

Section 3: General assessment regulations for taught programmes

1. Authority

1.1 The Academic Board is responsible for all teaching, assessment and research undertaken within the School and the School's academic reputation. The authority to confer and revoke the following awards lies with Academic Board:*

** The Academic Board will delegate its authority to ratify individual awards to the Assessment Boards.*

Approved degrees and their associated exit awards of the Guildhall School of Music & Drama:

- BA in Acting
- BA in Production Arts
- BA in Digital Design and Production
- BA in Performance Design
- BMus
- PGCert in Performance Teaching
- MMus
- MPerf (Guildhall Artist)
- MComp (Guildhall Artist)
- MA in Music Therapy
- MA in Opera Making & Writing
- MA in Collaborative Performance Making
- Artist Diploma

Approved non-degree awards:

- AGSM (Associate of the Guildhall School)
- Advanced Certificate
- Short Term Music Programme

1.2 City St George's, University of London, as validator, has oversight of the School's research degree programme and the awards of MPhil, DMus and PhD.

1.3 The Academic Board may consider (and recommend to the relevant validating institution where relevant) the revocation of any award if it is discovered at any time and proved to the satisfaction of the Academic Board that:

- a) there was a significant administrative error in the decision-making process leading to the award; or
- b) subsequent to award, relevant and significant information, which was unavailable at the time the award decision was made, determines that a student's classification and/or award should be altered.

2. Principles of assessment

2.1 Assessment will be:

- related to the learning outcomes specified in the associated programme/module specification;
- rigorous and designed to support high standards;
- transparent in process;
- equitable in both design and operation;
- varied, both supporting individual development (formative) and evaluating individual achievement (summative);
- reliable.

2.2 In furtherance of these principles, the School will:

- have regard to the Office for Students' (OfS) *Regulatory Framework for Higher Education in England*;
- facilitate the maintenance of standards in awards by ensuring that external scrutiny of its programmes of study is undertaken through the appointment of External Examiners;
- ensure that, wherever practicable, all initial assessment decisions involve two or more examiners acting together either via panel assessment, double marking or sample moderation;
- ensure that the criteria for the assessment of awards are kept under review;
- have in place procedures for the consideration of extenuating circumstances;
- ensure that proper mechanisms exist for the resolution of complaints and appeals of an academic nature;
- establish regulations and procedures for dealing with misconduct of an academic nature, specifically that concerning examinations and assessments and research;
- encourage students to participate in the improvement of teaching and assessment practices in the School by facilitating arrangements for obtaining and considering student feedback;
- have regard to the rules of any validating or external professional accrediting body.

3. Appointment of External Examiners & Specialist External Assessors

3.1 External Examiners will be appointed by the Academic Board following consultation with the Programme Board in accordance with the procedures approved by the Academic Board.

3.2 The duties of an External Examiner will be prescribed by the School or validating body (for research degrees) but will include:

- familiarisation with School assessment procedures and criteria;

- taking an overview of assessment incorporating, as appropriate, moderation, attendance at assessment events, review of recordings of assessment events, review of marked coursework, and monitoring of assessment procedures;
- attendance at Assessment Boards (taught programmes);
- submission of an annual report (taught programmes).

3.3 Specialist external assessors for Music will be appointed by the Music Programme Board under delegated powers from the Academic Board. Appointments will be considered on an annual basis at the summer-term Programme Board.

3.4 The appointment of a specialist external assessor will be determined by the individual's professional standing in the relevant Principal Study area*. The Music Programme Board may exclude or terminate an appointment where:

- i. an assessor has been a teacher of the student being examined in the last two years;
- ii. an assessor has served for more than four years in a row (reappointment may not occur until a period of two years has elapsed);
- iii. an assessor is an External Examiner for the School or has previously served as an External Examiner for the School within the last two years.

* *e.g. institutional affiliations, recent high-profile engagements.*

3.5 The duties of a Specialist External Assessor are:

- familiarisation with School assessment procedures and criteria;
- attendance at specified assessment events;
- contributing to panel discussions and arriving at an agreed final mark;
- submission of written feedback for the student being assessed.

4. Setting of assessment

4.1 The methods of assessment will be listed for each module in the module specification. Students will be entitled to be examined in accordance with the module specification extant at the time of annual enrolment.

4.2 External Examiners will be required to comment on the validity of the assessment methodology in their annual report.

4.3 An Assessment Board may recommend exceptionally that provision is made for a student to undertake an alternative form of assessment where it is impracticable for the student to be assessed or reassessed in the prescribed elements and/or methods of the examination. However, a student given alternative arrangements shall be assessed on equal terms with other students.

5. Attendance at examinations & submission of coursework

5.1 Students are required to attend all scheduled assessment events. Non-attendance without prior approval or good cause (see 5.6) will result in a mark of zero being awarded.

5.2 A student may be excluded by the Head of Department from an assessment event/component where the assessment event/component is a performance and the student has either not participated in the relevant rehearsals, has not participated in the planning and preparation activities or has not complied with health and safety expectations. Exclusion from an assessment may impact the overall assessment and programme mark.

5.3 Students are required to submit coursework by no later than the dates published in the relevant programme or departmental handbooks or other communicate. Late submission, for assessments submitted as a first attempt, will be subject to an escalating penalty (as detailed in (b) to (c) below and non-submission after 4:00pm on the Friday of the submission week without good cause will result in a mark of zero being awarded. Pass/Fail assessments will be considered a fail if submitted after the deadline. As resits are already capped at the pass mark, assessments submitted at resit must be submitted on the due date; a late submission will be considered a non-submission and a mark of zero awarded.

(a) Submissions will normally be scheduled to fall on a Monday; 4pm for all departments, and 10am for Music.*

** Any submission after the published time will count as a Tuesday submission. Similarly, any submission received after 4.00pm or 10am (according to department deadline) on Tuesday will count as a Wednesday etc, and will receive the commensurate penalty for that day. With the agreement of the department, hard copy submission may follow electronic submission where both are required. All times are UK time.*

At the first attempt

(b) If the deadline is missed, the penalties for late submission on the same week will be as follows:

- Hand in on Tuesday: Deduct 5 percentage points*, but not below minimum pass (40 or 50) if a pass.
- Hand in on Wednesday: Deduct 10 percentage points, but not below minimum pass (40 or 50) if a pass.
- Hand in on Thursday: Deduct 15 percentage points, but not below minimum pass (40 or 50) if a pass.*
- Hand in on Friday: Deduct 20 percentage points, but not below minimum pass (40 or 50) if a pass.

** A percentage point relates to point on a marking scale of one to one hundred and not a percentage of a mark on a different scale.*

(c) Failure to hand in work by 4.00pm for all departments, or 10am in Music, on the Friday of the submission week will be considered a fail and a resit fee will apply for resubmission.

5.4 A student may not repeat a module already taken as part of a different programme of study or submit the same piece of work, or present the same piece for performance, for more than one module or module component. Neither may a student count a formal assessment event towards more than one module or module component

5.5 A student is responsible for their own health and wellbeing. If a student submits coursework or attends an assessment event (e.g. recital) they are declaring that they are fit (physically and emotionally) to take that assessment. Therefore, if a student feels that their personal circumstances are seriously affecting their ability to prepare for, or take an assessment, they should seek a deferral under 5.7.

5.6 A significant personal, medical, or family problem that was unplanned and unforeseen and is outside of a student's control that is negatively affecting their academic performance is known as a 'personal extenuating circumstance'. Holiday arrangements will not be accepted as an exceptional circumstance. A professional extenuating circumstance is a performance opportunity (or associated rehearsal) relevant to a student's programme that creates a clash with a scheduled assessment. The demands or stresses of employment will not be considered a professional extenuating circumstance.

5.7 The rescheduling (deferral) of an examination or the extension of a deadline may be granted for extenuating circumstances.

5.8 An assessment may only be deferred once for medical reasons unless there are exceptional circumstances. A request for a second deferral will need to be considered by the Extenuating Circumstances process.

5.9 Extenuating Circumstances

5.9.1 What are extenuating circumstances?

Extenuating circumstances are short-term events that happen in day-to-day life that you could not have anticipated and are beyond your control. Sometimes these situations may impact your ability to undertake an assessment at the given time, and this section tells you what you will need to do if this happens.

5.9.2 How we can help

We will consider your request with compassion. It is important to understand that you will need to complete all assessments that form part of your course. However, if you have extenuating circumstances that we approve, we can provide you with:

- **An extension:** a later date on which to submit your written work or present your practical work. An extension will normally be for a period of up to 7 days after the submission date.
- **A deferral:** a later date for you to take or submit your assessment. The later date will depend upon the nature of the assessment, the

programme structure and your extenuating circumstances.

5.9.3 You must provide a formal request for us to be able to consider your circumstances **before** the assessment date takes place. We do not normally accept requests **after** an assessment has taken place unless there is evidence to show that you have fallen ill during a practical assessment (See Section 5E: Fitness to Practise) or that there is evidenced good reason why you were unable to submit a request before the assessment took place.

Your extenuating circumstances, and any extra information we require, will be confidential to those colleagues who have a role in considering your request, and will be in line with the School's Data Protection Policy.

- (a) Please seek advice from Student Services, the Students' Union or another member of staff you feel comfortable talking to if you have any concerns about sharing the nature of your extenuating circumstances in a formal request. You will still need to make the formal request but colleagues can provide you with support.
- (b) We do not expect you to submit dishonest extenuating circumstances. Doing so means that you are attempting to gain advantage over other students which is unfair. We may use the Disciplinary Procedure if we find evidence of dishonest behaviour.

5.9.4 Examples of extenuating circumstances

Examples of extenuating circumstance include:

- Minor physical illness (e.g. flu) or injury
- Death or serious illness of a close family member or friend
- Unexpected caring responsibilities for a child, family member or friend
- Required by law to undertake jury duty
- Complete shutdown of transport system (e.g. due to fatality on a trainline)
- Theft of your instrument, course-related equipment or laptop
- Damage to your instrument, course-related equipment or laptop by someone else
- Flare-ups of on-going medical conditions
- Other unexpected circumstances that you could not have anticipated

And these are examples of extenuating circumstances where you may need support from Student Services as well as for changing your assessment date:

- More significant physical or mental health challenge or injury
- Unexpected hospitalisation
- Victim of, or witness to crime
- Experience assault or harassment
- Experience domestic abuse
- Experience the breakdown of a close personal or family relationship
- Made homeless or have the prospect of being made homeless
- Unexpected changes in, or significant effects of medication

- Medium- to long-term medical treatment
- Maternity complications
- Complications arising from gender reassignment procedure
- Threat of deportation
- Other significant circumstances that you could not have anticipated

These lists may not include all possible circumstances but show the type of situations we will consider. We will always be fair and reasonable about the circumstances you submit and the decisions we take. You should talk to your programme administrator if you are unsure whether your circumstances could be considered as extenuating.

If your extenuating circumstances subsequently affect your studies beyond the short-term, we will talk to you about other more extended forms of support.

5.9.5 Circumstances that are not unexpected and are within your control

The following are examples of circumstances we would not normally accept. This is because they are not unexpected and can be accommodated in everyday life by taking other actions within your control:

- Not backing up your work
- Minor delays on public transport on or the roads
- Religious festivals or events which are in the calendar
- Holidays
- Other circumstances that were within your control

If you are experiencing challenges with matters such as time management, you can seek advice from Student Services.

5.9.6 Submitting an extenuating circumstances request

You will need to complete an Extenuating Circumstances form to tell us about your circumstances and if you are seeking a deadline extension of up to 7 days or a deferral of your assessment task/s. You should ask your programme administrator for advice if you are not sure what you are seeking.

5.9.7 If you are unable to complete the Extenuating Circumstances form due to serious circumstances such as being admitted to hospital or experiencing a significant mental health condition, a family or friend must contact the programme administrator to inform us of your situation.

5.9.8 Supporting or extra information

We will **not normally require** you to provide supporting or extra information (e.g. a doctor's note), although you may choose to do so.

Situations **in which we might require you to provide extra information** include where:

- You submit requests for extensions or deferrals on a regular basis and we want to understand more about the background as to why this is happening

- The reasons for requesting an extension or deferral may have longer-term implications for your studies for which we might need to support you differently
- You have been the victim of crime and we will ask for a crime reference number
- There is reasonable doubt that your request is honest
- Any requests that are made after an assessment took place
- There are other circumstances in which extra information would help us to understand your circumstances and/or to help our decision-making on the best course of action

We recognise that there may be delays in you obtaining extra information due to reasons beyond your control. Where a delay happens, we will still consider your request and provide you with a provisional decision. A final decision will be subject to receiving the extra information we have requested.

5.9.9 How we consider your request

Your request is received by the department Head of Administration (or nominee) so that there is an overview of all submissions.

The department Head of Administration will liaise with the module leader for the assessment for which you are seeking an extension or deferral and they will agree an approach. For straightforward cases, we aim to provide you with a decision in writing within 2 working days.

The Head of Administration will liaise with other relevant colleagues where your extenuating circumstances are complex and/or where you are seeking an extension or deferral for more than one assessment. These colleagues may include one or more of the following:

- Programme Leader
- Head of Department or Pathway
- Head of Student Services or nominee
- Registry (e.g. if there is a potential impact on your registration period)

The Head of Administration will determine if the nature of your case requires a meeting of colleagues or if a decision can be made through other forms of liaison.

Decision-making about your case will be informed by judgements relating to your individual circumstances. Where a case is particularly complex, decision-making may also be informed by actions that have been taken in previous cases across time to ensure consistency. In these instances, the Head of Administration will consult other Departments and Registry so that a broad case history is drawn upon.

All discussion and decisions will be documented confidentially.

We recognise that it is important to provide you with a decision as quickly as possible. Many decisions will be provided within 2 working days and we normally aim to provide decisions on all cases within 5 working days. You will receive written confirmation of the decision.

For students who have a Support Plan:

- Your request for an extension or a deferral will be accepted automatically where the reasons for your extenuating circumstances request relate directly to the nature of your condition covered in that plan.
- If the reason for your request is separate to the nature of your condition covered in your Support Plan, it will be considered as set out above.
- Your department Head of Administration will liaise with Student Services if there is any uncertainty about whether your request is or is not covered in your Support Plan.

5.9.10 Deferred assessments

Where we approve your request to defer a practical or written assessment to a later date, we will provide you with information about when the deferral date will be. The schedule will depend upon the nature of the assessment, the programme structure and your extenuating circumstances.

On occasion, it may be necessary for us to ask you to complete a different assessment task.

5.9.11 How we record information and decisions

The School will keep a record of all extenuating circumstances requests and decisions.

The Assessment Board that considers your results will receive information about the fact that you had an extension or deferral approved, but it will not be given information about the specific nature of your circumstances.

5.9.12 Request for review of a rejected request

You will be given the reason for any rejection of your extension or deferral request.

You can request a review of the rejected request within 10 working days of receiving the written outcome. A request must meet one or both of the following criteria:

- There is new evidence that, for good reason, could not have been provided at the time at which your extenuating circumstances were considered originally
- There is a significant procedural error in which your circumstances were considered

We will not accept review requests for any other reason including being disappointed with the decision that has been made.

We will acknowledge your request within 2 working days of receipt.

The review request will be considered by the Academic Registrar (or nominee) who will either:

- Uphold the original decision if the request does not meet the criteria above

OR

- Refer the review request to your department for further consideration. Exceptionally, (e.g. if any form of potential or actual bias has been identified) the reviewer can also recommend that a different individual considers the case.

This review process will be completed within 10 working days and you will be notified of the outcome.

5.9.13 Reviewing our practice

We keep under review the effectiveness of these extenuating circumstances regulations to ensure they remain effective. We do this by:

- The Assessment Board receiving a report on the proportion and broad nature of extenuating circumstances requests for your cohort.
- An annual report being submitted to the Academic Board reflecting on how the process has operated, including consistency of decision-making across the School. This report will be compiled by Registry and will be informed by the departmental Heads of Administration and the Students' Union.
- Assessing within these reports if any certain student groups are under- or over-represented in using the process, or in the types of requests being made. Student identity must be kept confidential in any such reporting.
- Listening to, and acting upon student feedback offered within the year
- Reflecting upon practice across UK Higher Education
- Revising our practice and regulations where there is evidence we should do so

6. Marking

6.1 Assessment criteria for a programme of study will be drawn up at validation and reviewed as part of programme review. In designing criteria, consideration should always be given to current policy and practice.

6.2 All examiners and assessors will be given a copy of the relevant assessment criteria and the relevant classification bands.

6.3 All marking decisions will, where practicable, involve at least two examiners/assessors in addition to the assessment overview of an External Examiner. In practice this means for recitals and other practical examinations at least two examiners/assessors shall act together either in person as a panel or through the recording of the event and for written submissions, as a minimum, there will be one marker followed by internal moderation.

6.4 An examiner may not mark/assess the work of a student where there is and there could be perceived to be a conflict of interest. Any potential conflict of interest should be reported by the examiner to their Head of Department prior to the marking taking place. The Head of Department, in consultation with the relevant Programme Leader, will determine whether there is a conflict of interest and, if so, the new arrangements for examining the student's work.

6.5 Feedback on assessment will be provided to the student within six weeks of the assessment event or the coursework deadline.

7. Resit

7.1 A student will be permitted a maximum of two attempts at an assessment, an initial attempt and a resit.

7.2 Where a student has failed at a first attempt the Assessment Board will determine the method and timing of the resit in line with the programme specification. The Assessment Board will confirm whether resit will require the student's attendance at additional classes.

7.3 Where a student cannot be reassessed in the same format as at the first attempt due to practical difficulties related to performance and/or collaborative work, an Assessment Board may recommend, where permitted in the programme documentation, an alternative form of assessment which equally meets the learning outcomes and standards. This should be in the format of a special scheme of study (see also Regulation 5.1 Emergency provision in Section 1: General Provisions).

7.5 All resits will be capped at the pass mark.

7.6 Failure at resit, where a failed module or a failed component cannot be compensated, may lead to a recommendation of Fail/Withdraw to the relevant assessment board and termination of the student's student status.

8. Consideration of results

8.1 The module requirements for award, compensation provisions, the method for calculating the degree classification (or other award divisions), and the availability of an exit award (and award requirements) shall be detailed in the programme specification. However, the following minimum pass marks and classification boundaries shall apply:

a) Undergraduate awards (levels 4, 5 & 6)

Award	Percentage
First Class (or distinction)	70%
Upper Second Class (or merit)	60%
Lower Second Class	50%
Third Class (module pass/overall pass)	40%

b) Masters level awards (level 7)

Award	Percentage
Distinction	70%
Merit	60%
Module Pass/Overall Pass	50%

8.2 The overall aggregate produced from the algorithm as detailed within the relevant programme specification will determine a student's classification. Where a student's overall mark falls within 0.5% of a higher classification, the higher classification will be awarded but the mark itself will not be rounded up. The treatment of borderline classifications will be applied consistently across the School's departments. This will be based on mathematical calculation alone and will have been determined prior to the meeting of the Assessment Board. Students' individual performance in modules, their profiles or trajectories will not factor in the calculation. Students whose overall final mark puts them at a Fail, but which falls within 0.5% of an overall degree Pass mark will not have their mark rounded up, but will be awarded a Pass.

8.3 Where through illness or other grave cause there is insufficient evidence to determine the recommendation of an award for a student who has completed the whole or a substantial and sufficient part of their programme, they may be considered for the award of an Aegrotat degree without distinction or class, provided the examiners are satisfied that they would be unlikely to meet the requirements in future and would otherwise have reached the standard required to qualify for the award of the degree. The Assessment Board will normally consider such cases not later than the end of the academic year in which the student was last entered for examination. Once a student has been awarded an Aegrotat degree, they may not subsequently enter examinations with a view to gaining a classified degree.

8.4 Chair's action

Assessment Board meetings do not happen regularly, and it is therefore necessary to have a procedure in place to make decisions about specific student cases between meeting dates. The Chair of the Assessment Board is therefore allowed to take

decisions in the following circumstances on the recommendation of the relevant Vice-Principal/Director so that students receive decisions in a timely way:

- Where a student has been given an extended timeline to complete resits or deferred work which falls beyond the scheduled meeting of the Assessment Board and where a decision needs to be made about their progress.
- Where an extraordinary award is recommended and where circumstances show it would be sensitive to make a timely decision outside an Assessment Board meeting.
- Any other circumstance that involves individual student cases where it would be inefficient to wait until the next meeting of the Assessment Board.

Chair's Action will only be taken following agreement from the External Examiner/s, and in liaison with the Secretary to the Assessment Board. The relevant department will liaise with the External Examiner/s prior to requesting Chair's Action.

8.5 Conferment, progression and Assessment Boards

Academic awards and progression outcomes are approved by the Assessment Board on behalf of Academic Board. Any student with outstanding tuition related debt will not receive their transcript or certificate, or be permitted to progress until the debt is cleared.

The purpose of the Assessment Board is to ensure that the assessment process has run properly, to confirm your marks and credits, to agree any resits/deferrals, to consider if you can progress to the next level and/or to make awards when you have completed the requirements of the programme.

An Assessment Board should be held in the following circumstances:

- End of level, following the completion of all marking, moderation and external examining
- After end of year resits/deferrals, following the completion of all marking, moderation and external examining
- For any marks and/or Higher Education credit that is awarded by the School for students' completion of short courses, or in-bound study abroad students

The School may also hold interim assessment panels during the year, including to consider mid-year resits.

There will normally be an Assessment Board for each department. The School will schedule its Assessment Board meetings well in advance so that its members can

prioritise attendance. The full business of the Board must be addressed in each meeting and meetings will be focused to make best use of staff and External Examiner time.

School colleagues new to an Assessment Board will be provided with a briefing with a member of Registry and the Head of Learning & Teaching.

Information presented to the Assessment Board will be confidential.

In accordance with practice at several other UK conservatoires, students' names will not be anonymised at the Assessment Board meeting (or in any interim assessment panel), recognising that students' identities will have been visible in the assessment process. The Chair of the Board is responsible for ensuring that no bias occurs in the decision-making of the Assessment Board, and that its business is conducted in accordance with the School Assessment Regulations and the principle of fairness to all students.

The Assessment Board is made up of the following people:

- Chair: Provost and Vice-Principal (Academic) or the Head of Learning & Teaching
- Members: Vice-Principal/Director, Programme Leader and members of staff in the department who have a significant role in contributing to the delivery of the programme/s that the Assessment Board will consider. Academic Board will approve Assessment Board membership on an annual basis.
- External Examiner/s for the programme/s being considered.
- In attendance: Head of Administration (department), the Academic Registrar and any other professional services member of staff determined by either of those postholders who have a significant role in supporting the effective operation of that Assessment Board meeting; the Secretary (who will be a member of Registry).

Students are not members of the Assessment Board because it is a forum that considers students' results and confidential matters.

The Chair and a minimum of one-third of School members must be present.

If, exceptionally, the External Examiner is unable to attend, they will need to submit comments in advance of the meeting. The School will also consult the External Examiner/s on any complex student cases that arise at the Assessment Board meeting.

An interim assessment panel can be held at any point during the year to:

- Review the outcomes of module/s completed so far after the School marking process has been completed as set out in the Section x of the School Assessment Regulations.
- Agree where it is appropriate to allow you to resit an assessment while continuing your studies. There will not be a second resit opportunity at the subsequent Assessment Board meeting, unless Extenuating Circumstances apply.

The External Examiner/s is not required to be present at an interim assessment panel. Its membership will be made up of School staff of the Assessment Board.

An interim assessment panel cannot make decisions on your progression, compensation (where allowed on your programme) or award.

You cannot appeal a decision of an Interim Assessment Panel unless it has been identified that there has been an assessment irregularity.

9. Good Academic Conduct and Academic Misconduct

9.1 What is good academic conduct?

Good academic conduct is a series of professional actions based on integrity, honesty, fairness and respect.

Actions that show good academic conduct include:

- Producing work for assessment that is your own
- Not copying or paraphrasing the work of other people and submitting it as your own work
- Fully acknowledging the authors, creators or sources you reference in your assessments
- Ensuring that the information or data you use in your assessments are valid and real
- Enabling the practical assessment of your peers by taking part in performances or practice in which you are not being assessed, but others are
- Avoiding any action that would give you an unfair advantage in your assessments
- Not enabling another student to gain unfair advantage in their assessments
- Using Generative Artificial Intelligence (AI) appropriately
- Complying with any ethical approval requirements related to your assessments
- Complying with the School's Assessment Regulations overall

This section also sets out the actions that constitute academic *misconduct* and how the School will investigate alleged cases.

It is important to understand what the School considers to be academic misconduct as these principles may be different to what you have experienced in earlier educational settings or if you have studied in a country other than the UK.

If you are unclear about any information in this section, or if you need help with matters such as referencing in your coursework, please contact your programme administrator.

9.2 What is academic misconduct?

Academic misconduct means that you have used dishonest or unfair practices in the way in which you have created your assessment task. The full range of academic misconduct practices are set out in Section 9.4.

We will investigate any situations in which we suspect academic misconduct in the process provided in Section 9.15. A penalty will normally apply where we identify evidence of academic misconduct.

9.3 When might a student consider academic misconduct?

There are many reasons why a student may think about acting dishonestly or unfairly in an assessment task. One reason is a direct intention to gain advantage in the assessment process. This is **never** the right course of action.

The School also recognises that you may consider or decide to act dishonestly or unfairly in an assessment because of a challenging situation you find yourself in. These circumstances include:

- Not fully understanding how to apply good academic conduct principles.
- Wanting to succeed, but lacking confidence in your abilities to do so.
- Experiencing pressure from other people to succeed, or where you feel the need to please them but are concerned that you will not meet their expectations through your own academic abilities.
- Other situations in which you find yourself under significant pressure or stress.

If you find yourself in any of these circumstances or similar situations, it is **never** the right course of action to act dishonestly or unfairly in your assessments. If you are experiencing any challenges during your time at the School it is important to talk to Student Services. If you need help with your academic skills, please contact your programme administrator.

9.4 Examples of academic misconduct

The following section provides detailed examples of academic misconduct that you must avoid when preparing or completing your assessments. These examples are:

For all assessments:

- Plagiarism
- Self-plagiarism
- Collusion
- Using Artificial Intelligence to gain unfair advantage
- Contract cheating

For assessments that involve tests or examinations:

- Cheating in test or examination conditions

For assessments that involve the use of facts or data:

- Falsification of information

For those assessments that, where appropriate, involve sensitive research:

- Not gaining ethical approval

9.5 Plagiarism

Plagiarism is where you include ideas and concepts from other sources and present them as your own. Doing this means that the assessment cannot be marked as your own work.

Examples of plagiarism include:

- Copying sections from published materials and not referencing the original author/s
- Rewording sentences, paragraphs or larger sections of published materials and not appropriately referencing the original author/s.
- Copying the work of another student, including in group work, or copying the work of a former student who has completed the same or similar assessment in the past
- Paraphrasing the work of another student, including in group work, or paraphrasing the work of a former student who has completed the same or similar assessment in the past
- Copying the written or artistic style (e.g. parody, pastiche, homage) of another person without referencing the source
- Self-plagiarism (see definition below)

Published materials or sources include, but are not limited to, books, articles, journals, reports, digital storage media, data, on-line sources, creative pieces of work and information created through artificial intelligence.

The School has referencing guidelines that provide you with detailed information on how to reference sources in your work. If you need further help in understanding how to use those principles in your work, please contact your programme administrator.

9.6 Self-plagiarism

Self-plagiarism is where you use part or all of a piece of work for an assessment task that you have submitted previously for a different assessment task. The School Assessment Regulations are clear that you cannot submit the same assessment for more than one task.

You can avoid self-plagiarism by using short quotations or sections from a previous assessment task if the material is referenced appropriately.

9.7 Collusion

Collusion is where you and other students work together to an inappropriate extent on preparing or compiling an assessment task where collaboration is **not** part of the

assessment brief. The School recognises that there are many practical assessments in which you are required to collaborate with other students, and we will therefore always be clear when we expect the work to be your own.

- **Permitted collaboration:** Discussion of ideas; peer feedback; sharing work-in-progress **unless expressly prohibited by the module/brief**; collaboration that is part of the **assessment design** (group tasks) with roles made clear.
- **Prohibited collusion:** Sharing or submitting **co-authored** or **copied** material for an **individual** assessment; distributing another student's assessable materials for reuse; incorporating a substantial amount of another student's ideas or text **without attribution**.

9.8 Using Generative Artificial Intelligence (AI) to gain unfair advantage

You may use Generative AI for learning support (e.g., language, clarity, structure, bibliographic research) with disclosure. You must not use Generative AI to generate or substantially transform the intellectual content of an individual assessment unless the assignment brief explicitly permits it. You remain responsible for the originality, accuracy, and proper referencing of all submitted work.

9.9 Contract cheating

Contract cheating is where you engage with another person or organisation to complete part or all your assessment task which you then submit as your own work. Contract cheating can take place with or without a formal contract. It includes:

- Engaging with an essay writing service that you may seek out online or in person, or which may try to contact you online or in person. The UK Government criminalised essay mills in 2022 and their operations are therefore illegal.
- Asking another person to contribute to or undertake your assessment task in full. This includes but is not limited to asking other students, friends, family, private tutors and copy-editing services.
- Using a Generative AI tool to create part or all your assessment and submitting that work as your own.

9.10 Cheating in a test or examination conditions (in person or online)

You must complete any test or examination by yourself unless the assessment brief requires you to complete the assessment with another student/s.

Cheating in a test or examination conditions (in person or online) is where the assessment brief requires you to complete work by yourself and where you try to gain advantage over other students by not doing so. It includes:

- Attempting to acquire or acquiring advance knowledge of the content of a test or examination before it is issued
- Attempting to communicate or communicating with other student/s during the assessment, including through technology and social media

- Attempting to copy, or copying from another student
- Allowing another student to attempt to copy or copy from you
- Obtaining, or attempting to obtain, any other assistance from another student
- Using, or attempting to gain access to, any material or device not permitted as part of the assessment
- Impersonating another student or allowing another student or any other individual to impersonate you in the assessment
- Refusing to comply with a reasonable request made by a member of staff where they suspect potential cheating
- Any other action that you take with the intention of gaining unfair advantage

9.11 Falsification of information

Falsification of information is academic misconduct because you are including information in your assessment that is not real. It includes:

- Claiming to carry out observations, interviews, data collection or any other form of research when you have not done so
- Creating false data
- Manipulation and/or selection of data or imagery that creates a false outcome
- Using an AI tool that may provide you with false information
- Creating or obtaining information illegally

9.12 Not gaining ethical approval

Not gaining ethical approval for sensitive research, or changing the research methodology without subsequent approval, is academic misconduct.

9.13 Reports of potential academic misconduct

Potential academic misconduct in a student's work must be reported to the Programme Leader. It may be identified by a member of staff marking the work, an External Examiner, another student or by any person with knowledge of the potential misconduct.

A potential case of academic misconduct must be supported by evidence for it to be investigated. Evidence will depend on the type of assessment and the type of misconduct being investigated but can include:

- Extracts from hard-copy or on-line published sources, including Generative AI, and a comparison with relevant sections of your work.
- Similarity to the work you submitted previously, or to that submitted by another current or previous student.
- How your style (e.g. writing style) significantly changes within the assessment or when compared with a previous assessment.
- Copies of message exchanges between you and another student or individual which includes matters relating to potential academic misconduct.

- Reports on misconduct within a test or examination setting.
- Data or analysis of data that does appear true or has been manipulated inappropriately.
- Absence of ethical approval as part of the assessment process or where actions have been taken outside the ethical approval.

9.14 Categories of academic misconduct

An initial assessment of the potential academic misconduct will be made by the Programme Leader and at least one other member of teaching staff who will decide if:

- There is **no evidence** of academic misconduct and the case will not go any further.
- The concern is **poor academic practice** where plagiarism or self-plagiarism is limited to up to 5% of the assessment task, or where this is the first assessment task that you have taken at the School, and where there is no clear evidence to suggest you had a direct intention to gain advantage and that you need additional support.
- The concern goes beyond poor academic practice and the evidence suggests that **academic misconduct** may have occurred. The example penalties set out in Section 17 show the type of action that may be taken if a Panel decides that there is evidence to show that misconduct has occurred.

9.15 Formal meeting with you to consider the potential academic misconduct

The School will contact you by email if there is evidence of potential academic misconduct. You will be provided with a summary of the concern and the supporting evidence that has been compiled to date.

A Panel of staff will be put together to meet with you to discuss the potential misconduct. This Panel will be the Programme Leader (or their deputy) who will chair the meeting and two other members of teaching staff.

You will be given 5 working days' notice of the meeting. You may be accompanied to the meeting by a friend or member of the Students' Union. If you have a valid reason (e.g. illness, classes) as to why you cannot attend the meeting on the date and time given, you will be given the opportunity for the meeting to be rescheduled.

If you know you have engaged in academic misconduct and wish to share this fact with the School before the meeting, you should inform your programme administrator. You should also share the reasons why you engaged in the misconduct. Where you inform the School about your misconduct, the meeting will not normally go ahead, and the Panel will determine a penalty. This penalty will be confirmed in writing and will reflect the nature and level of misconduct. Your admission and any relevant mitigating circumstances will be considered when the Panel determines the penalty.

In all other cases, a Panel meeting will go ahead.

In the meeting, the concerns and evidence will be presented to you, and you will be invited to respond. The Panel members may ask you questions, and you may also have questions of the Panel. If you choose not to attend the meeting, it will go ahead in your absence.

In cases that involve more than one student (e.g. collusion) the Panel will meet with each student separately.

The student/s will be asked to leave the meeting when the Panel decides the outcome. Potential cases of academic misconduct are considered on the balance of probability. This means that for a case of academic misconduct to be upheld, the Panel needs to show sufficient evidence that the misconduct occurred or is more than likely to have occurred.

9.16 Outcomes from the formal meeting

The outcome from panel meetings will be one of the following:

- There is insufficient evidence to show on the balance of probabilities that academic misconduct occurred, and no further action will be taken
- You admit misconduct in the meeting and an associated penalty will be provided
- There is sufficient evidence to show that on the balance of probabilities that academic misconduct occurred, and an associated penalty will be provided
- Very exceptionally, further investigation is required, and a follow-up meeting will be held with you once that investigation has concluded. This follow-up meeting will normally take place within 15 working days of you being notified that further investigation is required.

The School will inform you of the outcome of the meeting within 5 working days. You will have the right to appeal the outcome based on specific criteria. Section 11 provides more information.

9.17 Penalties for upheld cases of academic misconduct

A Panel will determine a penalty where, on the balance of probability, there is evidence to show that academic misconduct occurred or is more than likely to have occurred. The penalty will consider the nature and severity of the academic misconduct and therefore the extent to which you were dishonest within the assessment.

In determining a penalty, the Panel will also consider:

- Your level of study
- Admission of misconduct
- Circumstances that are relevant to why the action was taken
- Any specific penalties that a Professional Body for your programme may require the School to apply beyond those stated in this document

In cases of collusion where more than one student is involved in academic misconduct, the Panel will ensure consistency of approach in any penalty that applies. Any differentiation will normally only apply where there is a difference in mitigating circumstances or in admission of the misconduct. The Panel will ensure that there is a fair and equal opportunity for both or all students to be heard individually before a decision is reached.

In addition to considering the context of the misconduct as set out above, the range of penalties available to a Panel are as follows:

Example type of misconduct (first offence)	Example penalty
9.17.1 A specific small section (e.g. between 5% and 10%) of your assessment task shows evidence of misconduct that is beyond poor academic practice	That section of work will not be marked, and you will therefore receive a reduction in the mark awarded. Or If this is the first assessment task you undertake at the School and there is evidence to show that the misconduct more likely occurred due to poor academic practice, you may instead be given a warning and support with which you must engage to help you further understand good academic conduct.
9.17.2 Multiple or larger sections (e.g. between 10% and 50%) of your assessment task show evidence of misconduct.	You will fail the assessment task and have the right to resit for the minimum pass mark and to gain the credit for the module. Or You will fail the assessment task and have the right to resit to gain the credit for the module, but you will retain a mark of zero for the assessment task and the numerical calculation for that module. This penalty will more likely be used by Panel where the credit weighting for the assessment task is significant, and/or where you are studying at Levels 5, 6 or 7.
9.17.3 Over 50% of the assessment task shows evidence of misconduct.	You will fail the assessment task and have the right to resit to gain the credit for the module, but you will retain a mark

Example type of misconduct (first offence)	Example penalty
	of zero for the assessment task and the numerical calculation for that module. Or The following penalties may apply where the credit weighting for the assessment task is significant (e.g. Principal Study Composition), where it is categorised as major misconduct or where the programme has professional body accreditation: You will be awarded a lower award classification or an award without classification. Or You will fail and be withdrawn from the programme. This penalty will more likely be used where you are studying at Levels 5, 6 or 7.

Example type of misconduct (beyond first offence)	Example penalty
9.17.4 A specific small section of your assessment task shows evidence of misconduct.	You will fail the assessment task and have the right to resit for the minimum pass mark and to gain the credit for the module. Or If this is more than the second offence on your programme you will fail the assessment task and have the right to resit to gain the credit for the module, but you will retain a mark of zero for the assessment task and the numerical calculation for that module.
9.17.5 Multiple or larger sections (e.g. between 10% and 50%) of your assessment task show evidence of misconduct.	You will fail the assessment task and have the right to resit to gain the credit for the module, but you will retain a mark of zero for the assessment task and the numerical calculation for that module.

Example type of misconduct (beyond first offence)	Example penalty
	Or Your marks for that level of the programme will all be capped at the minimum pass mark. This penalty will more likely be used by Panel where the credit weighting for the assessment task is significant, and/or where you are studying at Levels 5, 6 or 7
9.17.6 Over 50% of the assessment task shows evidence of misconduct.	You will be awarded a lower award classification or an award without classification. Or You will fail and be withdrawn from the programme. This penalty will more likely be used where the credit weighting for the assessment task is significant and/or where you are studying at Levels 5, 6 or 7

The Academic Registrar must be consulted by the Panel if it proposes any variation to the example penalties set out in these Regulations before it makes a final decision. The reason for any variation should be recorded in the Panel's notes and must also be shared with you.

9.18 Revisiting academic misconduct previously unfounded or dismissed: current students

The School may revisit cases of potential academic misconduct that have been previously unfounded or dismissed if new evidence is presented.

This action will always take place where the evidence shows potential major academic misconduct has taken place and/or where the potentially impacts on your fitness to practice on programme that has professional body requirements.

9.19 Academic misconduct identified after graduation

The School may investigate cases of potential academic misconduct after you have graduated where new evidence is presented.

This action will always take place where the evidence shows potential major academic misconduct and/or that relates to fitness to practice on programme that has professional body requirements.

The School will use the procedure set out in this document. You will be invited to attend the meeting. The School reserves the right to revoke an award where this

would be an appropriate penalty in response to the nature of the academic misconduct and where a case is upheld.

9.20 Appealing a Panel decision

Section 11 provides more information if you wish to appeal the decision to award you an academic misconduct penalty. You will only be able to appeal the decision based on criteria set out within that process.

10. Publication of results & transcripts

10.1 Students will be notified of the decision of an Assessment Board within 5 working days of its decision or ratification by the validating body (only where applicable).

10.2 Marks will be released only to the relevant student except where disclosure to a third party is a contractual requirement of the student's sponsorship (e.g. Student Finance England and Research Councils).

10.3 Award classifications will not be made public but prizes and the achievement of a distinction for a final recital will be indicated in graduation documentation which will be in the public domain. All students with an academic award will be included in the graduation programme for that year.

11. Academic Appeals

11.1 What is an academic appeal

An academic appeal is your request for the School to revisit a decision made by the Assessment Board about the outcomes from your assessments, your progression to the next level of study, or your award. Research students and Advanced Artist Diploma Students should submit an academic appeal under City St George's, University of London's regulations.

11.2 You can appeal a decision made by the Assessment Board on one or more of the following grounds where you consider that it has affected your assessment outcome:

- There was an error in the conduct of the Assessment Board. This includes, for example, incorrect or missing marks on your transcript, or the weightings of your assessments being wrong.
- You had extenuating circumstances at the time of an assessment/s which, for good reason, could not be made known to the School before this time, and which can be supported by evidence (e.g. medical certificate). The definition of extenuating circumstances is provided in Section 5.9.
- There was a fault in the School's conduct of the assessment task in relation to the application of the School's Assessment Regulations which has not already been addressed.

11.3 You cannot appeal a decision made by the Assessment Board on any other grounds including the following:

- You do not like or agree with the outcome that has been decided. The School's Assessment Regulations set out the fair and reliable approach we take to assessing your work.
- A third party, such as a friend or family member, does not like or agree with the outcome that has been decided.
- Your award classification falls just below the boundary of the next highest classification, or you have failed a module/s by one or two marks. The School's Assessment Regulations are clear about the basis upon which marks are calculated. Please talk to your programme administrator if you need any advice or support on understanding how calculations are made.

If you are disappointed with the outcome of your assessments, or if you are concerned that other people may be disappointed in the outcomes, and your wellbeing is being affected, please contact Student Services.

At each stage of this process we set out the timescales in which we will respond to you. If there is any unexpected delay to these timescales, we will let you know the reason why and the new timescale for our response.

11.4 Submission of an academic appeal

We will include information on how to submit an appeal when we provide you with your results after the Assessment Board has met.

You can submit an appeal up to 15 working days (excluding weekends and other days on which the School is closed) after receiving your results. A late application will only be considered where there are valid reasons (see Section x on Extenuating Circumstances) why it was not possible for you to submit your appeal on time.

We expect you to submit your own appeal rather than it being submitted by another person such as a friend or family member. If you have an Extenuating Circumstance of the type set out in Section 5.9, and are concerned about being able to submit an appeal within the published timescale, we advise you to contact your programme administrator to discuss how your appeal can best be considered. It is important that you have the same opportunity as another student to engage in this process.

You will not be disadvantaged in any way by the School in submitting an appeal. The only exception to this position is if your appeal is purposely frivolous or vexatious. Disciplinary action may be taken in those circumstances.

An appeal will be considered and managed by the School in confidence on a "need to know" basis and in accordance with the Data Protection Act 2018.

An appeal will normally be acknowledged by the School in writing within 5 working days from when it is received.

11.5 Support

This section is designed to be as clear as possible to explain the grounds for appeal and the process that will follow. We also recognise that you may find it helpful to talk things through or have further support. This is available from:

- Registry or the Head of Administration for your programme who can advise if your grounds for appeal meet the published criteria as well talking through the appeals process
- Student Services who can support your wellbeing
- The Students' Union who can provide advocacy and independent advice, for example, if you need help in putting together your appeal or if you would like support if you will need to meet with an appeal panel

We strongly advise you to seek support if you are unclear about any aspects of the appeals process before you make a submission, or if you need help with your wellbeing.

11.6 Crossover of School processes and issues you want to raise

We recognise that you may raise issues in your appeal that fall beyond the criteria set out in this appeals process. For example, part of your appeal submission may relate more to issues that we would normally consider through the Student Complaints process.

We will take a flexible approach to these situations and establish the most appropriate and efficient approach to take on an individual basis. The outcome may mean that we deal with all issues as one case, or that we separate them out and consider them through different processes. We will talk to you about the approach we plan to take and our reasons and this will confirm this in writing.

We will take a similarly flexible approach where you submit an appeal and already have another case (e.g. a complaint) underway.

11.7 Group appeals

Students may decide to submit a group appeal where there are several of you affected by the same issue.

The School will require the group to nominate a representative with whom we will communicate. You should always ensure that you are seeking the same appeal outcome as other students before joining a group appeal. If you are looking for a different outcome to another student, or there is a possibility that you might be, you should submit an individual appeal.

11.8 How your appeal is considered

Your appeal will be considered fairly, and decisions will be made by the postholders set out in the process below. Each case will be considered on an individual basis and will ensure that neither you nor any other students are advantaged or disadvantaged by the decision made.

Your appeal will be reviewed by Registry to check that it meets the criteria and that you have provided sufficient supporting information. We may ask you to provide further information if your submission is likely to meet the grounds for appeal but needs substantiating.

We will notify you within 15 days of receiving your submission that:

- Your appeal is rejected because it does not meet the criteria. You can ask for a review of this decision

Or

- Your appeal will move to the next stage

Where your appeal moves to the next stage it will be considered in one of the following ways:

- Miscalculation of marks: where there is evidence to show that your marks have been miscalculated, this will be corrected, the Chair of the Assessment Board will approve the change, and the External Examiner will be notified. In these circumstances the School will always check if any miscalculation has affected more than one student and will address that through its own processes.

Or

- New extenuating circumstances: these will be considered through the process set out in Section 5.9. Where your circumstances are approved, the Chair of the Assessment Board will be asked to note this action. Approval of your circumstances will not normally result in an adjustment to your mark/s but will provide you with the opportunity to take the assessment again with the full mark range available to you. Where your circumstances are not approved, you can ask for a review of this decision (see Section 5.9.12).

Or

- More complex cases: an appeal panel will be established.

We will update you within 15 working days of your previous notification about the actions we have taken in relation to miscalculation of marks or consideration of extenuating circumstances or will inform you if an appeal panel will be established.

11.9 Appeal Panel

An appeal panel will be set up to consider more complex cases and to agree the action that should be taken.

The Chair of the panel (see below) will first review your submission and decide if any further information is required from relevant School staff to understand the wider context of the circumstances your appeal describes.

Any information obtained will be in written form and will be shared with you and with other panel members along with a copy of your submission. This means that everyone involved in the appeal panel meeting has the same information.

You will be invited to attend the panel meeting, and you can be accompanied by a friend or a Students' Union representative. The School does not normally allow you to be accompanied by a legal representative.

We will give you at least 5 working days' notice of the meeting and we strongly encourage you to attend. If you have an Extenuating Circumstance (see Section 5.9) which means you cannot attend and if we approve that situation, we will reschedule meeting. In all other circumstances, we will go ahead with the meeting date and time that has been scheduled, even if you decide not to attend.

The membership of the panel will be:

- Chair: a senior member of School staff who is appointed from a group that has been approved by the Academic Board and who is not from your department.
- One other member of School staff from a group approved by the Academic Board to chair appeal panel meetings and who is not from your department.
- The Students' Union President or nominee who has not been involved in supporting you compile your case and who is not supporting you at the panel meeting. Where it is not possible to provide representation from the Students' Union, their membership will be replaced by a member of School staff.

The School will aim to ensure that there is mixed gender representation on the panel.

Panel members will have relevant experience and/or training provided by the School.

The panel will be supported by a member of Registry who will also take a record of the meeting.

At the meeting, the Panel will ask you questions about your appeal. After the Panel has met with you, it will decide that either:

- Your appeal is upheld and share with you the reasons why
Or
- Your appeal is rejected and will share with you the reasons why
Or
- Very exceptionally, further information is required from within the School that has not already been made available. That information will be shared with you and the panel. The panel can ask to meet with you again, or the information will be used to make a decision to uphold or reject your appeal.

You will receive the decision of the Panel, including the reasons for the decision, by email within 10 working days of the meeting.

Where your appeal is upheld, you will also be informed of the action that the School will take which can include:

- Allowing you to take an assessment again as a resit (for the minimum pass mark)
- Allowing you to take an assessment again as a first attempt (uncapped mark)
- Changing marks where there has been an original administrative error
- Other action which does not affect the academic standards of the School's awards

The panel cannot recommend any change to your original marks unless a mistake has been made in the original calculation.

The Assessment Board will be notified of the outcome of the appeal at its next meeting.

Where your appeal is not upheld, you can ask for a review of this decision.

11.10 Review of a decision not to uphold an appeal

Where your appeal is not upheld, we will inform you of your right to request a review of that decision and how you can do so. Review requests must be received within 10 working days of your receiving the written outcome of your appeal.

A request for a review must meet one or both of the following criteria:

- There is new evidence that, for good reason, could not have been provided at the time at which your appeal was considered originally
- There is a significant procedural error in which your appeal was considered

We will not accept review requests for any other reason, including being disappointed with the decision that has been made.

We will acknowledge your request within 5 working days of receipt

The review request will be considered by a member of Registry who has not had any earlier involvement in the case and who will either:

- Uphold the original decision if the request does not meet the criteria above

Or

- Refer the appeal back to the point of the process at which the error occurred, or where the new evidence needs to be considered. Exceptionally, (e.g. if any form of potential or actual bias has been identified or if the person or panel did not have the necessary skills to

consider the case) the reviewer can also recommend that a different individual or panel is appointed to take up the matter/s that need to be addressed.

This review process will be completed within 15 working days and you will be notified of the outcome, along with information about the Office of the Independent Adjudicator.

This will be the end of the School's direct management of your appeal.

11.11 Office of the Independent Adjudicator

If you are dissatisfied with decision that has been made by the School on the outcome of your appeal or review request, you may contact the Office of the Independent Adjudicator for Higher Education (OIA). The OIA is the body responsible for considering students' complaints once the internal procedures of the School have been exhausted. The OIA has specific criteria against which a student can make a complaint; more information is published on the OIA website at www.oiahe.org.uk

11.12 Reporting

An annual report on the number and nature of academic appeals considered at all stages of the process will be submitted to the Academic Board so that issues arising and any trends across time can be monitored, and enhancements put in place. The report shall also include reference to any recommendations to improve the appeals process.