilities in relation to the Data Protection, Freedom of Information and Equality Acts

Students' Responsibilities
Students undertake to:

- observe the Statutes, Ordinances and Regulations of the University of London

- treat staff and their fellow students equally and respectfully

- attend induction, read documentation provided, including regulations for their degree and student handbooks

- participate in timetabled classes, attend meetings with tutors

- obtain agreement from their tutors, in advance, for any essential absences

- take responsibility for managing their own learning: actively engaging in their course; ensuring they spend sufficient regular time in private study; participating fully in group learning activities; maintaining a record, in consultation with their supervisors, of supervisory meetings; inform supervisors promptly if circumstances arise which are likely to affect their work; discuss any teaching/supervisor problems with their supervisor(s) or with the Institute Director (or other senior staff member)

- submit assessed work by stated deadlines; actively participate in feedback

- comply with guidelines on ethical research, data protection matters, and be aware of health

  and safety and intellectual property implications. Failure to comply with the SAS Code of Good Practice may give rise to an allegation of misconduct. Breach of the UoL Research Ethics Policy 'will be taken extremely seriously' and may result in disciplinary action.

- make prompt payment of charges made by the institution

- support programme representatives and participate in systems which will lead to

  improvements in the quality of learning and teaching

- respect the physical environment of the University of London

- undertake any mandatory training as the School deems necessary including training in research ethics

Part F - Student Emergency Contact Protocol

Teaching and supervisory staff are required to familiarise themselves with this.

1. All students are asked to provide details of an emergency contact when registering for their programme. These details should be renewed annually. This information is held on the School's student record system, in accordance with theprinciples set out in the General Data Protection Regulation.

2. Students can nominate anyone they choose to be their emergency contact - it need not necessarily be their legal next of kin. Students should, however, let that person know that they have been nominated as the emergency contact and that their contact details will be given to the University. Students should also ensure that the emergency contact has given permission to be an emergency contact. Wherever possible, students should give a mobile phone number as well as a landline so that contact can be made quickly.

3.   Students are asked each year (via registration) to confirm their emergency contact information for the University. They are also asked to up to date these details via their registration task. Students may change these and other personal details at any time by contacting the Registry Office at taught.degrees@sas.ac.uk.

Emergency contacts and data protection

4.   There is often concern about the sharing of information and whether it breaches data protection law. The GDPR and the UK Data Protection Act 2018 does not prevent the University raising concerns where there is a serious health or welfare issue without obtaining the consent of the student. The University has the legal grounds to do this where it assesses that the 'vital interests' of the individual are at stake. Where the circumstances described below apply, there is no data protection barrier to notifying the emergency contact. Similar grounds cover the sharing of data with emergency services or a health professional.

Circumstances when the School may use an emergency contact

5.   The University can use emergency contact information where there is demonstrable concern for the life and wellbeing of a student. This is most likely to be when there are serious concerns for the welfare of the individual student. Examples of circumstances when a decision might possibly be made to get in touch with the emergency contact may include:

-     Where the University is made aware of the emergency admission to hospital (NB. The School is not always aware when a student has been admitted to hospital).
-     collection of the student by emergency services in what appears to be a potentially life-threatening condition.
-     serious physical or mental illness.
-     where in the opinion of the University it is not possible to reasonably keep a student safe.
-     when a student is deemed to be 'missing' or uncontactable. This will be demonstrated by a prolonged lack of contact and a lack of response to direct requests for contact and efforts to contact or locate the student have been unsuccessful.

6.   In addition to attempting to contact the emergency contact, the School may pass these contact details to the emergency services or other healthcare professionals.

7.   In the event of a suspected or confirmed death of a student, the University will pass the emergency contact details to the emergency services to support them in their role of contacting next of kin. It is not the role of the School to first inform next of kin of a death.

Deciding to contact the emergency contact

8.   If any member of staff considers that the student's emergency contact needs to be contacted they should in the first instance discuss the case with the Institute Director or Head of Registry Services. A decision will then be made on the case presented. The decision can be escalated to the School's Director of Operations as required. The Director of Operations should be contacted during any out of hour's emergencies.

9.   Contact with the next of kin will be limited to the Head of Registry or the Director of Operations. This is in order to protect the student from breaches of confidentiality.

10.   Once contact has been made a record of the action taken and the outcome should be kept on the student's central file retained in registry. No detail will be kept where it can be accessed more widely.

Out of hours contact is Elaine Walters, Director of Operations, 07769 269259 or her deputies Conor Wyer 07540 091700 and Valerie James 07943 313328

Part G - Programmes of Study

Programmes of study offered in the School of Advanced Study

The School has established a credit framework which allows students to register for, and obtain, postgraduate Certificates and Diplomas for some of its Master's programmes. Additionally the summer schools offer an opportunity for students to take modules for credit to be put towards an MA.

Institute of Advanced Legal Studies
LLM in Drafting Legislation, Regulation and Policy
LLM in Drafting Legislation, Regulation and Policy by Distance Learning
MPhil/PhD Programmes – on campus and distance learning

Institute of Commonwealth Studies
MA in Understanding and Securing Human Rights
MPhil/PhD Programmes – on campus and distance learning

Institute of Classical Studies
MPhil/PhD Programmes – on campus and distance learning

Institute of English Studies
MA in the History of the Book
MRes in the History of the Book
MPhil/PhD Programmes – on campus and distance learning

Institute of Historical Research
MPhil/PhD Programmes – on campus and distance learning

Institute of Languages, Cultures and Societies
MPhil/PhD Programmes – on campus and distance learning

Institute of Latin American Studies
MPhil/PhD Programmes – on campus and distance learning

Warburg Institute

MA and PG Cert in Cultural, Intellectual and Visual History.
MA in Art History, Curatorship and Renaissance Culture.
PG Cert in Art History and Renaissance Culture
MPhil/PhD Programmes – on campus

Digital Humanities
Mphil / PhD Programmes on campus and distance learning

Public Engagement
Mphil / PhD Programmes on campus and distance learning

Refugee Law Initiative
Mphil/PhD programmes on campus and distance learning

Programme Closure Policy

Discontinuation of a Programme

It is the School's Policy to 'teach out' programmes when discontinuation has been decided. In exceptional circumstances only will students be transferred to another institution.

1. The Quality Assurance Agency Code of Practice (Chapter B8: Programme Monitoring and Review) states that higher education providers should 'have an agreed and planned procedure for managing the closure of a programme, which includes protecting the academic interests of all students already studying on the programme (including those who have taken an agreed break from their studies) and those who have applied to study on it'.

2. The School of Advanced Study will take all appropriate steps to deliver programmes and modules in accordance with the public information available on the website and associated prospectuses.

3. The decision to close a programme is not undertaken lightly and factors influencing such a decision may include poor recruitment, resource issues, strategic changes within the School or institute or changes within the academic discipline. Whatever the underlying reason there is a responsibility to inform enquirers, applicants, those holding offers and registered students as early as possible once the decision to close a programme has been made.

4. This policy centres on providing timely and relevant communications to students and that their interests continue to be protected during the programme closure, as required by the Competition and Markets Authority (CMA) consumer protection laws for students.

5. The decision to close a programme should be discussed at an Institute HDC committee meeting where the full implications should be aired, including the financial and reputational risk of so doing.

6. Institutes should give formal notice that a programme is to be closed. This is normally in the form of a confirmation email from either the course director or the Institute Director which will be sent to the Head of Registry Services, copied to the Director of Operations. The notice should include:

   - Reason for closure;
   - Date for last initial student registration;
   - Date for final examination;
   - Date for final awards and programme closure.

7. The Head of Registry Services, through the student administrators ensures that the information is disseminated across the School.

8. A report should be made to the next available Academic Quality and Standards Committee outlining the information in para 6, the communication plan, how students will be cared for, and any financial and reputational implications of the closure.

9. The following stakeholders will be notified in line with the communication schedule and action plan:

   - Registered students: need to know full details and all relevant dates and been made aware that full support will continue until the final students have passed through;
   - Deferred students: need to know full details and should be informed of the time limits for their return;

- Applicants whose application is currently in progress: <u>should be given at least 6 months' notice of discontinuation</u>; should be informed of any alternative programmes of study that may be of interest; given a full refund of any fees they have paid;

- Enquirers: should be informed of any alternative programmes of study that may be of interest;

- Bought in teaching staff and collaborating bodies: all organisations with any connection to the programme;

- Website/VLE: all relevant information should be posted on both forums;

- Marketing: drafting appropriate text for formal announcements;

- All appropriate SAS/UoL Worldwide staff: should be updated as required as the notice period progresses.

Closure Period
As much notice as possible of the closure of a programme should be given, but in any case no shorter than one calendar year ahead.

Continued Support
The School has a contractual obligation to continue to support registered students and this included providing teaching, access to library materials, keeping learning resources up to date and ensuring that suitable and appropriate assessment is undertaken leading to award.

In the unlikely event that the School is unable to keep its contractual obligations outlined in para 10, it will agree to find a suitable higher education establishment offer a University of London degree to do this on its behalf. If this occurs a staff member will be appointed to manage this process, until all students have completed.

In the case of a new programme which has never run and fails to recruit sufficient students, the procedure in para.2 applies. As much notice as possible should be given. Where appropriate, students should be directed to alternative programmes run by the School.

Section 1: Admissions

Entry
Prospective students identify the degree programme at SAS that they wish to study and complete the School online application form <u>Our Courses</u> web page.

Entry to taught and research programmes:

Regardless of the route of initial enquiry, all prospective postgraduate students are required to apply formally for admission. Applications are collated and processed initially by the Registry and referred to admissions and academic staff in the individual Institutes for a decision. The applications process is the same regardless of whether applicants wish to study full-time or part-time. Candidates may be required to attend an interview but this is determined by course directors. All University staff undertaking selection interviews are required to have received training in recruitment and selection, equality and diversity training.

All students are required to pay a £50 administrative fee which partially offsets the cost of processing and system costs. This applies even to funded students and is non-returnable.

Academic staff are required to process applications within 15 working days.

Qualifications
The normal minimum academic entrance requirement for taught postgraduate programmes is an upper-second class honours degree from the United Kingdom or an <u>international qualification of an equivalent</u> standard. The school subscribes to Naric (UK National Agency for the Recognition and Comparison of international qualifications and skills) and checks equivalences this way.

Applicants for research programmes (MPhil/PhD) are normally required to hold a master's degree.

Please see our <u>Admissions policy</u>

Applicants who do not achieve the entry level required may also be admitted at the discretion of the course tutor on the basis of proven academic ability, genuine interest in the subject area and demonstration of motivation and commitment, and with the approval of the Chair of the Academic Quality & Standards Committee (AQSC). It is advisable to request a written text of academic work to assess competency. A statement from the course director is required for AQSC approval.

Applicants must satisfy any additional entrance requirements specified in the Quality Assurane Framework sections

English language competency statement:
All students whose first language is not English AND who are not nationals of a country deemed by the UK Home Office to be "majority English speaking", must be able to provide recent evidence that their spoken and written command of the English language is adequate for postgraduate study. This requirement is specified in order to ensure that the academic progress of students is not hindered by language difficulties and that students are able to integrate socially while studying and living in the UK.

Evidence

- International English Language Testing System (IELTS) Academic Version, 7.0 overall, with no less than 6.0 in any component. The qualification or test result must have been awarded no more than two years prior to the proposed date of enrolment - www.ielts.org;

- Trinity College London, ISE III exam = CEFR C1 in Reading, Writing, Speaking and Listening;

- If you need a Student Visa to study in the UK, you will require results from an IELTS for UKVI Academic test taken at an Approved Secure English Language Tests and Test Centres - 7.0 overall, with no less than 6.0 in any component;

- A Bachelor's or Master's Degree from one of the countries deemed by the UK Home Office to be "majority English speaking".

The majority English-speaking countries as defined by the Home Office can be found here: https://www.sas.ac.uk/graduate-study/entry-requirements.

The required evidence should, if possible, be included with the complete application. If either unsatisfactory or no evidence of English language proficiency has been provided with the application, admission will be conditional upon the provision of such evidence. This condition will be clearly indicated on the offer letter and must be fulfilled before enrolment at SAS. Conditional offer holders will not be issued a Confirmation of Acceptance of Studies (CAS) until they have met the conditions of their offer.

Occasionally, and in exceptional circumstances, the School will allow additional evidence of English language competency as long as the student does not require a Student Visa and with the approval of theAQSC.

The School is obliged to follow any language competency regulations issued by the UKVI (UK Visas and Immigration) for International Students.

Please note that TEFL is no longer accepted by the School as an appropriate level for postgraduate study.

It should be noted that SAS itself does not offer pre-qualification English language courses, but does provide access to short courses to update competence in a number of European Languages through LAHP and UCL. Students cannot book themselves directly but the information is here: https://www.sas.ac.uk/graduate-study/why-sas (under 'Training in Modern Languages for Research Students'.

Transfer from another Institution

The school accepts transfers from other universities provided that this is not a PhD student in their final year. The minimum length of registration for award of Phd is two years.

Students need to apply for admission to SAS in the normal way (see http://www.sas.ac.uk/graduate-study/how-apply). In addition, we will need the following documents from their previous institution:

- A supporting statement from their current supervisor, summary of progress and timeline to completion;
- Letter of registration from their University;
- Annual review reports;
- Progression/Report panel reports;
- A list of personal and professional development modules completed.

Assessing and Reviewing Applications

Using your Office 365 credentials staff can log on to e:vision to view and process applications

A detailed walkthrough of how to navigate e:vision can be found in Appendix 3 of this handbook, including the range of responses for decision making.

e:Vision:
e:Vision is the web interface for SAS. Used by both staff and students, the online portal provides access to student record information both admissions and registration.

College View:
Staff can access all the information that is associated with their specific students, this includes:

- List of all pending applications
- admissions information
- registration information
- Record decisions
- Refer applications to different members of staff within their institutes
- Reports by academic year

Login details will be sent by email. If you have forgotten your password or need help using the system please contact the admissions office: admissions@sas.as.uk.

Applications should normally have been received by 31 July although individual Institutes may accept applications after this period at their discretion.

Terminology
Complete application: Means the student has paid an application fee and all supporting documentation has been received.

Incomplete application: Means the student has paid an application fee but there is outstanding supporting documentation.

Issuing of a Certificate of Acceptance of Studies (CAS)
International Students who require a visa to study in the UK, will be issued with a Certificate of Acceptance of Studies (CAS), once they have:

a) been unconditionally offered a place on a programme;
b) accepted their offer;
c) paid the required CAS fee deposit; and
d) Supplied the Registry with the required passport details and evidence of financial support.

The Registry may refuse to issue a CAS if it is deemed likely that a visa will be refused.

Please note that occasional students, including Erasmus students, need to apply for an academic visa and stays car only be for a maximum of six months.

Assessment of Tuition Fee Status
The Registry will use information on nationality, country of birth and country of domicile provided on the application form to assess whether the applicant will pay Home or Overseas tuition fees. If the information

provided by the applicant is unclear, or the Registry requires further information for a decision to be made, a fee assessment form will be sent to the applicant via email. All fee status classification decisions are final and will be made in line with the United Kingdom Council of International Student Affairs (UKCISA) guidance.

References

Save in exceptional circumstances, following AQSC decision, both references should be from persons outside the Institute when the candidate's relevant academic experience is outside the Institute.

It may be appropriate for either or both references to be from members of staff of the Institute, when the candidate's relevant academic experience is within the Institute (e.g. the candidate has a Master's degree from the Institute immediately prior to MPhil/PhD admission). In such case the reference(s) should be as complete as for an external reference.

In some circumstances one of the referees may be the intended main Supervisor. In such cases the intended supervisor's statement of agreement to supervise should be sufficiently detailed to stand as a reference in its own right.

Students who are applying to the MA in Understanding and Securing Human Rights, may submit an academic writing sample of at least 5000 words in lieu of a second reference.

Interviews

Taught candidates should, whenever possible, be interviewed prior to acceptance.

Research candidates should be interviewed where possible. The interview should normally involve the proposed supervisor and at least one other member of the RDC. If face-to-face interviews are not possible, other methods are sufficient such as telephone, skype, facetime and or videoconferencing.

Research Degree Committee (RDC) approval for Research Degree Candidates

Suitably qualified staff in each department (Institute) should review and approve all candidates for Research degree programmes before an offer is made, and preferably interview them. More difficult cases can be referred to the RDC and applications can be approved via email circulation to the Committee. In reviewing the candidates' application the RDC should satisfy itself that:

a)   the research proposal meets the academic and other criteria set out;
b)   the research proposal has been adequately discussed by the candidate with the proposed supervisor and has the supervisor's support (a written statement should be made);
c)   the training and other academic support needed for completion of the thesis have been assessed and the Institute can provide – or ensure access to – appropriate academic facilities and support;
d)   the proposed starting date and any other relevant dates will allow the student to take part in the research training and other relevant activities of the Institute and the School

Admissions Reporting

Weekly reports on admissions are provided by the Registry. These reports include summaries, comparative and applicant personal details. Reports are also made each to the AQSC once per term.

Registry will also circulate a report detailing the length of time an application has been sitting with a particular institute.

Key Contact(s):

Katalin Koblos
Admissions Officer
Registry Office

School of Advanced Study Admissions Appeals Procedure: A Guide for Applicants

The School of Advanced Study is committed to ensuring that all admissions decisions are clear, transparent and in line with set precedent.

If a Student chooses to appeal against a decision concerning their eligibility, they will be advised to contact:

The SAS Registry. Email: sas.registry@sas.ac.uk.
https://www.sas.ac.uk/sites/default/files/school_advance_studies/SAS%20Admissions%20Policy%20September%202021.pdf

They must state the basis of the appeal and include any additional information such as further complete/incomplete qualifications or references that were not submitted with the original application.

Providing that no additional evidence is required, the university aims to respond to an admissions appeal with a reviewed decision within ten working days.

The Admissions Appeals Procedure is as follows:
An appeal against an admissions decision is (re)considered by the relevant Course/ Programme Director.

When an applicant meets the normal entry criteria (ie. that permission has not been sought for entry via AQSC), an appeal against an admission decision is reconsidered by the relevant Course/Programme Director.

ADMISSIONS PROCEDURE

Taught Masters

Enquiry

Application Received via e-Vision

Application complete: Registry processes and send it to the relevant Institute for academic decision via College View.

Application incomplete: Registry request supporting documentation.

Institute submit decision to registry via College View

Registry request AQSC approval for students that do not meet our entry requirements

Registry to send out offer/rejection letter Issue CAS for non-homestudents

Research Students (on campus and distance learning)

Application Received via e-Vision

Application complete: Registry processes and send it to the relevant Institute for academic decision

Application incomplete: Registry request supporting documentation.

Institute reviews application (Supervisor +Chair of RDC). Takes through RDC approval process including interviews.

Chair of RDC submit decision to registry via College View

Registry request AQSC approval for students that do not meet our entry

Registry to send out offer/rejection letter Issue CAS for non-home students

Research Degrees by Distance Learning

The School accepts students to study a research degree by distance learning provided that the conditions below are met. Note that the student must attend compulsory induction and initial research training before they commence their studies. A set of additional questions will be asked as set out below.

Why do you wish to undertake a research degree by distance learning rather than through on campus study?

Details of ability to work at a distance and independently
Please provide evidence of your ability to study at a distance and independently. For example • Previous completion of distance qualification(s) and/or short courses • Previous completion of an independent research project • Professional experience

Details of resource requirements of your proposed research programme	
Please indicate below if you need any of the following resources **in addition** to those at theSchool of Advanced Study available to all research students. If the answer is 'yes' to any please indicate how you will be able to access the resources required.	
Access to library facilities:	
Access to IT facilities:	
Access to communications, including emailand video conferencing (e.g. Skype, FaceTime or equivalent):	
Contact with other postgraduate researchersand academic staff:	
Access to facilities to support any study-related disability or wellbeing need:	
Access to undertake specialist resources: (e.g. Special Manuscript Collection; Access to Laboratory etc):	

Please state how you will be able to access the required resources from your location of study:	
Are any of these resources owned or managed by another person or institution(e.g. your employer)? If yes, state name(s):	YES/NO
I understand that I will be required to attend a compulsory induction and research training module in London prior to commencing my studies. **Signed:** **Date:**	

Guidance for the accreditation of prior (experiential) learning (AP(E)L)

1. **What is APL?**

   APL Accredited Prior Learning is used to encapsulate the range of activity and approaches used formally to acknowledge and establish publicly that some reasonably substantial and significant element of learning has taken place. Such learning may have been recognised previously by an educational provider and is 'AP(C)L' or it may have been achieved by reflecting upon experiences outside the formal education and training systems and is 'AP(E)L'.

   Two types of APL will be considered for offer by the School of Advanced Study:

   AP(C)L Accredited Prior Certificated Learning - a process, through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes.

   AP(E)L Accredited Prior Experiential Learning - a process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes.

   Additionally the School will offer credit which has accumulated from candidates choosing to take modules from summer schools held in the School, for credit. No more than 60 credits can be taken in one academic year. The credit must not have accumulated over more than 5 years.

2. **Identifying opportunities for APL**

   i. Every Institute should identify the credits from which an exemption can be given for a successful APL claim. It is at the Institute's discretion whether the application for exemption should be considered only if there is substantial similarity in the module that has been taken and the module for which exemption is being claimed.

   ii. If APL is offered it will provide exemption from participation and assessment for the entire credit and the final mark for the credit will be recorded as 'passed' on the student's transcript.

   iii. However, rather than offering APL, the Institute may, at its discretion, require the applicant to take another module from the programme. This decision should be clearly indicated in any information that the Institute sends to applicants or that is in the public domain (websites).

   iv. It may not be possible to give exemption on the grounds of APL for a particular credit if it is accredited by a Professional Body and the student must study the credit as normal.

3. **Guiding principles**

   i. The School of Advanced Study will only give credit for prior learning where it is supported by documentary evidence.

   ii. Knowledge acquired from external sources once the student has already begun their studies at the School of Advanced Study does not constitute APL. Such knowledge may enhance a student's studies, but it does not merit exemption as it was not acquired prior to starting the degree programme.

   iii. Course Directors will consider the APL documentation supporting an APL claim. Registry will also assist.

   iv. Exemptions cannot be given for dissertation and/or projects stipulated in the regulations for Master's degrees, as an APL exemption can only be given for the taught part of a programme.

   v. Credits that are exempted by APL should not be included in the calculation of the degree classification as the credit result will not have a numerical value. Upon receipt of the APL acceptance, Registry will update the student's record and transcript to record the credits as 'passed'. In the Notes section, the record will show that the credits were awarded by APL

   To complement the School's credit framework the following table shows the maximum amounts of credit for each type of programme that can be counted as accredited prior learning.

Award Type	Number of credit points for award	Total amount of AP(C)L or APEL[3] allowed
Master's degree	180	60
Postgraduate Diploma	120	40
Postgraduate Certificate	60	20

To make an APL claim, students must accurately complete the APL form (attached) and adhere to the following guidance:

a. Acceptability – the student must demonstrate there is an appropriate match between the evidence presented and the learning achieved to merit accreditation by prior learning. They should clearly identify which credit(s) they are seeking exemption from due to APL and you must match claims of prior learning to the learning outcomes of the credit(s) offered by the School of Advanced Study.

b. Sufficiency - sufficient evidence is required to demonstrate the achievement of learning for quality assurance.

   For example, evidence could be authenticated transcripts and certificates from previous institutions or professional bodies. References from Employers will also be considered for APEL as long as they are submitted alongside other evidence.

c. Authenticity – the evidence provided must demonstrate that they have already achieved the knowledge or ability described in the programme specification for the credits from which they are seeking exemption from studying.

d. Currency – you should check with the relevant academic Institute that your knowledge was acquired within a suitable timeframe, as knowledge in some disciplines quickly becomes outdated. As an indication, Institutes may wish to only accept prior learning that occurred within a maximum of 5 years ago.

e. Students cannot claim more than 20 APL credits if taking a postgraduate certificate, 40 APL credits if undertaking a diploma, or 60 APL credits if undertaking a master's degree.

With the exception of summer school credits, all other PL applications must be made prior to 30 July of the year in which you are seeking admission, and no claim received after the deadline will be considered.

Writing a Research Proposal

Applications to undertake doctoral research at the School of Advanced Study need to include a research proposal.

There is no strict format, but the following guidelines are designed to help Students frame their application:

☐ A typical research proposal will be somewhere between 1000 and 2000 words.

☐ The proposal should begin by explaining the subject area in which the research is to be located, and providing an indication of the key theoretical, policy or empirical debates it plans to address.

    ☐ Students need to demonstrate a familiarity with the relevant academic literature and theories relating to their research proposal, and an awareness of the major lines of argument that have been developed in their research field. They then need to discuss the research questions they plan to address. They need to demonstrate why their research questions arise. Although it is not essential, research questions that are topical or have policy relevance are welcome.

    ☐ The research proposal should be as specific and focused as possible. The research is being driven by gaps in the existing literature, which of these gaps will it attempt to address? If the research is being driven by theoretical or policy debates, which specific points of these debates are they going to focus on?

    ☐ The research proposal can also provide some explanation of what led the Student to the topic. For instance, if the topic emerges from a long-standing interest or from interests developed while studying for a previous qualification, this helps to convey your motivation for pursuing doctoral studies.

☐ The Student should give some indication of the research methods that will be used to conduct their research, identifying the method that is most suited to their area of research: survey data analysis, case-study analysis, analysis of historical records, for example.

    ☐ If the proposed research involves empirical work they should explain how they will collect that data in the time available. For example, access to particular sources of information (access to databases), the country or geographical region the study will take place in and why this area has been chosen. It might also be worth saying something about the unit of analysis for the research (individuals or groups, for instance) and provide some justification. They will need to explain how the data collected will enable them to address research questions.

    ☐ Special attention should be given to the feasibility of data collection. The proposal may contain interesting, relevant research questions and be well grounded in the literature, but it may not be a practical research enterprise.

    ☐ Students should demonstrate the impact the research will make. This can range from the narrow (contribution to the literature in a particular subject area) to the broad (potential practical or policy implications). This will also mean providing an indication of the extent to which the research will make an original contribution.

    ☐ The research proposal is judged mainly on content, but it must also look professional: typed and written in good English. Attention will be paid to clarity of expression and the structure, coherence and flow of the proposal. Finally, include a bibliography (in a standard format – for example, MHRA or Harvard) listing the books and articles referenced in the proposal.

Section 2: Registration and status changes

Duration of Study (taught Master's)
[From Quality Assurance Framework, Section 2.9]

The maximum period of study for a taught postgraduate programme run by the School, including interruptions of study, and satisfactory completion of all examinations, is no more than **three years for full time** and **five years for part-time students** for any single continuing registration.

Duration of study (MPhil/PhD)
[From Quality Assurance Framework, Section 2.45 to 2.47]

The normal length of programme for MPhil/PhD is 3/4 years full time and its equivalent part time (6/7 years). However sometimes students begin their study elsewhere and decide to transfer to the School. It is important to note that no individual can transfer to UoL degree in their final year as the UoL has a minimum length of study for a Phd of two years.

The **normal maximum** period of study for PhD, **including interruptions**, will be **six years for full time** and **nine years for part time students**. A student's period of registration may only be extended beyond the maximum years through successful application to the AQSC. In such instances the maximum period of registration may only be extended for a period of one academic year at a time to a maximum period of no more than seven years for full time and ten years for part time students.

Provision for 'off-campus' study
(From Quality Assurance Framework, Section 4.19)

The student will centre his or her academic activities on the institute, and (with the exception of distance learning students) is expected to be resident in the UK for the entire period of their research degree. Notwithstanding this requirement the minimum time a student must be resident in the UK is for the first two years (full time) or first four years (part time). Subject to this, the RDC may permit the student to spend part of the programme in 'off-campus' study in order to carry out research for his or her thesis and shall prescribe the conditions which shall apply, which shall include regular contact with his/her supervisor. The RDC shall record in its minutes the periods of off-campus study allowed to a student, and the conditions attached, which is reportable to the AQSC. The student will continue to be registered during a period of off-campus study. Such period will count towards the overall registration period, and normal fees are payable during such off-campus study.

Note: for International students on student visas, periods of off-campus study are limited to one month unless agreed prior to the start of the course and written into the CAS

Attendance
[From Quality Assurance Framework, Section 2.6]

With the exception of distance learning students, students are expected to attend regularly the scheduled classes and seminars on their programmes and to be available for consultation with tutors with reasonable notice. A student who is unable to attend a class or other arranged meeting should inform the tutor or supervisor (via the appropriate administrative officer or directly). Prolonged absence caused by sickness must be reported to the registry, and medical evidence must be provided by the student.

The School has approved a Student Engagement Policy part of which is outlined below:

2.6   Attendance or engagement will be measured by the number of points of contact over a particular period of time. These are as follows:

- For taught students, attendance at a timetabled lecture, tutorial, workshop or seminar within a calendar week. Online engagement – engagement at module level with the Virtual Learning Environment (VLE) within a calendar week. A test, examination or assessment; a research training session; an appointment with a welfare advisor or a formal appointment with professional services or academic staff; registration or enrolment.

- For research students, regular supervisory meetings, a research training session, an appointment with a welfare advisor or a formal appointment with professional services or academic staff within a calendar month.

- Submission of assessed or unassessed coursework, an interim dissertation, draft thesis chapters or a progress report.

2.7   For taught students there is a minimum requirement that the regularity of expected contact points is weekly during term-time regardless of mode of study;

2.8   For research students there is a minimum requirement that the regularity of expected contact points is monthly;

2.9   Expected contact points are not required during authorised periods of interruption, i.e. when a student is formally permitted by the School to defer their studies for an agreed period.

2.10   Expected contact points are not required outside of term time, however, the following exceptions apply:

    i.   Postgraduate taught students on a 12-month programme are expected to be engaged with their individual project during the summer, i.e. after the end of term (June). During this period there is a minimum requirement that the regularity of expected contact points is monthly.

    ii.   Postgraduate research students do not operate within conventional term times. Any time taken away from study is done in agreement between the student and their Supervisor, during which expected contact points are not required.

2.11   What constitutes a contact

    (a)   Attending formal academic or pastoral care activities including:

        i.   a lesson, lecture, tutorial or seminar;

        ii.   a test, examination or assessment board;

        iii.   a meeting with a supervisor or personal tutor;

        iv.   a research-method or research-panel meeting, writing up seminars or doctoral workshops;

        v.   an appointment with a welfare advisor or international student advisor;

(b)   Submitting:

(i)   assessed or unassessed coursework; or

(ii)   an interim dissertation, coursework or progress report;

(c)   Registration (for enrolment or matriculation)

The module leaders for taught programmes and PhD supervisors will keep records of attendance. A student must contact their Student Officer in Registry or their supervisor by email if they wish to request to miss a contact due, for example, to illness. This request must be authorised and will be kept on file. Failure to do so will result in this being counted as a missed contact.

Attendance Policy for students on a visa

2.12   In addition to the above, if a student on a visa does not attend ten expected consecutive contacts, we are required to inform the Home Office, and this might lead to withdrawing our sponsorship.

Where permission is not sought the following procedures will apply:

(i)   after three missed contacts, the student will be contacted by their Student Officer or Supervisor to ascertain the reason for absence;
(ii)   after six missed contacts, the student will be contacted again by the Student Officer or Supervisor to ascertain the reason for absence and to inform them that the Programme Director and Head of Registry Services will be notified;
(iii)   after eight missed contacts, the student will be invited to a meeting with the Programme Director and/or Head of Registry Services to discuss their attendance;
(iv)   after nine missed contacts, the student will be written to officially informing them that they must get in touch and that the Home Office will be informed if one further contact is missed.

All students

2.13   If a student is unable to attend, they must notify the University; if this is not done, the absence will count as a missed point of contact.

2.14   For absences of **more than 10 consecutive working days**, students must complete an authorised absence form. This form must be authorised by their Programme Director or supervisor, and lodged with the Registry.

2.15   Where possible, a request for authorised absence should be submitted in advance. Authorisation for unplanned absences may be submitted up to 5 working days after the last day of absence. Requests forauthorised absence submitted after 5 working days may not be considered.

2.16   Authorised absence forms must be supported by appropriate evidence. This may include, but is not limited to, medical evidence such as a doctor's note where this has been necessary invitations to family events, confirmation of a job interview or other official documentation.

2.17   The School will consider requests for authorised absence sensitively and will try to accommodate all reasonable requests. However, where an absence may have a detrimental effect on a student's academic progress, or where absence levels are already of concern, such requests may not be granted.

2.18   Prolonged absence caused by sickness must be reported to the registry , and where relevant medical evidence must be provided

Postgraduate Taught (PGT) students

2.19   Attendance will usually be monitored in **at least one timetabled session per module per week**. These could be workshops, seminars, tutorials etc.

2.20   An entire week with no attendance at any module will normally be considered as a missed contact.

2.21   Where a taught student is studying overseas as part of a distance learning programme, Erasmus exchange or on study abroad, responsibility for recording attendance will lie with the partner institution, who must inform the student's course director /registry of four consecutive days missed contact within 7 working days and must supply attendance records on request within 5 working days.

2.22   Where a taught student is undertaking a work placement, regular contact with the placement tutor or placement team will serve as evidence of ongoing attendance and engagement. Such contact is usually expected to take place on a monthly basis. An entire calendar month without a point of contact will normally be considered as a missed contact.

Postgraduate Research (PGR) students

2.23   The attendance of Postgraduate Research (PGR) students, whether on-campus or distance learning, is monitored through regular supervisory meetings – whether on campus, by telephone or online. Each supervisory meeting is considered to be a point of contact.

2.24   Students are normally expected to engage with their supervisor on a monthly basis. An entire calendar month without a point of contact will normally be considered as a missed contact.

2.25   PGR students are expected to demonstrate attendance at all points up to submission of their thesis for examination and this includes work done during a formal writing up period.

Distance learning students

Distance learning students' engagement is also measured by the means outlined in section 4.1 above. Engagement will be determined and monitored by the programme team. The University retains the right to withdraw a student for lack of engagement, following prior warning emails.

Cause for concern

The school defines the maximum length of time during which contact does not take place which will be deemed to constitute cause for concern as two weeks plus for taught students or two months for postgraduate research students regardless of mode of study. Following this period the cause for concern will be escalated- see following section.

Escalation

The University will make every effort to avoid having to initiate the formal attendance escalation procedure. However, if informal attempts to contact and re-engage a student are unsuccessful, the following procedure will apply:

At the point that a cause for concern has been raised by a tutor or supervisor a formal email will be sent from the registry warning the student about attendance and requesting that they contact their Tutor/Supervisor/Registry to discuss any issues.

If after 7 days there is no response, the student will be contacted again to ascertain the reason for absence and to inform them that the Programme Director/ Supervisor and Head of Registry services will be notified.

If after 14 days there is no response, the student will be invited to a meeting with the Programme Director or Supervisor and/or Head of Registry Services to discuss their attendance and a warning will be issued that the student is in danger of being withdrawn from the programme.

If the student is studying on a student visa, then the student is warned that further missed contacts would necessitate a report to the Home Office and the visa being revoked.

The student is given 10 days to respond to this invitation.

During this 10-day window, if a student supplies new evidence to support their absence, the school may use discretion to consider this. Where appropriate, this may halt withdrawal proceedings, if it is deemed that the evidence is sufficiently strong to retrospectively grant authorised absence, and the student is able to catch up with their studies.

If a student fails to submit a request for interruption within 10 working days, they will be written to again stating that they will be withdrawn if they do not engage with the process. The student is given a further 10 working days to respond after which the student will be informed in writing that formal withdrawal will take place. This withdrawal should happen no later than the 12th working day after the written notification.

Repeated patterns of intermittent unauthorized absence may also be considered sufficient grounds to initiate a withdrawal.

Appeals against a withdrawal

Grounds for Appeal

Students have the right to appeal against a withdrawal by default on the following grounds:

a) That there are extenuating circumstances relating to ill health or personal difficulties which the student was unable to raise prior to or during the escalation procedure detailed in Section 7 and/or

b) That the information held by the School relating to the student's attendance and/or engagement is incomplete or inaccurate, and the student was not in a position to correct this information at an earlier stage.

Students wishing to appeal must show a compelling reason why this information could not be made available before the decision to withdraw was reached, and provide supporting documentary evidence.

Where the student could have made the information available prior to the decision being made, such evidence cannot normally be accepted as grounds for appeal.

How to Appeal

Appeals must be received no later than **10 working days** after the date of email notification of the withdrawal. An acknowledgement email will be issued on receipt of the appeal.

Appeals received after the 10 working day deadline will be deemed out of time and will not normally be considered. The student will be issued with a Completion of Procedures letter including details of the Office of the Independent Adjudicator Scheme (see Section 9).

In exceptional cases only, a late appeal may be considered provided that the submission is accompanied by detailed and supported reasons for the late submission.

The appeal should be submitted in writing using the Student Attendance Monitoring Policy Appeal Form.

Original evidence must be provided in support of the appeal and listed on the Appeal Form. If evidence cannot be provided with the appeal form, it must be submitted no later than 5 working days after submission of the appeal form.

Consideration of the Appeal

The appeal will be forwarded in its entirety to the Head of Registry Services, where it will initially be established that School records are accurate in relation to the issues raised in the appeal.

The Head of Registry Services will liaise with the Programme director to provide a response to the student within 15 working days of receipt of the appeal.

The School is empowered to make one of the following decisions:

a)   To dismiss the appeal if it is determined that no substantive case has been established. The appeal procedure within the University will be at an end, in which case the student will be given the reasons for the decision in writing. This will contain a Completion of Procedures statement including details of the OIA Scheme (see Section 9).

b)   To uphold the appeal and request Registry to reinstate the student's registration with or without a recommendation that the student be granted a retrospective period of authorised absence. The School may specify conditions of reinstatement and the consequences of the student failing to adhere to these conditions. Should subsequent failure to adhere to these conditions result in the student's withdrawal, the student has a further right of appeal on the grounds detailed in 8.1 above.

c)   To rescind the withdrawal decision and offer a period of interruption in light of relevant issues which may be raised in the appeal submission. If the offer of interruption is rejected by the student, the original withdrawal decision stands. The student will be given a Completion of Procedures letter containing details of the OIA Scheme (see Section 9). If the issues raised within the appeal submission are considered to potentially affect the student's ability to study on return to the University, the case may be referred to the Fitness to Study procedure.

d)   To refer the appeal to a meeting of the Academic Appeals Committee, in which case the procedure outlined in Sections 7 and 8 of the Academic Appeals Procedure will apply.

External Adjudication

Students who have been issued with a Completion of Procedures letter may be able to complain to the Office of the Independent Adjudicator if they remain dissatisfied with a final decision of the University, providing that their complaint is eligible under its Rules, which are available on the OIA website at http://www.oiahe.org.uk

Attendance Policy for international students on a visa
[From Quality Assurance Framework, Section 2.11]

In addition to the above, if a student is on an international study visa (formerly Tier 4 visa) and does not attend ten expected consecutive contacts, we are required to inform the Home Office and this might lead to withdrawing our sponsorship. Expected contacts include:

(1)   Attending formal academic or pastoral care activities including:
   • A lesson, lecture, tutorial or seminar;
   • A test, examination or assessment board;
   • A meeting with a supervisor or personal tutor;
   • A research-method or research-panel meeting, writing up seminars or doctoral workshops;
   • An appointment with a welfare advisor or international student advisor;

(2)   Submitting:
   • Assessed or unassessed coursework; or
   • An interim dissertation, coursework or report; and

(3)   Registration (for enrolment or matriculation)
   The module leaders for taught programmes and PhD supervisors will keep records of attendance. A student must contact their Student Officer in Registry or their supervisor by email if they wish to request to miss a contact due, for example, to illness. This request must be authorised and will be kept on file.

Attendance Policy for International students on a visa

2.26   In addition to the above, if a student on a student visa does not attend ten expected consecutivecontacts, we are required to inform the Home Office, and this might lead to withdrawing our sponsorship.

Where permission is not sought the following procedures will apply:

(i)   after three missed contacts, the student will be contacted by their Student Officer or Supervisor to ascertain the reason for absence;

(ii)   after six missed contacts, the student will be contacted again by the Student Officer or Supervisor to ascertain the reason for absence and to inform them that the Programme Director and Head of Registry Services will be notified;

(iii)   after eight missed contacts, the student will be invited to a meeting with the Programme Director and/or Head of Registry Services to discuss their attendance;

(iv)   after nine missed contacts, the student will be written to officially informing them that they must get in touch and that the Home Office will be informed if one further contact is missed.

It is very important that supervisors and tutors keep notes of student contacts. Evidence ofcontact is very often sought as part of Home Office audit.

Interruption of Study
An Interruption of Studies should be requested when a student needs to interrupt their studies for personal, financial or medical reasons no fees are paid during this period. Registration is effectively suspended and the completion clock stops.

Students with scholarships need to check whether any conditions are imposed by the funding body with respect to Interruption, for example, whether payments will resume on return from an Interruption and whether payments continue past the original end date of the scholarship.

Students with visa restrictions need to seek specific advice from the Registry Office before making an Interruption of Studies request, as a change of location may affect their ability to remain in the UK.

The form to notify Registry of a change can be found here. Retrospective applications are not permitted. Once approved the change of status will become effective at the start of the next term.

The maximum period of interruption is 2 years. All instances of interruption must be reported to registry.

Maternity Leave
[From Quality Assurance Framework, Section 2.54)

Students are entitled to maternity leave following the birth of their child. The period of leave will be agreed with the student on the basis of her personal circumstances and the structure and content of her course. At a minimum, students are required to take two weeks' compulsory maternity leave. Students must inform the SAS in writing about their decision to take maternity leave at least 15 weeks before their due date. This will allow the School sufficient time to liaise with the student regarding the length and any necessary arrangements (such as communications during leave) for the duration of their leave.

Paternity Leave
[From Quality Assurance Framework, Section 2.56]

Students are entitled to a two-weeks (10 days) paternity leave within three months following the birth of their child.

Section 3 - Research Students

Responsibilities of Research Students and Supervisors

The below supplements the School's Student Charter, and outlines the particular responsibilities of the School's research students, their supervisors, and the School.

The research student is expected to:

(a)   agree with their supervisor or supervisory team the topic for research, and work on that topic;

(b)   discuss with their supervisor(s) the type of guidance and form of comment found most helpful;

(c)   agree with their supervisors a schedule of meetings (whether in person or remote) and other forms of contact;

(d)   take appropriate initiative in raising problems or difficulties in research;

(e)   discuss training needs and opportunities, and undertake any research training or taught course or seminar required by their supervisor(s);

(f)   comply with the School's ethics procedures and policies;

(g)   produce work in accordance with a plan and schedule agreed with their supervisor(s), and, in particular, submit written material in sufficient time to allow for proper comment and discussion;

(h)   keep records of meetings with supervisor(s), provide formal progress reports as required (normally twice a year), discuss with their supervisor(s) the preparation of the thesis, and decide when to submit.

The supervisory team is expected to:

(a)   give guidance on the nature of the research and the standard expected;

(b)   advise on the planning of the research programme and appropriate training, and on the relevant literature and sources;

(c)   encourage familiarity with developments in the subject;

(d)   give advice about techniques and methods;

(e)   ensure that the student is fully aware of the progress of their work in relation to the expected standard and the agreed programme;

(f)   promote awareness of ethical and legal matters relevant to research, including plagiarism and provide guidance on maintaining academic integrity during research;

(g)   maintain contact through regular personal supervision in arrangements agreed with the student (which may include videoconferencing), at intervals of not less than two weeks during term times in the first year of study, and provide reasonable access for consultation at other times;

(h)   direct the student to undertake research training, attend taught courses, seminars, workshops and so on as necessary;

(i)   request written work as appropriate and return it with constructive criticism and in good time;

(j)   give detailed advice on completion dates of successive stages of the work, including the transfer from MPhil to PhD, so that the whole may be submitted within the scheduled time;

(k)   arrange for the student to present work to staff/graduate seminars;

(l)   keep records of meetings with students and record any recommendation made;

(m) write formal reports on the progress of the work, normally at least twice a year.These reports to be considered by the appropriate Research Degrees Committee within the prescribed progress review procedures and to be kept in the student's record;

(n) record milestones achieved, such as transfer from MPhil to PhD, such reports to bekept in the student' record and arrange for the necessary administrative steps to be taken and ensure the student receives any help necessary.

The student's institute is responsible through the RDC and by other appropriate means, for ensuring that appropriate administrative procedures are followed, including the maintenance of records of meetings (of the RDC or of other bodies or persons in the institute if appropriate) and reports concerning progress of MPhil and PhD students.

PhD Supervision

Supervisory Arrangements: The Research Degrees Committee (RDC)

The student's institute is responsible through the relevant Research Degrees Committee (RDC) and by other appropriate means, for ensuring that appropriate administrative procedures are followed, including the maintenance of records of meetings (of the RDC or of other bodies or persons in the institute if appropriate) and reports concerning progress of MPhil and PhD students.

The supervisors for each student will be appointed by the institute where the student is registered, by decision of each RDC. Only in exceptional circumstances will a student be assigned to a single supervisor. A team of at least two supervisors will be appointed; the main supervisor must be appointed before the student registers; the co-supervisor(s) may be appointed after registration, but within the first term of study. Monitoring and review will thus be undertaken by a supervisory team of academics with defined responsibilities.

In order to be eligible for appointment as a main supervisor, staff must be:

• academic staff members in the institute with appropriate knowledge and experience. Part-time academic staff must have a contract of employment at the institute for not less than two days per week and for a period extending at least three years from the student's registration date

• ideally to have supervised a UoL degree through to completion. It is possible for less experienced staff to supervise provided that they are supported in doing so by a more experienced supervisor and that they have completed the supervisor training course

• Research fellows with appropriate knowledge and experience, on Academic-Related Research Staff grades – subject to terms of their appointment, and under similar conditions as for part- time academic staff above

Supervisor roles

The School will encourage its new, less experienced supervisors and those not holding a PhD to develop competence through appropriate training and mentoring. New School supervisors who have not yet supervised a thesis to successful completion may not act as sole supervisors. They should instead co-supervise with more experienced supervisors. All staff who have not supervised a thesis to completion are required to complete supervisor training in order to be eligible to supervise.

The School will encourage the continuing enhancement of relevant skills among all its academic staff engaged in supervision. Experienced School supervisors should aim to engage, once a year, in an activity which enables them to reflect on and develop their supervisory practice.This activity may take the form of informal, short, issue-focused sessions, as required.

The Supervisor of Record will usually be the Director, or another member of the academic staff of the institute with appropriate seniority and experience. The Supervisor of Record has formal responsibility for students registered in the institute in particular to ensure that students are properlysupervised, that appropriate records are kept and that proper reporting is made within the institute, the School and beyond.

The Supervisor of Record may also be the main supervisor or co-supervisor of particular students in the institute. Where a student's main supervisor does not have an appropriate position in the institute (e.g. if he or she is not a full-time member of the institute's staff) the Supervisor of Record will be part of that student's supervisory team and therefore will be one of the named supervisors for the student.

Main Supervisor

The Main Supervisor is formally responsible for supervision of the student, with primary responsibility for the student's academic progress. The main supervisor will be the normal point of contact for the student. In the case of interdisciplinary studies, two supervisors may have academic input. However, one must always be assigned as Main Supervisor and thus main point of contact for the student.

A main supervisor should normally be appointed from within the School. In the unusual circumstances that a main supervisor is appointed from outside the School, this should be under a contractual relationship, affording the necessary degree of academic and administrative control. In such circumstances, the external supervisor should be furnished with all relevant documentation relating to the programme, the School and University of London regulations. Further, in these circumstances, the role of the Supervisor of Record assumes prominence.

In order to be eligible for appointment as a main supervisor, staff must have undertaken University of London supervisor training and be:

(a) Academic staff in the institute with appropriate knowledge and experience. Part-time academic staff must have a contract of employment at the institute for not less than two days per week and for a period extending at least three years from the student's registration date:

(b) Research fellows with appropriate knowledge and experience, on Academic-Related Research Staff grades – subject to terms of their appointment, and under similar conditions as for part-time academic staff above.

Whenever possible, the appointed supervisors will see the student through to completion. If the main supervisor moves to another institution (a) supervision may be transferred to another member of staff in the original institute, or (b) the student may continue to be registered at the institute, with a member of the academic staff of the institute appointed as main supervisor and the original supervisor as co-supervisor, or (c) the student may, subject to the agreement of all parties, be transferred to the supervisor's new institution. If the supervisor retires, or his/her fixed term contract expires, the same provisions should apply – except that option (c) may not be available.

The School recommends that no supervisor should be supervising more than 8 full time students at any one time as main supervisor.

Co-supervisor

A co-supervisor is appointed to provide particular expertise, or to support the main supervisor in other defined ways. Co-supervision allows the formal involvement of academics from Colleges and from outside the University. The proportional responsibilities of main supervisor and co-supervisor will vary according to the requirements of each case but must be made clear to the student at the outset.
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In order to be eligible for appointment as a co-supervisor, individuals must either:

• meet the conditions described above for main supervisor or should be;
• academic staff and research fellows in Colleges of the University or other HEI, subject to satisfactory contractual agreement;
• suitable persons employed in 'academic-related' trades and professions – e.g. British Library, British Museum, the Bar and independent researchers/scholars, subject to satisfactory contractual arrangements and formal safeguards for continuity of supervision (see above);
• academic staff and research fellows in the institute who have sufficient experience to be appointed as main supervisors.

Frequency of supervision

It is expected that in the first year students should meet they main supervisor at least once a fortnight during term time. In subsequent years they should meet at least every four to six weeks. It is recognised that face-to-face meetings are not always possible, and occasional personal contacts (such as videoconferencing or telephone) may be sufficient.

These meetings should normally be based upon the prior submission of written work and will be concerned primarily with discussion of that work as well as with general issues of progress and direction. Feedback to research students on work submitted should be provided in as timely a manner as possible and normally within 21 calendar days

Supervisory Meeting Record

A record of supervisory meetings should be completed by the student. This is to provide a record and stimulus for regular discussion of the student's progress and development. It also demonstrates academic progress where it is necessary to do so for Visa purposes. A copy of this form is available online here and also on page 48 of this handbook.

Progress Reports

The Research Degrees Committee considers a minimum of twice a year the progress being made by research students, to ensure that students are making good progress in their studies, and to identify any problems being encountered. This responsibility should be taken very seriously. **Academic staff are required to submit their elements of the progress reports when requested.**

Progress reports are the main source of evidence for monitoring progress. The submission of these reports is a mandatory requirement, as part of the degree. For students in the UK on a student visa non-completion of research progress reports will be classed as a missed contact after 2 missed reports and support for visa's will be in jeopardy.

The form can be found available online here and also on page 50 of this handbook.

Note for the academic year 23/24 reports will need to be uploaded to the new Research Management module. Full instructions and training will be given.

Safety, Risk Assessment and Research Ethics

The School of Advanced Study expects students undertaking a research degree to comply with the research ethics policy and submit an assessment form to the research office some time during their first year. The School has prepared a training module which is compulsory watching prior to commencing research. See here for the link:

Please ensure that ethics forms part of your early discussion. Failure to do so may delay the student starting their fieldwork particularly where 'live' data are being used.

The relevant forms can be found here: http://www.sas.ac.uk/research/research-ethics

Supervisors' are required to ensure that <u>all</u> students self-assess their research within the first year of registration. Failure to submit and receive an ethics compliance number from the research office could mean that the student is prevented from submitting their thesis.

New Policy – Late and Lone working

The University operates a late and lone working policy which has applicability to our student body. A risk assessment should be undertaken before allowing students to enter private residences to access research collections or remote locations. Supervisors are reminded that lone females are particularly at risk. A copy of the policy and the risk assessment sheet can be found here: Student Late and Lone Study Procedure April 2022.pdf (sas.ac.uk)

Safeguarding

The University of London has a diverse staff, student and visitor population and provides predominantly an adult learning environment. There are circumstances when children, young people and adults at risk may interact with staff and students of the University in the course of its activities. These include, but are not limited to:

- teaching, supervision and support of students including use of libraries
- summer schools, school visits, and other activities
- outreach or widening participation activities taking place on or off campus
- student accommodation
- research activities
- public events and conferences
- placements and other professional activities
- field trips, excursions and other volunteering activities

Types of situations from which children, young people and adults at risk should be safeguarded include, but are not limited to, the following:

- financial exploitation
- sexual harassment, abuse or exploitation
- physical, emotional, psychological abuse
- recruitment to radical extremist organisations
- enticement into illegal activities
- domestic violence
- cyber abuse
- modern day slavery
- bullying or harassment
- forced marriage
- female genital mutilation
- discrimination

Identifying abuse or exploitation can be difficult, but there are a number of ways in which this might become apparent:

- disclosure of the abuse – self disclosure or disclosure by a third party. This might be full disclosure or that which raises suspicions of abuse
- signs of abuse, including physical injury for which there appears to be no satisfactory explanation
- particular behaviour that leads to a suspicion that someone is being or has been abused or exploited

It is not a staff member's responsibility to decide whether a child, young person or adult at risk has been abused or harmed or subjected to abuse or harm, only to raise concerns that they may have.

The safeguarding procedure is to be followed whenever a concern is raised or a disclosure made that a child, young person or adult at risk may be a victim of abuse or exploitation. It should not be used if someone is in immediate danger, when the emergency services should be called.

Where any member of the University becomes aware of a possible safeguarding concern or receives a disclosure or an allegation they should:

i)   contact the relevant Safeguarding Officer (Elaine Walters) without delay and send them the written report;

ii)   make a written report of all the relevant details: name, student number (if relevant), detail(s) of the person raising the concern, reasons for the cause for concern including any specific incidents, actions or observations.   The whole policy and the report form can be found here: UOL Safeguarding Policy FINAL.docx (sharepoint.com)

Research Training

In the course of researching and writing the PhD students will acquire many of the skills that are essential to being a successful humanities researcher. Some techniques and approaches, though, are more quickly and effectively learnt through specialised research training. SAS students are expected to undertake approximately 30 days of training over the course of their programme to entrench their skills, develop their capacities and equip them with the rounded proficiencies required of a researcher in their discipline. SAS and many of the institutes provide extensive programmes of training in skills for researchers, taught as courses and workshops of varying lengths over the course of the academic year. These include specialised and discipline-specific training (for instance in medieval palaeography or conducting fieldwork in indigenous communities) but also more generic, transferable skills such as archival research, modern languages, digital techniques or project management. There is more information on accessing this training below in the section 'Training Resources within SAS'.

Besides these resources within the School itself, SAS is a member of the Bloomsbury Postgraduate Skills Network (BPSN), a shared skills training programme that enables research students in participating institutions to attend training sessions at other member institutions, including UCL, King's, Birkbeck and SOAS. SAS students are encouraged to take advantage of the free training available via BPSN.

Many other sources of training for researchers are available from other providers and agencies, often for free or comparatively cheaply. At an early stage of the research project students should discuss with their supervisors the skills that will be required and develop a strategy for acquiring them. This strategy should be revisited, reviewed and developed as necessary as the degree proceeds. The School asks that a log be maintained of all formal or informal training undertaken during the period of the research programme. This may include but is not limited to:

- Training courses or sessions attended or completed online. Please include personal development training (e.g. 'how to write an academic cv'), as well as discipline-specific training, or language or IT training.

- Other skills development. Examples include delivering a paper at a seminar, organizing an event, attending a conference.

When students submit their twice-yearly progress reports for consideration by the Joint Research Degrees Committee (see above) they will be asked to include descriptions of all training undertaken during the period in question.

Training Resources within SAS

The SAS Doctoral Centre is responsible for an extensive programme of research training taught in live or recorded sessions by the staff of the School and available to all our students. In 2023-24 it is expected that training will be entirely conducted online but as Covid restrictions are lifted some sessions may be available face-to-face; you will be notified if this is the case. The programme this year will include (but is not restricted to) the following subjects.

How to do your Research Project: Project Management and Study Skills/ Introduction to Fieldwork/ Using Social Media/ Effective Literature Reviews/ Zotero/ Methodology, Theory, and Research Design Frames/ Getting Research Published/ Data Collection Tools/ Turning the PhD into a Book/ Concepts of Digital Humanities x 2 (Terms 1 & 2)/ Academic Practice and Ethics/ EndNote/ Starting Writing/ Presentation Skills/ Conducting Interviews: Oral History/ Working in Archives/ Designing a Presentation/ The PhD Viva/ What is Copyright?/ Academic Writing and Creativity/ Applying for Research Funding/ Writing an Introduction/ Online Research Methods/ Writing the Main Body of Your Work/ Applying for Academic Jobs/ Writing Conclusions/ Revising your Work/ Footnotes/ Introduction to Public Engagement/ Writing for Different Audiences: Academic Blogging and Other Formats/ Public Speaking/ Research as Storytelling: Retelling your Research in Different Ways/ Writing (Skills) Workshop/ Researching Multilingually: Possibilities and Complexities/ Teaching Skills for the PhD Student

Full details of the programme are at: https://www.sas.ac.uk/current-students/student-services/research- training.

In addition, the Doctoral Centre maintains a number of short online tutorials on subjects such as online research methods, digital skills and using Turnitin; these are available via the courses section of Study Online.

Many of the institutes provide specialised research training in subjects and techniques specific to their discipline. These will be described in the 'Research Training' section of their respective websites; enquire with your institute if you would like to take part in any of them.

Academic Writing Skills
The School's Doctoral Centre provides a range of training opportunities to help research and masters students adjust to the demands of academic writing in the UK Higher Education context. The annual SAS research training programme includes a series of sessions focused on academic writing, covering subjects such as writing introductions and conclusions, revising and reviewing your work, writing for different audiences, and footnotes and referencing software.

In addition, Dr Matthew Coneys – an experienced academic writer, editor and tutor – offers one-to-one and small-group tutorials for SAS students in which students can discuss any aspects of their academic writing. Topics typically discussed including difficulties structuring an argument, difficulties with planning and editing a long piece of writing, issues with grammar and sentence structure, and questions of style and writing convention in UK academia. All group and individual sessions are free of charge, and registration and booking details will be sent to all SAS students at the start of the academic year.

Study Online – our Virtual Learning Environment for SAS students – also hosts the online course "A Practical Guide to Projects and Dissertations" designed by the University's Centre for Distance Education and targeted in particular at Masters students planning their dissertations.

External online research training

A multiplicity of online research training is available elsewhere:

☐ [Vitae](#) is a national organisation that exists to 'realise the potential of researchers' and offers lots of online advice and guidance, plus occasional face-to-face training opportunities, to researchers at all levels. There is a particular emphasis on employability and careers, which you might find helpful;

☐ Birkbeck offers [online training](#) and its packages on [research ethics](#), for instance, are especially helpful.

Timetable for PhD

It is difficult to set out a fixed timetable for PhD work as there are many variations but, however it is structured, it is essential that some planned programme of work be followed. The School and Institute will impose certain formal milestones.

The School strongly advises students to plan for completion of the PhD by the end of the second year or the equivalent in part-time study.

Year 1

- Progression at the end of before the end of Year 1

- In order to progress to a second year of study, students will be required, to submit to their supervisor(s) before the end of year 1, a portfolio of work including:

- a substantial piece of written work based on original research and at least equivalent to a chapter in length;

- a brief outline of the whole thesis, a preliminary bibliography, evidence of research or technical skills development or research methods training course undertaken.

The work submitted must demonstrate the student meets the following criteria:

- commitment to pursuing research at SAS leading to the PhD degree;

- satisfactory participation in relevant research or technical skills development or research methods training courses;

- that the student has identified and can describe the key questions to be addressed by the thesis;

- that the student has identified the most important secondary literature bearing upon the questions addressed.

Furthermore the assessors will expect to find evidence of the student's ability:

- to engage critically with a range of primary sources and to provide an independent interpretation of them;

- to synthesise information and demonstrate that it provides context for the study;

- to organise arguments and ideas in a logical fashion.

Having considered the written work, the supervisor(s) may recommend:

- that the student progress to year 2;

- that the student's registration be terminated;

- deferral of a decision for an agreed period, up to a maximum of six months, to allow the student time to rectify problems identified by supervisor(s).

- Deferral of a decision may only take place once per candidate.

- The supervisory recommendation is then submitted to the RDC of the institute for consideration. All recommendations are subject to the approval of the institute's RDC and the usual academic appeals processes of the University of London.

Year 2

- Upgrade from MPhil to PhD before the end of Year 2

If the student is considered to have progressed quickly enough by the end of year 1, the upgrade procedure may replace the year 1 to year 2 progression procedure described above. Normally, however, at some point between the end of year 1 and the end of year 2, a student is required to upgrade.

The upgrading procedure provides a valuable opportunity:

(i) To consider whether the student is working to a standard and a pace that can reasonably be expected having completed 12-24 months of a full-time programme (or equivalent) and whether the written submission and response at the meeting of the Upgrade panel provides evidence that the student has the potential to complete a successful thesis within the normal maximum period of registration.

(ii) To provide constructive feedback on the student's work from academic experts;

(iii) To make suggestions in respect of the further development of the research project.

The work submitted must demonstrate the following:

- Satisfactory progress in the work so far

- Satisfactory technical and generic skills development

- Formulation of a viable plan for completion of the work within the normal time-frame of the PhD programme

- Consideration of the ethical dimensions of the project, and application for ethics approval from the Research Ethics Committee

- a familiarity with appropriate research methods and approaches to the topic.

- that the approaches, methods and theoretical framework to be applied have been identified and explained;

- that the student is thinking critically and analytically not merely descriptively;

- that the student has developed a comprehensive intellectual and practical plan for completion of the thesis.

Furthermore, the assessors will expect to find evidence of the student's ability:

- To identify, understand and engage critically with relevant research literature

- To formulate clear and cogent lines of argument

- To articulate a coherent research focus;

- To adhere a coherent research focus

- To adhere to a high standard of presentation in written style and in accurate and consistent referencing

- To make a distinctive and original contribution to knowledge or understanding of the field in question.

In order to upgrade from MPhil to PhD, students are required to submit:

a) a substantial portion of the draft thesis (usually a chapter of at least 10,000 words) demonstrating capacity for PhD level writing and research

b) A thesis outline setting out the research question or questions to be addressed. Whilst the exact nature of the information provided will depend on discipline, it should typically cover at least the following elements (not necessarily as discrete items

c) An introduction giving the context of the work;

d) A literature review

e) A research question and hypothesis

f) A section on methodology;

This written material will form the basis of discussion for the examination conducted by the upgrade panel.

The composition of the upgrade panel should be as follows:

- an external assessor (drawn from outside the School; assessors from the University of London colleges are acceptable);

- an assessor from the School (who may if necessary, be drawn from the same institute as the student, but who must not have had any previous association with the project; for instance as a secondary supervisor);

- the student's supervisor(s).

Both of the appointed assessors should have a broad understanding of the topic, but it is only necessary that the external assessor be a subject specialist.

Additional examiners or, if it is felt necessary, an independent chair may be appointed by prior arrangement with the chair of the institute's RDC. If an independent chair is appointed their role is identical to that described below (4.142) for the final viva.

Upgrade examiners are not permitted to serve as final examiners. If it intended that a particular scholar should serve as a final examiner of the thesis. That person should not be put forward as an examiner for upgrade.

- The Upgrade Panel will meet to exchange and read written reports and to determine the order and line of questioning. The Candidate will participate in the meeting to discuss the work submitted and to respond to Panel questions.

Year 3
- Final year of research
- Final assessment - Full thesis to be bound and sent into registry and a viva voce examination

Continuation (Year 4) – *subject to successful application to the RDC*
- Final year if needed. Often called 'Writing Up Year'
- Specific criteria needs to be met to enter this stage.

Progression Form

All students are required to complete a Progression Assessment Form and submit this to the supervisor along with their written work. The form can be found available online here. Once the assessment has taken place supervisors should forward a copy of the form to research.degrees@sas.ac.uk.

Upgrade Panel Meetings – to be arranged by supervisory staff. Administrative staff can book rooms but the contact with potential members of the panel must be made by academic staff

1. Panel convenes with external and internal assessors to exchange and read written reports and to determine the order and line of questioning. Reports are not circulated to Panel members before the meeting.

2. Candidate joins the meeting to discuss the work submitted and respond to Panel   questions.

3. Candidate withdraws and Panel determines its decision for report to the Research DegreesCommittee (RDC)/Higher Degrees Committee (HDC).

4. The Panel provides an agreed written report after the meeting for submission to the RDC/HDC which will include all individual assessors' reports as an appendix.

The composition of the upgrade panel should be as follows:

1. an external assessor (drawn from outside the School; assessors from the University of London colleges are acceptable);

2. an assessor from the School (who may if necessary, be drawn from the same institute as the student, but who must not have had any previous association with the project; for instance as a secondary supervisor);

3. the student's supervisor(s).

Both of the appointed assessors should have a broad understanding of the topic, but it is only necessary that the external assessor be a subject specialist.

Additional examiners or, if it is felt necessary, an independent chair may be appointed by prior arrangement with the chair of the institute's RDC. If an independent chair is appointed their role is identical to that described below ( ) for the final viva.

Upgrade examiners are not permitted to serve as final examiners. If it intended that a particular scholar should serve as a final examiner of the thesis. That person should not be put forward as an examiner for upgrade.

Having considered the written work and performance at interview, the upgrade panel may recommend toan Institute's RDC:

- that the student be upgraded to PhD registration;

- that the student should be advised to proceed towards a less substantial thesis for the degree ofMPhil;

- that the student should be allowed to reapply for upgrading, within a specified period (not more thannine months), to allow time to rectify problems identified by the panel. Reapplication for an upgrade decision may only take place once.

The upgrade panel's recommendation is then submitted to the RDC of the Institute for consideration. All recommendations are subject to the approval of the RDC of the Institute and the usual Academic Appeals processes of the University of London.

Deferral of the upgrade procedure may be made for six months in exceptional cases (for example, ifstudents are away for long periods of fieldwork).

In exceptional cases, the upgrade process may allow the student to submit written work (as specified above) to an upgrade panel without the accompanying interview. In these cases, the panel recommendation, once it has been endorsed by the Institute's RDC, must be considered by the AQSC, accompanied by

(a) a statement from the supervisor(s) as to why an upgrade interview is not necessary and

(b) approval from the RDC of this exemption

Upgrade Form

Students' will need to complete an Upgrade Assessment Form and submit this to the upgrade panel along with their written work. The form can be found available online here. Once the assessment has taken place your supervisor should forward a copy of the form to research.degrees@sas.ac.uk.

Academic Offences

Plagiarism - All assessed work submitted in connection with the research degree must be the students own work and expressed in their own words. Plagiarism – i.e. the presentation of another person's thoughts, words or experimental results as if they were your own – **must** be avoided. Students are provided with fairly extensive guidance on plagiarism but the Supervisor should be aware of their potential for plagiarism at the start of the student's journey. All cases of plagiarism will be treated very seriously.

Currently there is no requirement to submit the thesis through Turnitin before formal submission, however, examiners may use Turnitin or similar plagiarism detection software at their discretion if there is any suspicion of plagiarism. If plagiarism is detected it will be immediately referred to the Registry.

Students may have to re-submit their work or at worst it may affect continued registration. The School has an obligation to inform funding bodies where academic misconduct has been found.

Student Status

Please note the following student status categories for students who are absent from the School or writing up their thesis. It is very important that students are registered in the correct category as there are implications for fee liability and completion timetables. The Registry will **only** accept changes in status which are notified by the completion and approval of the correct forms. Retrospective applications will not be accepted. Completed forms should be sent to sas.registry@sas.ac.uk. Academic staff must notify Registry when they have agreed a change of status with a student and are advised to check it is permissible first.

Writing up status

Writing up' refers to the stage of the thesis (normally beyond three years' full time work; six years' part-time) when no new evidence is being gathered and students are close to completion of writing up their research, referencing etc. If required minimum period of study has been completed (2 years); and all evidence has been gathered then the student can apply to transfer to 'writing up status'. **No student can transfer to writing up without having first upgraded.**

The student must be in a position to be able to submit their thesis for examination within 12 months. This means that for the following 12 months (for both full time and part-time students). Students remain eligible for supervision and can use the normal School facilities for a reduced fee. This fee is called 'PhD Writing Up Fee' and the current rate can be found here. **Only in exceptional circumstances will a student be eligible for a second year of writing up.**

Supervisors are required to check student status with registry before agreeing that their students can move to 'writing up' status. Allowing students to move to 'writing up' for financial reasons is not permitted.

To move to writing up students, an application should be submitted to the RDC meeting for review. The form can be found available online here. Once approved the change of status will become effective at the start of the next term.

Referencing

Please note that at the current time there is no definitive school guide to referencing. Institutes tend to advise on which method to use eg Harvard.

Completing the Thesis

Approximately six months before the student intends to submit their thesis, the supervisors should start to discuss submission and examination with their student and complete the Examination Entry forms.

Examination Entry Forms

Examination entry forms should be submitted at least **four months before** the date they intend to submit their thesis. This will help to prevent delays in the examination process. Once completed the forms should be submitted to the Research Degrees Officer in the Registry. These include:

- ☐ Examination Entry Form
- ☐ Reproduction of Thesis Form
- ☐ Description of Thesis Form

Two forms should be submitted when the final thesis is handed in, as follows:

- ☐ Word limit form
- ☐ Abstract form

Copies of these forms are available online here.

Number of viva attempts

Regulations allow a **maximum of twoattempts** at examination. More information is available in the Mitigating Circumstances Policy here

Appointment of Examiners and Independent Chair

The thesis will be examined by two examiners. One examiner will be external to the University of London, whilst the other will in most cases be from a member college of the federation. No person who has served as an upgrade examiner can serve as final examiner for the same thesis. An independent Chair will also be appointed.

All eligible supervisors are required to act as Chairs of vivas.

The main supervisor is required to nominate examiners by completing an Examiner Nomination form. CVs for both examiners should be attached to the form and should be submitted at least **four months before** the thesis submission date. Examiners must be agreed through the Chair of AQSC prior to agreement.

Again this will help to prevent delays in the examination process. Completed forms should be submitted to the Research Degrees Officer in the Registry.

Copies of these forms are available online here.

Thesis deposit

Once the examination is successfully completed, a final digital copy of the thesis should be deposited

uploaded to SAS Space. An additional hard copy can be made available to the candidates institute library but this is not compulsory.

Every candidate submitting a thesis must do so in accordance with the following instructions:

1. **Number of Copies**
   Two copies must be submitted to the School of Advanced Study (SAS) Registry, Ground Floor (South Block), Senate House. However, a candidate may be required to provide a third copy of their thesis if a third examiner is appointed, or at any stage in the examination process. To facilitate this, each candidate is required to bring one additional copy to the oral examination, paginated in the same way as the copies submitted to the University and adequately bound.

2. **Presentation**
   Theses must be presented in a permanent and legible form in typescript or print. Mathematical or similar formulas may be inserted neatly by hand. Photographic and other illustrations should be permanently mounted on A4 size paper and bound in with the thesis. In no circumstances should 'Sellotape' or similar materials be used for any purposes.

3. **Paper**
   A4 size paper (210 x 297 mm) should be used. Plain white paper must be used, of good quality and of sufficient opacity for normal reading. Only one side of the paper may be used. [See also No.11 below].

4. **Layout**
   Margins at the binding edge must not be less than 40mm (1.5 inches) and other margins not less than 20mm (0.75 inches). Double or one-and-a-half spacing should be used in typescripts, except for indented quotations or footnotes where single spacing may be used.

5. **Pagination**
   All pages must be numbered in one continuous sequence, i.e. from the title page of the first volume to the last page of type, in Arabic numerals from 1 onwards. This sequence must include everything bound in the volume, including maps, diagrams, blank pages, etc. Any material which cannot be bound in with the text must be placed in a pocket inside or attached to the back cover or in a rigid container similar in format to the bound thesis (see also No.9 below).

6. **Title Page**
   The title page must bear the officially-approved title of the thesis, the candidate's full name as registered, and the name of the Institute at which the candidate was registered and the degree for which it is submitted.

   The title page should be followed by a signed and dated declaration as follows:
   'I confirm that the work presented in this thesis is my own and that the thesis
   presented is the one upon which I expect to be examined.'

7. **Abstract**

The signed declaration should be followed by an abstract consisting of no more than 750 words. An extra copy of the abstract typed on the special form provided with the entry form, is required for publication in the ASLIB *Index of Theses.* This should be submitted to the Registry at the same time as the thesis.

8. **Table of Contents**

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

9. **Illustrative material**

Illustrative material may be submitted in an appropriate digital format on a **clearly labelled** USB drive and should be listed in the table of contents. Material that cannot be stored on a USB drive may be submitted in other formats at the discretion of the Registry. Enquiries should be made well in advance of the submission of the thesis to research.degrees@sas.ac.uk.

Any material which cannot be bound in with the text must be placed either in a pocket inside or attached to the back cover or in a rigid container similar in format to the bound thesis. If it is separate from the bound volume it must be clearly labelled with the same information as on the title-page (see No.6 above).

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

10. **Binding – FINAL VERSION**

Hard copies of theses are not compulsory however if bound copies are deposited the thesis should be:

- covered in medium blue cloth (e.g. water-resistant material);
- lettered in gold up the spine with Degree, Year, and Surname and Initials in the same formas the School records, with letters 16 or 18 points (.25 inch).

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

The University will not issue the result of the examination to successful candidates until it has received a final copy and the examiners have confirmed that any amendments to the thesis required by them have been made.

Binders

Addresses of binders are available online here.

The Viva Voce Examination

Supervisors will arrange the date of the viva. It normally takes place within two or three months of thesis submission although the wait can be considerably longer depending on the availability of the examiners and their other commitments. After the viva, the examiners will complete a joint report and will make a recommendation. Their decision will normally be communicated to the student with4 weeks of the viva taking place.

The possible recommendations could be:

Recommendation	What you need to do
Pass - immediate award of the degree without any changes being made to the thesis	No further work needed
Pass with minor corrections (3 months) - award of the degree subjectto minor amendments	Amendments to be made and submitted within three months to the examiner designated to check corrections.
Pass with major corrections (6 months) - award of the degree subjectto minor amendments	Amendments to be made and submitted within six months to the designated examiner.
Referral (18 months) - revision of the thesis and a requirement to resubmit	Requirement to rewrite substantial partsof the thesis and the revisions needed are not minor. Revised thesis to be submitted with eighteen months
MPhil - award of a lower degree, with or without minor amendments	Amendments need to be made as required for submission for lower degreewithin three months
MPhil (12 months) - award of a lower degree, with revision of the thesis and a requirement to resubmit	You are required to rewrite substantial parts of the thesis and the revisions needed are not minor. Revised thesis tobe submitted within twelve months for alower degree
Fail - Thesis failed with no right of resubmission	

The viva can take place online or on campus. The QAF contains some important principles for running an online viva which should be adhered to. (QAF, 4.53)

PhD by Publication

Doctor of Philosophy by Publication

1. The award of Doctor of Philosophy by Publication is designed for individuals with an existing portfolio of published work (not more than 10 years old) addressing a central research question.

2. The minimum period of study shall be six months of full-time study or the part-time equivalent. Submissions will normally take place within twelve months of registration.

3. Assessment for the award shall in all cases be by submission of a portfolio, a critical appraisal and an oral examination, which shall be conducted in English. The work shall be equivalent to that expected of a standard Doctor or Philosophy in that the thesis/critical appraisal shall:

    3.1 form a distinct contribution to the knowledge of the subject and afford evidence of originality by the discovery of new fact and/or by the exercise of independent critical power;

    3.2 be an integrated whole and present a coherent argument;

3.3 be written in English and the literary presentation shall be satisfactory, although the College/School of Advanced Study at which the candidate is or will be registered may permit on an exceptional basis only a thesis/critical appraisal in the field of modern foreign languages and literatures only to be written in the language of study; in such cases the thesis/critical appraisal shall include additionally a submission of between 10,000 and 20,000 words which shall be written in English and shall summarise the main arguments of the thesis;

3.4 include a full bibliography and references;

3.5 demonstrate research skills relevant to the thesis/critical appraisal and portfolio being presented

4. The **portfolio** shall consist of peer verified outputs which are in the public domain and /or published research which must constitute a substantial and coherent body of work which is comparable to the extent of work required of a standard PhD programme and which demonstrates a significant contribution made to the field.

5. The number of publications will depend on both the academic area and the type of publication included in the submission.

6. Where the candidate is not the first author in co-authored papers and there is no published statement as to the contribution of each author, the extent of their contribution should normally be certified by at least one co –author.

7. The majority of publications should have been published, but it will be possible to include some publications which are in press or which have been accepted for publication.

8. Publications should not have been included in the submission for another research degree.

9. Publications should demonstrate that the quality, extent and level of research undertaken is at least equivalent to that expected of a traditional PhD student who has reached end of writing up.

10. The critical appraisal shall consist of 10,000 – 15,000 words demonstrating how the outputs form a coherent body of work, demonstrate methodological and conceptual rigour, articulate the contribution to the field and clarify the individual contribution made in cases where the work has been co-authored.

   10.1 The examiners for the PhD by Publication will additionally:

      10.1.1 Evaluate the intellectual merit of the candidate's cited published work;

      10.1.2 Establish if a satisfactory case is made for coherence between the publications/outputs;

      10.1.3 Assess the contribution to knowledge represented by the publications and made apparent in any critical appraisal;

      10.1.4 Evaluate the rigour with which the candidate has contextualised and analysed his/her publications in the critical appraisal;

      10.1.5 Evaluate the appropriateness of the methods employed in the research and suitability of the application;

      10.1.6 Assess the candidate's contribution to the various phases of the research embodied in multi-authored works;

      10.1.7 Establish the candidate's ownership of the published work and appreciation of the state of knowledge within the candidate's research area;

Assess the candidate's research skills in terms of his/her potential as a

continuing independent researcher.

For academic year 23/24 the University has established Research degrees by Practice piloting this initiative initially in Digital Humanities.

The details of the degree are as follows:

A practice- based research degree is characterised by the sustained, rigorous and critical investigation of a defined subject, by the openness of the research methods and results to evaluation by others, and by the contribution to public knowledge and understanding of its outcome. When creative work forms a significant part of the research programme, references to the 'thesis' are understood to mean the totality of the submission for the degree, which will include the creative work and/or documentation of the creative work, and the written text

The relationship between the creative and critical work is critical and will involve:

- writing a critical reflection on the creative work and the process of generating it;

- critically engaging with the work of related technicians or other practitioners;

- forwarding practical and/or theoretical lines of inquiry initiated by the creative practice.

The creative work must be undertaken as part of the registered research programme, not before

The relationship of the reflective commentary to other forms of material submitted needs to be clearly articulated so that the work forms a single coherent body of work.

The written component will contribute one third of the credit and be 30,000 words.   The creative component – in this case the digital output, will be worth 2/3 of the whole award.

Each creative output submission must be accompanied by a written annotation by the practitioner to contextualise the work as a creative research output. The student must:

clearly articulate the role and purpose of the practice within the overall research project;

identify how the creative/practical work is likely to be included in the final submission and how this will be presented eg event, exhibition, and documented for final examination;;

identify which research methods have informed their work and present the contexts (both historical and/or theoretical) in which they are working;

offer reflection on the development of their practice, with an emphasis on what can be communicated to others (i.e. as a contribution to new knowledge in the field).

The creative output must demonstrate:

scholarly rigour and complexity of the process.

new research insight, creative originality and competent academic contribution that is contextually situated within the field.

Progression criteria

In order to progress to a second year of study students will be required by the end of the first year to submit a portfolio of work as follows:

An initial commentary of up to 2,000 words setting out the following:

An overview of the output - A brief introduction to the creation and the research context behind it.

A clear definition of the Key Research Questions.

The primary objective or aim of the study and/or creation.

An explanation of the creative research methodology, including the conceptual and scholarly framework in which it should be heard and/or viewed.

A brief outline of the whole thesis, a preliminary bibliography, evidence of research or technical skills development or research methods training course undertaken, any ethical considerations.

Proposals for upgrade

The student is required to submit:

1) Thesis abstract (300 words)

2) Case for upgrade (maximum 5000 words excluding the bibliography), with:

a. An introduction to the research including:

    i.   The context for the wider field

    ii.   Approaches of complementary disciplines (as appropriate)

    iii.   Potential for impact

b. A high-quality critical review of the literature

    i.   Exhibiting good coverage of the research field

    ii.   Identifying research gaps/opportunities

c. Clear research aims, objectives and research questions

    i.   Their relation to the literature and identified gaps should be clear and well defined to set the scope of the work as appropriate for PhD study

d. Initial results

    i.   Display significant progress

    ii.   Employ appropriate self-critique

    iii.   Address errors and uncertainty

    iv.   Interpretation and appropriate conclusions drawn

    v.   Locate the output within the discipline and demonstrate the contribution to new knowledge

e. A bibliography

    i.   Thesis Outline: a chapter-by-chapter outline of the thesis, with a paragraph of explanation on each chapter.

    ii.   Work plan for timely completion of the PhD.

    iii.   A demonstration or presentation of the creative output in development.

Examination

As well as the regulations outlined in para the viva will include a demonstration/presentation element as well as viva voce of written element as per UoL guidelines.

Examiners will need to have had advanced access to the creative output submitted/viewable in some form in advance of the viva.

The thesis will reflect a coherent research process; demonstrate a critical appreciation of the context of the research, its relationship to existing literature/practices and received opinion and show that the research has produced an original contribution to knowledge. The relationship of the reflective commentary to the other forms of material submitted needs to be clearly articulated so that the work forms a single coherent body of work.

The final submission must be accompanied, where appropriate, by an archival record (such as film, photographic record, diagrammatic representation or digital storage medium etc) of the candidate's practice. Such a record must be in a standard retrievable form that has been agreed with the Chair to AQSC.

Outputs from the project should also be made publicly available where possible, for example code may be published via the School's GitHub repository and data via an open repository such as Zenodo. Alternatively/additionally, students might share non-textual outputs of the their project via a personal website.

The date of the ceremony for students graduating in 2023 is 8 February 2024. Detailed information is sent to students following successful completion of the examination.

Supervisory Meeting Record

https://www.sas.ac.uk/current-students/student-services/student-forms-policies-and-documents

Name of Student		Name of Supervisor/s	
Date and Time		**Meeting Format** *(delete as appropriate)*	Face-to-Face / Phone / Email

Review of actions from the last supervisory meeting

Topics for Discussion

Skills Development Needs Identified

Actions set for the next meeting

Date of Next Meeting		Work Submission Date (if applicable)	
Signature of Student			
Signature/s of Supervisor/s			

All research students are required to maintain a record of supervisory meetings by completing this form. This is to provide a record and stimulus for regular discussion of the student's progress and development. The expectation is that, in their first year, students should meet one of their supervisory team at least once a fortnight during term time, and at least every four to six weeks thereafter. It is recognised that face-to-face meetings are not always possible, and occasional personal contacts (such as videoconferencing or telephone) may be sufficient.

Completing this form

Students should complete this form after each supervisory meeting and send it to the supervisor present for their sign off. A signed copy of the form should be sent to SAS Registry at research.degrees@sas.ac.uk. A copy should also be kept by both the supervisor and the student.

During 23/24 the school will be introducing a research student management system and progress will be logged directly onto the system. Instructions on the systems use will be made available in due course.

Research Student Progress Report
https://www.sas.ac.uk/current-students/student-services/student-forms-policies-and-documents

How to complete this form

Students should complete Parts 1, 2 and 3 and email the completed form to SAS Registry.

Supervisors should complete Part 4 and email the form to SAS Registry:

The answer boxes should be expanded as necessary.

For submission to the Research Degrees Committee

Part 1: Student Details
to be completed by student

Your name	
Main supervisor	
Additional supervisor(s)	
Research title (title or working title of thesis):	
Date of first registration as a research student at the Institute (month/year):	
MPhil / PhD status:	
Part-time or full-time:	
Writing up status? y/n	
Home, EU or Overseas:	
If Overseas, please give current visa expiry date:	
Expected completion date	

Student's Progress Report

Part 2: *Self-assessment of progress*
(to be completed by student)

2.1   In the space below, please assess your progress in the last 6 months. Your assessment should cover the following bullet points, but please add more information if you wish:

- List the number of chapters you have drafted/completed;
- Give a brief account of any fieldwork you have undertaken;
- Summarise any primary and secondary sources you have consulted;
- Briefly note any problems you have encountered since you last reported – for instance, difficulties with access to material, with writing, with organizing your material, etc);
- Note the steps that you have taken to overcome these difficulties;
- Give a brief overall assessment of your progress.

Supervision and training

to be completed by student

2.2   Please list the supervisory meetings you have had in the last 6months, giving their dates, and the main discussion points to emerge. [*Please note that you are strongly advised to make a brief note after each supervisory meeting, noting especially the targets you are set. It is good practice to then email this to your supervisor(s), to ensure that you both have a clear record*.]

2.3   Over the course of a doctoral programme, a research student is expected to take approximately 30 days of training. To serve as a cumulative log during your studies and to help us track your progress towards this goal, please provide below a brief account of any training, formal or informal, which you have undertaken in the last 6 months. This may include but is not limited to:

- Training courses or sessions you have attended or completed online. Please include personal development training (eg 'how to write an academic cv', as well as discipline-specific training, or language or IT training;
- Other skills development. Examples include delivering a paper at a seminar, organizing an event, attending a conference.

Please provide the approximate duration of each course or activity listed (for example: *Working in Archives - 0.5 day seminar, Research Methodology in Law - 3 day conference,* etc.).

Part 3: Planning Ahead
to be completed by student

3.1   In the space below, please briefly set out your plan of work for the period for the next six months:

3.2   In the space below, please identify any training or personal development needs which you have identified.

3.3   Optional question. You may use the space below to record any practical difficulties you may be having, including those relating to your visa status, or requests that you may have:

Once you have completed Parts 1, 2 and 3, please email this form to your Supervisor for completion of Part 4.

Part 4: Supervisor's Report
to be completed by the Supervisor[1]

Note – Freedom of Information Subject Access Requests

Supervisors are reminded that under Freedom of Information legislation, students may submit Subject Access requests that permit them to view all information held by the University (including with the School and the Institute) about them.

Supervisors' assessment of progress to date:

4.1   In the space below, please assess the student's progress since the previous meeting of the Institute's (RDC). You should briefly comment on, where relevant:

- the quality of draft chapters/other work completed,
- the suitability of the scope of the proposed thesis for PhD standards,
- the rate of the student's progress,
- the suitability of steps taken to overcome problems encountered,
- training and development, needs identified and steps taken to meet those needs

Supervisors' review of student's plan of work

4.2   In the space below, please comment on the suitability of the student's plan of work for the period un the next RDC (6 months). You may wish to comment on:

- the ambition and scope of the plan,

---

[1] This section should be completed by the student's main supervisor – that is, the one most familiar with the student's work and progress, in consultation with other supervisors.

- the timeliness or prioritisation of particular tasks,
- potential difficulties that may be encountered, and
- any other relevant factors.

Supervisors' comments on formal progression

4.3   Please indicate if you wish to recommend the student for any of the following stages, and add any comments you feel would be helpful

Assessment for upgrade to PhD
(only after more than 1 year's full-time registration or equivalent)

Transfer to continuation fee status
(only after 3 years' full-time PhD registration or equivalent)

Proceeding to submission
(only after 3 years' full-time registration or equivalent)

Other recommendation

Once you have completed Part 4 (the student having already completed Parts 1, 2 and 3) you should email the form to the Student Administrator.

Change of Mode Form
https://www.sas.ac.uk/current-students/student-services/student-forms-policies-and-documents

APPLICATION FOR CONTINUATION/WRITING UP STATUS

Continuation status can only be applied at the start of a term. No changes can be made in the summer term and changes cannot be made retrospectively. Applications must be received well in advance to allow for application process.

Section 1: Student to complete

Institute   Name

Student Number

Current Mode of Study (Full Time/Part Time)

Start Date (Month/Year)

What is your expected completion date (Month/Year)

Are you on a student visa:
Yes   No

Have you successfully passed the upgrade from MPhil to PhD?
Yes   No

Has your supervisor seen a full draft of your thesis?
Yes   No

Have you had any periods of interruption to your MPhil/PhD Study?
Yes   No
If Yes please give details:

Print Name   Signature

Please forward this form to your supervisor to complete Section 2

Section 2: Supervisor(s) to complete

Have you seen a full draft of the candidate's thesis:

Yes   No

Do you recommend the candidate transfers to continuation/writing up status:

Yes   No

Print Name   Signature

Regulations and Institute Approval Overleaf

Continuation ("writing-up") fee Regulations

At the end of the normal period of full fee registration, where the student is in the final process of writing up or editing their thesis prior to submission for examination, but not before the fourth year (full time) or seventh year (part time) of continuous registration, the Institute may permit a student to continue their registration on payment of a reduced 'continuation fee'.

Continuation fee status will not be granted before the transfer from MPhil to PhD registration.

The continuation fee shall be the same in all Institutes in the School and shall be the same for Home/EU and overseas students. The fee will be no more than 25% of the standard full-time Home/EU fee.

Subject to the provisions of the following paragraph, the maximum period of registration on continuation fee status will normally be 12 months;

Permission to continue for a further 12 months will be at the discretion of the Institute.

Students may continue on the 'continuation fee' beyond two years only through successful application to the AQSC. In such cases the fee can be applied for one further year only (maximum permitted time on the continuation fee being no more than three years). Students who have not submitted by the end of the third year will be returned to the relevant PhD fee. The fee charged is at the discretion of the Institute but it is to be higher than the continuation fee.

The Institute may require a student who has been examined and who has been required by the examiners to carry out corrections and/or further work on the thesis to pay the full fee or the continuation fee or such fee as the Institute shall determine.

The liability for payment of fees will normally continue until the date of award of the degree.
Writing up Fee is not pro-rated. There is a flat fee for the whole year.
Applications must be received in advance of any changes. Changes cannot be made retrospectively

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INSTITUTE RESEARCH DEGREE COMMITTEE APPROVAL

Have you seen a full draft of the candidate's thesis?

Yes   No

Do you recommend the candidate transfers to continuation/writing up status?

Yes   No

Print Name_____

Signature_

REGISTRY

Student Meets Criteria	Yes	No
Approved	Yes	No
Record Updated	Yes	No

Print Name_____

Signature_

Section 4: Governance Structures

Please note that the existing governance structure has been reviewed.

The School's main quality assuring body is the **Academic Quality and Standards Committee (AQSC).** This committee **is NOT p**art of the formal governance structure of the university which now consists of the Academic Quality Assurance Committee and the Academic Board. The School is represented on the Committees of the University.

The AQSC will:

- Amend regulations and procedures relating to the quality of SAS programmes;
- Approve new programmes or changes to existing ones including termination for recommendation to the AQAC and Academic Board;
- Approve external examiners;
- Approve appointments of examiners for research degrees;
- Approve alternative entry criteria or other suspensions of regulations for recommendation to the AQAC and Academic Board;
- Agree academic policy nd procedure for recommendation to AQAC and Academic Board;
- Receive reports from external agencies, exam boards, student surveys, internal audits, higher and research degrees committees or academic committees, and student forums;
- Receive Annual and periodic programme review reports

The Committee meets three times a year in October, February and June. Dates are as follows:

Tuesday 24 October 2023
Thursday 22 February 2024
Tuesday 18 June 2024

Any urgent business can be transacted through Chairman's action. The Chairman for 2023/24 is Professor Philip Murphy and Deputy Chair is Dr Simon Trafford

Membership
The Committee will be chaired by a senior academic appointed by the Dean and shall consist of:

i. representatives of the teaching Institutes;
ii. two student representatives one for research and one for teaching;
iii. two external members, of which:

a. one member will be from a member institution of the University; and
b. one member will be from a UK Higher Education Institution outside the University of London;
c. the Director of Quality (UoL) and the Director of Operations (SAS).

Members of the Committee shall normally be appointed for three years.

The Dean's office will act as Secretary to the Committee which is serviced by the Quality Directorate.

Reporting
The Committee formally reports to the Academic Board. The Board meets in November, February and May each year.

Please ensure that you leave time for new course approvals to pass through the AQSC and the Board before they can be launched.

Governance in the School

Research Degrees Committees (for consideration of issues concerning the degrees of MPhil, PhD and DPT)

The RDC is appointed by the AQSC. The RDC normally meets at least twice per year.
The RDC consists of the following:

1. A representative of each of the Institutes/centres of the School who are involved in supervision for MPhil of PhD degrees;

2. two persons of academic standing who are not members of staff of the School;

3. a student representative shall be present for items of non-confidential business and to provide feedback from the student body;

4. such other persons as may be appropriate.

Responsibilities of the RDC are as follows [from Quality Assurance Framework, Section 4]:

1. implementation of the University's and the School's regulations in regard to monitoring and quality assurance of programmes for the degrees of MPhil and PhD organised by the Institute;

2. keeping under review the areas of research available in the Institute for the degrees of MPhil and PhD;

3. admission of Students in accordance with the procedures determined by the School;

4. appointment of supervisors in accordance with the procedures determined by the School;

5. implementation of the School's code of practice in regard to the responsibilities of Students and supervisors, administrative procedures, and grievance and complaints procedures;

6. monitoring Students' progress;

7. approval of transfer of a Student's registration from MPhil to PhD or from PhD to MPhil in accordance with the requirements set out below;

8. arrangements for supervision, and monitoring and review of such arrangements;

9. agreement of examiners of research degrees.

The RDC forwards its minutes to AQSC reporting the following:

1. compliance with the requirement as to provision of information;

2. any action taken in implementation of special procedures and grievance procedures;

3. permission to a Student to undertake off-campus study and the conditions attached (see 8.1.3);

4. any other information that AQSC may from time to time request.

Section 5: New Programmes/Modules Approval

Approval of a new programme

The requirements for the approval of new programmes are outlined in the Quality Assurance Framework (Section 7). Requests for approval need to be presented to the Academic Quality and Standards Committee (AQSC). Institutes should be aware that documentation should pass through their HDC, followed by AQSC and then the Academic Quality and Assessment Committee followed by the Academic Board. This can take some considerable time and it is advised to allow at least 12 months before launch.

For taught programmes, Institutes should bear in mind that the School is required NOT to offer programmes which clash with existing federal member provision. As part of the academic rationale, reference should be made to this matter with confirmation that the proposed programme offers something unique and is not in competition.

Approval and review of programmes of study

A proposal for a new programme of study for a Master's degree must be submitted by the Institute concerned to the AQSC for consideration, using the programme specification form, a marketing plan and a costing analysis. These can be found in the appendices.
Accompanying the programme specification should be a paper outlining:

1.   Justification in terms of:

   a.   Academic rationale, including the relevance of the programme in the light of developing knowledge and practice in the discipline, and the relationship of the programme with the mission and strengths of the Institute and available resources;

   b.   The local context: compatibility with and enhancement of existing programmes and anticipated demand for the programme;

   c.   The national context: comparable existing provision;

   d.   Relevance (where appropriate) to areas of professional work;

2.   Statement of staffing and other resources required and available (including staff from being brought in from outside the Institute);

3.   Statement of consultation carried out, including consultation within the School and with external advisors (e.g. external examiners, external assessors), and with students.

   The programme specification form is included on page 82.

   A programme costing template.

   An EDI statement

   A marketing plan

4.   Any collaboration with external parties should be captured in an MoU

New modules

Staff wishing to add a module to their courses must take them through the same approval process. A module approval form can be found at page 76**.** Please allow enough time for these to pass through the Committee and the School Board.

Any changes to existing approvals must also be amended via AQSC, using the module approval formand an accompanying note highlighting what changes are being made, and the rationale for them.

Diagram of approval process

```
┌──────────────┐
│ Module, Course│
│   or New      │
│  Programme    │
└──────────────┘
       │
       ▼
   ┌──────────────┐
   │  Academic    │
   │ Quality and  │
   │ Standards    │
   │ Committee    │
   └──────────────┘
          │
          ▼
      ┌──────────────┐
      │  Academic    │
      │ Quality and  │
      │ Assurance    │
      │ Committee    │
      └──────────────┘
             │
             ▼
         ┌──────────────┐
         │  Academic    │
         │   Board      │
         └──────────────┘
                │
                ▼
            ┌──────────────┐
            │  Collegiate  │
            │   Council    │
            └──────────────┘
```
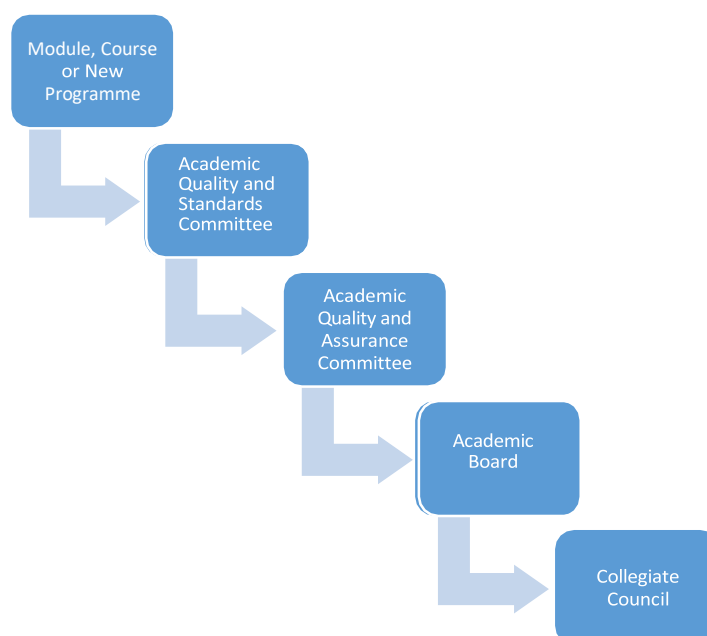
Approval of a New Programme: Guidance on completing the programme specification form (this form should not be used for distance learning collaborations with UoLW)

- a.   **Programme title -** full title of programme to be approved;
- b.   **Final award**- title of final award, eg MRes or MA;
- c.   **Nested awards** – this would normally be Certificate and Diploma either of which could be **exit awards** rather than completion of the full Masters. A certificate is worth 60 credits and a Diploma is 120 credits.

5.   Level in qualification framework-this should say **7.**

6.   **Credit value** – see 3 above. Credit for a full masters = 180. ECTS credits are half. Eg full masters = 90.

7.   **Attendance**- the School usually offers masters programmes in full and part time mode. If you are not intending to offer the programme part-time you will need to explain why. Maximum length is pre-filled with the maximum length of programme allowed within the regulations.

8.   **Awarding body –** will always be the University of London.

9.   **Teaching institution**- would be the lead Institute.

10.   **Programme organiser** - the lead would normally be the course director.

11.   **Statement of professional statutory bodies –** if the programme has been influenced or accredited by a professional or statutory body add the details here.

12.   **Date of programme review –** to be added by UoLW.

13.   **Entry Profile**

14.   **Other language requirements** – some programmes may have other language entry criteria e.g. Latin.

15.   **Professional qualifications** – please add any pre entry qualifications required here.

16.   **Non-academic criteria** – please tick all those that you wish to apply to the entry requirements.

17.   **Interview policy** – complete as necessary.

18. **Educational aims –** please write the overall aim of the programme here. Refer to page 71 on writing programme aims to assist you.

19. Educational objectives of the programme

20. **Credits –** The number of credits a student can carry as a condoned fail. SAS regulations only allow one module to be condoned, so the maximum amount of condoned credit for a standard credit module would be 20. Some Institutes have larger credit modules.

Programme approval form – supplementary information

Is the programme a collaborative one- if any aspect of the programme is being run in collaboration with another HEI, add the details in here.

Validation by a professional statutory or regulatory body - If the programme offers an additional professional qualification and thus requires accreditation, add the details in here.

Administrative information

1. **HECOS (formerly JACS) code –** Academic staff should make a judgement as to which academic subject the degree falls into. Options are listed here: https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed

2. **Estimated student intake-** these are the lowest student number intakes – part-time and full-time that the Institute will run with at launch.

3. **Campus-** this would usually be Senate House.

4. **Duration –** Most masters programmes run September to September with September being the date when the final dissertation is due. Formal term usually ends mid-June.

Entry points- occasionally programmes can have a second cohort or begin later eg January. Usually term begins in October.

Term dates – The School sets term dates in collaboration with the Institutes. Most follow the standard term dates; it is possible to set dates outside of these only where absolutely necessary.

5. **Finance –** Occasionally external sources of funding assist with the launch of a programme. However mostly the funding for programmes is a mixture of core and student fees.

   Level of fees – Fees are set at School level in collaboration with the Institutes. If there are good reasons why the fee level is higher than the norm, then these should be stated here.

Completing the module specification form

To be completed in the event that you are launching a new module or making changes to an existing module.

1. Module title

   The module title should be no longer than 120 characters.

2. Module code

   This code will be provided by SAS Registry.

3. Subject area

   Please state the subject area for this module e.g. Medieval history.

4. Credit level

   Credit levels define the level of complexity, relative demand and autonomy expected of a learner on completion of the unit of learning. A module can only be allocated to one credit level. The correct credit level for Master's is **7.**

5. Credit value

   The School's credit framework utilises standard credit tariffs where 1 credit equals 10 hours of notional learning (which includes teaching, private study, revision and assessment). It is important to note, however, that the notional hours of learning in UK credit systems are regarded as a broad estimate of the learner effort required by the average learner to achieve the required learning outcomes of the programme. This is particularly relevant when equating UK credit to ECTS credits.

The workload of a full-time Master's student during one academic year is calculated to be 90 ECTS credits which equates to 180 UK credits. However the ECTS definition of workload associated with 1credit does not match exactly the UK equivalent.

The following statement taken from the draft consultation on the *Higher education framework for England* explains the difference and suggests how this should be dealt with:

> *"Current ECTS guidelines indicate that one credit stands for around 25-30 working hours. Current practice within the UK is to equate one ECTS credit with two UK credits. One UK credit is generally recognised to represent 10 notional learning hours, so that one ECTS credit would, in UK terms, equate to approximately 20 notional hours of learning. UK stakeholders stress that the learning time is **notional.** Workload indications are used as a proxy for the effort required by the average learner to achieve the required programme learning outcomes. In this way, notional hours of learning time are a rough guide alongside the learning outcomes."*

6.   Teaching institution
If an outside body is responsible for delivering the module please provide the full name of the other body otherwise this will be the lead Institute.

7.   Proposing Institute
All modules should have an academic "home" in a designated Institute. Where modules are taught by more than one body, the lead Institute should be given here.

8.   Module convenor
This should be the academic organiser and contact details should include telephone number and email address.

9.   Educational aims of the module
The educational aims of the module are brief general statements of the overall purpose of the module, for example;

'to provide an understanding of recent conservation policy-making and its impact upon patterns of land use in the UK".

You may find it helpful to refer to page 69 on Writing Programme Aims and Learning Outcomes.

10.   Learning outcomes of the module
The learning outcomes specify what the student will be able to demonstrate upon successful completion of the module. They are usually expressed in terms of knowledge, understanding and skills, for example:

'By the end of the module the student will be able to demonstrate a knowledge of the linguistic, literary, cultural and socio-historical contexts in which Anglo-Saxon literature is written and read'.

The aims and outcomes for a particular module should be consistent with the overall aims and outcomes for the programme to which it contributes. You may find it helpful to refer to page 69 on Writing Programme Aims and Learning Outcomes.

11.   Inclusive Curriculum

We are required to state out intentions to make our teaching, resources and delivery as inclusive as possible. Use the guide on inclusivity in this handbook in section 7.

Is the module content fully accessible and does the course content reflect diversity of the learning community

Does delivery engage different learning styles?

Does the module allow expression of culturally challenging views, opinion and contexts?

Are assessments diverse?

12. **Programme details**

    A list of all the programmes to which the module contributes should be provided and the designation of the module as either core, compulsory, core/compulsory or optional module. Modules designated as introductory are those whose level falls below that designated for the level of the programme, they are not included in the credit tariff for a programme nor included in the classification.

    A module may be designated as compulsory for the programme of study, in which case a student must take the module in order to complete the programme, or core, in which case a student must take and pass the module in order to be eligible for the award. A core/compulsory module is one or more modules that must be passed and that are selected from a group of modules.

13. **Prohibited combinations**

    The title and code of those modules that cannot be taken in combination with the proposed module should be provided, together with the programme to which this prohibition relate.

14. **Pre-requisites**

    Please list the title and code for those modules for which the proposed module is a pre-requisite and those modules which are a pre-requisite for the proposed module. A module designated as a pre-requisite is one which a student must both take and pass in order to progress to another specified module.

15. **Contact time/ directed study**

    Please indicate here the approximate number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. Please also indicate whether any of the activity is delivered via e- learning. It is expected that students will undertake private study in addition to the stated contact time/directed study, but it is not necessary to provide details of how much private study is required as this will vary according to the individual student.

16. **Assessment pattern**

    The type of assessment used to assess the modules should be appropriate to the learning outcomes and should therefore allow a judgement to be made as to whether the learning outcomes have been achieved.

    The pass mark is assigned to the credit level, not the programme level. For credits at level 7 a pass mark of 50 is required.

    The column entitled "Mandatory to pass/qualifying mark relates to those instances when an individual component of the assessment must be passed in order to pass the module overall. Please indicate whether the component has to be passed at the pass mark or whether there is a qualifying mark. In the case of the latter the mark is usually below the standard pass mark and relates to cases where students may not reach the pass mark standard in one component but achieve very highly in another. A qualifying mark allows them to still pass the overall module on the basis of their higher mark as long as the qualifying mark has been met.

17. **Examples of recommended key texts**

    Please indicate here examples of recommended key texts for students.

18. **Electronic resources**

    If relevant, please indicate any websites that might be of use for students.

Supplementary Information

This section will only be relevant for modules which are taught off-site or with a body external to SAS.

Administrative Information

1. **HECOS**

   Academic staff should make a judgement as to which academic subject the degree falls into. Options are listed here: **https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed**

2. **Numbers**

   Some modules set maximum limits for the numbers of students that can take the module at any one time and some set a minimum number, below which the module will not run. Please enter either/both of these if applicable.

3. **Availability**

   Please indicate the dates that the module will be available and when the assessment will take place. If the module is being run more than once during the year please indicate both sets of dates that it will be available, along with the dates of the examination. Also indicate if the module runs over more than one semester.

4. **Superseded modules**

   Please list any modules that the proposed module supersedes and indicate whether such modules have ever been taught or examined**.**

5. **Contributing departments/divisions/Schools**

   If the module will not be taught exclusively within the proposing department please give details of the other areas involved, the nature of their involvement, for example delivery of 10 lectures 1 joint running of the module 1 and the % of the total module that this comprises.

The Approval Process

1. **Module name**

   As before.

2. **Initial approval/consultation at the planning stage**

   Any additional requirements that the module may require for example additional space or other academic facilities should be discussed within the institute. The AQSC in approving the module will ensure that such liaison has taken place and where additional services/support are required, that this has the approval of the relevant areas.

Modifications to Previously Approved Programmes and Modules

Modifications to programmes and modules cannot usually be implemented in the same academic year in which they are approved.

A new module specification form fund here: should be completed if changes such as a modification to the assessment pattern or change to the mode of delivery are being made to a programme or module. A rationale for modifications should be provided.

If any modifications affect the content of the programme specification and/or programme regulations then revised copies of these should be provided with the modification. The following are examples of modifications that also require a revised programme specification and/or programme regulations:

a) amendments to entry profile

b) amendment to programme aims and/or learning outcomes

c) amendments to the assessment methods for a programme and/or the introduction of new assessment methods

d) introduction of new exit award

e) deletion or addition of compulsory and/or core modules

f) In all cases of change, the corrected version of the module/programme specifications should be added to the website.

Writing Programme Aims and Learning Outcomes — A Guide Introduction

Recent developments in higher education have encouraged a move to an outcomes based approach to teaching, learning and assessment. Programme Specifications, benchmark statements and the
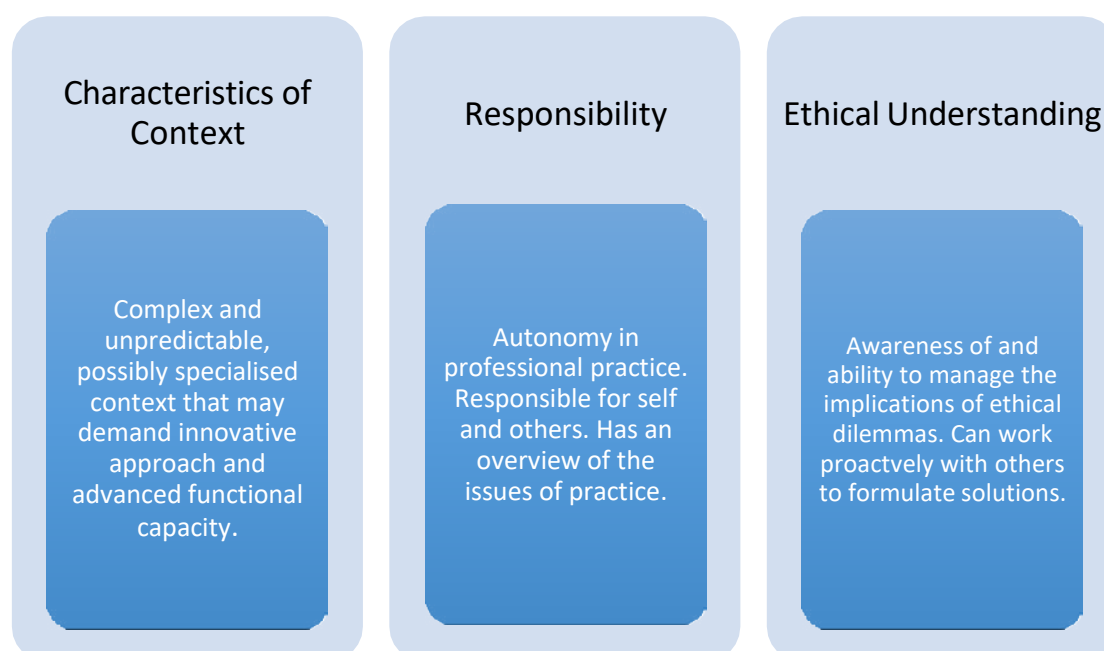
National Qualifications Framework define the student in terms of what they can do at the end of a programme or a particular level of study. The Schools' programme specification requires staff to detail both the aims and the learning outcomes. It is hoped that by providing some guidance, staff will find it easier to write their aims and outcomes to the same standard. It is important that learning outcomes are clearly related to level descriptors.

Level Descriptors

Level descriptors are generic outcome statements of what a learner is expected to know, understand and be able to do at the end of a level of learning for Master's programme the level descriptors are at 'M' level.

Master's Level

1. Operational Contexts

Characteristics of Context

Complex and unpredictable, possibly specialised context that may demand innovative approach and advanced functional capacity.

Responsibility

Autonomy in professional practice. Responsible for self and others. Has an overview of the issues of practice.

Ethical Understanding

Awareness of and ability to manage the implications of ethical dilemmas. Can work proactvely with others to formulate solutions.

2. Cognitive Descriptors

Knowledge & Understanding

Has depth and knowledge in specialised / applied areas and/or across areas. Can work at and with adavanced levels of theorectical and/or research knowledge

Analysis

Can undertake analysis of complex, incomplete or contradictory areas of knowledge and take appropriate action in order that the task may be completed.

Synthesis / Creativity

Can undertake synthesis of information or ideas and create responses to problems in terms of advanced states of knowledge. This may involve development of new approaches in new situations.

Evaluation

Can evaluate / argue alternative approaches. Can accurately and with justification assess or report on own or others' work.

3. Other Transferable Skill Descriptors

Psychomotor

Has technical expertise; performs smoothly with precision and effectiveness. Can deploy and adapt skills appropriately in unusual situations. Can plan and discuss strategies and tactics.

Self-appraisal, Reflection on Practice

Reflects habitually on own and possibly others' functioning in order to improve own and possible others' practice. Can justify outcomes of her / his reflective processes.

Planning and Management of Learning

Is autonomous in study and use of resources for learning. Makes professional use of others in support of self-directed learning.

Problem Solving

Is confident and autonomous in problem-solving. Can isolate clarify, assess, and manage resolution of most relevant problems.

Communication and Presentation

Can engage confidently in academic and professional communication with others within her/his field.

Interactive and Group Skills

Can clarify a group task and lead, or work with a group towards defines outcomes, making appropriate use of the capacities on the group members. Is able to negotiate and handle conflict with confidence.

Writing Programme Aims

A programme aim is a general statement about the purpose of the programme. Aims are thus primarily concerned with what the programme hopes to achieve, and they are typically written in terms of teaching intention rather than the learning of the student. They should encapsulate what it is that the programme intends to deliver, identifying the core concepts and the rationale behind it. The aims for the programme are likely to be more general than those for the unit.

Our aims in teaching a particular module may be to engender `understanding' or 'appreciation'. While the aims of a programme will primarily concern the students themselves, wider aims may also be relevant.

Indeed, it is often only by considering a wide range of aims that the real distinctiveness of a programme is seen to emerge, An appreciation of the distinctiveness of the programme is useful in programme design and in conveying to students and others its unique features. It will thus be helpful to consider several types of aim as Student Based.

To explore the central features of the discipline; to attract students who will benefit from studying in a research-enriched environment. To open access to the study of a range of specialist areas within the discipline. To focus on the contested nature of knowledge within the discipline.

Department or Subject based

a)   To provide a seed-bed for ideas that can be exploited in research programmes within the department.

b)   To provide the disciplinary community with new members

c)   To constitute an example of best practice to other departments in how to teach the discipline

Employer based

a)   To meet the requirements of potential employers in a specific sector.

Writing Learning Outcomes

Learning outcomes guide the writing of assessment criteria. Learning outcomes include a component that indicates the nature of performance required as evidence that the learning has been achieved. This appears in the learning outcome as a generalised statement of standard of performance. By indicating what the student must be able to do to demonstrate the learning, learning outcomes 'fix' the pass/fail line for grading procedures but beyond this, grading is not related to the learning outcome. It is unlikely that there will be more than 10 learning outcomes per module.

Learning outcomes should not use terms such as 'understand' or 'appreciate' as it is not immediately obvious to a student what they have to do in order to demonstrate that they 'understand' or 'appreciate' something. Tutors should think about how they ask their students to demonstrate their understanding

Learning outcomes should:

1.   be written in the future tense

2.   identify important learning requirements

3.   be achievable and assessable

4.   use clear language easily understandable to students:

    a)   Learning outcome will be developed with reference to the learning expected at one identified higher education level, in SAS's case 'M' level descriptors - see Page 70.

    b)   Level descriptors should be regarded as guides that will enable learning outcomes to be written appropriately for specific levels.

    c)   Learning outcomes will include an indication of the evidence that will demonstrate that the learning has been attained.

    d)   Learning outcomes are statements of essential learning, and as essential learning, they are written at minimum acceptable or threshold (pass/fail) standard.

    e)   Any learning can be described in terms of a learning outcome.

    f)   The audience for learning outcomes should be considered.

When writing learning outcomes, it may be useful to use the following expression;

At the end of this module/course you should be able to…follow with a verb. Useful ones include:

Analyse, appraise, apply, calculate, choose, compare, contrast, create, criticise, Demonstrate, derive, describe, design, develop, differentiate, discuss, explain, Evaluate, extrapolate, formulate, identify, list, measure, name, plan, plot, Postulate, predict, present, propose, recall, recognise, use, utilise.

Learning outcomes may also help staff to decide whether they are assessing what they think they are assessing and whether their assessment methods are appropriate. When a learning outcome is defined, be prepared to say how it is developed and assessed.

Content

Learning outcomes can be broken down into categories — normally knowledge and understanding, intellectual/cognitive skills, and other key skills (transferable, practical etc). Outcomes can be both specific (for example detailing competencies) and more general (for example a broad appreciation of a particular culture or working environment).

It is worth noting that a clear match should be evident in a Programme Specification between the programme outcomes, the methods employed for teaching and supporting learning, and the assessment. A learning outcome will clearly be more challenging if the student is expected to attain it without detailed guidance from a lecturer. Similarly, the context that frames the learning will also influence the level of difficulty. An outcome that requires students to adapt their response as the situation changes in an unpredictable fashion is clearly more challenging than one in which the demands placed on the student remains constant. Meanwhile, the degree of originality that is involved in carrying out some task will again affect its level. This is more obvious at Masters and PhD level, providing a key distinguishing factor at these levels

Use of the following verbs can help in the construction of learning outcomes: Knowledge: What do you expect learners to know?

- define; state; list; outline

Comprehension: How do learners convey what they have understood?

- explain; identify; discuss; describe; interpret

Application: How do learners use a theory or information in a new situation?

- demonstrate; apply; operate; employ; illustrate.

Analysis: How do learners break down material and ideas into constituent parts to show how they relate to each other and how they are organised?

- Distinguish; appraise; debate; solve; differentiate; contrast; examine; investigate; calculate; question;analyse; test; criticise.

Synthesis: How do learners work with elements and combine them in a way that was not there before?

- devise; manage; design; organise; create; plan; construct; formulate.

Evaluation: How do learners construct an argument, compare opposing arguments, make judgments?

- Judge; evaluate; appraise; criticise; assess.

Outcomes need to be consistent with the requirements of relevant professional bodies and statutory regulatory bodies (QAA and its Subject Benchmark Statements). Learning outcomes should not simply reproduce the relevant Benchmarking Statements, but writers should be aware that significant departures (including omissions) from the Statements (in terms of a particular body of knowledge, skill or learning opportunity) will need to be explained and may need to be justified to the AQSC.

Possible types of skills that may be acquired Intellectual skills

Intellectual skills

- Critical thinking - capacity to abstract, analyse and make critical judgement Problem solving - ability to solve problems in an efficient and effective manner, drawing on problem solving strategies as relevant;

- Problem posing - ability to frame problems in a fashion that is amenable to their solution;

- Synthesis and analysis of data and information;

- Planning, conducting and report on research project/dissertation;

- Critical reflection and evaluation;

- Translation;

- Expression - able to make a reasoned argument for a particular point of view;

- Decision-Making - able to draw reasoned conclusions.

Practical Skills

- Planning and executing safely a series of experiments or independent research Using library, electronic and online resources;

- Using reporting skills;

- Mapping and modelling;

- Audit production;

- Speaking, reading and writing a foreign language at near-native proficiency Peer review - able to comment on the performance or work of a peer identifying strengths and making constructive suggestions for improvement where appropriate.

Transferable skills

- Information Retrieval - ability independently to gather, sift, synthesise and organise material from various sources (including library, electronic and online resources), and to critically evaluate its significance;

- Presentation - capacity to make oral presentations, using appropriate media for a target audience;

- Numeracy - ability to appreciate issues of selection, accuracy, uncertainty and approximation with number;

- Literacy - the capacity both to make written presentations using appropriate language for a target population and to collect and integrate evidence to formulate and test a hypothesis;

- Computer Literacy - ability to use word processing, database, spreadsheet and presentation software and use of the internet;

- Networking;

- Teamwork - recognising and identifying views of others and working constructively with them;

- Negotiation - understand group dynamics and intercultural backgrounds in the use of negotiating skills to reach objectives;

- Time Management - ability to schedule tasks in order of importance;

- Applying Subject Knowledge - use of discipline specific knowledge in everyday situations;

- Research - ability to plan and implement an effective research project. Improving own Learning - ability to improve one's own learning through planning, monitoring, critical reflection, evaluate and adapt strategies for one's learning;

- Other attributes;

- Willingness to update knowledge - understand the need for Life Long Learning Listening - ability to listen effectively and make a constructive contribution to a discussion;

- Commercial Awareness - working effectively within externally or poorly defined constraints as in a business environment;

- Initiative- able to take action unprompted and assume responsibility Creativity - able to be innovative and apply lateral thinking in problem solving and decision making;

- Stress Tolerance - able to use personal resources effectively to meet challenges Self-confident- able to maintain independence of thought and be self-reliant Independence - capacity for self-discipline, motivation and diligence Self-management - capacity for self-appraisal, reflection and time management Adaptability - ability to respond positively to changing circumstances Self-awareness - awareness of own strengths and weaknesses and to be able to work as part of a multidisciplinary team;

- Ethical appreciation - a willingness to ascertain the ethical implications of proposed courses of actions or situations and to take the necessary steps to ensure that result from this analysis;

- Professionalism.

Progression

Within any programme there should be progression between levels (normally years) as the demands

placed upon students increase. Whilst it is not necessary to write aims and outcomes for each level, programme aims and learning outcomes should reflect progression and appropriateness for level.

Assessment

The assessment regime for the programme as a whole should enable learners to demonstrate that they can achieve the intended learning outcomes. Learning outcomes should not normally be included if they cannot be, or are not, assessed (formatively or summatively).

Communication

It is essential that aims and learning outcomes are set out and communicated to students in a way, and in a language, that is accessible and understandable to all. This is normally achieved through departmental and unit handbooks. Students also need to be made aware of the links between aims and outcomes and syllabus design, assessment methods and marking criteria.

Module Approval Form (for new modules and changes to existing ones)

Module Specification

Please expand boxes as needed

1. Module title	
2. Module code (Registry use only)	
3. Subject area	
4. Credit level	**M – Level 7**
5. Credit value (tick one box only)	☐ **10** ☐ **20** ☐ **40** ☐ **60** ☐ **90** ☐ other **CATS credits**
6. Teaching Institute	
7. Proposing Institute	
8. Module convenor Name, email address and institution	

9. Educational aims of the module

10. Learning outcomes of the module *These need to take account of the generic level descriptors*

11. Inclusive Curriculum *Is the module content fully accessible and does the course content reflect diversity of the learning community* *Does delivery engage different learning styles?* *Does the module allow expression of culturally challenging views, opinion and contexts?* *Are assessments diverse?*

12. Programme details
Please list all the programmes to which the module contributes and state whether it is core (Cr), compulsory (Cp), part of a core/compulsory pair (CrCp) or optional (O) in each case. Where the module will form part of a core/compulsory pairing, please state the partner module below.

Programme title	Programme code	Cr	Cp	CrCp	O

CrCp's partner module code	Module title	Programme title	Programme code

13. Prohibited combinations
Please list all the modules which cannot be taken in combination with the proposed module and to which programme this relates

Module title	Module code	Programme

14. Pre-requisites
Please list all the modules for which the proposed module is a pre-requisite

Module title	Module code

And all the modules which are pre-requisite for the proposed module.

Module title	Module code

15. Contact time/directed study
Please indicate the *approximate* number of hours for each activity to give an overall picture of the workload which might be expected for a student taking the module. Private study is in addition to these hours.

Lectures	Seminar/tutorials	Supervised learning	Other

If any of the above is related to e-learning please give details below:

16. Assessment pattern					
Method	Number/ amount	Duration/ length	Mandatory mark/ Qualifying mark	% of final grade of module	SI set up if different
Unseen written examinations					
Assessed coursework (please specify - ie essay, project, seminar work)					
Oral examinations					
Dissertation					
Other (please specify)					

17. Examples of key recommended textbooks

18. Electronic resources

Module Approval Form
Supplementary Information
(For modules taught all or partly off-campus)

This section will not be relevant for all modules

1. Module name

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2. In cases where parts of all of the module are delivered either away from the Institute and/or by a body or bodies external to the Institute please provide the following details

Name and address of the off-campus location and/or external body

Percentage of the module delivered off-campus or by external body

Nature of the involvement of external body

Description of the learning resources available at the off-campus location

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the module

Where students are undertaking placements/year abroad/year in employment please provide the guidance information presented to students undertaking this method of study

Module Approval Form
Administrative Information

1. Module name

2. HECOS code(s)	For assistance refer to; **https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed**

3i Start date		3ii Numbers	
Year	**Month**	Maximum	
		Minimum *needed for module to run*	

4. Availability
Please indicate when the module is available and when the assessment will take place

Period of study *(dd/mm/yy – dd/mm/yy)*
If module is being delivered more than once during the academic year, note the set of dates that the module is available

Assessment period *(Period 1 (January)/Period 2 (May)/Period 3 (Other))*
If module is being delivered more than once during the academic year, note which assessment period relates to relevant period of study.

5. Superseded modules (please list any modules that the proposed module supersedes and indicate whether such modules have ever been taught or examined)

Module title and code	Taught	Examined

6. Contributing institutes
Please give details if the module will not be taught exclusively within the proposing institute

Contributing institute	Nature of involvement	% contribution to teaching

Module Approval Form
Planning Stage

1. Module name

2. Initial approval/consultation at the planning stage

(a) Will the new module require additional library stock
or facilities/systems?

    Yes ☐   No ☐

(b) Will the new module require any new resources,
  eg teaching space, staff, offices?

    Yes ☐   No ☐

If Yes to (a) and/or (b) above, please attach details and confirm that the releva t Institute authority has confirmed approval

3. Approval by the Institute Committee

Date module approved: …………………….

Signature of the Institute Director:……………………………………   Date: …………………

Electronic signatures are acceptable

4. Approval for modules jointly taught by more than one institute

Date module approved by second institute: …………………….

Signature of the Institute Director:………………………………………   Date: …………………

Electronic signatures are acceptable

Programme Approval Form

THE PROGRAMME SPECIFICATION

1. Programme title	
2. Final award	
3a. Nested awards	
3b. Exit awards	
4. Level in the qualifications framework	

5. Credit value for the programme and for each nested/exit award		**ECTS equivalent:**

6. Attendance			

	Full-time	**Part-time**	**Distance learning**
Mode of attendance			
Minimum length of programme	**1yr**	**2yrs**	
Maximum length of programme	**3yrs**	**6 yrs**	

7. **Awarding institution/body**	
8. **Teaching institution**	
9. **Programme organiser and contact** **Details**	

10.   **Relevant QAA subject benchmark/**
 	
       Professional, statutory and
       regulatory body guidelines	

11. **Date of production of specification**	
12. **Date of programme review** **To be completed by UolIA**	

13. Entry profile	
Academic criteria **As per the University of London's Quality Assurance Framework**	
Aptitude tests, plus English language requirements	**Common European Framework (CEF):** Master's applicants – level B2 Research applicants (MPhil/PhD) – level C1; or **International English Language Testing Service (IELTS)** test administered by the British Council: a minimum overall score of 7.0, and no less than 6.0 in each category (academic reading, academic writing, listening and speaking); **Trinity College English for Speakers of Other Languages (ESOL)** at level ISE Level III; or
Other Language Requirements	
Degree	The normal minimum academic entrance requirement for taught postgraduate programmes is an upper-second class honours degree from the United Kingdom or an international qualification of an equivalent standard. Please see our Admissions policy for full details. Applications may also be considered from candidates who do not meet the formal academic requirements, but who offer alternative qualifications and/or relevant experience.
Postgraduate degree	Applicants for research programmes (MPhil/PhD) are normally required to hold a master's degree. Please see our Admissions policy for full details. Applications may also be considered from candidates who do not meet the formal academic requirements, but who offer alternative qualifications and/or relevant experience.

Professional Qualifications	Applications may also be considered from candidates who do not meet the formal academic requirements, but who offer alternative qualifications and/or relevant experience.

Non-academic criteria		
Community activities		☐ Compulsory/ ☐ Very desirable/ ☐ Desirable
Scholastic activities		☐ Compulsory/ ☐ Very desirable/ ☐ Desirable
General activities/interests (including potential award bearing)		☐ Compulsory/ ☐ Very desirable/ ☐ Desirable
Paid or voluntary work		☐ Compulsory/ ☐ Very desirable/ ☐ Desirable
Work shadowing/ observation		☐ Compulsory/ ☐ Very desirable/ ☐ Desirable
Specific employment requirement		☐ Compulsory/ ☐ Very desirable/ ☐ Desirable

14. Interviewing policy	
Are interviews offered?	
Are all applicants interviewed?	

Are all those made an offer interviewed?	
What form does it take?	
What is considered at interview?	

15. Educational aims of the programme

i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

16. Educational objectives of the programme/programme outcomes *(as relevant to the SEEC Credit Level Descriptors)*

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:	These are achieved through the following **teaching/learning methods and strategies**: **Assessment**:

Skills and other attributes

Intellectual skills:	These are achieved through the following **teaching/learning methods and strategies**: **Assessment**:
Practical skills:	These are achieved through the following **teaching/learning methods and strategies**: **Assessment**:
Generic/transferable skills:	These are achieved through the following **teaching/learning methods and strategies**: **Assessment**:

17. Statement of how the programme has been informed by the relevant subject benchmarkstatement(s)/professional, statutory and regulatory body guidelines

18. Inclusive curriculum

Embedding equality and diversity in the curriculum is the creating of learning, teaching and assessment environments and experiences that proactively eliminate discrimination, promoteequality of opportunity and foster good relationships.

Explain how you will develop the programme to meet inclusion aims.

(Reference section 7 of the Teachers handbook for question 17.)

19. Programme structure

Please complete the following table

Code = code of each module available for the programme

Title = title of each module available for the programme, plus its credit level and credit value

Status = please indicate whether the module is core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column

Pre-requisite/Co-requisite = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.

Assessment = please indicate in broad terms the assessment for the module eg written examinations, coursework

(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

20. Number of introductory, core, compulsory and optional modules to be taken in each year of the programme, with the related credit values.

Year	Introductory		Core		Compulsory		Optional	
	No.	Credit	No.	Credit	No.	Credit	No.	Credit

19a Minimum number of credits permitted to obtain the lowest award.

19b Minimum number of credits required to obtain the highest award.

19c Maximum number of credits permitted with a condoned fail.

19d Other relevant information to explain the programme structure:

Programme Structure Table

Notes:

1) **Status:** Core(Cr), Compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), or Optional (O)

2) **Progression:** Module required for year to year progression (Y); module required for completion of award (N)

3) **Assessment:** List assessment components in broad terms

4) **Pre-requisite:** Module is pre-requisite to another module

5) *Availability of optional modules may vary from year to year. The listed modules are those available at the commencement of the programme.*

Code	Title	Credit Level	Credit Value	Status for each type of module		Pre-requisite/ Co-requisite (please note the module code)		Assessment
				Single	Joint	Single	Joint	

Programme Approval Form

Supplementary Information

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1.	Programme name

2. **Is this programme collaborative?**

Yes ☐   No ☐   N/A ☐

If yes, state the collaborating body.

………

3. **Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body**

n/a

Frequency of validation/ accreditation

Date of next validation/ accreditation

Programme Approval Form

Administrative Information

1. Programme name:	2. Programme code (for Registry use only):

3. JACS code
Choose from one of the codes listed at;
https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed

4. Estimated student intake		5. Campus
Part-time	**Full-time**	
State reasoning for above numbers		

6. Duration	
When will the programme start (give month and year)	
Does the programme run: Sept – Jun, Sept – Sept, Jan – Dec, other (please specify)	
Are there any other entry points to the programme and if so when	
Are any years of the programme longer than standard, if so please give details	

	Yes	No
Does the programme follow standard term dates?	☐	☐
If not, please state rationale for having non-standard dates?		
What are the proposed dates?		

7. Finance	
Major source of funding	
Should the fees be billed at the programme or unit level?	
Level of fees if different from the standard level in the School's fee schedule and reasons why	

Section 6: Student Wellbeing and Disability Support

Disability and Support

The School of Advanced Study aims to enable all students to study at a level commensurate with their abilities and is developing its services in order to promote inclusion across the School. The School has nearly 300 students registered each year, with approximately 5% declaring disabilities. Lecture and seminar sizes are relatively small, and each of the eight institutes and the central academic activities in the School functions fairly independently, so that people know and support each other.

Due to the School's small size we do not have an internal specialist disability co-ordinator, instead support is provided by Equality Focus who work closely with the School. All disabled students will be contacted by Equality Focus on acceptance to the School of Advanced Study. Applicants are invited to contact Equality Focus earlier if they would like to discuss any concerns or support needs they may have prior to this.

They provide guidance in the following areas:

- Advice and guidance for students with disabilities
- Development of learning support agreements that outline support needs for staff
- Advice regarding government funding to support study needs whilst in higher education, i.e. the Disabled Students' Allowance
- Advice for staff in regards to disabilities support (this can include advice in regards to admissions, legal requirements, confidentiality, teaching and learning requirements and examinations)
- Dyslexia screening and referral for Educational Psychologists' reports

Teaching staff should be aware that disabilities include:

- a sensory (visual/hearing/speech) impairment
- a mental health issue
- a mobility impairment
- a dexterity impairment
- a physical disability
- Asperger's Syndrome or other autistic spectrum disorders
- chronic medical conditions (e.g. diabetes, epilepsy, H.I.V.)
- chronic pain/chronic fatigue
- specific learning difficulties (e.g. dyslexia, dyspraxia)
- any other condition which has a long-term and adverse effect on studying.

Equality Focus can be contacted using the email address student.wellbeing@sas.ac.uk or by calling Katie on 07971 511146.

The School of Advanced Study promotes equal opportunities in all its activities irrespective of disability, ethnic origin, gender, marital status, nationality, politics or sexual orientation. Applicants are accepted on the basis of merit alone. Wherever possible, specialist provision is made to ensure that students with special needs receive the same educational and other benefits as are enjoyed by their fellow students.

All applications to the School are considered on their academic merit. Prospective students are encouraged to discuss access confidentially with the student administrator in the relevant Institute before applying. Application forms and application information can be supplied in alternative formats.

When an application form is received, an initial assessment is made as to whether you satisfy the entry requirements for the programme. With the application form the student will receive a monitoring form. The monitoring form invites students to say whether they have special access or support needs. This information is treated as confidential and is retained by the student administrator in Registry. Disability is not a factor in making the judgement about whether the student should be offered a place.

When a student indicates that they have a disability which may affect their study, we ask them to complete a Pre-Entry Support Needs form (page 121), which will help us to ensure that support can be implemented in a timely fashion. If they already have an assessment of their needs for the purpose of the Disabled Students' Allowance, it is useful to send the relevant papers.

We always encourage applicants to visit the Institute to discuss their needs and to help them to decide whether the physical and learning environment is right for them.

Coordination

Provision for students with disabilities is overseen by the School's Registrar, reporting to the Directorate. Student issues are also discussed at the SAS Health and Safety Committee.

Learning, teaching and research

Teachers are asked to adapt their teaching materials and methods as far as possible to meet any special needs.

Academic support

Several of the School's member Institutes (Warburg, Institute of Historical Research, Institute of Advanced Legal Studies) have major libraries onsite, and library staff will give library users individual attention where this is needed. Library users with a disability may also bring a companion with them to serve as amanuensis or provide other help. The font size for the OPAC catalogue can be enlarged on screen, and audio-recorders can be provided. A range of equipment and specialist software exists in the School.

Pastoral support

All students have a personal tutor or supervisor, who is briefed on disability issues and who will give help and advice to those with special needs, referring them to specialised welfare services where appropriate.

Welfare services

Equality Focus can offer counselling services where they have identified such a need. Please note that the sessions will be free of charge to the students but are likely to be limited to six hours in the first instance. The disability and student wellbeing advisor provides a safe, confidential and non-judgemental space in which students can discuss any issues that may affect their ability to study. This encompasses personal and emotional challenges, mental health such as anxiety or depression or disability such as dyslexia or long term health condition. Students are encouraged to contact Katie Wood at student.wellbeing@sas.ac.uk

Tutor supervisors are also free to contact Katie if they have any concerns over a student's wellbeing.

Examination arrangements

Alternative examination arrangements (i.e. provision of an amanuensis, extra time) can be arranged through the University of London Internal Student Administration (UoLIA), and alternative forms of assessment can also be arranged where needed. It is also possible for students experiencing difficulty at a particular point in the course to arrange interruption of study for up to a year, with their marks being carried over until such time as they are able to resume study.

Staff Guide

Administrative and teaching staff are briefed on the legal entitlements of students with disabilities, on the range of support available to them (including the Disabled Students' Allowance), and on sources of advice. Teachers are, subject to the consent of the student(s) concerned, advised of any special needs and are encouraged to adapt their teaching methods and materials insofar as is possible.

A guide for academic staff has been produced and is available from Registry and is reproduced for ease in https://www.sas.ac.uk/sites/default/files/files/Policies/SAS%20Guidance%20for%20Learning%20and%20Teaching.pdf

Disability Policy

Introduction

The School of Advanced Study welcomes all students who are academically qualified and motivated to benefit from the programmes offered through the member Institutes. It aims to provide an environment where everyone can access its programmes and activities- conferences, workshops and seminars, library provision and teaching programmes.

The School welcomes applications from anyone regardless of disability. Central to the Student Disability Policy is the intention to take account of individual need and to work with disabled students to find appropriate and practical solutions to problems that might arise.

Definitions of Disability

The Equality Act (2010) makes it unlawful to discriminate against disabled people and places a positive duty to promote disability equality. Legally disability is described as a physical or mental impairment which has a substantial and long-term (normally longer than 12 months) adverse effect on the ability to carry out normal day-to-day activities. Examples could be:

- physical disability (e.g. limitations to dexterity or mobility)
- sensory (visual, hearing)
- impairment mental health difficulties chronic illness (e.g. asthma, epilepsy, diabetes)
- medical conditions, which may cause pain or other symptoms, which affect your studies (e.g. side effects of treatment, poor attention, poor concentration)
- Asperger's Syndrome/Autism Spectrum Disorder specific learning difficulties (e.g. dyslexia, dyspraxia).

The School recognises its responsibility to make anticipatory and reasonable adjustments to all policies, procedures and provision of services, including teaching and learning, and actively seeks to widen the participation of disabled people in higher education.

Disability Services

The School has an external Disability Service who provides information, advice and support on disability issues to all School of Advanced Study students and potential students. The Disability & Student Wellbeing Adviser also advises staff on improving accessibility of the curriculum and teaching as well as buildings and facilities.

All students who disclose a disability will receive the guidance document 'Information for Disabled Students' and the Disability & Student Wellbeing Adviser will make contact with them to discuss the support available. A Support Form will then be developed outlining the support required for the student whilst at the School. With the permission of the student this information is passed on to the relevant staff. The Disability & Student Wellbeing Adviser will also provide information on the Disabled Students' Allowance

Students can seek confidential advice and support from the Disability & Student Wellbeing Adviser at any point. No information will be passed to academic departments or other parts of the university without the permission of the student. However, if information is not provided by the student this may restrict the adjustments that are able to be made.

Admissions

Prospective students with any kind of disability are encouraged to visit the School before accepting an offer, if at all possible. Whilst all teaching Institutes are fully accessible, students need to feel comfortable with the location and environment.

Offers of places to study at the School of Advanced Study are made on academic merit. There are no reductions to academic fees made for students declaring a disability.

Admissions tutors are expected to seek advice from the Disability & Student Wellbeing Adviser whenever there is a concern about the impact of a disability on a student's ability to follow a course.

Learning and Teaching

The Disability & Student Wellbeing Adviser will liaise with academic staff on a student's behalf if requested and will provide a Support Form detailing the student's needs. However, students themselves are encouraged to discuss their support needs with their personal tutor or supervisor wherever possible.

The Disability & Student Wellbeing Adviser will make recommendations for support during the course, these can include:

- arranging for non-medical help (i.e. specialist tutors, mentors, note takers, transcription support);
- recommendations regarding examination arrangements;
- recommendations regarding extensions and deferrals;
- advice about physical access to courses;
- advice to staff regarding disability awareness;
- advice about the Disabled Students Allowance.

Advice on producing material in alternative formats can be obtained from the Disability & Student Wellbeing Adviser.

Assessment and Examinations

The School of Advanced Study has a policy of providing special assessment and examination arrangements, where necessary, for disabled students. Students are encouraged to discuss their needs with the Disability & Student Wellbeing Adviser as soon as possible. Any adjustments required can be included in a Support Form

Examples of special arrangements include:

- Access to a Support Worker
- Extra time for exams
- Rest periods in exams
- Separate invigilation
- Alternative format exam papers

Students requiring adjustments to be made prior to taking unseen examinations, must make this situation known at least one month prior to the date of the examination.

Monitoring

The School seeks formal feedback from the Student body on an annual basis and informally at frequent times throughout the academic year. We encourage students to share their experiences of this provision with us with the aim of continually improving the services we offer. In line with our Widening Participation and Equality and Diversity strategies, data is collected on the numbers of students declaring a disability. Students should be assured that personal details are not disclosed.

Guidance on supporting disabled students for teaching staff

sas.ac.uk

Contents:

Introduction

As a member of staff you may not always be aware that you are teaching or supervising a disabled student or researcher, but, on average, it is likely that out of a lecture theatre of 50 students, 3 students will have some form of disability. The number of postgraduate students declaring a disability has risen gradually in the past ten years, and currently just under 7% of postgraduate taught and research students have a disability (source: HESA)
.Recent figures show that the SAS has approximately 5% disabled students.

This guidance is aimed at all staff who work with students in a learning and teaching context, including (but not limited to) lecturing and supervisory staff, administrative staff, and programme and module directors. It aims to:

- raise awareness and understanding among SAS staff of their responsibilities towards disabled students under equalities legislation;
- promote a more inclusive approach to learning and teaching by providing practical examples of how staff can support disabled students to reach their full academic potential;
- provide further sources of support and information.

The legislation requires that HEIs pro-actively respond appropriately to disabled students' needs and supports a mainstreaming approach to disability, often referred to as the 'social model' of disability. This views disability as something 'located' in the interaction between an individual and the environment and recognises that it is attitudinal and environmental barriers that disable people, rather than their impairments. It is recognised that universities play an important role in challenging these barriers by ensuring that their policies and practices do not discriminate against disabled students.

In addition to the legislative requirement to ensure equal access to provision, increasing opportunities for universities to review their practices and adopt more inclusive learning, teaching and assessment approaches will be of benefit to **all** students. At this level, teaching strategies that are effective for disabled students are also effective for non-disabled students and the requirements of disabled students should not be thought of as 'special needs'; they are generally identical to those of non-disabled students. For example, all students need access to the teaching room and access to the information that is being presented or discussed there.

The Legal Framework

Protection from discrimination for disabled people is covered in The Equality Act 2010. The stated aim of the Equality Act is to reform and harmonise discrimination law, to help Britain become a fairer society, improve public services and enhance business performance. The Act strengthens and streamlines equality law and replaces previous anti-discrimination laws (including the Disability Discrimination Act) with a single piece of legislation. The Equality Act prevents discrimination against disabled people in the areas of employment and service delivery and places a duty on public bodies to promote disability equality.
The Act sets out the different ways in which it is 'unlawful' to treat someone and defines the several forms of discrimination, victimisation and harassment that it protects against. Disability is one of nine protected 'characteristics' (see figure 1 below) identified by the law, all of which are of equal status.
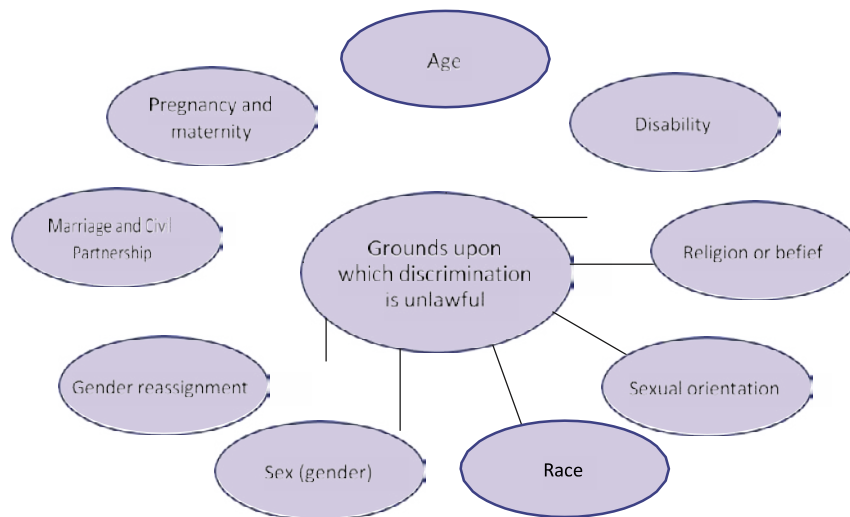
Figure 1. The nine protected characteristics under The Equality Act 2010

Definition of disability

In order to be protected under the law, a disabled person is required to meet the legal definition of a disability. The Equality Act considers a person to have a disability:

> '…if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

> *Equality Act 2010 (Ch.1) Part 6*

The legal definition of disability covers both 'visible' and 'unseen' conditions, including diabetes, cancer, multiple sclerosis and heart conditions; hearing or sight impairments, or a significant mobility difficulty; mental health conditions and learning difficulties.

The law does not require the cause of the disability to be determined, or to categorise it as either mental or physical. Conditions such as MS, cancer and HIV are covered from the point of diagnosis even if they are symptomless. This recognises that people might be discriminated against based on having a certain condition, rather than due to the effects that it has on them.

Under the law disability is determined by the significant effect it has on a person's ability to carry out day-to-day activities. These activities are defined as involving physical mobility, co-ordination and hearing and sight, but also the ability to remember, concentrate and learn. 'Long-term' means that the impairment has lasted, or is likely to last, for at least 12 months or for the rest of the affected person's life. Even if the effects of a condition are episodic or sporadic – if they are recurring and are likely to last beyond 12 months then they will be considered long-term. The law also protects people who have had a disability in the past if it meets the definition, even if this condition has not reoccurred (discrimination based on past disability).

Some disabilities are immediately obvious, but others - such as visual impairment, mental health difficulties such as bipolar disorder and depression, and specific learning difficulties such as dyslexia, dyspraxia and ADHD - are far less so. Appendix 1 contains more detailed information about disabilities and their potential impact on individuals, as well as the particular strengths and abilities that might be recognised as being associated with a particular disability. It is impossible to provide an exhaustive list of disabilities, but it is important to remember that it is the effects of a disability on an individual and not the disability itself that is relevant, and that every person's needs should be considered individually.

Reasonable Adjustments

Under the Equality Act, HEIs have a duty to take reasonable steps to ensure that disabled students can fully participate in the education and services provided for students. This means the University may be required to make 'reasonable adjustments'. The reasonable adjustments duty is to avoid as far as possible "by reasonable means" the disadvantage that a disabled student experiences because of their disability. This is an anticipatory duty; HEIs are required by law to respond to requests for adjustments and must pro-actively anticipate disabled students needs as far as possible. In an educational setting, examples of reasonable adjustments include such provisions as providing lecture notes in alternative formats, allowing students' additional time for an exam or providing voice recognition software, or moving lectures to an accessible venue. Although the same reasonable adjustment may be appropriate for a number of students, for example, an extension to an essay deadline for dyslexic students, every person should be treated as an individual and each person's needs must be considered individually.

Reasonable adjustments can be required at any stage of a student's studies, from application to a course to a viva voce examination. As part of the online application process, prospective students have an opportunity to declare a disability and inform the School of any support they may need, which allows the necessary adjustments to be anticipated. Students can however become disabled on course or chose to disclose a disability at any stage in their studies and the School is required to respond accordingly. A disabled student has the right to request that the existence or nature of his or her impairment or condition be treated as confidential. This may mean that reasonable adjustments have to be provided in an alternative way in order to ensure confidentiality, and in some cases this may lead to less satisfactory adjustments being provided.

Supporting disabled postgraduate and research students

Supporting disabled postgraduate students requires a balance to be struck between meeting the anticipatory duty to attend to the individual needs of disabled students and a more proactive approach to increasing the accessibility of teaching more generally. Under the law students have a right to accessible teaching, but it is also important to consider the benefits of mainstreaming this approach and recognise that adjustments and provisions made with disabled students in mind might facilitate the learning of a far greater number of students.

The move from undergraduate to postgraduate study may present a particular challenge for some disabled students. This might be especially the case in predominantly postgraduate and research institutions like the School, where students come from an array of disciplinary and professional backgrounds and often not through a direct route from undergraduate studies. Generally disabled students have developed some coping strategies through their educational experiences, but these can often fall apart under stress. The impacts of a disability might also become more apparent in a postgraduate and research environment, for example, dyslexia with the increased written workload required of a PhD. You should not assume that a student's disability will have been diagnosed at an undergraduate level or that a student will automatically be more comfortable disclosing a disability at postgraduate stage; often the opposite is the case. Within postgraduate and research education there is a level of guidance and support which to go beyond might lead staff to have concerns about the erosion of academic standards and the competence of the learner. Although disabled students might challenge these assumptions, it is important to note that the changes that may be considered to teaching, learning and assessment practices are about providing access to the course and learning environment, rather than reducing academic standards and criteria. While many disabled students may learn in different ways, their differences do not imply inferior capacities. There is no need to dilute curricula or to reduce course requirements for disabled students. Nor is there a need to consider that practical adjustments, such as giving lecture notes in advance, will result in academic advantage for certain students. It is important to challenge the 'deficit' model of disability and the 'problem' that is caused by a disabled student's condition, and consider instead the particular strengths and skills that a disabled student will bring to the learning and teaching context and how these can be harnessed and developed.

Support for disabled students at SAS

There are a number of policies, practices and procedures in place at the School to support disabled students, as well as staff with particular expertise in this area. Equality Focus are external consultants working with the School providing support for disabled students at the School and ensuring that any equipment is purchased and that the correct information is shared. The Disability Adviser at Equality Focus can answer any queries about what can be done to support students and answer any further specific questions around disability.

It is important that staff are aware of the support in place and are able to advise and direct students accordingly. Detailed information on support available for disabled applicants and students at the school can be found on page 107.

Learning Support Plans

A Learning Support Plan (LSP) outlines the support agreed for a student during their course of study at SAS in order to ensure equality of access whilst at the School. It provides the opportunity for the student to have their individual needs agreed and clearly set out in a way that can be communicated to all staff directly involved in his/ her learning and teaching. The LSP is drawn up in collaboration with the Disability Adviser from Equality Focus who meets with the student to discuss their needs and the adjustments that can be offered. These might include individual IT or library support, permission to record lectures and seminars, additional time to submit coursework and special examination provisions. The agreed LSP is then disseminated to all members of staff who have responsibility for implementing the adjustment and will be named in the LSP.

If you receive a copy of a student's LSP, you may want to discuss arrangements with the student or seek further advice from the Disability Adviser at Equality Focus.

Specialist support

Disabled students may be able to access specialist support to help them with their studies. This may include study skills tuition (for students with SpLDs), mentoring (for students with mental health difficulties) or the use of a support worker for notetaking/library support (for those with visual or mobility difficulties).

Specialist support can be funded through the Disabled Student Allowance if the student is eligible (see below).

Library support

The library has particular support in place for disabled students. This includes access to extended loan periods for standard and one-week loan materials; a book and journal fetching service for those students that have difficulties accessing shelves; and a photocopying, printing and scanning service for those who have difficulties accessing these facilities.

Software

The School has various pieces of assistive software which are now networked on library computers in the School and in Senate House Library. All students have access to this software:

> Inspiration 9
> ClaroRead Pro
> ZoomText M/R
> TextHelp R&W
> Mindview 6
> Dragon Pro
> Jaws Pro

All the libraries also offer additional facilities and some equipment. All users are asked to discuss their needs with their respective library staff.

Screening for Dyslexia and other Specific Learning Difficulties (SpLDs)

Students who think they may have a SpLD can attend a screening appointment with the Disability Adviser at Equality Focus. If appropriate, the student will then be referred for a formal diagnostic assessment.

Disabled Students Allowance (DSA)

Disabled postgraduate students may be eligible for Disabled Students Allowance (DSA) funding to meet the cost of any support they require for their academic studies. DSA is not means-tested, and does not need to be repaid. DSA can help with the costs of specialist equipment, for example, a computer if one is needed specifically because of a student's disability, non-medical helpers (such as mentors and study skills tutors) and additional travel costs due to disability. DSA can be applied for at any time in a student's studies, but early application is recommended.

Disclosure, confidentiality and communication

Disclosure refers to a choice that a disabled student makes about whether to tell another person or organisation about his/her disability. The Equality Act means that students can decide whether or not to disclose a disability to a university and they are under no legal obligation to disclose unless elements of their course involve circumstances or situations where their disability could present a risk to the health and safety of themselves or other people.

Disabled students are able disclose a disability at any stage in their studies and potential and current students of the School are provided with a number of opportunities to disclose whether they have a disability and its nature, at first application and throughout their course. The Disability Adviser will support disabled students who disclose to plan the adjustments that may be required and put in place individual support requirements.

As a member of learning and teaching staff a student may choose to disclose directly to you during the course of their studies. If a student declares a disability in confidence, in the law, the School as a whole is deemed to be aware of it. The Equality Act gives students the right to request that the nature or existence of their disability be treated as confidential and a student therefore might request that you keep this information confidential. However, in order to enable the School to make any reasonable adjustments required to support the student effectively in their studies, you should encourage the student to allow you to share information with the individuals who would need to know in order for effective support to be put in place.

It is important that you promote a learning and teaching environment where students feel they can discuss any issues in confidence and that they will be supported. Disabled students can have particular concerns about disclosing to a member of teaching staff and that sharing this information may affect perceptions of their academic abilities. If a disabled student chooses to speak to you about his/ her disability, it is important that they are heard and that they feel supported and also empowered. You should discuss with the individual how they would wish to be supported and do not make assumptions. You should aim to be empathetic but not try to solve the student's personal issues or be a therapist; being supportive and listening to the student's needs, but knowing when it is appropriate to refer a student onto the relevant person.

Inclusive learning and teaching practices

It is generally understood that good practice in learning and teaching in regard to curriculum delivery is no different for disabled students than for other students. You may not know whether there is a disabled student in your teaching session as they may choose not to disclose a disability or they may prefer that any information they have disclosed is not shared. It is therefore advisable to assume there may be disabled students present and ensure your teaching is accessible to all. Accounting for different learning styles in your teaching and incorporating multisensory methods of delivery will increase engagement across the whole student body.

What follows is some general guidance on inclusive learning and teaching practices and strategies. It is not an exhaustive list and not all information will be relevant to all staff, but it is hoped that it will prompt a reflection on teaching strategies and serve as a reminder of good practice already in place. It is aimed to complement particular adjustments that might be made for individual students, as set out in Learning Support Plans, and is supplemented with appendices of more detailed guidance where appropriate. Please refer to Appendix 1 for more detailed guidance on disability specific teaching strategies.

Teaching rooms

It is imperative that all teaching must take place in an accessible room, although it is understood that in some instances, the School's buildings and facilities might present a challenge in this regard. The following factors should be considered.

- Avoid using a room with too much background noise and poor acoustical properties (someone with hearing difficulties, and who depends on lip reading, may not be able to follow what is being said in these conditions.)

- Where possible, accommodate wheelchair users and guide dog users into the general seating area (this may mean moving some chairs or rearranging tables), to avoid the student being 'tagged on' the end of a row.

- Make use of microphones and loop systems, if available.

- If there is to be a discussion in the session, ensure that all students are able to see each other to enable lip reading. If it is expected that a substantial amount of discussion amongst the students should take place, a semi-circle arrangement is preferable, if space allows.

- Avoid giving a presentation with slides in a low level lighting environment (this could make it difficult for students with a visual impairment to take notes).

  Be aware of health and safety issues.

Lecture and seminar preparation and delivery

- Make course materials, assignment sheets, and reading lists available in electronic format at the earliest stage possible. Providing these materials in advance on Moodle will enable students requiring alternative formats time for transcription and allow students with dyslexia time for reading. Prioritising reading lists can also be useful for such students.

- Provide lecture handouts, ideally 24 hours, in advance in electronic format on Moodle. Providing handouts, including copies of slides, prior to a teaching session will help the learning process for students with visual and hearing difficulties, and those with dyslexia. There is no evidence that doing this reduces attendance at lectures.

- Prepare handouts in a standardised, accessible typeface (a minimum of 12 pt, preferably 14 pt, sans serif font), on off-white paper to minimise contrast. Ensure the accessible reproduction of charts, graphs and other images, with small diagrams printed one slide per page, as opposed to the more commonly used format of three slides to a page.

- Ensure any changes to format or location of classes are clearly communicated and with as much notice as possible. Students with Autism, for example, can get particularly anxious and confused about last-minute room changes.

- Provide students with lists of new technical terms.

- Proactively remind students at the start of modules/teaching blocks about the resources available and where they can access additional support. It is helpful if an announcement can be made at the start of each semester to invite students with specific requirements to approach you in confidence to discuss any particular support needs.

- Provide an overview of the course/module structure, including linking topics and clarity around course outcomes as this will enable students to make better connections between course elements and prepare more fully for each lecture, seminar or group work.

- Use multiple ways of presenting information: videos, slides, practical demonstrations, as well as talking through text. Visually present key phrases and lecture outlines on PowerPoint slides/whiteboard.

- Use PowerPoint presentations free from overcrowded text and distracting visuals. Read out loud key information and repeat questions from the audience.

- Face the audience when speaking and avoid standing in front of a window as it might cast your face into shadow (and make it difficult for those that lip-read). Repeat discussion questions from other students, as not all students may be able to hear their peers. Try not to walk around or pace back and forth whilst talking as some students may find it distracting and difficult to follow what is being said.

- Use clear and literal language and be explicit about what you mean. Some students, such as those with Asperger Syndrome find abstract language, metaphors and irony difficult to understand.

- Manage discussions and question and answer sessions to enable all to participate, and make explicit what is required. In discussions, ensure that only one person is speaking at a time; this will help any student who depends on lip reading to identify the speaker and to follow the discussion it will also help those with processing difficulties, such as dyslexia and dyspraxia.

- Allow time for students to read handouts if you are going to refer to them during a lecture. Pace delivery and when necessary allow brief breaks to allow students and sign language interpreters to keep up.

- Avoid expecting students to undertake more than two learning activities at a time, and, where possible, even two. For many, listening and taking notes is more complex than for their peers and to then be required to answer questions or follow slides may be very difficult.

- Allow students to record lectures and seminars where this will assist them (and allow them to use laptops to take notes if required). Students may often be provided with a dictaphone by the DSA for this purpose and this provision will be included in their Learning Support Plan.

- Where students have assistants, such as note takers or interpreters, direct questions and comments to the student rather than to the assistant.

Group work/class presentations

- Be aware that some students may find the dynamics of group work difficult or impossible to understand and, for them, this may not be a useful learning experience.

- Try to ensure turn taking and reducing the number of multiple conversations and interruptions. This will help all students follow the discussion, but particularly those with hearing or auditory processing difficulties.

- Be aware that visually impaired students may find it difficult to make a spontaneous response to texts or other materials that they have not received in advance.

- Understand the stress that certain students, such as those with dyslexia, may experience stress if they are asked to scribe for a feedback session, speak spontaneously to a group, or read materials in a short period of time.

- When students give presentations, give support to those with communication difficulties, or those who may find presentations difficult for other reasons.

Assessment

- Be aware of the provisions made for disabled students within the School's procedures and how these can best be applied to the particular requirements of a course/module.

- Try to spread work evenly and avoid 'bunching' of deadlines. A few deadlines close together can be particularly stressful for a student with mental health problems.

- Consider adjustments to the design or delivery of an examination if it becomes evident that it presents unnecessary barriers.

- Consider the ways in which changes and adaptations to assessment methods can provide a choice rather than an alternative. As long as the same criteria are assessed to the same standard, the assessment method can be flexible.

- Provide comments or feedback on assessed work in alternative formats.

Research student supervision

- Take regular opportunities to clarify expectations and objectives. Prioritise reading lists.

- Be cautious in use of language – some students might not be assertive enough to say I don't know what you mean.

- Be conscious of annotating drafts. Handwritten comments are generally harder to decipher so takes even longer than electronic text might for some students. Try to type but also talk through comments.

- Writing up may well be a much longer process for a PhD student, consider earlier opportunities for commencing this.

- Consider building a relationship with the student's key contacts (e.g. support tutor) in order to give a more joined-up approach to support.
- Potentially schedule more time for supervisions.
- Try to development an understanding of the student's learning style and ways in which they can support the student to harness abilities appropriate to the research.
- Try to see how the challenge of supporting a disabled student can be seen as an opportunity for creative and shared problem solving rather than a threat to research excellence.
- Pro-actively consider adjustments that might be put in place for a viva voce examination

Appendix 1 - Detailed information about disabilities

Information on specific disabilities, impacts on learning and teaching and recommended teaching strategies

Autistic Spectrum Disorders

Autistic spectrum disorders occur in differing degrees of severity, with autism being the more severe end and Asperger syndrome being at the milder end of the range. People who have characteristics at the more severe end of the spectrum usually have learning difficulties and often do not communicate through speaking. It is likely that a student with an autistic spectrum disorder will be of average or above average intelligence.

People with Autistic Spectrum Disorders have developmental problems in 3 general areas:

- Communication — difficulty with verbal and non-verbal communication (body language)

- Social interaction — difficulty with forming relationships.

- Imagination — People with Autistic Spectrum Disorders are usually of average or above average intelligence. They may have extremely good knowledge of factual information but sometimes have weaknesses in comprehension and abstract thought. They may therefore experience some academic problems with:

- Reading comprehension;

- Problem solving;

- Organisational skills;

- Concept development;

- Making inferences and judgements;

- Cognitive flexibility.

Recommended teaching strategies

Many people with AS are visual thinkers, therefore try to use visual methods to teach abstract concepts where possible. Students may find abstract language, metaphors and irony difficult to understand so try to use clear and literal language and be explicit about what you mean.

People with AS are often very rigid in their thinking and function much more effectively in situations that are clearly mapped out for them. Give clear comprehensive instructions do the person knows what is expected of them. Individuals with AS may also adhere rigidly to routine and be unsettled by any alterations, therefore it helps to explain any changes as fully as possible.

Students with AS may benefit from having access to a mentor and or a tutor who the student can go to for advice and pastoral support. This support can generally be provided through the Disabled Students Allowance.

Dyslexia

The British Dyslexia Association defines dyslexia as a difficulty with the automatic processing of language based information, especially the written word. It is important to understand that evidence points to a constitutional origin, possibly genetic, and that it is not related to intelligence. Difficulties are most commonly associated with reading and writing, but can also occur with spatial orientation and hand to eye coordination. It is estimated that approximately 4% of the population have mild to moderate dyslexic tendencies, and a further 6% are severely dyslexic (British Dyslexia Association).

In a lecture situation, a student must read, write, listen and summarise simultaneously, and at speed. Although all students may experience difficulties at first, these may be pronounced in the case of dyslexic student.

Dyslexic students may read and write more slowly than other students and therefore find it difficult to keep up with the lecture take notes effectively. Some dyslexic students may have to think about each word rather than writing fluently, making note-taking difficult. They may also find handwritten overheads particularly difficult to read, and have trouble copying.

Recommended teaching strategies

- Provide an overview when introducing a new topic so students know what to expect — highlight the main argument and the key points.

- Provide a summary at the end of the lecture/topic.

- Allow students to tape the lecture on a dictaphone, if required.

- Provide handouts to decrease the amount of writing a student has to do during the lecture. These are particularly useful if handed out few days prior to the lecture to allow for preparation.

- Explain the purpose of what is being required.

- Use multiple ways of presenting information: videos, slides, practical demonstrations, as well as talking through text.

- Allow time for students to read handouts if you are going to refer to them during a lecture.

- Introduce new topics and concepts obviously - clarify new language.

- Give examples to illustrate a point.

- Have regular pauses to allow students to catch up.

Dyspraxia

Dyspraxia is a common disability that affects movement and co- ordination skills such as tasks requiring balance, kicking and throwing a ball and fine motor skills such as writing or using small objects carefully. Estimates vary, but dyspraxia is thought to affect around 3% of adults in the UK. It is more common in men, and often runs in families.

Dyspraxia does not affect intelligence, but may make learning new skills more difficult and students may often struggle to manage their time or numerous tasks simultaneously and organise or sequence ideas.

Recommended Teaching Strategies

The strategies for students with dyspraxia are very similar to those of a student with dyslexia due to the similarities of the impact. A dyspraxic student may just need more guidance with management of their time and should be encouraged to be as organised as possible, using strategies and technology to assist:

- Provide an overview when introducing a new topic so students know what to expect — highlight the main argument and the key points.

- Provide a summary at the end of the lecture/topic.

- Allow students to tape the lecture on a dictaphone, if required.

- Provide handouts to decrease the amount of writing a student has to do during the lecture. These are particularly useful if handed out few days prior to the lecture to allow for preparation.

- Explain the purpose of what is being required.

- Use multiple ways of presenting information: videos, slides, practical demonstrations, as well as talking through text.

- Allow time for students to read handouts if you are going to refer to them during a lecture.

- Introduce new topics and concepts obviously - clarify new language.

- Give examples to illustrate a point.

Have regular pauses to allow students to catch up.

Visual Impairment

Visual impairments range from total blindness to conditions such as tunnel vision, double and blurred vision and colour blindness. Some people may have trouble seeing in low light levels, have problems judging speed and distance, or painful irritation to the eyes can be caused by bright light. Only about 18% of people who have visual impairments are classed as totally blind, and most of these people can distinguish between light and dark. Some people will have been born visually impaired and others may have become visually impaired as a result of illness or accident, and this will affect the way people approach and address their impairment.

General good practice when teaching visually impaired students:

Always introduce yourself by name as the visually impaired student may not recognise your voice:

- Tell the student when you are leaving the room;

- Tell the student if a room they are familiar with has been rearranged;

- Don't leave obstructions where they may be walked into;

- Make sure that the student is aware of any venue changes. An unfamiliar room may be difficult to find at the last minute;

- Don't worry about using phrases that refer to sight, e.g. 'see you later', as most visually impaired people would not be offended;

- Don't pet or feed guide dogs when they are wearing their harness - they are working animals 'on duty'.

- When working in a group of people that includes a blind person, for example a seminar, ask everyone to introduce himself or herself so the blind person knows who is in the room.

Recommended teaching strategies

- Provide handouts in advance of the lecture;

- Notes may be required in alternative formats to allow for them to be use with Braille or specific software and diagrams or tables may need to be produced in tactile form;

- Describe any material you are writing down. Talk through any images or diagrams;

- Visually impaired students may wish to be seated at the front of the class. Speak to the student to clarify their preferences;

- Use printed transparencies, rather than handwritten overheads;

- Speak clearly - the student may have few visual cues. Allow the student to make a recording of thelecture on a Dictaphone;

- Provide booklists well in advance as students may have difficulty accessing the library and may readmore slowly. Annotated book lists can be extremely useful to visually impaired students, for example, if only one page of a book is relevant;

- Providing material such as booklists in electronic format rather than hard copy will allow the student to view in their preferred format.

Hearing Impairments

Hearing impairments can vary from someone who is slightly hard of hearing to those who are profoundly deaf. Sounds can also become distorted, and conditions such as tinnitus produce background noise.

The Royal National Institute for Deaf People uses the following definitions of deafness, which are classified, according to the quietest sound level (in decibels) that a person can hear.

Mild deafness - Some difficulty following speech, mainly in noisy situations.
Moderate deafness - Difficulty following speech without a hearing aid.

Severe deafness - Use a hearing aid and rely heavily on lip reading. May use sign language.

Profoundly deaf - Usually born deaf or become deaf early on in life. Lip read and may use sign language. Hearing aids are of little or no use.

Recommended teaching strategies

Each deaf student is different and you should talk with the student to find out which strategies they find most helpful. The following teaching strategies can be adapted to the needs of the individual student and the teaching situation.

- Supply handouts and lecture notes in advance of the lecture. This will allow the student to become familiar with any new vocabulary and the structure of the lecture, making lipreading easier.

- Try to allow a little extra time for the deaf student to assimilate information and respond before going onto the next stage.

- The student will be unable to hear or lipread questions and comments from the audience. Repeat any contributions before responding. This is important if you are wearing a radio aid microphone, which transmits your voice only to the student's hearing aid as the student will miss comments from the rest of the audience.

- Unknown words are impossible to lipread — write them down on the board or OHP with a definition. Ideally, provide a handout in advance.

- Make it clear when you are moving onto a new topic or subject. It is much easier to lipread when the context is known.

- When using OHPs, boards or handouts, allow the student time to read what is written before starting to speak. It is not possible to read and lipread at the same time.

- Try to make sure your face is visible to the student at all times. Do not speak when writing or pointing to the board and avoid walking about the room when talking.

- Recap every now and again throughout the lecture.

- Use examples when explaining ideas and concepts.

- Write out vital information such as changes of venue and time on the board or overhead projector.

Mental Health Conditions

Mental ill health or mental illness are broad terms used to describe a wide range of psychiatric illnesses, from anxiety and depression to eating disorders and schizophrenia. Everyone has times in their life when they feel depressed, anxious, or under stress. For some people these feelings become so overwhelming they produce physical or behavioural symptoms that affect an individual's ability to go about their day-to- day life. Mental illnesses are not present at birth, but there is much debate as to whether they are brought about by environmental or genetic factors. In some circumstances the illness seems to have no trigger at all. Approximately one in four people experience mental ill health at some point in their life, and the peak age range for the first onset problems is between 18-24, coinciding for many people with their time as a student. It is therefore more than likely that some of the students you teach will be experiencing mental health difficulties. With support and planning, mental illness does not have to be a barrier to successful study.

Recommended teaching strategies

- Make sure that the student is aware of the support services available at the University and know where to refer a student.

- Help to create a support network for the student if they feel isolated. Group seminars, tutorial andstudy groups can all be of help as can pair or group assignments.

- Allow students to tape lectures if they find this helpful.

- Avoid putting students in a stressful situation, e.g. asking them to read out loud in a seminar.

- Try to spread work evenly and avoid 'bunching' of deadlines. A few deadlines close together can be particularly stressful for a student with mental health problems. It may be necessary to be flexible with deadlines if a student is struggling to complete a piece of work due to their illness or condition.

- Develop some knowledge about mental health and mental health conditions; do not assume that a student is simply lazy or unmotivated. Often people do or say things over which they have no control — this is the illness, not the person. If a student tells you about their mental ill health, a prejudiced ormisinformed reaction from you will not improve matters. It will be easier to support the student if you understand the difficulties they face.

- Be supportive and encouraging. Take time to listen to the student and give them an opportunity to explain their requirements. If the student has an existing illness, they will have a good idea of what coping strategies work for them.

- Don't try to solve the student's personal issues or be a therapist — Be supportive and listen to the student's needs, but know when to refer a student on to Student Advice and Counselling.

Unseen Disabilities

This category covers a multitude of long term or permanent medical conditions which, in some circumstances, will affect a student's ability to study. Unseen disabilities can refers to conditions such as diabetes, epilepsy, asthma, ME, cancer, Crohn's Disease, haemophilia and cystic fibrosis.

Recommended Teaching Strategies

Students with medical conditions may not see themselves as having a disability. Make sure that the student is aware of the support services available at the Institute and know where to refer a student. The Disability Adviser at Equality focus will be able to advise the student on support and equipment that may be available to them.

- Allow students to tape lectures if they find this helpful.

- A student may miss teaching sessions due to ill health. Copies of lecture notes should be made available during periods where the student is unable to attend.

- If you know of a student's medical condition and are unsure about what to do if a student is taken ill in class, for example with an epileptic seizure, discuss your concerns with the student and the Disability Advisor.

Mobility Impairments

Students with mobility impairments have a reduced range of physical movement, causing varying degrees of difficulty when sitting, moving and walking and, in some cases, requiring the use of a wheelchair. These physical impairments may be the result of injury or be caused by a medical condition such as arthritis, muscular dystrophy or multiple sclerosis and, as such, can be stable, degenerative or intermittent in nature depending on the exact cause of the impairment. Additional problems may be caused by pain, lack of stamina and fatigue due to the extra physical effort required to move. Medication may cause side effects such as drowsiness, making concentrating difficult at times.

Recommended teaching strategies

Talk to the student - they will have already developed coping strategies and will be able to advise you on what support they will find beneficial.

It is unlikely that a student's mobility impairment will necessitate changes in the delivery of teaching. It is more likely that students will require flexible timetabling and deadlines and copies of lecture notes.

Teaching must take place in accessible rooms.

Students who have a temporary injury such as a broken leg may not see themselves as having a disability. Make sure that the student is aware of the support services available at the Institute and know where to refer them to.

There are also other conditions that may not be listed here, in short any condition which has a long-term and adverse effect on studying is covered under disability law.

Support should also be offered to students who have a temporary mobility / dexterity impairment / other difficulty as a result of an accident, injury, illness or surgery.

Support Needs Pre-entry Form

<div align="center">

CONFIDENTIAL

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DATA PROTECTION

The purpose of this form is to enable the Disability Support Office to make an informed and constructive decision on the support needs of students who might be coming to attend the School of Advanced Study. It does not take into account at any stage a student's academic ability but is solely concerned with the University's ability to support any expected additional needs that a student might have arising from his or her disability.

Any information provided will be forwarded to the School's External Disability Support Office and held by the SAS Registry and Student Administrator of the respective institute of study. Information will be treated in the strictest confidence and only disclosed on a need to know basis.

You will be contacted once the completed form has been received to discuss your details, support requirements and a Support Agreement. Please note you will also need to provide evidence of your disability. This evidence can be from a GP, Consultant, Educational Psychologist or other regulated professional and must be no older than two years.

For further information please see the 'Information for Disabled Students' document.

Personal Details
Name:
Telephone Number:
Email Address:
Course applied for:
Starting year:

Support Needs

Please put a tick next to the description that applies to you, please include all diagnosed disabilities that you may require support for.

Specific learning difficulty (includes dyslexia, dyspraxia or ADD/ADHD)	
Blind or serious visual impairment	
Deaf or serious hearing impairment	
A physical impairment or mobility issue	
Mental health condition	
Social Communication/Autistic spectrum disorder	
A longstanding illness or health condition	
Other disability – please specify below	

Please include further information here on your support needs or anything else you would like to add:

Disabled Students' Allowance DSA

Have you applied for Disabled Students' Allowance?

If yes, please state below when you submitted your application and, if known, how it is progressing. If not, please state below if/when you intend to make an application

For further information on the DSA please see the 'Information for Disabled Students' document.

Evidence

Please provide details here of the evidence you are attaching to this form. If you are not able to provide evidence at this stage please provide further details.

Section 7: Creating an inclusive curriculum

Embedding equality and diversity in the curriculum is the creating of learning, teaching and assessment environments and experiences that proactively eliminate discrimination, promote equality of opportunity and foster good relationships.

Aims

To create a safe and collaborative environment of mutual respect and honesty conducive to student learning.

Enhance the reputation of the School as a provider of high quality taught and research programmes.

Checklist for use in assessing where we are.

A   Managing our students

Get to know your cohort before classes begin

Recognise strong emotions and controversy and act sensitively to student's feelings and beliefs

Avoid sexist racist and homophobic language/humour

Use inclusive language to avoid stereotyping

Consider a requirement for the course team to engage in unconscious bias and equalities training?

Provide accessible resources in sufficient time and where possible various formats

Is there a clear statement related to inclusive course values within the student handbook?

B   Course development

Have we acknowledged the 'hidden curriculum' in the discipline area?

Are students involved in the creation of the course?

Is our content accessible to different groups of students and do our materials adhere to best practice for disabled students and students with a learning difference?

Are we using inclusive language, avoiding colloquial language and providing a glossary of new and complex terms?

Do the case studies and reading lists we use reflect the diversity in the learning community?

C   In the classroom

Provide opportunities (where you can) for students to work in diverse and mixed groups

How do we allow students to bring their own perspectives into the learning arena ensuring equality of engagement?

How does delivery engage different learning styles?

Will the course be delivered in an accessible mode and are there alternative options providedfor students who cannot access specific delivery mechanisms?

How do we ensure that the classroom environment is welcoming and inclusive and encourages participation from under-represented groups?

Are there opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds?

Are students exposed to a range of culturally challenging views, opinions and contexts?

D   Assessment

Are timelines (formative, summative and feedback) advised at the start of the course?

Do we offer a diverse range of assessments styles (including choice) used to reduce the needfor reasonable adjustments and ensure that the assessment medium reflects their own strengths and educational backgrounds?

Do the case-studies/vignettes used in the assessment reflect the diversity in our student body?

Are there assessments where students can draw upon their own background? e.g. 'open' assessment where students can apply a particular principle to familiar contexts?

How will the assessment strategy ensure that students are involved in real-world tasks that demonstrate meaningful application of essential knowledge and skills?

E   Feedback

How is the issue of 'social distance' being addressed in feedback strategies? i.e. some studentsfeel less confident or able to approach academic staff than others.
How are students encouraged to actively adopt a reflective approach to their learning and facilitate the development of their feedforward strategies?

How are peer-review practices encouraged to ensure that students learn to engage in constructive feedback strategies with each other?

How will differential attainment be monitored?

How will the course team monitor how the course is being experienced by diverse cohorts of learners?

How will the course team ensure that students from a diverse range of backgrounds get involved in the review and evaluation of the course or module?
(Ref: Kingston University).

Section 8: Academic Misconduct, Complaints and Appeals

Academic Misconduct, Complaints, Appeals

Harassment and Discrimination
[Quality Assurance Framework, section 5]

The following paragraphs reflect the provisions of Ordinance 19: Student Complaints (Annex 2: Model Procedure on Harassment, Discrimination and Bullying of Students).

The University does not consider it to be acceptable for a student to be subjected to discrimination or harassment in any form by a fellow student, a member of staff, or by any other person on University premises or in connection with their study in the University. If possible, the student should make it clear to the person causing offence that their behaviour is unacceptable. If direct representation is not possible, or is not effective, the student may seek help and advice as follows.

The student is advised to seek a confidential interview with the person designated in the student's institute. The 'person designated' shall be the Director of the institute unless otherwise stipulated. If the Director (or other person designated) is the subject of the complaint, the person designated will be the Dean of the School. The purpose of a confidential interview is to discuss the nature of the problem and arrive at an acceptable solution. Further action will not normally be taken without the express permission of the student. However, it will usually not be possible to deal with the matter adequately if such permission is withheld.

If the problem is serious or has not been resolved as a result of the confidential interview, the student may make a formal complaint (as set out in Annex 1 to Ordinance 19) which will lead to the initiation of disciplinary proceedings. It will be useful for the student to keep a note of the details and dates of relevant incidents.

Institutes will keep lists of organisations and individuals which will provide additional help and advice, especially in more serious cases.

The University's 'Policy in Respect of Offences that are also Criminal Offences' is set out at Ordinance 17: Code of Student Discipline. A student who is the victim of a racial, sexual or physical assault may seek help from appropriate organisations, and may report the matter to the police.

SCHOOL OF ADVANCED STUDY

Procedures Governing Academic Misconduct

1.   Introduction

1.1   This document sets out the School's definition of academic misconduct, outlines the School's procedures to determine whether misconduct has occurred and states the range of penalties that may be applied when misconduct has been established. These procedures apply to all forms of assessment which contributes to the award for which the student is registered.

1.2   The purpose of these procedures is to protect the reputation and academic standing of the School and the academic integrity of the awards of the University of London.

1.3   It is the School's responsibility to ensure that all students receive information and guidance on the academic conventions and practices applicable to their course and to provide tutorial guidance and support to any student contravening them as a first offence.

1.4   The Dean has overall responsibility for academic misconduct.

1.5 It is the responsibility of all students to familiarise themselves with the programme regulations and academic conventions and practices applicable to the course on which they are enrolled. It is the responsibility of students to ensure that work submitted for assessment is entirely their own and that they observe all instructions,procedures and regulations governing examinations and other forms of assessment.

1.6 All decisions regarding the determination of academic misconduct and the application of penalties will take full account of fairness and equity of treatment.

1.7 In the context of these procedures, the term 'academic misconduct' includes all forms of cheating, plagiarism and collusion. Section 2 below, while not exhaustive,sets out illustrations of the types of activity which may be covered by this term.

1.8 Where it is established that academic misconduct has been committed, a penalty willbe applied. A range of penalties is applicable depending upon the gravity of the offence and whether it is a first or further offence. The range of penalties is set out in 3 below.

2. **Illustrative Examples of Academic Misconduct.**

Any attempt by a student to gain unfair advantage in assessment will be considered as 'Academic Misconduct'. This includes all forms of cheating, plagiarism and collusion. The following list is not exhaustive but serves to indicate the range of activities which may constitute academic misconduct.

2.1 **General:**

2.1.1 Engaging in any dishonest practice or irregularity in order to gain unfair advantage for the student themselves in assessment.

2.1.2 Aiding and abetting a fellow student in any form of dishonest practice.

2.1.3 Bribing, inducing or persuading another person to obtain and provide advance copy of any unseen examination or test paper or any coursework assignment.

2.2 **With regard to examinations or tests:**

2.2.1 Removing any script, paper or other official stationery from the examination room, unless so authorised by an invigilator or examiner.

2.2.2 Introduction or use of any devices of any kind other than those specifically permitted by the rubric of the examination paper (e.g. a dictionary or calculator where not so permitted or an unauthorised computer disk containing pre-coded data).

2.2.3 Possession of any revision notes, crib sheets or other written aide memoire during the examination/test.

2.2.4 Communicating with another student or any person other than the invigilator/examiner during the examination/test.

2.2.5 Copying or attempting to copy the work of another student during the examination/test.

2.2.6 Being party to an arrangement whereby a person other than the candidate represents, or plans to represent, the candidate in an examination/test.

2.2.7 Duplicating substantially the same material in an examination answer which has already been submitted in another examination answer or in a coursework assignment.

2.3 **With regard to coursework assessment**

2.3.1 Making available work to another student so that it can be presented as the work of that student.

2.3.2 Representation of work produced in collaboration with another person or persons as the work of the single candidate (except where specifically permitted by the arrangements for the assessment of groupwork).

2.3.3 Commissioning another person or persons, including the use of 'ghost-writing' agencies, to produce or complete an assessment which is submitted as the student's own.

2.3.4 Presentation of data purporting to be based on work of the student but which has been invented, altered or falsified.

2.3.5 Submitting another student's work as the candidate's own work.

2.3.6 Duplicating substantially the same material in a coursework assignment that has already been submitted in an assignment for another module/course.

2.3.7 Presenting text created by a generative AI or Large Language Model such as Chat GPT as the student's own.

2.3.8 Plagiarising the work of another person whether published in any medium (e.g. print or internet) or unpublished and submitting it as the candidate's own work. Plagiarism can have a range of gradation. See therefore the Special Note below.

2.4 Special Note on Plagiarism.

Plagiarism is the most common of assessment offences. It has a range of gradations of severity. At the lower levels or in the first instance, it may be committed unwittingly, as a consequence of ignorance of the conventions of academic practice and of the submission of academic essays/papers. This is still not a justification, since it is the responsibility of students to familiarise themselves with the academic conventions and practices required by their course. At the graver levels of the conscious misrepresentation of another person's work as the student's own, it is both theft of the intellectual property of the other person and an intentional act of deception in order to gain an unfair and unjustified advantage in assessment. In increasing gravity the principal gradations of plagiarism are the following (again the list is indicative, not exhaustive):

2.4.1 Use of one or more sections of verbatim quotation or close paraphrasing without appropriate referencing, such as the use of quotation marks.

2.4.2 Use of extensive verbatim quotation or close paraphrasing without appropriate referencing, such as the use of quotation marks.

It should be noted that material can be deemed to be plagiarised from:

• printed published material, e.g. books and journal articles

• material published on internet sites

• unpublished but publicly available material, e.g. theses and dissertations in university libraries/departmental holdings

• handouts and other materials provided by course/module tutors

• charts, graphs or visual images

• work of other students (in the same or previous cohorts)

• work of the candidate herself/himself where this has previously been submitted for assessment (though this may be considered 'duplication' – see 2.2.7 and 2.3.7 above – depending upon the extent of verbatim repetition).

Procedures for the Consideration of Allegations of Assessment Offence

JURISDICTION

a) These Procedures describe the University's response to allegations of offence in any form of assessment that contributes to the award for which a student is registered.

b) Definitions of what constitutes an assessment offence can be found in the Quality Assurance Framework for students of the School of Advanced Study.

c) The authority under these Procedures resides with the Associate Director: Student Affairs.

d) The Associate Director: Student Affairs may delegate any of the duties assigned to them under these Regulations to another member of staff of the University.

PRESUMPTION OF INNOCENCE

e) Any student will be presumed to be innocent of an alleged offence until the opposite is established beyond reasonable doubt.

GLOSSARY

Use of the following terms throughout the Procedures for the Consideration of Allegations of an Assessment Offence (the *Procedures*) are defined below:

Assessment Offence A breach of assessment regulations, as defined in the Quality Assurance Framework. Assessment Offence, Examination Offence and Academic Misconduct may be used interchangeably across various University literature, but mean the same thing.

Academic judgement A decision that is made about a matter where the opinion of an academic expert is essential, such as the relevance of unauthorised materials in a written examination; or whether unreferenced material can be considered 'common knowledge' within that area of academic research.

Case The allegation against the student and all information relating to it.

Outcome The final decision(s) reached following consideration of a case under a stage of these *Procedures*. This may include the application of penalties.

Penalty A sanction imposed as a consequence of a student having been found, through these *Procedures*, to be in breach of the assessment regulations. A penalty can be non-academic, such as a warning; or academic, such as 'no report'.

No Report An academic penalty. It is the equivalent to a fail mark, but also means that the assessment attempt will not be recognised as valid for the purposes of progression or completion of an award. A zero will appear on the student's transcript, and it will reduce the number of permitted attempts at the assessment or module by one.

Precedent An established outcome, based on the previous handling of equivalent cases under these *Procedures.* Precedent may reflect the severity of the offence and whether a student has a previous offence on their record.

PROCEDURE

Referral – Allegations of coursework offence

1. An academic judgement is taken at programme-level that an offence has been committed, as defined under the Quality Assurance Framework, and that the nature of the offence is beyond the appropriate scope of the mark scheme.

2. A referral is made for investigation under the *Procedures*.

3. Allegations of coursework offence will normally be reported in the first instance to the Registry of the School of Advanced Study (by Institutes of the School of Advanced Study).

4. The student is informed by the Programme Team that a referral has been made.

Referral – Allegations of written examination offence

5. Examination allegations are most often made by an Invigilator during an examination. However, occasionally they may be reported through other channels, such as by an examiner or marker, or by another student.

6. When an allegation is made during an examination, the student will usually be informed by the Invigilator and asked to complete and sign the relevant sections of an Incident Report Form. A student declining to complete and sign the Incident Report Form, or the examination centre failing to offer this opportunity to the student, will not prevent an investigation taking place under these *Procedures*.

7. When an allegation is made after the examination has finished, the student will be informed in writing by the Student Affairs office that a referral has been made for consideration under these *Procedures*.

Investigation

8. Following a referral, the release of any pending assessment results will automatically be withheld for a student who is under investigation for an allegation, or allegations, of assessment offence, until the an outcome of an assessment offence is determined.

9. The case will be assigned to a case handler who will oversee investigations. This may include verifying existing evidence, obtaining further evidence or statements from the student and/or relevant third parties, or referring for further academic judgement.

10. If, following investigation and having sought appropriate academic judgement, a case handler determines that there is insufficient evidence of an assessment offence to be pursued under these *Procedures*, the referral will progress straight to consideration by the internal panel (see paragraph 12).

11. If, following investigation, it is determined that there is sufficient evidence to pursue the allegation under these *Procedures*, the student will be presented with details of the allegationand supporting evidence relevant to their case. The student will be asked to provide an explanatory statement within 2 weeks. If a statement is not provided within 2 weeks, the casewill be considered without this additional evidence.

12. All evidence, including any explanatory statement submitted by the student, is reviewed by an internal panel. The panel will consist of no fewer than 2 members and will include the Associate Director: Student Affairs and/or Senior Manager: Academic Integrity and Student Conduct, and the relevant investigator.

13. The internal panel will determine whether the evidence, including any statement submittedby the student, supports the allegation or not. The internal panel may decide that further investigation is required before a determination can be made.

Outcome

14. A decision is taken by the Associate Director: Student Affairs, confirming first whether an offence is proven. In reaching this decision, reference will be made to the panel's determinations.

15. Following the decision as to whether an offence is proven, the Associate Director: Student Affairs will determine whether precedent exists for the case. Consideration will be given to thestudent's assessments to date, any prior proven assessment offences on the student's record and any mitigating circumstances that apply to the assessment offence in question. If precedent exists, the outcome will be determined accordingly.

16. Where precedent does not exist, or the Associate Director: Student Affairs is otherwise unableto reach a decision, they will refer the matter for consideration by the Assessment Offences Committee in line with paragraph 26.

17. The student will be informed in writing of the decision of the Associate Director: Student Affairs and any penalties applied, with reference to the panel's determinations.

18. The student will be informed of their right to submit an appeal.

19. The hold placed on the student's results will be removed following determination of an outcome. Results will be released in the normal way, either following a subsequent scheduled release, or as soon as possible should results already have been released. These are the student's confirmed results.

Appeals Procedure

20. Students are permitted to appeal within two weeks of the date on the outcome letter, on oneor more of the following grounds:

    20.1.   That the procedures were not followed properly;

    20.2.   That the decision maker(s) reached an unreasonable decision (e.g. case is outside of precedent);

    20.3.   That the student has new material evidence that they were unable, for valid reasons,to provide earlier in the process;

    20.4.   That there is bias or reasonable perception of bias during the procedure;

    20.5.   That the penalty imposed was disproportionate, or not permitted under the procedures;

21. Appeals must be made using an appeal form, available from assessment.offences@london.ac.uk, stating clearly the grounds on which they are being madeand providing relevant supporting evidence.

22. Appeals made after two weeks or without relevant supporting evidence will not normally be considered.

23. The Chair of the Assessment Offences Committee determines whether an appeal has been made on valid grounds and can be accepted for consideration.

24. If an appeal is not accepted, the student will be informed in writing, including the reasons forthis decision. A Completion of Procedures Letter will be issued from the Office of the Vice Chancellor. This enables a student to pursue an independent review with the Office of the Independent Adjudicator for Higher Education (OIA). Full details of the OIA and how to makea complaint are available from oiahe.org.uk

25. If an appeal is accepted, it will be scheduled for consideration at the next meeting of the Assessment Offences Committee.

Assessment Offences Committee –membership and procedure for hearings

26. The Assessment Offences Committee will meet to consider outcomes of cases where either:

    a) an appeal made on valid grounds has been accepted for further consideration.

    or

    b) the Associate Director: Student Affairs was unable to determine an outcome (for example, due to the absence of established precedent, the severity or complexity of theoffence)

27. The Assessment Offences Committee will normally consist of no fewer than three members, including the Chair of the Assessment Offences Committee, who is appointed annually for a fixed term. Further members will normally be academic staff drawn from Member Institutions of the University of London or Institutes of the School of Advanced Study and include an academic lawyer, appropriate subject specialist(s) and a student member. The membership of each Assessment Offences Committee meeting will reflect the nature of the case(s) under consideration.

28. When an Assessment Offence Committee meets to consider an appeal against an outcome determined by a previous Assessment Offences Committee, in accordance with paragraphs

    45-49, it will be chaired by one of the panel members, as the Chair of the Assessment Offences Committee will have had prior involvement in the case.

29. In exceptional circumstances the Committee is permitted to conduct its business with two members.

30. No member of the Committee will have had any prior knowledge of the student or personal involvement in the case.

31. The Committee will normally conduct its business in person. Deliberations are permitted to take place by correspondence, or electronic means, if there is a clear reason for doing so and the method has been agreed by the Chair in consultation with the Associate Director: StudentAffairs.

32. The Committee will be provided with full details of the cases under consideration including: all relevant documentation and evidence considered at earlier stages of the *Procedures*, written statements made by the student and, in the case of appeals, the appeal submission form.

33. Students with cases under consideration will be provided with a copy of each document whichwill be presented to the Committee. The student will then have the opportunity to submit a further statement for consideration by the Committee, if they so wish.

34. The cases, based on the documents held by the student and the Committee, will be presentedby the Associate Director: Student Affairs and/or the Senior Manager: Academic Integrity and Student Conduct, who will also answer any questions the Committee may have regarding procedural or regulatory matters.

35. Should the Committee not feel able to reach a judgement, it is permitted to adjourn its business to seek further evidence. Any further evidence will be provided to the student, whowill be given the opportunity to submit a further statement, before proceedings resume.

Committee outcomes for appeal cases

36. The Committee will determine whether the appeal submitted by the student should be upheld. Appeals can be upheld resulting in a change to the outcome, upheld with no change to the outcome, or not upheld.

37. If the Committee determines that the appeal is upheld resulting in a change to the outcome, the Committee can decide that:

    a. The penalty previously imposed should be revoked

    b. That a lesser penalty should be imposed

    c. That a harsher penalty should be imposed

38. If the Committee determines that an appeal is upheld but there is no change to the outcome, or that an appeal is not upheld, the previously determined outcome will stand.

39. The student will be informed of the appeal outcome in writing by the Chair. Whether an appeal is upheld or not, the Chair will provide clear reasoning for the decisions.

40. The decision of the Committee at this point is final and concludes the University's consideration of the matter. A Closure of Procedure Letter will be issued. This enables a student to pursue an independent review with the Office of the Independent Adjudicator for Higher Education. Full details of the OIAHE and how to make a complaint are available on the website of the OIAHE: oiahe.org.uk

Committee outcomes for cases referred by the Associate Director: Student Affairs

41. Following consideration of the evidence, the Committee will determine whether the allegation is proven. The Chair will give clear reasons for the decision.

42. If the Committee determines an offence is proven, they will be provided with details of the student's assessments to date, any prior proven assessment offences on the student's record and any mitigating circumstances that apply to the assessment offence in question.

43. The Committee, giving due consideration to the impact on the student's progression or eligibility for the award for which they are studying, will determine whether a penalty is to be applied, with reference to Annex 1.

44. The outcome determined by the Committee, and full details of any penalties, will be communicated to the student in writing by the Chair. The outcome will also be communicated to the referring body if appropriate.

Appeals against a decision of the Assessment Offences Committee

45. Appeals against a decision of the Assessment Offences Committee should be made in line with paragraphs 20 – 22.

46. The Pro-Vice Chancellor (International), or, the Dean of the School of Advanced Study, as appropriate, determines whether an appeal has been made on valid grounds, has supporting evidence and can be accepted for consideration.

47. If an appeal is not accepted, the student will be informed in writing, including the reasons for this decision. The decision at this point is final and concludes the University's consideration of the matter. A Completion of Procedure Letter will be issued. This enables a student to pursue an independent review with the Office of the Independent Adjudicator for Higher Education (OIA). Full details of the OIA and how to make a complaint are available from oiahe.org.uk

48. If an appeal is accepted, a new Assessment Offences Committee, with members with no previous involvement in the case will be convened. The Committee will meet and conduct its business in accordance with paragraphs 27 – 40.

49. The Chair of previous the Assessment Offences Committee will present the case in place of the Associate Director: Student Affairs and/or Senior Manager: Academic Integrity and Student Conduct, as stated in paragraph 34.

Procedures for the Consideration of Allegations of Assessment Offence

ANNEX 1: LIST OF AVAILABLE PENALTIES

1. no further action to be taken, or

2. that the student be formally reprimanded and reminded of the need to strictly follow the Regulations, and/or

3. that no report be made on the performance of the student for the assessment in question, or

4. that no report be made on the performance of the student for any or all the papers/assessments the student sat in the year the offence occurred, or

5. that the student cannot re-enter for any or all of those assessments before the expiry of a stated period of time, or

6. that no award of the University be granted before the expiry of a stated period of time, not exceeding three terms following satisfactory completion of the programme, or

7. that the student be excluded from future assessments for awards of the University.

Note: *No report is the equivalent to a fail mark, but also means that the assessment attempt will not be recognised as valid for the purposes of progression or completion of an award. A zerowill appear on the student's transcript, and it will reduce the number of permitted attempts at that assessment by one.*

TABLE OF PRECEDENT

The table below lists established outcomes for first, second and third proven assessment offences, and allegations that are not upheld, based on the consideration of previous cases under these *Procedures*. These standard outcomes do not preclude alternative action being taken where the nature of an offence justifies it. The Assessment Offences Committee will make reference to this table when setting new precedent.

Allegation not upheld or unproven	No Further Action
First offence(s)	Student will be formally reprimanded
	No report will be made for the assignment in question
Second offence(s) in a subsequent session	Student will be formally reprimanded
	No report will be made for the whole unit
Third offence(s) in a further session	No report for all modules taken within the academic year

Note: The definition of 'subsequent session' will be determined by the Associate Director: Student Affairs or the Assessment Offence Committee, but will normally be taken to mean that a sufficient amount of time has passed between receiving a penalty letter and submitting further assignments for assessment.

Procedure for Student Complaints and Academic Appeals

The University of London is dedicated to providing a high quality student experience. However, we recognise that students may sometimes become dissatisfied. Where concerns are brought to our attention we commit to investigating the matters raised, clarifying regulatory or procedural issues and, where appropriate, taking the necessary steps to provide remedy and redress.

If a student wishes to make a complaint or submit an academic appeal, they should follow the guidance below.

It is understood that making a complaint or submitting an academic appeal is a serious matter and it is treated as such by the University. All submissions under this Procedure are treated confidentially and students should be assured that raising a grievance of any kind will not negatively impact their academic progress or standing with the University.

It is our principal aim to resolve any complaint or problem quickly, fairly and simply at the informal stage (see Stage One, below).

A. <u>**Explanation of key terms:**</u>

1. **Student Complaint**

We regard a complaint as any expression of dissatisfaction about our action or lack of action, or the standard of service provided by us or on our behalf. Appeals against applications of the regulations, or decisions made by us (including responses to progression and refund requests) are also considered as complaints.

2. **Academic Judgement**

Academic judgement refers to the determination of a matter where the opinion of an academic expert is essential. A student may not complain about, or appeal against, a matter of academic judgement. For example, disagreement with an assessment mark or classification decision is not grounds for appeal.

3. **Academic Appeal**

We can only consider an academic appeal when it relates to:

a. Serious circumstances which the Board of Examiners was not aware of when confirming the final mark, and which the student was, for valid reasons, unable or unwilling to disclose earlier
b. Procedural irregularities in the conduct of assessment
c. Evidence of prejudice or bias

An academic appeal made on the above grounds will be considered in line with University of London *Regulation 1 Annex 3* (Procedure for Consideration of Representations Concerning Decisions of Boards of Examiners) and should be submittedto A&C@london.ac.uk in line with Stage Two of the Procedure.

4. Throughout the *Procedure for Student Complaints and Academic Appeals* (the *Procedure*), 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean thecomplainant or appellant.

5. **'Working day'** is defined as a day when the University is open for business and excludes public holidays and seasonal closures, such as Christmas and Easter.

B. Guidance for using the *Procedure*

1. Who can use the *Procedure*?

a) Any current student
b) Groups of current students
c) Recent alumni, when within the timeframes indicated below

2. Timeframe for making a submission

A complaint or academic appeal should be raised as soon as possible and within 28 calendar days (4 weeks) of an incident taking place, or of you becoming aware of the issue. For an academic appeal this would usually be 4 weeks after your release of results. After that period, the basis of any complaint or appeal shall normally be deemed to have lapsed.

3. The Procedure does cover:

a) Complaints about service provision (for example, processes relating to registration, examination, enquiry management)
b) Complaints about the quality of the student learning experience (for example, study materials, VLE provision)
c) Appeals against the application of the regulations (for example, progression or transfer decisions)
d) Appeals against administrative decisions made by us (for example, refund requests)
e) Academic appeals
f) Allegations of harassment

4. The *Procedure* does not cover:

a) Appeals against exam results. You cannot appeal against academic judgement.
b) Appeals against the outcome of disciplinary processes (including assessment offence penalties). Please refer to the appeals process within the appropriate procedure.
c) Complaints from anonymous individuals or from an un-attributable source.
d) Appeals against admissions decisions.

C. The Procedure

At all stages of the *Procedure* students are invited to communicate clearly and concisely, identifying the core issue(s) and stating what their desired outcome is. This will help us when responding to the submission. It is also important that students provide evidence to support the case as early as possible in the process.

1. **Stage One: Informal Stage**

Local resolution within the appropriate department of the University.

1.1 In most instances initial contact with us should be through the Registry.

1.2 Complaints should first be raised, wherever possible, with the member of staff the student has been dealing with on the issue in question.

1.3 The student is not yet in correspondence with a member of staff. This should take place.

1.4 Consideration of a complaint at this stage may involve referral to other members of staff in order to seek resolution. It is normally expected that if a complaint cannot be resolved at the early stages, it will be escalated to the line manager of that functional area before Stage One can be considered complete. It is the responsibility of the line manager to ensure that complaints relating to their department are resolved in a fair and expeditious manner.

1.5 A record of all correspondence and telephone calls will be maintained.

2. **Stage Two: Formal Stage**

Investigation by the Associate Director: Student Affairs, acting on behalf of the the Director of Operations and Deputy Chief Executive.

2.1 The following matters can be referred to Stage Two:
   • Complaints not resolved at Stage One
   • Academic appeals – in line with Regulation 1 Annex 3
   • Allegations of harassment – in line with Guidance for Students on Preventing and Responding to Harassment

2.2 To be considered at Stage Two the student must submit a fully completed copy of the Stage Two submission form available from A&C@london.ac.uk

2.3 Where requesting escalation of a complaint not resolved at Stage One of the Procedure the submission must be made within 28 calendar days (4 weeks) of your Stage One outcome and include details of efforts already made to resolve the issue and explain why the student remains dissatisfied.

2.4 In exceptional circumstances, and at the discretion of the Associate Director: Student Affairs, a case that has not completed Stage One may be considered at Stage Two if there is a clear reason for doing so. If the student believes this applies to them, they should explain why in their submission.

2.5 The student will normally receive an acknowledgement by email within three working days and, following a review of their submission, confirmation of whether it has been accepted at Stage Two.

2.6 If their submission is not accepted, or further information is required from them in order for a decision to be made, they will be informed of the next steps.

2.7 An investigation will be conducted by the Associate Director: Student Affairs, or a case-handler acting on their behalf. This may include the gathering and verification of evidence, further consultation with involved parties, requests for additional information from the student, and escalation (for example, to the Programme Director, Chair of the Board of Examiners or Director of Operations) to obtain the necessary authority for a pending outcome, where appropriate.

2.8 The student will receive a letter from the Associate Director: Student Affairs informing them of the outcome, normally within 20 working days of receipt of their case.

2.9   If our investigation will take longer than 20 working days, we will inform the student, notifying them of the revised time limits and keep them updated on progress.

3.   Stage Three: Review Stage

Complaints Resolution Panel on behalf of the Dean of the School of Advanced Study, with the delegated authority of the Vice-Chancellor of the University of London.

3.1   If the student is not satisfied with the outcome of their complaint at Stage Two, this can be escalated to Stage Three on one or more of the following grounds:
   • That the procedures outlined above were not followed;
   • That the outcome at Stage Two was not reasonable
   • That evidence which could not reasonably have been made available during Stage One or Stage Two has come to light;

3.2   To be considered at Stage Three the student must submit a fully completed copy of the Stage Three submission form available from ac-stage3@london.ac.uk within 14 calendar days (2 weeks) of the outcome at Stage Two of the Procedure.

3.3   The case will be referred to the Chair of the Complaints Resolution Panel who will determine whether the criteria (noted at 3.1 and 3.2) are satisfied.

3.4   If the criteria are not satisfied, the student will receive an outcome letter, normally within 10 working days, and a Completion of Procedures letter will be issued from the Office of the Vice Chancellor.

3.5   If the criteria are satisfied, the full Complaints Resolution Panel will be convened.

3.6   The Complaints Resolution Panel, appointed by the Dean of the School of Advanced Study, as appropriate, will consist of a Chair and secretary, a member of staff from within an appropriate department of the University, and a student member.

3.7   No member of the Complaints Resolution Panel will have a personal or other significant interest in the case to be considered.

3.8   The Complaints Resolution Panel will be presented with all documentary evidence relating to your case, including records of consideration at Stages One, Two and the Stage Three submission, in order to make a decision.

3.9   Students will not be requested, nor have any right, to appear before or address the Complaints Resolution Panel, nor to appoint a representative to do so on their behalf.

3.10   The Complaints Resolution Panel will meet within 20 working days of receipt of the case at Stage Three and the student will be informed in writing of the outcome within 10 working days of the meeting. A Completion of Procedures letter will be issued from the Office of the Vice Chancellor.

3.11   If the panel will take longer than the agreed timescales, we will inform the student. We will notify them of revised time limits and keep them updated on progress.

4.   The Office of the Independent Adjudicator

4.1   Following completion of all stages of the Procedure, if the student remains dissatisfied with the outcome, they can submit a complaint to the Office of the Independent Adjudicator (OIA).

4.2   Please note that the OIA require a Completion of Procedures letter, issued from the office of the Vice-Chancellor, before a complaint is considered eligible underthe rules of their scheme.

4.3   For details of the OIA, the rules of their scheme and how to make a submission, please refer to their website: http://www.oiahe.org.uk/

Appeals by Research students

(Taken from the Quality Assurance Framework 2019, section 4)

4.138   A candidate's decision to submit their thesis for examination is entirely their own and this procedure, therefore, applies only to the conduct of the examination itself. Internal candidates are reminded that problems arising during their courses of study are not grounds for appeal against the result of the examination.

4.139   The procedure applies to candidates for the degrees of MPhil, PhD and DPT for whom the result of the examination was that the degree was not awarded.

4.140   Candidates may appeal on one or more of the following grounds:

i)   that a candidate's performance at the oral examination was affected by circumstances such as illness of which the examiners were not aware when their decision was taken and that this had produced an unfair result;

ii)   that there is evidence of prejudice or of bias or of inadequate assessment on the partof one or more of the examiners such that the result of the examination should not be allowed to stand;

iii)   that there were procedural irregularities in the conduct of the examination (includingany instance of administrative error) of such a nature as to cause reasonable doubt as to whether the result of the examination would have been the same if they had not occurred.

4.141   A submission under this procedure shall be made in writing by the appellant with supporting evidence (including medical certificate for paragraph 4.84a above) to the Head of Registry services and must be received within two months of the date of notification to the candidate of the result of the examination.

4.142   The Vice-Chancellor or their nominee shall dismiss an appeal on the basis of the candidate's submission alone, without a hearing being held and without seeking further information, but shall do so only when the application does not, in the opinion of the Vice-Chancellor ortheir nominee, fall within the remit of this procedure or does not disclose arguable grounds.

4.143   Where inadequate grounds for an appeal are provided or the documentation is deemed tobe defective, the Head of Registry Services will advise the appellant before paragraph 4.142 above is invoked.

4.144   The Appellate Committee shall comprise three persons, two drawn from the members of the academic staff of the School of Advanced Study, one of whom shall be appointed as chair, and one from a College of the University. No person shall be appointed as a member of an Appellate Committee who or who has been involved in the examination concerned.

4.145   The appellant has the right to appear before the Appellate Committee. The appellant may be accompanied to the hearing and/or represented by a person of their choice. A person who will be accompanied and/or represented must submit to the Head of Registry Services not fewer than seven days before the date appointed for the meeting of the Committee the name, address and a description of the person accompanying/representing them and muststate whether that person is a member of the University.

4.146   The examiners shall be invited to attend the meeting of the Appellate Committee.

4.147   The Committee shall normally conduct the proceedings in the presence of both the appellantand the examiners. The appellant and/or his/her representative have the right to be present throughout the meeting of the Appellate Committee, as have the examiners, until such time as the Committee retires to consider its findings.

4.148   The documentation with which the Committee is provided shall include:

   i)   the written submissions of the appellant and of the examiners (should they wish to make a written submission);
   ii)   the final report(s) and the preliminary independent reports of the examiners;
   iii)   any other documentation either the appellant or the examiners wish to submit. In addition, the Committee may request to see any other document it considers relevant to the appeal.

4.149   The procedure is for the appellant to address the Committee first and, during this part of the proceedings, they may call witnesses, if this has been agreed in advance. The examiners shall be invited to make any observations. Any questions by the appellant or the examinersshall be put through the chair.

4.150   The appellant may make any concluding remarks. The members of the Appellate Committeemay put questions to any of those present at any time during the proceedings. The chair has the discretion to vary the procedure in any case where it is considered it just to do so.

4.151   The Appellate Committee shall take one of the following decisions:

   i)   to reject the appeal, in which case the result of the original examination stands;
   ii)   to request the examiners to reconsider their decision. The examiners shall normallybe expected to hold another oral examination before reaching a decision as to whether the result should be changed;
   iii)   to determine that the original examination be cancelled and that a new examinationbe conducted. The new examination shall be conducted by examiners who did not take part in the original examination and were not involved in the appeal.

4.152   The decision of the Appellate Committee shall be final and shall be transmitted to the appellant in writing. The Committee shall provide reasons for its decision.

4.153   When a new examination is held in accordance with paragraph 4.151 iii above, new examiners shall be appointed in accordance with the School's normal procedure. Two examiners should normally be appointed, or three if it is deemed appropriate, to act jointly.

4.154   The examiners should be external to the School of Advanced Study and at least one should be external to the University. Otherwise the new examination shall be conducted in accordance with the Regulations and Instructions to Examiners for the appropriate degree in force at the time the appellant originally entered the examination. The examiners may make any of the decisions open to the original examiners. The examiners will not be given any information about the previous examination except the single fact that they are conducting a new examination following appeal.

4.155   The result of the original examination having been cancelled, the result of the new examination shall be accepted.

4.156   The procedure detailed above completes the University's consideration of the matter. Attention is, however, drawn to the Office of the Independent Adjudicator for Higher Education (OIAHE). The OIAHE provides an independent scheme for the review of student complaints about a final decision of a University's disciplinary or appeal body. Full details ofthe OIAHE and how to make a complaint are available from the OIAHE website (http://oiahe.org.uk).

Section 9: Student experience

Postgraduate Student Surveys

Annually the current cohort of students are surveyed on their student experiences. The Post Graduate Taught Experience Survey (PTES) does this for the taught student body and the Postgraduate Research Student Survey (PRES) is, as the name suggests, for research students. Both surveys are now annual, administered by registry and the results analysed and benchmarked againstnational scores.

The content of the surveys is generally set by AdvanceHE but the School has some free text questions each year it can set to determine satisfaction in areas of importance to us.

SAS students are generally very responsive with an almost 70% response rate. Our overall studentnumbers are small and so three or four students airing dissatisfaction can skew the results significantly. In the past SAS has enjoyed overall satisfaction rates as high as the mid- 90%s, but inmore recent times these have averaged out to the low 80%'s.

Institutes are provided with reports on their particular programmes where there are sufficient numbers to warrant a report. For programmes of less than 5 students individual reports are notdone. All Institutes are required to provide the school with an action plan in respect of areas of deficiency in their individual survey results.

The PTES survey organises questions around eight different feedback areas: quality of teaching and learning, engagement, assessment and feedback, dissertation or major project, organisation and management, resources and services and skills development and information.

Staff student liaison committees

All institutes are required to provide access to a staff student liaison committee for their students. This should be run termly. Smaller institutes can opt to run this in conjunction with other institutes.Institutes should elect student reps. Where there are sufficient students there should be both a

masters and a research student rep. Smaller institutes may opt for one combined representative toengage both sets of students.

All the student reps are brought together at School level for the SAS Student Liaison Committee a formal committee which reports to the AQSC.

Careers service

Careers service

The School is dedicated to supporting the career and personal development of its students and graduates. Student are provided with guidance and support in their career development from the SAS Careers Service, who are part of The University of London Careers Service.

SAS students can access 1-2-1 appointments with a SAS Careers Consultant who can help to plan next steps and giv support and advice to achieve career goals, whatever they might be. These appointments are both confidential and impartial. A practice interview with the SAS Careers Consultant can also be arranged to help improve interview technique and confidence.

All careers sessions can be offered online, via email or
Face-to-face. Students can book a 1-2-1 session on MS Bookings or by emailing the careers team at
sascareers@careers.lon.ac.uk

Each year SAS Careers run a number of career-focused events for SAS students. These include workshops covering PhD applications, CVs, securing academic jobs, and finding careers beyond academia too. New for 2023, SAS Caree are also running panel events where students can come and ask their questions to industry professionals and find more about their work.

Students can sign up for workshops via the SAS Study Online Careers Moodle Page, and they should also watch out emails promoting upcoming sessions.

Online Careers Resources

Links to the international job search database, careers helpsheets and our online careers library are all on the care development section on moodle.

Staff can request specific sessions to support their programmes by contacting Edwin Marr at
Edwin.marr@careers.lon.ac.uk

Graduate Destinations

Graduates have gone on to work in a range of successful careers in many different countries. Some continue to further study at PhD level and many of these will go on to become researchers and academics, while others work i national and local government, the media, non-governmental organisations, law firms, financial institutions, publishing houses, inter-governmental agencies, the heritage and culture industry and many more.

Students are encouraged to view individual degree pages for relevant information on our graduates have gone on work after graduating from the School.

Section 10: Marking and Assessment

Course directors are required to arrange sessions for ALL teaching staff and students to ensure thatthey understand the marking criteria and its application to assignments.

The Quality Assurance Framework outlines the following:

Feedback

- For the purpose of guidance, feedback must be given to students on their performance in assessed coursework, using the approved feedback coversheet.

- Where feedback includes a mark or grade, students must be advised that marks are provisional until confirmed by the Examination Board which may amend marks in reaching its decision.

- In accordance with the Data Protection Act, an examiner's comment sheet should be attached to assessed written work; comments and marks shouldnot be shown on an exam script, essay or dissertation.

Students have a responsibility to consider feedback on their work, to seek to understand it,and to act upon it. Such feedback must be:

(a) **Timely**. It is acknowledged that students benefit from feedback on their work at a time when they will be able to use it and are most likely to take notice of it – for example, during a module rather than at the end. Timescales for feedback will be setout in student handbooks and students will be notified of any changes which may take place during the course of the year. The normal expectation is that no student should wait more than 21 calendar days for the return of assessed coursework

(b) **Constructive**. Constructive criticism should be the overriding feedback style. Feedback is intended to identify areas for improvement as well as commending achievement andwhere possible relating to learning outcomes and grades; further reading, where appropriate, should be indicated. Students should be encouraged to reflect on their own performance, as well as receiving feedback from others

(c) **Personal**. Written comments should be provided for all exam scripts and coursework and be clear and legible. These should be provided in a separate document but should enable students to understand to which part of their work the comments refer. Opportunities should be made for students to discuss feedback in person with the module tutor(s), and within reason to seek clarificationand further feedback

(d) Where feedback includes a mark or grade, students must be advised that marks are provisional until confirmed by the Examination Board which may amend marks in reaching its decision.There can be no appeals concerning matters of academic judgement.

Automatic extensions

Students will be offered one opportunity across all modules per academic year to submit for an automatic extensio up to 7 days. This applies to all modes of study.

Automatic assessment extensions are not eligible for presentations, performance or other practicals, un-seen and home examinations, placements and or internships with an element of assessment where students may gain unfai access to questions or answers.

or extensions of more than 7 days the student should submit the coursework at a date agreed by the course direct and apply via the mitigating circumstances process to the Boad of Examiners.

Any more than one request for an extension per academic year is submitted as a mitigating circumstance.

Dissertations

Dissertations are subject to the same rules where students can confirm they wish to take up the allowance of late submission for up to 7 days after the submission date. Such confirmation MUST be submitted where possible a minimum of 7 days before the due date. Failure to confirm will mean that the automatic renewal is not applied and penalty for late submission will be applied.

 Requests or submission longer than 7 days can be agreed by submission to the mitigating circumstances panel.

Students should note that such submission will have implications for marking and exam board verification and the student in this situation will be asked to register for a term in the new academic year for which a fee will be payable.

Warnings about academic performance (QAF, section 2.68 – 2.72)
A student whose academic performance gives cause for concern will:

(a)   receive a written warning from the programme director (or equivalent) or supervisor, including the conditions that must be satisfied to remedy performance, when the conditionsmust be met, and to whose satisfaction;

(b)   be offered counselling by his or her personal tutor or by a senior officer of the School.

The warning may be repeated and the conditions may be varied after further meetings with the student. A written record shall be retained of any such warning and a copy sent to the student.

Registration may be terminated in serious cases where:

(a)   a warning would not be appropriate; or
(b)   a warning cannot be issued (e.g. because the student cannot be contacted); or
(c)   the warning is ignored; or
(d)   academic performance remains unsatisfactory after due warning has been given.

Academic insufficiency caused by medical or health reasons

If it appears, or if the student alleges, that the academic grounds for termination of registration may be brought about by medical or health reasons, including mental ill health orsubstance abuse, the student's institute, before commencing proceedings may seek, and may require the student to seek, professional advice. The institute may require a student to undergo a medical examination or to provide evidence from a medical practitioner.

The institute will consider the evidence and medical advice and the prospects of improvement enabling completion of a programme. In the light of this advice, the institute shall consider whethera period of interruption of study would be more appropriate than termination of registration. Any material available to the institute shall normally be supplied to the student.

Termination of registration

Registration in respect of institutes of the School may be terminated on academic grounds by the Dean.

A recommendation that registration be terminated under Ordinance 15 (Termination of Registrationon Academic Grounds) may be made to a Director of an institute by a programme director (or equivalent) or the student's supervisor, but only after a warning has been issued and counselling hasbeen offered,the time for satisfying any conditions in that warning has elapsed, and in anyevent not less than four weeks have elapsed since the written warning was issued.

For more information on the process see section 2 of the Quality Assurance Framework.

Postgraduate taught programmes marking and assessment (from QAF, section 3.36 – 3.60)

Marking

Institutes will publicise and use clear assessment criteria and marking schemes, and ensure that students are aware of, and understand, the criteria that will be used. Grade descriptors (see Annex) should be included in programme handbooks. They should be supplemented, where necessary, with discipline-specific guidance.

The practice of submission of early drafts of dissertations and (in some programmes) assessed work should be clearly stated in programme handbooks, and should be consistently and transparently implemented.

Marking schemes for taught Master's degrees shall specify that the mark for a pass shall be 50% overall and the mark for Distinction, awarded to a candidate who has shown exceptional merit, shall be 70% overall or above, with a mark of at least 70% in the dissertation. Merit will be awarded for a mark of 60–69% overall, with a mark of at least 60% in the dissertation. Within these parameters, regulations particular to each programme will apply. See also Appendix 2 (grade descriptors).

All assessed work must be submitted and marked anonymously. Marking and moderation practice should be consistently applied to ensure that assessment is, and can be demonstrated to be, appropriate to the discipline being taught; suitable for the material being assessed; appropriate to the means of assessment being used; accurate, consistent, fair, and impartial. To this end, all assessed work must be open double marked and should be blind double marked where feasible and appropriate. The double marking should be clearly evidenced (e.g. in the feedback provided to students, on the feedback cover sheet. This will also enable the external examiner to undertake their role).

There should be a clear procedure in place for the agreement of marks and markers and for the resolution of any differences.

First and second markers will discuss all discrepancies of marks. Where this is 5% or less of the mark for the entire module, and where the mark does not span a classification border, they may simply take an average of the two marks.

Where it is more than 5 % or crosses a classification border the procedure below should be adopted;

i) To be nominated for the award of distinction the borderline student (with an overall mark of 68 or 69) must:

Have achieved distinction for at least half of their marks

Have achieved distinction for their final dissertation.

To be nominated for the award of merit the borderline student (with overall marks of 58 and 59 must:
Have achieved merit for at least half of their mark
Have achieved merit for their final dissertation.

Moderation
Moderation is the process by which marks are checked against feedback to ensure that the mark awarded is appropriate. The role of the moderator is to ensure that the scale, range and standards of first marking are appropriate, with recommendations for change being applied to an entire run of work.

Moderation should ensure an appropriate range of assessments are considered by use of a representative sample. The sample will include assessments across the range with at least one assessment from each classification band and roughly equal numbers from each band; all fails and at least 20% of the module cohort or at least 5 students whichever is greater. Where numbers of scripts are less than 5 that will mean sending the entire cohort's scripts to the examiner.

External examiners are required to oversee the moderation process but not act as a second marker or a moderator themselves. In the event of resolving differences between markers, there should be an audit trail to show how the final mark was agreed and clear evidence that moderation has taken place, such as feedback to the student by both markers either on the piece of work itself or by a separate feedback sheet.

If the dissertation or report is otherwise adequate but requires minor amendments, the examinersmay require the candidate to make, within one month, amendments specified by them, to be approved by them jointly or by one or more of their number nominated by them.

There can be no appeals concerning matters of academic judgement.

Marking Penalties (QAF, section 3.55 – 3.60)

Candidates must pay attention to word limits. For coursework exceeding the upper word limit by atleast 10%, the work will be reduced by five percentage marks, subject to a minimum mark of a minimum pass.

A student who fails to submit material for assessment or submits after the deadline and has not made a request for an extension, will receive a mark which has been adjusted according to the scalefor that assessment, with the following penalties as agreed by the AQSC:

(a) Coursework for assessment but not including the dissertation, will be subject to the deduction of marks as follows:

(i) a penalty of 10 percent of the mark awarded for work up to one week late;

(ii) a penalty of 20 percent of the mark awarded for work between one and two weeks late;

(iii) when work is more than two weeks late, the penalty to be applied is at the discretion of the institute. The institute reserves the right not to accept work submitted more than two weeks late; in such case the mark recorded will benil.

(b) A dissertation handed in after the deadline will be subject to the same penalties as above, except that the institute reserves the right not to accept and/or mark a dissertation that is handed in after the deadline.

Such a student may, at the discretion of the relevant Board of Examiners and on the recommendation of the Mitigating Circumstances Panel, be permitted to attempt the assessmentagain if the regulations for the programme permit such reassessment.

Annex 1 - School Grade Descriptors

A. School Grade Descriptors

Minimum mark %	Maximum mark %	Grade	Mark	Description
85	100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well- argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75	84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge received ideas, and in a clear, sustained, relevant and focused manner. Presentation standards will be excellent.
70	74	Distinction	A- to A	Very good to excellent work, demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards together with accompanying documentation are very good.
60	69	Merit	B	Good to very good work, showing a good level of knowledge and understanding of relevant material, demonstrated by evidence of originality of thought with signs of independence, a good level of critical skill, synthesis and analysis. Work will be well-organised, clearly argued, coherent and appropriately referenced. Presentation will be of a good standard.
50	59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47	49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure and lacking in coherence and focus.
35	46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very or seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception, little or no critical skill or ability to synthesise and analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.
25	34	Fail	E	Extremely poor work, demonstrating all the flaws outlined above.
0	24	Fail	F	Unacceptable or not submitted.

Annex 2 – e:Vision - College View

SCHOOL OF
ADVANCED STUDY | UNIVERSITY
OF LONDON

Programme Director Referral

Name:
Student Number:
Programme:

Student's Name, Student Number and the Programme that they are applying for.

Qualifications

- French Studies - Scripps College - 01/Jan/2015 - 11.279

The student's qualifications

Outstanding documentary evidence

- Postgraduate Reference Request (SAS) x 1

Documents that are still outstanding

Interview

Date(s) not available: February 10-March 10

Dates that the student is not available for interviews. If they have a special request for their interview it will also be displayed here.

Review Application

You can review the application on the following link:
https://www.evision.eisa.london.ac.uk/urd/sits.urd/run/siw_lgn

To review the application you can click on the following link and use the log-in details that you have been sent by email.

This option allows you search for your applicants

This option allows will produce a basic report onscreen to see the application totals grouped by statuses

This option will produce a onscreen report with the details for your applicants with their current status

Clicking on the document link will automatically download the document for you to view. Please ensure that you are using a work PC when looking at the documents.

This link will allow you to record your decision for this application.

Logout

College View

Find Applications

Report: Application Totals by Status

Report: List Applicants by Academic Year

Referrals

Qwqwq - 160197677 - MPhil (leading to a PhD) with the Institute of Advanced Legal Studies, by distance learning

Referred to Programme Director on Sunday 23 October 2016 by Sebastian Naicker (11 days ago)

Referral Form

· Programme Director Referral: QWQWQ, 1G0197677, MPhil (leading to a PhD) with the Institute of Advanced Legal Studies, by distance learning (created: 23 October 2016)

Referral Documents

· Research Proposal
· "Personal Statement
· Curriculum Vitae (CV)
· Degree Certificate
· Academic or Employment Reference 1
· Academic or Employment Reference 2

Referral Decision

· Record Decision

Decisions Made Today

SRN	Name	Programme	Final Decision

This provides a basic summary of the application that has been referred to you.

The referral form contains the same information that was emailed to you. Clicking on this link will open the referral form in a new window.

A brief description of the decisions you have made for the day will be displayed here.

Recording your decision

This is a free text box and you should state your decision with a description of why you have taken the decision e.g. Approved – The applicant has a good upper second class degree with modules in mathematics. The applicant also has substantial experience in management.

Your decision can also be a 'Request for more information' e.g. Insufficient documentation and a decision can not be made at this stage. Please request an additional academic reference from the applicant.

Referral Decision

Decision* | Programme Director Decision 1 | ▸ |

Reason* | | |

Decision Complete?* | | ▸ |

Cancel | Save

Referral List* | | ▸ |

The Systems will automatically select the correct decision stage from the 6 that are available.

A Yes or No response is required.

Yes:
If you are requesting further documentation and want to return the application to the Admissions team.

or

If you are the 'only' or 'final' decision maker on the application and you want to return your decision to the Admissions Team.

No:
If you are not the final decision maker and you want to refer the application on to another academic in your team.

If you select No, this page will automatically display the 'Referral List'. You will then be able to select the Academic you wish to refer the application to.

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Referrals

Qwqwq - 160197677 - MPhil (leading to a PhD) with the Institute of Advanced Legal Studies, by distance learning

Referred to Programme Director on Sunday 23 October 2016 by Sebastian Naicker (11 days ago)

Referral Form

- Programme Director Referral: QWQWQ, 160197677, MPhil (leading to a PhD) with the Institute of Advanced Legal Studies, by distance learning (created: 23 October 2016)

Referral Documents

- Research Proposal
- *Personal Statement
- Curriculum Vitae (CV)
- Degree Certificate
- Academic or Employment Reference 1
- Academic or Employment Reference 2

Referral Decision

Decision: Programme Director Decision 1 Referred to: Avrom Sherr

Reason: Approved - Good degree and relevant work experience -- (By: Date: 03/Nov/2016)

[EDIT]

- Record Decision (currently with Avrom Sherr)

Decisions Made Today

SRN	Name	Programme	Final Decision

You will still be able to see the application in your list if it has been referred onto another academic.

Please note that the 'EDIT' button will only allow you to add a new comment to your existing decision.

When the decision has been taken by the final academic, it will automatically move off your 'Referrals' list.

Searching for an applicant

Find an application

Please enter either a student number or the applicant's surname.

Student Number

SURNAME 15 BLOCK CAPITAL
Chars

Clear Search   Search

You can search for your applicants by using the 9 digit student number or the first 15 letters from their Surname.

Please note that you will only be able to find your applicants for the 2017/8 academic year and onwards.

Submitted Applications

Qwqwq - 160197677

MPhil (leading to a PhD) with the Institute of Advanced Legal Studies, by distance learning (Status: Application referred to programme director)

Communications

- (created: 24 October 2016)

You will be presented with a brief summary which lists the following:

Name
Student Number
Programme
Status

You will also be able to view any communications that have been sent to the applicant.

Application totals by status

This onscreen report provides the total number of applications for the academic year you select.

Please note that you will only be able to find your applicants for the 2017/8 academic year and onwards.

Report: Application Totals by Status

Select the 'Academic Year' from the dropdown list then click the 'Run Report' button.
(Please note that this report is for information only. Formal reports should be requested from the Admissions Team).

Academic Year e.g. 2014/5   2017/18 ▾

Clear   Run Report

Application totals by Status for 2017/8

Status	Totals
Offer confirmed	1
Refer to Programme Director	1
Total	2

The totals will be displayed by the status of the application.

List applicants by academic year

This onscreen report provides the details of your applications for the academic year you select.

Please note that you will only be able to find your applicants for the 2017/8 academic year and onwards.

Report: List Applicants by Academic Year

Select the 'Academic Year' from the dropdown list then click the 'Run Report' button.
(Please note that this report is for information only. Formal reports should be requested from the Admissions Team)

Academic Year e.g. 2014/5   2017/18 ▸

Clear   Run Report

The report provides the following:

- Date of Application
- Applicant Name
- Student Number
- Date of Birth
- Email Address
- Programme
- Application Status
- Offer Date
- Decision
- Registration Status

You can sort the report by clicking on the Heading. The in-table search also allows you to narrow down the data if you are particular Name, Decision etc.

Showing 1 to 2 of 2 entries

Search:

Show 25 ▸ entries

Previous 1 Next

Application Received	Name	Student Number	DOB	E-Mail	Programme	Application Status	Decision Date	Decision	Registration status
24 OCT 2016	Jon JONES	160197688	01 JAN 1980	ss@mm.com	MPhil (leading to a PhD) with the Institute of Advanced Legal Studies, by distance learning	Applicant	28 OCT 2016	Offer confirmed	
23 OCT 2016	QWQWQ	160197677	01 JAN 1983	ii@o.com	MPhil (leading to a PhD) with the Institute of Advanced Legal Studies, by distance learning	Applicant		Refer to Programme Director	

School of Advanced Study
University of London
Senate House
Malet Street
London WC1E 7HU

For any queries relating to the above Quality Assurance Framework, or for clarification on any of the processes outlined, please contact sas.registry@sas.ac.uk.

This guide is available in alternative formats upon request.
Please contact **sas.registry@sas.ac.uk.**

sas.ac.uk