



**Architectural Association
School of Architecture**

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**ACADEMIC REGULATIONS
2024-25**

Responsible Person:	School Registrar (Belinda Flaherty)
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1. INTRODUCTION : THE AA SCHOOL – HISTORY AND CONTEXT

- 1.1. The Architectural Association was established by a collective of students in 1847 as a public forum and learned society with the object *‘to promote and afford facilities for the study of architecture for the public benefit’*.¹ Opening as a day School in 1901, the Architectural Association School of Architecture (‘the AA School’) is the primary component of the Architectural Association (Inc.), a UK registered charity and company limited by guarantee. Incorporated on 13th November 1920, the AA (Inc.) is governed by its Memorandum of Association (‘the Constitution’), articles and by-laws. All registered students and staff automatically become members of the Architectural Association. The AA Council is the body with overall responsibility for the Architectural Association (Inc.). The AA School has occupied its Bedford Square campus since 1917, the same year as women were admitted as students for the first time. The majority of its activities take place at 32-39 Bedford Square, 16 Morwell Street and 1/1A Montague Street as well as at Hooke Park the 350 acre working forest in Dorset owned and operated by the Architectural Association (Inc.) since 2002.
- 1.2. Today the AA School consists of ca. 900 full-time students, who study in the Foundation Course; the five-year course in architecture prescribed by the Architects Registration Board (ARB) and validated by the Royal Institute of British Architects (RIBA); nine postgraduate programmes of advanced full-time studies; and the PhD programme delivered by the AA as an Affiliated Research Centre (ARC) of The Open University (OU).
- 1.3. On 1st October 2019 the AA received Taught Degree Awarding Powers (TDAP) granted by the Lords of Her Majesty’s Most Honourable Privy Council following a multi-year application and scrutiny process. Over the 2019-20 academic year the Academic Board of the AA School conducted the validation arrangements for the award of bachelor’s and master’s degrees at all levels of the taught provision.
- 1.4. The Higher Education and Research Act (2017) established the Office for Students (OfS) as the independent regulator of higher education in England with the full regulatory conditions that came into effect on 1st August 2019. The creation of the OfS proposed to simplify the higher education landscape by bringing together under one single organisation the primary functions of the Higher Education Council for England (HEFCE), the Office for Fair Access (OFFA), the Department for Education (DfE) and the Privy Council. Providers of higher education (such as the AA School) submitted application for registration with the OfS in order to:
 - Maintain access to student support funding, enabling eligible students of the AA School to access student finance;
 - Maintain the existing Student Visa Sponsor Licence for the purpose of recruiting international students;
 - Maintain TDAP status, and apply for Full Degree Awarding Powers (hitherto RDAP) for the longer-term strategic purpose of awarding the PhD degree as the AA’s own award.
- 1.5. Following application submitted on 1st August 2018, the AA secured registration with the OfS on 18th March 2019 in the APPROVED category, with confirmation that the initial conditions of registration were satisfied. The OfS reserves the right to reach a different view on matters relating to the AA’s compliance with the ongoing conditions of registration at any point in the future. Having secured registration, and by demonstrating the required track record of compliance, providers would have access to the full privileges of the ‘Student Visa’. The AA School has held a Sponsor License since 2010 for the purposes of recruiting international students.
- 1.6. Having passed the Basic Compliance Assessment (BCA) every 12 months for four years, and maintaining Educational Oversight (EO) with the QAA for four years, the AA School demonstrated the track record of compliance and was granted access to the full privileges of the ‘Student Visa’ which came into effect on 1st August 2019.
- 1.7. The AA School welcomes interest and application annually from a diverse range of nationalities and backgrounds. In the 2023-24 academic year 7% of registered full-time students were British/Home, 14% from EU-EEA and 79% international (non EU-EEA countries).
- 1.8. The Academic Regulations of the AA School are approved by the Academic Board, the body charged with the responsibility for the academic governance of the AA School and its programmes of study. This document presents the academic regulatory framework applicable to all courses and programmes of study and to all students registered thereon for the duration of the academic year (document as dated).

¹ Articles of Association, AA (Inc.).

1.9. This document seeks to define the regulatory context in which teaching, learning and assessment take place, leading to the approval of awards. This definitive information is provided to students and staff alike to ensure that all have an equal basis for their interaction. It is to be read in conjunction with individual course and programme guides and specifications and with wider policy statements from within the AA School and from external agencies as appropriate.

1.10. The AA School presents these Academic Regulations as the framework and policies for current arrangements in the 2024-25 academic year, and application to the 2025-26 academic year. The School Registrar acts as the custodian of the Academic Regulations and commits to informing all registered students should any adjustments be approved by the Academic Board during the dated cycle.

2. THE AA SCHOOL: ACADEMIC STRUCTURE

2.1. The AA School is comprised of the following:

- 2.1.1. A one-year **Foundation Course** for students contemplating a career in architecture or related arts subjects, leading to The AA Foundation Award in Architecture upon successful completion of Foundation studies, and facilitating in-cycle application to the 1st Year of the Intermediate Programme for students within the Course who wish to pursue this academic pathway.
 - **Note for applicants to the 2025-26 cycle:** effective 2025-26 the Foundation Course will be classified as a **Programme**, in line with all other programmes of study offered by the AA School.
 - **Note for applicants to the 2025-26 cycle:** effective 2025-26 the Foundation Programme will lead to **The AA Foundation Award in Architecture, Art and Design**, following the completion of the AA's internal revalidation arrangements.
- 2.1.2. The **five year** Architect's Registration Board (ARB) prescribed and Royal Institute of British Architects (RIBA) validated full-time **course in architecture** delivered in the **Intermediate (Years 1-3) and Diploma Programmes (Years 4-5)** leading to:
 - 2.1.2.1. The **Bachelor of Arts (Hons) and the AA Intermediate Examination (ARB/RIBA Part 1)** after 3 years of full-time study (the Intermediate Programme). Successful completion of the 3rd Year of the Intermediate Programme leads to Unconditional Offer of Entry to the 4th Year (Diploma Programme);
 - 2.1.2.2. The **Master of Architecture (MArch) and the AA Final Examination (ARB/RIBA Part 2)** after 2 years of full-time study (the Diploma Programme). Successful completion of the 5th Year leads to the award of the AA Diploma / AA Diploma with Honours, the AA's own academic award first awarded in 1920.
 - The AA School continues to monitor the changes to the framework for architectural education in the UK proposed by ARB, whereby ARB will no longer be prescribing Part 1 programmes and all existing Part 1 prescriptions will end by 31st December 2028. The AA School commits to informing all students enrolled on the relevant programmes of study, and all applicants to the relevant programmes of study, of any changes to the current arrangements, and within the recommended timelines so informed decisions can be taken.
- 2.1.3. The **postgraduate provision** comprising ten distinct Programmes of advanced full-time studies:
 - 2.1.3.1. Nine taught Master level programmes offering the MA, MSc, (PG) MArch, MFA and Taught MPhil;
 - 2.1.3.2. The PhD degree: The AA is an Affiliated Research Centre (ARC) of the OU for the delivery and validation of the PhD degree.
- 2.1.4. The **AA Professional Practice and Practical Experience Examination** leading to exemption from the ARB/RIBA Part 3 Examination, the entry requirement to professional registration as an architect:
 - 2.1.4.1. The course and examination is open to anyone who has successfully obtained their Part 1 and Part 2 qualifications (or equivalency from overseas schools of architecture) and also to qualified practitioners for the purpose of Continuing Professional Development. Eligible candidates will have recent completion of a minimum of 24 months practical experience under the direct supervision of a professional working in the construction industry, 12 of which must be undertaken working within the EEA, Channel Islands or the Isle of Man, under the direct supervision of an architect.

Award and Title		Mode/ length of study	FHEQ Level	Credits
The AA Foundation Award in Architecture*		1 year, full-time	4	120
BA (Hons) in Architecture AA Intermediate Examination (ARB/RIBA Part 1)		3 years, full-time	5 (1 st Year)	120
			6 (2 nd Year)	120
			6 (3 rd Year)	120 (= 360)
Master of Architecture (MArch) & AA Diploma / AA Diploma with Honours AA Final Examination (ARB/RIBA Part 2)		2 years, full-time	7 (4 th Year)	120
			7 (5 th Year)	120 (=240)
Master of Arts (MA)	History and Critical Thinking	45 weeks (consecutive), full-time	7	180
	Housing and Urbanism	45 weeks (consecutive), full-time	7	180
	Spatial Performance and Design (AAIS)	45 weeks (consecutive), full-time	7	180
Master of Science (MSc)	Design and Make	45 weeks (consecutive), full-time	7	180
	Emergent Technologies and Design	45 weeks (consecutive), full-time	7	180
	Landscape Urbanism	45 weeks (consecutive), full-time	7	180
	Sustainable Environmental Design	45 weeks (consecutive), full-time	7	180
Master of Architecture (MArch)	Architecture & Urbanism (DRL)	45 weeks (2 Phases), full-time	7	180
	Design and Make	45 weeks (2 Phases), full-time	7	180
	Emergent Technologies and Design	45 weeks (2 Phases), full-time	7	180
	Housing and Urbanism	45 weeks (2 Phases), full-time	7	180
	Landscape Urbanism	45 weeks (2 Phases), full-time	7	180
	Sustainable Environmental Design	45 weeks (2 Phases), full-time	7	180
Master of Fine Arts (MFA)	Spatial Performance and Design (AAIS)	60 weeks (2 Phases), full-time	7	240
Taught Master of Philosophy (Taught MPhil)	Architecture and Urban Design (Projective Cities)	60 weeks (2 Phases), full-time	7	240
	The AA Professional Practice and Practical Experience Examination (Part 3)	Part-time		
PhD	Doctorate of Philosophy	Ca. 4 years, full-time	8	

* Effective 2025-26: The AA Foundation Award in Architecture, Art and Design

3. THE ACADEMIC YEAR AND ACADEMIC CALENDAR

- 3.1.** The AA School academic year is organised according to the UK academic model of the term structure and is presented as follows:
- 3.1.1.** Introduction Week: Scheduled in the third week of September, this week of registration and orientation activities serves as the introduction and induction to the AA School, its programmes of study and associated activities for all new (incoming) and continuing (returning) students, and induction and orientation for all academic staff.
 - 3.1.2.** Term 1 consisting of 12 weeks: Beginning end September and concluding mid/end December.
 - 3.1.3.** Term 2 consisting of 11 weeks: Beginning early January and concluding end March.
 - 3.1.4.** Term 3 consisting of 9 weeks. Beginning end April and concluding end June.
 - 3.1.5.** (Term 4 / 13 weeks of summer): June to September for research and dissertation preparation undertaken by postgraduate MA/MSc students before final submission at the end of September; and the additional study timeframe for 1st / 2nd / 4th Year students whose end of academic year assessment (summative) recommended that additional work be undertaken before entry to the next year of study.
- 3.2.** The annual schedule of business, teaching, learning and assessment activities of the AA School are presented in the detailed AA Academic Calendar circulated to all students and staff in hard, on-line subscription and downloadable formats.
- 3.3.** It is the responsibility of all registered students and staff to adhere to the annual schedule of business, teaching, learning and assessment activities of the AA School as presented in the AA Academic Calendar and to avail of all calendar formats to assist with personal planning and academic engagement.
- 3.4.** All guidance and regulatory documents can also be viewed/downloaded by following this link:
www.aaschool.ac.uk

4. ADMISSION TO THE AA SCHOOL

- 4.1.** The Admissions Department of the AA School deals with all aspects of the admissions procedure, from initial contact to enrolment on the relevant course/programme of study. The AA School website offers detailed guidance, advice and support on the admissions process and is reviewed and updated annually before the admissions cycle commences in October (applications open).
- 4.2.** All applicants must be 18 years of age or older on the first day of Introduction Week to be eligible to enter the School in the year/programme of application.
- 4.3.** All applicants to the AA School are required to meet the minimum academic and English language requirements for the desired year/programme of study (outlined below in year-/programme-specific detail).
- 4.4.** It is the responsibility of all applicants to carefully read and fully understand the entry requirements for their chosen year/programme of study; multiple applications are not permitted but applicants may request a transfer of their application to a different year/programme during the admissions process up to the point an outcome is made (e.g. offer/reject). This will be reviewed for consideration as long as the alternative year/programme remains open to new applicants.
- 4.5.** The AA School offers EARLY and LATE options for submission of applications, with dates confirmed in the annual Academic Calendar and on the website. Applicants wishing to be considered for scholarship or bursary funding support must meet the EARLY application dates:
- November:
 - EARLY application to the Foundation Course, Intermediate and Diploma Programmes (and deadline for funding support declaration at these levels);
 - January:
 - EARLY application to the Postgraduate Programmes (Applicants to the Taught Postgraduate Programmes and PhD programme seeking bursary funding support are required to submit their application and meet the English Language requirements by this deadline.);
 - LATE application to the Foundation Course, Intermediate and Diploma Programmes.
 - March:
 - LATE application to the Postgraduate Programmes.
- 4.6.** Any applications received after the advertised dates will be assessed at the discretion of the AA School.
- 4.7.** All applicants to the AA School must undertake the following:
- Complete the on-line application form and provide the supporting documents (Certificates, Transcripts and References) by the advertised date/s (see Note 1);
 - Upload a portfolio of art/design work (or stated equivalent) to support the application.
 - Pay the advertised application fee;

Note 1:

- Certificates and Transcripts must be supplied to account for all years of study which include a detailed list of subjects undertaken and marks attained.
- Overseas applicants must supply certificates and transcripts that have been officially translated into English. The AA School will only accept official translations bearing the stamp and signature of the translator. Both the original (un-translated) and translated documents are required.
- Applicants to the Foundation Programme and the Intermediate programme must provide ONE Academic Reference presented on official headed paper containing the original signature and contact details of the referee.
- The reference must be from an academic who has taught the applicant within the previous three years.
- Applicants with a previous architectural education must secure the reference from a design based academic who has taught the applicant within the previous three years.
- Mature applicants who have been out of education for more than three years must secure the reference from their employer or a professional (doctor, lawyer) who can provide personal recommendation.
- Applicants to the Diploma programme and all postgraduate programmes must provide TWO References, one related to work experience and one academic.
- If the applicant has no work experience, two academic references are required. References must be presented on official headed paper containing the original signature and contact details of the referee.

5. ENTRY REQUIREMENTS

5.1. Foundation Course: Minimum Academic Entry Requirements

- One A level pass (grade C or above) in a non-art/design subject plus;
- GCSE (grade 4 / C or above) in Mathematics and English Language.
 - Where no A Level equivalent is available, it is at the discretion of the Admissions assessment to accept AS Level equivalency as an acceptable alternative.
 - Where no GCSE equivalent is available, it is at the discretion of the Admissions assessment to accept official transcripts for the last 3-4 years of high school as an acceptable alternative.

5.2. First Year (Intermediate Programme): Minimum Academic Entry Requirements

- Three A level passes (grade C or above); if one A level pass is in an art/design subject it must be accompanied by at least one A level in a non-art/design subject plus;
- GCSE (grade 4 / C or above) in Mathematics and English Language.
 - Where no GCSE equivalent is available, it is at the discretion of the Admissions assessment to accept official transcripts for the last 3-4 years of high school as an acceptable alternative.

5.3. (Direct Entry) Second/Third Year (Intermediate Programme): Minimum Academic Entry Requirements

- Evidence of a minimum of one/two years full-time study on a recognised degree programme in architecture or related discipline previously undertaken plus;
 - Three A level passes (grade C or above); if one A level pass is in an art/design subject it must be accompanied by at least one A level in a non-art/design subject.
- 5.3.1.** Students may be permitted direct entry onto the Second Year or Third Year of the Intermediate Programme – BA (Hons) / AA Intermediate Examination (ARB/RIBA Part 1) – with credit awarded for prior learning (see below).
- 5.3.2.** Direct entrants to the Third Year of the Intermediate **will not have gained enough credits after one academic year to receive the academic award of BA (Hons), but will be eligible for the professional award of the AA Intermediate Examination (ARB/RIBA Part 1).**
- 5.3.3.** Any requests for recognition of prior learning made as part of the admissions process are brought forward for review, along with a request to the applicant for documentation comprising published module description, syllabus and marked submissions.
- 5.3.4.** The Head of Learning and the Head of Admissions will assess the status of the prior learning for approval and progression to the next stage of the admissions process.
- 5.3.5.** Assessment of prior learning is made using the following criteria:
- Alignment of a previously achieved credit bearing module, typically a seminar, to an equivalent one taught at the AA School;
 - Equivalent credits/contact hours;
 - Equivalent FHEQ level;
 - Level of assessment achieved;
 - Sufficient documentation provided
- 5.3.6.** Recognition of prior learning is restricted to learning completed up to five years prior to and is entirely at the discretion of the AA.
- 5.3.7.** Where prior learning is approved, the applicant is encouraged to take alternative modules/seminars of personal interest in their place to enrich their learning experience with guidance offered by the Head of Learning.

5.4. Fourth Year (Diploma Programme): Minimum Academic Entry Requirements

- Applicants wishing to enter the Fourth Year (of the five-year course in architecture / the AA Diploma Programme) who have studied within the UK must have secured a minimum 2:2 degree award in Architecture and gained ARB/RIBA Part 1 no later than July of the year of application.
 - **Note for applicants to the 2025-26 academic cycle:** effective 2025-26, the requirement to have gained ARB/RIBA Part 1 no later than July of the year of application is removed.
- Applicants wishing to enter the Fourth Year (of the five year course in architecture / the AA Diploma Programme) who hold a Bachelor degree in Architecture from outside the UK are required to make independent application to the Architect's Registration Board (ARB) for Part 1 exemption. For further information please refer to the ARB website <http://www.arb.org.uk>
- Application for direct entry to the Fifth Year (of the five year course in architecture / the AA Diploma Programme) is not permitted.

5.5. (AAIS) Spatial Performance and Design MA (45 Weeks)

- Bachelor's degree (minimum second class honours) in architecture or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK.

5.6. (AAIS) Spatial Performance and Design MFA (60 Weeks delivered over 2 Phases)

- Bachelor's degree (minimum second class honours) in architecture or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK.

5.7. Design and Make MSc (45 Weeks) (Based at Hooke Park, Dorset)

- Bachelor's degree (minimum second class honours) in architecture, engineering or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK.

5.8. Design and Make MArch (45 Weeks delivered over 2 Phases) (Based at Hooke Park, Dorset)

- Five-year professional architectural degree (BArch/Diploma equivalent) from a United Kingdom university or relevant five-year professional degree e.g. BEng in Architecture, or a BArch degree plus diploma of equivalent standard from a recognised university or higher education institution outside the UK.

5.9. (DRL) Architecture and Urbanism MArch (45 Weeks delivered over 2 Phases)

- Five-year professional architectural degree (BArch/Diploma equivalent) from a United Kingdom university or relevant five-year professional degree e.g. BEng in Architecture, or a BArch degree plus diploma of equivalent standard from a recognised university or higher education institution outside the UK.

5.10. Emergent Technologies and Design MSc (45 Weeks)

- Bachelor's degree (minimum second class honours) in architecture, engineering, industrial/product design or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK.

5.11. Emergent Technologies and Design MArch (45 Weeks delivered over 2 Phases)

- Five-year professional architectural degree (BArch/Diploma equivalent) in architecture, engineering, industrial/product design or a related discipline from a United Kingdom university or a BArch degree plus diploma of equivalent standard from a recognised university or higher education institution from outside the UK.

5.12. History and Critical Thinking MA (45 Weeks)

- Bachelor's degree (minimum second class honours) in architecture or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK.

5.13. Housing and Urbanism MA (45 Weeks)

- Bachelor's degree (minimum second class honours) in architecture or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK.

5.14. Housing and Urbanism MArch (45 Weeks delivered over 2 Phases)

- Five-year professional architectural degree (BArch/Diploma equivalent) from a United Kingdom university or a relevant five-year professional degree e.g. BEng in Architecture, or a BArch degree plus diploma of equivalent standard from a recognised university or higher education institution from outside the UK.

5.15. Landscape Urbanism MSC (45 Weeks)

- Bachelor's degree (minimum second class honours) in architecture, landscape architecture, urban planning, geography, engineering or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK.

5.16. Landscape Urbanism MArch (45 Weeks delivered over 2 Phases)

- Five-year professional architectural degree (BArch/Diploma equivalent) in architecture, landscape architecture, urbanism, urban planning, geography, engineering or other relevant discipline from a

United Kingdom university or a BArch degree plus diploma of equivalent professional standard from a recognised university or higher education institution from outside the UK.

5.17. (Projective Cities) Taught MPhil Architecture and Urban Design (60 Weeks delivered over 2 Phases)

- For candidates with a four or five-year degree (BArch/Diploma equivalent) in architecture or other relevant disciplines, such as urban design, planning, urbanism, and landscape design.

5.18. (SED) Sustainable Environmental Design MSc (45 Weeks)

- Bachelor's degree (minimum second class honours) in architecture, engineering or a related discipline from a United Kingdom university or a degree of equivalent standard from a recognised university or higher education institution from outside the UK. Evidence of initiative and motivation, design and visual communication skills and an understanding of how the AA and its programmes are required in addition to the formal qualifications.

5.19. (SED) Sustainable Environmental Design MArch (45 Weeks delivered over 2 Phases)

- Five-year professional architectural degree (BArch/Diploma equivalent) from a United Kingdom university or relevant five-year professional degree e.g. BEng in Architecture, or a BArch degree plus diploma of equivalent standard from a recognised university or higher education institution from outside the UK.

5.20. MPhil and PhD

- Candidates for MPhil/PhD research degrees must already hold an appropriate post-professional Master's degree in their proposed area of MPhil/PhD research. Candidates for PhD in Architectural Design must also hold a five-year professional degree in architecture and will be expected to submit a design portfolio. All PhD candidates are required to undertake interview with the Chair and members of the PhD Committee.
- **NOTE:** *Members of the AA staff who have been on a contract of employment for a period of at least 4 academic years (the contract of employment being successive for a continuous period of 4 years) may apply to pursue full-time PhD studies at the AA School whilst still remaining an employee of the AA School provided they meet the qualifying criteria and conditions. Application must be submitted for the attention of the AA PhD Programme via the Admissions process.*

6. ENGLISH LANGUAGE REQUIREMENTS

6.1. All applicants must be able to provide evidence of competency in both spoken and written English. The AA School reserves the right to make a place in the school conditional on gaining a further English language qualification if deemed necessary.

6.2. Applicants to the Foundation, Intermediate and Diploma Programmes:

- Applicants should have achieved a minimum of 6.5 overall in the IELTS test with a score of no less than 6.0 in all of the four elements – listening, reading, writing and speaking. Applicants to Foundation Programme must obtain a Secure English Language Test (SELT) from an approved SELT provider. If the applicant is either: a national of a majority English-speaking country as defined per the list on the UKVI website: <https://www.gov.uk/student-visa/knowledge-of-english> or; successfully completed an academic qualification of at least three years' duration, equivalent to a UK bachelor's degree or above, which was taught in a majority English-speaking country as defined by the UKVI or; successfully completed a course in the UK as a (Child) student visa holder (the course must have lasted for at least six months, and must have ended no more than two years prior to VISA application) then an English language test may not be necessary.

6.3. Applicants to the Postgraduate Programmes (taught degree awards):

- Applicants should have achieved a minimum of 6.5 overall in the IELTS test with a score of no less than 6.0 in all of the four elements – listening, reading, writing and speaking. If the applicant is either: a national of a majority English-speaking country as defined per the list on the UKVI website: <https://www.gov.uk/student-visa/knowledge-of-english> or; successfully completed an academic qualification of at least three years' duration, equivalent to a UK bachelor's degree or above, which was taught in a majority English-speaking country as defined by the UKVI or; successfully completed a course in the UK as a (Child) student visa holder (the course must have lasted for at least six months, and must have ended no more than two years prior to VISA application) then an English language test may not be necessary.

6.4. Applicants to the PhD Programme:

- Applicants should have achieved a minimum of 6.5 overall in the IELTS test with a score of no less than 6.0 in all of the four elements – listening, reading, writing and speaking. Applicants must obtain a Secure English Language Test (SELT) from an approved SELT provider. If the applicant is either: a national of a majority English-speaking country as defined per the list on the UKVI website: <https://www.gov.uk/student-visa/knowledge-of-english> or; successfully completed an academic qualification of at least three years' duration, equivalent to a UK bachelor's degree or above, which was taught in a majority English-speaking country as defined by the UKVI or; successfully completed a course in the UK as a (Child) student visa holder (the course must have lasted for at least six months, and must have ended no more than two years prior to VISA application) then an English language test may not be necessary.

7. ASSESSMENT OF APPLICATIONS

7.1. Foundation Programme and Intermediate and Diploma Programmes. Along with the completed online application form, applicants must submit:

- 7.1.1.** A digital portfolio of art/design work which emphasises their skills, interests, creativity and personality. Applicants to the Diploma Programme must submit a digital portfolio of design work, showing a combination of both academic and professional (if applicable) work.
- 7.1.2.** For all programmes, one academic reference, ideally from a design-based academic who has taught them in the previous three years:
 - Applicants for the Foundation Programme and Intermediate Programme one academic reference, ideally from a design-based academic, who has taught them in the previous three years is required.
 - Applicants for the Diploma Programme are required to submit two references. One academic reference, ideally from a design-based academic, who has taught them in the previous three years and one professional reference based on any work placement or recent relevant work experience. If an applicant is unable to provide a professional reference, they should submit a second academic reference.
 - ALL references should include the referee's signature and be on the headed paper of the institution/company that employs the referee and scanned and uploaded to the online application platform. Alternatively, the reference can be emailed to the Admissions Team from an email address belonging to the institution/company that employs the referee
- 7.1.3.** Scanned copies of certificates and transcripts to give context to the applicant's learning background and history of educational achievement. Where the original documents of these certificates and transcripts are not in English, a certified translation will be required.
- 7.1.4.** Predicted grades for any pending examination required to meet the minimum requirements of the programme. This should be on the headed paper of the current institution of study and signed.
- 7.1.5.** Proof of English language competence in the form of a scanned copy of an approved English language test that has been taken no earlier than two years before the start of the AA programme they wish to join. The certificate must show that the required scores have been achieved during a single sitting of the examination.
- 7.1.6.** A copy of the photo page of the applicant's current valid passport (or passports if they hold dual nationality) showing the passport number, expiry date, place and date of birth.
- 7.1.7.** Copies of any current or previous UK visas including BRP cards.

7.2. Application fee: for successful submission of the online application form, applicants are required to pay the application fee before their application will be considered by the Admissions team.

7.3. Initial Assessment: the Admissions team is responsible for checking that the application form information has transferred successfully into the student record system. The AA Admissions team will conduct an initial assessment of each new application form. This assessment will ascertain if the application meets, or is in a position to meet, the academic entry requirements, is complete and contains all the documents for the academic team to conduct a portfolio assessment. Depending on the volume of new applications arriving at that point, the Admissions team will be aiming to make their initial assessment within 15 working days of the application's arrival.

7.4. Missing Documents: where any documents are found to be missing or do not show enough details the Admissions team will contact the applicant to request completion of the application. Priority will be given by the Admissions team to applications that arrive completed so the speed of turnaround of an incomplete application will inevitably be adversely affected. The Admissions team will send a maximum of two requests to the applicant for missing documents and if a satisfactory response is not received, the Admissions Team will assume that the applicant has withdrawn their application.

7.5. Portfolio Assessment: once an application has the initial assessment completed, it is passed with all relevant documents (at least the personal statement, certificates, transcripts, digital portfolio and reference) to the Admissions Panel of Tutors for consideration towards a decision as to whether the applicant should be interviewed, rejected or reassessed for a different award or different year of entry to the programme. Where the panel decides to reject a candidate, the reasons for doing so must be recorded clearly and constructively so that this can be fed back to the candidate.

7.6. Portfolio Assessment Decision Feedback: the Admissions team is responsible for ensuring the Admissions Panel's decision has been recorded correctly on the student record system and for relaying

the decision of the Admissions Panel back to the applicant either in the form of an interview invitation or an email informing that the application was unsuccessful.

- 7.7. Interview Arrangement:** interviews will take place online and will be organised by the Admissions team in conjunction with the applicant and the Admissions Panel. The Admissions team is responsible for handling the logistics surrounding the interview on the day. . The recommended maximum number of interviews to be conducted by the same Admissions Panel in one session is six. The Admissions team is also responsible for ensuring that the Admissions panel has access to all the appropriate application documents for the interview (at least the personal statement, portfolio and references), portfolio assessment link to the applicant record and the interview assessment screen to complete.
- 7.8. Conduct of the Interview:** interviews should last no more than thirty minutes and be conducted by the Admissions Panel comprising two members of the academic team. From the AA School's perspective, the purpose of the interview is to assess the applicant's potential, ability and suitability to benefit from the programme of study. The Admissions Panel is responsible for providing a clear sense of the school and the programme. It is recommended that the interview is divided into three sections or roughly ten minutes to allow time for: the candidate to present their work; the panel to ask their questions; and the applicant to ask their own.
- 7.9. Interview Assessment:** the panel should assess the applicant against the following criteria using a scoring system from 0 to 5 where 5 is excellent and 0 where there is no evidence: Design exploration and experimentation; Initiative and self-motivation; Visual communication skills; Ability to explain and demonstrate reasons for design decisions; Cultural background/references in work presented; Understanding of the Foundation Programme and the unit system of teaching. The Admissions Panel must also record its decision whether the candidate should be offered a place on the programme, rejected or reassessed for a different award or different year of the programme and must ensure that this decision is clearly explained and recorded directly onto the assessment notes linked to the student record on the system so that it may be fed back to the candidate.
- 7.10. Interview Decision (Rejection):** the Admissions team will check that a complete record of the interview has been recorded and, if there are any issues to be resolved or clarified, will address these with the Admissions Panel. Where a candidate has been unsuccessful at interview, the Admissions team will contact the candidate by email with news of the decision and outline the comments provided by the Admissions Panel. This email will also inform the candidate of the AA's appeals procedure.
- 7.11. Interview Decision (Offer):** the Admissions team will check that a complete record of the interview has been recorded and, if there are any issues to be resolved or clarified, will address these with the Admissions Panel. Where a candidate has been successful at interview, the Admissions team will deduce whether the candidate should receive a conditional offer or an unconditional offer. A conditional offer will be made where the applicant has yet to meet the academic requirements of the course and/or the English language requirements. An unconditional offer will be made where the applicant has already met both the academic and English language requirements of the programme. The Admissions team will contact the candidate by email with news of the decision and ensure that the email is accompanied by information to prepare the candidate for study and life at the AA and the deadline by which they should inform the Admissions team of their decision to accept or decline the offer.
- 7.12. Interview Decision (Alternative Programme or Year):** where the Admissions Panel deems the candidate more suitable to a lower year (which could be Foundation, Year 1, 2 or 3), the Admissions team will inform the applicant and give them the option to transfer to the recommended year of entry or to decline and have their application withdrawn at this stage.
- 7.13. Applicant Response:** applicants will be asked to accept or decline within 10 working days of the date of the offer email. The Admissions team will send a maximum of two requests to the applicant for a response to the offer and if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application.
- 7.14. Deposit Payment:** where an applicant accepts an unconditional offer, they will be asked to make their tuition fee deposit payment by 31May (if they were made the offer before 17 May). Unconditional offers sent from 18 May onwards will be given a deadline in the offer letter by which to pay the deposit to secure place on the programme. The Admissions team will consider any requests from applicants holding unconditional offers for an extension to their deposit payment deadline. An extension will be granted on a case by case basis, taking into account CAS and Student Visa application deadlines

The Admissions team will send a maximum of two requests to the applicant for the payment of their tuition fee deposit and, if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application. An applicant who accepts a conditional offer must not pay their tuition fee deposit until they have met the conditions of their offer.

7.15. Deferral:

- Successful applicants to the Foundation Programme cannot defer their entry to the AA School.
- Successful applicants to the Intermediate and Diploma Programmes can defer their entry to the AA School for a maximum of one academic year provided that all conditions of the offer and payment of the deposit equating to one-term's tuition fee has been undertaken by 31 August of the original academic year of entry. Should this not be possible, the application will be withdrawn and the candidate will be invited to re-apply for the following academic year.

7.16. Postgraduate programmes (taught degree awards). Along with the completed online application form, applicants must submit:

- 7.16.1.** A digital portfolio of art/design work which emphasises their skills, interests, creativity and personality. Applicants to the Postgraduate Programmes (with the exception of the History & Critical Thinking Programme) must submit a digital portfolio of design work, showing a combination of both academic and professional (if applicable) work.
- 7.16.2.** Two references – one from an academic and one related to work experience but if the applicant does not have work experience, two academic references are required. References should include the referee's signature and be on the headed paper of the institution which employs the referee and scanned and uploaded to the application form. Alternatively, the reference can be emailed to the Admissions team from an email address belonging to the institution which employs the referee.
- 7.16.3.** Scanned copies of certificates and transcripts to give context to the applicant's learning background and history of educational achievement. Where the original documents of these certificates and transcripts are not in English, a certified translation will be required.
- 7.16.4.** Their current Curriculum Vitae (CV) or resume.
- 7.16.5.** Proof of English language competence in the form of a scanned copy of an approved English language test that has been taken no earlier than two years before the start of the AA programme they wish to join (see above for exceptions to the requirement of a scanned test certificate) The certificate must show that the required scores have been achieved during a single sitting of the examination.
- 7.16.6.** A copy of the photo page of the applicant's current valid passport (or passports if they hold dual nationality) showing the passport number, expiry date, place and date of birth.
- 7.16.7.** Copies of any current or previous UK visas including BRP cards.

7.17. Application fee: for successful submission of the online application form, applicants are required to pay the application fee.

7.18. Initial Assessment: the Admissions team is responsible for checking that the application form information has transferred successfully into the student record system. The Admissions team will conduct an initial assessment of each new application form. This assessment will ascertain if the application is complete and contains all the elements for the academic team to conduct a portfolio assessment. Depending on the volume of new applications arriving, the Admissions team will aim to make the initial assessment within 15 working days of the application's arrival.

7.19. Missing Documents: where any documents are found to be missing or do not show enough details the Admissions team will contact the applicant to request completion of the application. Priority will be given by the Admissions team to applications that arrive completed so the speed of turnaround of an incomplete application will inevitably be adversely affected. The Admissions team will send a maximum of two requests to the applicant for missing documents and if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application.

7.20. Portfolio Assessment: once an application has the initial assessment completed, it is passed with all relevant documents including personal statement, certificates, transcripts, digital portfolio (if applicable) and references to the Admissions Panel of Tutors for consideration towards a decision as to whether the applicant should be made an offer, waitlisted or rejected.

- The Admissions Panel should assess the application against the following criteria using a scoring system from 0 to 5 where 5 is excellent and 0 is no evidence: Design exploration and experimentation; Initiative and self-motivation; Visual communication skills; Ability to explain and demonstrate reasons for design

decisions; Cultural background and/or references in work presented; Understanding of the programme applied for.

- For the MA History and Critical Thinking programme, a portfolio is not required. Assessment is made based on academic qualifications and personal statement, which should demonstrate the student's written skills and ability to understand and apply critical theory. The Admissions Panel should assess the application against the following criteria:
 - Critical Intelligence and Understanding of Historical and Theoretical Issues
 - Initiative & Self-Motivation
 - Written Communication Skills
 - Ability to engage with arguments and their relation to design
 - Cultural background and/or references in the written statement
 - Understanding of the programme applied for

7.21. The Admissions Panel must also record its decision whether the candidate should be offered a place on the programme, waitlisted or refused and must ensure that this decision is clearly explained and recorded directly onto the assessment notes linked to the student record on the system so that it may be fed back to the candidate.

7.22. Portfolio Assessment Decision Feedback: the Admissions team is responsible for ensuring the Admissions Panel's decision has been recorded correctly on the student record system and for relaying the decision of the Admissions Panel back to the applicant.

7.23. Decision (Rejection): where a candidate has been unsuccessful, the Admissions team will contact the candidate by email with news of the decision and inform the candidate of the AA's appeals procedure.

7.24. Decision (Offer): where a candidate has been successful, the Admissions team will deduce whether the candidate should receive a conditional offer or an unconditional offer. A conditional offer will be made where the applicant has yet to meet the academic requirements of the course and/or the English language requirements. An unconditional offer will be made where the applicant has already met both the academic and English language requirements of the programme. The Admissions team will contact the candidate by email with news of the decision and ensure that the email is accompanied by information to prepare the candidate for study and life at the AA and the deadline by which they should inform the Admissions team of their decision to accept or decline the offer.

7.25. Decision (Waiting List): candidates will be advised of this initial outcome and given the timeframe within which their application will be reconsidered, and a final decision made.

7.26. Applicant Response: applicants will be asked to accept or decline offer of a place within 10 working days of the date of the offer email. The Admissions team will send a maximum of two requests to the applicant for a response to the offer and if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application.

7.27. Deposit Payment: where an applicant accepts an unconditional offer, they will be asked to make their tuition fee deposit payment by 31 May (if they were made the offer before 17 May). Unconditional offers sent from 18 May onwards will be given a deadline in the offer letter by which to pay the deposit to secure place on the programme. The Admissions team will consider any requests from applicants holding unconditional offers for an extension to their deposit payment deadline. An extension will be granted on a case by case basis, taking into account CAS and Student Visa application deadlines. The Admissions team will send a maximum of two requests to the applicant for the payment of their tuition fee deposit and, if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application. An applicant who accepts a conditional offer must not pay their tuition fee deposit until they have met the conditions of their offer.

7.28. Deferral:

- Successful applicants to the Postgraduate Programmes cannot defer their entry to the AA School.

7.29. PhD Programme. Along with the completed online application form, applicants must submit:

7.29.1. A Research Proposal/Thesis.

7.29.2. A digital portfolio of design work, showing a combination of both academic and professional (if applicable) work (for applicants to Architectural Design).

- 7.29.3.** Two references – one from an academic and one related to work experience but if the applicant does not have work experience, two academic references are required. References should be on the headed paper of the institution which employs the referee and scanned and uploaded to the application form. Alternatively, the reference can be emailed to the Admissions Team from an email address belonging to the institution which employs the referee.
- 7.29.4.** Scanned copies of certificates and transcripts to give context to the applicant's learning background and history of educational achievement. Where the original documents of these certificates and transcripts are not in English, a certified translation will be required.
- 7.29.5.** Their current Curriculum Vitae (CV) or resume.
- 7.29.6.** Proof of English language competence in the form of a scanned copy of an approved English language test that has been taken no earlier than two years before the start of the AA programme they wish to join (see 6.2 above for exceptions to the requirement of a scanned test certificate). The certificate must show that the required scores have been achieved during a single sitting of the examination.
- 7.29.7.** A copy of the photo page of the applicant's current valid passport (or passports if they hold dual nationality) showing the passport number, expiry date, place and date of birth.
- 7.29.8.** Copies of any current or previous UK visas including BRP cards.
- 7.30.** **Application fee:** for successful submission of the online application form, applicants are required to pay the application fee before their application will be considered by the Admissions Team.
- 7.31.** **Initial Assessment:** the Admissions team is responsible for checking that the application form information has transferred successfully into the student record system. The AA Admissions team will conduct an initial assessment of each new application form. This assessment will ascertain if the application is complete and contains all the elements for the academic team to conduct a portfolio assessment (if applicable).
- 7.32.** **Missing Documents:** where any documents are found to be missing or do not show enough details the Admissions team will contact the applicant to request completion of the application. Priority will be given by the Admissions team to applications that arrive completed so the speed of turnaround of an incomplete application will inevitably be adversely affected. The Admissions Team will send a maximum of two requests to the applicant for missing documents and if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application.
- 7.33.** **Research Proposal / Portfolio Assessment:** once an application has the initial assessment completed, it is passed with all relevant documents (at least the personal statement, certificates, transcripts, digital portfolio if applicable, research proposal and reference) to the academic team for consideration towards a decision as to whether the applicant should be invited for an interview. The panel should assess the application against the following criteria using a scoring system from 0 to 5 where 5 is excellent and 0 is no evidence: Personal Statement, Candidate's experience (Portfolio and/or CV and publications), Academic background (references, previous qualifications), Originality and relevance of research proposal, and Feasibility/Solidity of Research Proposal.
- 7.34.** **Portfolio Assessment Decision Feedback:** the Admissions team is responsible for ensuring the Admissions Panel's decision has been recorded correctly on the student record system and for relaying the decision of the Admissions Panel back to the applicant either in the form of an interview invitation or an email outlining the reasons why the application was unsuccessful.
- 7.35.** **Interview Arrangement:** interviews will be organised by the Admissions team in conjunction with the applicant and the Admissions Panel. The Admissions team is responsible for handling the logistics surrounding the interview on the day. The recommended maximum number of interviews conducted by the same Admissions Panel in one session is six. The Admissions team is responsible for ensuring the Admissions panel has access to all appropriate application documents for the interview (at least the personal statement, research proposal, CV, portfolio if applicable and references), portfolio assessment link to the applicant record and the interview assessment screen to complete.
- 7.36.** **Conduct of the Interview:** interviews should last no more than thirty minutes and conducted by the Admissions Panel comprising two members of the academic team. From the AA School's perspective, the purpose of the interview is to assess the applicant's potential, ability and suitability to benefit from the programme of study. The Admissions Panel is responsible for providing a clear sense of the school and the programme. It is recommended that the interview is divided into three sections or roughly ten

minutes to allow time for: the candidate to present their work and research proposal; the panel to ask their questions; and the applicant to ask their own.

- 7.37. Interview Assessment:** the panel should assess the applicant against the following criteria using a scoring system from 0 to 5 where 5 is excellent and 0 where there is no evidence: Ability to explain and demonstrate reasons for design decisions or research methodology; Communication skills (ability to produce research outputs, both visual and written; Initiative and Self-Motivation; Cultural background and/or references in work presented; Originality and relevance of research proposal; PhD feasibility within the AA PhD Programme.
- 7.38. Interview Decision (Rejection):** the Admissions team will check that a complete record of the interview has been recorded and, if there are any issues to be resolved or clarified, will address these with the Admissions Panel. Where a candidate has been unsuccessful at interview, the Admissions team will contact the candidate by email with news of the decision and outline the comments provided by the Admissions Panel. This email will also inform the candidate of the AA's appeals procedure.
- 7.39. Interview Decision (Offer):** the Admissions team will check that a complete record of the interview has been recorded and, if there are any issues to be resolved or clarified, will address these with the Admissions Panel. Where a candidate has been successful at interview, the Admissions team will notify the applicant of the next stage to register with the Open University and to send the applicant registration forms and process for the Open University. Once an offer is confirmed by the Open University, the Admissions team will deduce whether the candidate should receive a conditional offer or an unconditional offer from the AA. A conditional offer will be made where the applicant has yet to meet the academic requirements of the course and/or the English language requirements. An unconditional offer will be made where the applicant has already met both the academic and English language requirements of the programme. The Admissions team will contact the candidate by email with news of the decision and ensure that the email is accompanied by information to prepare the candidate for study and life at the AA and the deadline by which they should inform the Admissions team of their decision to accept or decline the offer.
- 7.40. Applicant Response:** applicants will be asked to respond to the offer of a place within 10 working days of the date of the offer email. The Admissions team will send a maximum of two requests to the applicant for a response to the offer and if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application.
- 7.41. Deposit Payment:** where an applicant accepts an unconditional offer, they will be asked to make their tuition fee deposit payment by 31May (if they were made the offer before 17 May). Unconditional offers sent from 18 May onwards will be given a deadline in the offer letter by which to pay the deposit to secure place on the programme. The Admissions team will consider any requests from applicants holding unconditional offers for an extension to their deposit payment deadline. An extension will be granted on a case by case basis, taking into account CAS and Student Visa application deadlines. The Admissions team will send a maximum of two requests to the applicant for the payment of their tuition fee deposit and, if a satisfactory response is not received, the Admissions team will assume that the applicant has withdrawn their application. An applicant who accepts a conditional offer must not pay their tuition fee deposit until they have met the conditions of their offer.
- 7.42. Deferral:** Successful applicants to the PhD Programme cannot defer their entry to the AA School.

8. RECEIPT OF OFFER TO STUDY AT THE AA SCHOOL

- 8.1. All applicants will receive a formal correspondence confirming the outcome of their application.
- 8.2. Successful applicants to the Foundation, the Intermediate and Diploma Programmes will receive one of the following offer
- **UNCONDITIONAL OFFER** meaning all entry requirements have been met;
 - **CONDITIONAL OFFER** subject to receipt of certified true copies of any application documentation yet to be provided; once all conditions have been met an UNCONDITIONAL OFFER from the AA School will be made;
- 8.3. The AA School reserves the right to offer applicants to Intermediate and Diploma Programmes a lower year of entry. The decision of the interview panel is final in this respect.
- 8.4. Successful applicants to the Foundation Programme cannot defer their entry to the AA School.
- 8.5. Successful applicants to the Intermediate and Diploma Programmes can defer their entry to the AA School for a maximum of one academic year.
- 8.6. Successful applicants to the Postgraduate Programmes will receive one of the following offers:
- **UNCONDITIONAL OFFER** meaning all entry requirements have been met;
 - **CONDITIONAL OFFER** subject to receipt of certified true copies of any application documentation yet to be provided; once all conditions have been met an UNCONDITIONAL OFFER from the AA School will be made.
- 8.7. The AA School reserves the right to offer the applicant an alternative level of entry within the Programme; MA/MSc instead of MArch, MFA. The decision of the Programme Director is final in this respect.
- 8.8. Successful applicants to the postgraduate provision cannot defer their entry to the AA School.
- 8.9. A Confirmation of Acceptance of Studies (CAS) can be issued for applicants in receipt of an UNCONDITIONAL OFFER from the AA School and who require a Student Visa to study in the UK, and upon payment of the required deposit.
- 8.10. The decisions made regarding the admission of a given applicant is final. There is no right of appeal on the grounds of the decision. An appeal will only be considered based on any irregularity deemed to have taken place during the application process and should be made within ten working days of the dated correspondence from the AA School confirming the outcome of the application. Any such appeals are addressed to the Head of Admissions and will be reviewed by a panel consisting of the Head of Admissions with the School Registrar and the Head of Learning to assess whether an irregularity has occurred during the application process. The original decision cannot be overturned; however, this panel can decide whether to dismiss the appeal or recommend a re-assessment of the original application. The Head of Admissions will communicate the final decision to the applicant within ten working days of receipt of the appeal.

9. ACCEPTANCE OF OFFER TO STUDY AT THE AA SCHOOL

- 9.1.** All in receipt of an UNCONDITIONAL OFFER to study at the AA School must have accepted their offer in the online application portal and must pay a deposit of 1 terms tuition fee no later than the date confirmed in the offer letter.
- 9.2.** The deposit of 1 terms tuition fee serves specific purpose in respect of the following:
- Secures place on programme of study and;
 - Offsets the tuition fee payment for the final term of study:
 - Foundation Programme: deposit offsets the tuition fee payment for the final term (Term 3) of the Foundation Programme;
 - Intermediate Programme: deposit offsets the tuition fee payment for the final term of study at the AA School; unless the student has confirmed to the AA their intention to discontinue studies after the successful completion of the Intermediate Programme, the final term of study will be assumed to be the final term (Term 3 of the 5th Year) of the Diploma Programme.
 - Diploma Programme: deposit secures the tuition fee payment for the final term (Term 3 of the 5th Year) of the Diploma Programme;
 - In all instances, the student is liable for increases in the tuition fee rate in the intervening academic years.
- 9.3.** The deposit payment is non-refundable and non-transferrable for all applicants. For applicants to the Foundation Programme and Postgraduate Programmes, the deposit payment is also non-deferrable. Exceptions to this regulation are permitted in the following specific arrangements:
- Where the applicant's visa application has been refused; any tuition fees paid in advance will also be refunded;
 - The programme is cancelled and a suitable alternative programme cannot be offered by the AA School;
 - The applicant makes decision to withdraw within fourteen days of the deposit payment having been received by the AA School.
 - Requests for deposit refunds must be submitted to the Admissions Team and accompanied by any supporting evidence, for example, the official notification from the UKVI that a visa application has been refused. Decisions will be taken by the Head of Admissions within ten days of the receipt of the complete deposit refund request.
- 9.4.** All in receipt of a CONDITIONAL OFFER to study at the AA School should first meet the conditions of their offer and be in receipt of an UNCONDITIONAL OFFER before making a deposit payment.

10. MAKING A COMPLAINT ABOUT CONDUCT DURING THE ADMISSIONS PROCEDURE

10.1 Where an applicant to the AA has a complaint about the conduct of AA staff or the administration of the procedure during the admissions procedure, the complaint should be addressed in the first instance to the Head of Admissions who will seek to address the complaint informally. This is not the procedure to utilise if you are dissatisfied with the outcome of your admission application or believe the admission procedure was not followed correctly - see 8.10.

10.2 Where the complainant wishes to raise a formal complaint, the complaint should be made in writing to the Head of Admissions (or the Registrar if the complaint directly relates to the Head of Admissions) and they will consider whether there is substantive evidence of misconduct. If there is no substantive evidence, the Head of Admission (or Registrar) may dismiss the complaint. Otherwise the Head of Admissions will pass the complaint to the Registrar who will in the first instance seek to resolve the complaint informally with the complainant, and any respondent to the complaint e.g. named AA staff.

10.3 If the matter cannot be resolve informally, the Registrar will decide one of the following which will produce the outcome to the complaint: -

- 1) Whether the complaint is one that should be dismissed (see below).
- 2) Whether an investigation is required and if so, the Registrar will appoint an AA staff member to undertake the investigation. The investigation will seek to establish the facts of the complaint and produce a fact-finding report with recommendations. The Registrar will receive the fact-finding report with recommendations on the outcome, and the Registrar will decide whether to accept the recommendation or make different outcomes based on the facts established. The Registrar will then decide the outcome to the complaint that will be issued to the complainant. The outcome is provided to the complainant. This procedure will normally be concluded within 20 working days of the investigator being appointed, unless there is an exception circumstance such as a school closure period, or the investigation is complex.
- 3) Whether meetings should be held with both parties to find a resolution (without a full investigation). The meeting will be the conclusion to the complaint. The meeting will normally take place within 15 working days of the complaint being received unless an exceptional circumstance applies.
- 4) Whether the substantive evidence already provided is sufficient to enable an outcome to be concluded without investigation or meetings. Noting that the Respondent to the complaint should always be provided with the opportunity to reply. The Registrar will then decide the outcome to the complaint that will be issued to the complainant. The outcome will be provided to the complainant. The outcome should be concluded and provided to the complainant within 15 working days of the complaint being received unless an exceptional circumstance applies.
- 5) The matter should be dealt with under the AA Staff grievance and disciplinary procedure. This will conclude the matter for the complainant, who will not be entitled to know the outcome to the staff grievance and disciplinary procedure.

10.4 The Complaint may be dismissed by the Registrar if: -

- a) The informal resolution stage of the complaint has offered the opportunity for the complainant to be heard and the nature of the complaint does not justify further consideration of the matter;
- b) The complaint is not within the scope of this procedure;
- c) The complaint is not made in good faith and/or is frivolous, vexatious, or malicious;
- d) The complaint would be considered trivial by an objective and reasonable person;
- e) The complainant is pursuing a disproportionate, or unrealistic outcome.

11. REGISTRATION AND TUITION FEES

11.1. Registration:

- 11.1.1.** All students – new and continuing (returning) – are required to undertake registration at the start of the academic year and at the start of each term according to the procedures laid down by the AA School.
- 11.1.2.** Registration can only be undertaken provided the student has paid the tuition fee required for the relevant term of study. Embarking, or continuing, on a course/programme of study is not permitted unless registration has been completed.
- 11.1.3.** Failure to register will result in the immediate discontinuation of studies; the student will be liable for the tuition fee of the immediate term of study and the AA School will retain the 1 term deposit payment.

11.2. Tuition Fee Procedures and Payment:

- 11.2.1.** Tuition fee rates are set annually by the AA Council in consultation with the Director, Head of Finance and the senior management of the School.
- 11.2.2.** Students are required to make payment of a deposit (equivalent to 1 terms tuition fee) and a minimum of the first term's tuition fee at the outset of their studies.
- 11.2.3.** Provision is made for the advance payment of the full fees for the academic year to be received by the AA School on or before the advertised deadline.
- 11.2.4.** Students who undertake advance payment of the full fees for the academic year on or before the advertised deadline will receive the advertised % reduction on the total tuition fee owing; students in receipt of an AA Bursary or Scholarship are not eligible for the advertised % reduction on the balance of fees owing
- 11.2.5.** Students who do not undertake advance payment of the full fees for the academic year are required to pay their tuition fees on a termly basis, and in order to be eligible to conduct registration for the relevant term of study. Termly payments should be anticipated in September (start of academic cycle/Term 1), January (Term 2) and April (Term 3) annually.
- 11.2.6.** The AA Finance Department will issue advance fee notice and termly fee invoices to all students expected to register on courses/programmes of study. Students may request the AA School to invoice external sponsors/private loan providers. It is the responsibility of the student to provide the detail required for the issue of such invoices.
- 11.2.7.** Any student in receipt of a loan from the Student Loan Company (SLC) or Financial Sponsorship from an Overseas Sponsor or Loan Provider must provide the AA Finance Department with full documentation of the loan amounts secured; documentation will be required as part of the Registration process and is retained by the AA Finance Department so payment schedules can be monitored.
- 11.2.8.** It is the responsibility of all students to ensure that the arrangements of their personal circumstances enable payment of tuition fees either in full and in advance on, or before, the advertised deadline, OR on a termly basis.
- 11.2.9.** In cases of exceptional and mitigating circumstances **ONLY** a payment plan option can be agreed. Exceptional and mitigating circumstances deemed by the AA School to be out of the student's control are defined as:
 - Bereavement: the loss of a family member;
 - Serious short-term illness;
 - Significant adverse personal/family circumstances;
 - Sudden deterioration of a long-term illness/condition.
- 11.2.10.** Only requests accompanied by evidence (in English) will be considered, and evidence must be relevantly dated (i.e. not relating to historic events). Acceptable evidence is deemed to be one of the following:
 - Death certificate;
 - Medical evidence by a certified practitioner;
 - Statement provided by a third party to account for the nature of a significant adverse personal/family circumstance (i.e. job loss or such similar event).
- 11.2.11.** Any such requests for a payment plan must be submitted to the AA Finance department and will be considered with the appropriate evidence jointly by the AA's Head of Finance and the School Registrar.
- 11.2.12.** All students must be in good financial standing with the AA School throughout their period of study. 'Good financial standing' means not owing the School money, be this tuition fees or any other costs.

- 11.2.13.** Students not in good financial standing may be subject to action by the AA School resulting in the withdrawal of AA School services and may be required to discontinue their studies with immediate effect.
- 11.2.14.** International students will have 'Student Visa' sponsorship withdrawn and the AA School will report the circumstance to the UK Visa and Immigration service (UKVI).
- 11.2.15.** In respect of tuition fee costs owing, the AA School reserves the right to withhold any and all supporting documentation (transcript of studies, student/study status letters) to any student (or former student), until such time as the tuition fee debts have been settled in full.

12. WITHDRAWAL FROM STUDIES (SCHOOL AND/OR STUDENT DECISION)

- 12.1.** Any student intending to withdraw from studies at the AA School must inform the School Registrar in writing before Week 6 of the immediate term of study. The student will be liable for the tuition fee of the immediate term of study and the AA School will retain the 1 term deposit payment.
- 12.2.** Any student who makes decision to withdraw from studies at the AA School after Week 6 of the current term of study will also incur liability for the tuition fee of the next term of study.
- 12.3.** Any student who has studies discontinued with immediate effect due to lack of attendance and/or academic progress will be liable for the tuition fee of the immediate term of study and the AA School will retain the 1 term deposit payment.
- 12.4.** Any student who is required to withdraw from studies due to illness/personal extenuating circumstances will be liable for the tuition fee of the immediate term of study and the AA School will refund the 1 term deposit payment upon provision of supporting certified documentation.

Withdrawal from studies (Student decision)	Before Week 6 of Term: Liable for tuition fee of current term of study. Deposit RETAINED by the AA School. After Week 6 of Term: Liable for tuition fee of current term of study and tuition fee for next term of study. Deposit RETAINED by the AA School.
Withdrawal from studies (AA School decision: lack of attendance/engagement)	Liable for tuition fee of current term of study. Deposit RETAINED by the AA School.
Withdrawal from studies (Illness/personal extenuating circumstances as agreed by School Registrar on the provision of supporting certified document/s)	Liable for tuition fee of current term of study. Deposit REFUNDED by the AA School.

13. INTERRUPTION/SUSPENSION OF STUDIES

- 13.1.** Students affected by a period of illness, personal difficulty or work/life balance issue may request to take time away from the School for the remainder of the academic year in question.
- 13.2.** The circumstances are discussed privately and confidentially with the School Registrar and agreement reached on the circumstances for interruption and subsequent resumption of studies.
- 13.3.** Resumption of studies will align with the start of the next academic year; a more prolonged period of interruption may be agreed by the School Registrar if deemed necessary.
- 13.4.** Students who have reached agreement on the interruption of their studies will be liable for the fees of the current term and the 1 term deposit payment will be retained for its intended purpose upon resumption of studies.
- 13.5.** If advance fee payment has been made for subsequent terms of study, this will be held by the AA School to offset fee costs upon the resumption of studies. The student will be liable for any increase in the tuition fee rate during the period of interrupted/suspended studies.

Interruption / Suspension of studies, to recommence in next academic year (illness/personal extenuating circumstances as agreed by School Registrar on provision of supporting certified document/s)	Liabie for tuition fee of current term of study. Deposit RETAINED by the AA School for intended purpose upon resumption of studies.
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14. TIME OUT FROM STUDIES/PRACTICAL TRAINING (POST-PART 1)

Section 14 updated and approved by Academic Board February 2025

- 14.1.** Academic progression through the years of study is expected to be continuous from First through to Third Year, and Fourth to Fifth. Students are encouraged to take one academic year between Third and Fourth year for the purpose of practical training and professional experience.
- 14.2.** Practical training/professional experience must be under the supervision of a registered architect, and is normally within an established architectural practice. Any student on the first Year Out is required to undertake termly registration with the AA School in accordance with the confirmed procedure whilst undertaking their professional training.
- 14.3.** The expectation is that students will take one year out for professional training, but up to two years will be permitted. Such students are registered as being on "Year Out." Whilst a student will only maintain the formal status of a "student" for the first year, a student's place on the Diploma programme will be held for up to two years, with no need to reapply to the AA. The AA will retain the deposit of any student on Year Out and no further deposit will be required upon return to studies unless the student utilised their deposit of the final term's fees of third year.
- 14.4.** A Year Out student will be asked on 31 January each year to notify the AA of their intention or not to return to study in the forthcoming academic year. Each student has until 30 June of the same year to confirm their position. After 30 June, any student who notifies the AA that they no longer wish to return to study will not be refunded their original deposit. Any student who does not have a deposit held by the AA will need to make payment by 31 May ahead of returning to study.

15. SUPPORT AND CAPABILITY TO STUDY PROCEDURE

15.1. Introduction: The Architectural Association is fully committed to supporting the health and wellbeing of its students. There may be instances however where a student's physical, mental, emotional or psychological health or state can affect their capacity to undertake their studies, or to engage in the AA community to an appropriate standard. Under certain circumstances a student may require additional support. The Support for Study procedure may be initiated if:

- A student's health, state or behaviour creates a risk to their own health, safety, welfare or wellbeing.
- A student's health, state or behaviour creates a risk to the health, safety, welfare or wellbeing of other students, staff, or members of the AA community.
- The health, state or behaviour of the student is negatively affecting their ability to manage their studies or other elements of their programme, negatively impacting upon their academic work and progression.
- A student's health, state or behaviour is detrimentally impacting the teaching, learning and student experience of other students, negatively affecting their academic work and progression.
- A student's support needs extend beyond the scope of what the AA can be reasonably expected to provide.

15.2. Support for Study Procedure: The Support for Study Procedure has three stages. The Procedure can be initiated at any stage and does not necessarily need to advance in the order below.

15.2.1. Stage 1: Support for Study: If concerns have been raised about a student by members of the AA community, staff or students, in keeping with the points listed above, the student will be invited to an initial meeting with the Head of Learning and the School Registrar to bring these concerns to the attention of the student. This meeting is intended to be supportive, and will give the Head of Learning and the School Registrar the opportunity to address any concerns with the student directly. The meeting is the first opportunity to assess the condition of the student through dialogue, and to action the appropriate route ahead, of which there are four possibilities:

- No further action required.
- **Informal support:** The student will be invited to a follow-up meeting with the Head of Learning later in the same academic calendar to informally assess progress based on the initial meeting.
- **Formal support:** The student is required to address the concerns raised through the development of an action plan, with input from the Head of Learning and support from the AA's Wellbeing Service. The action plan will be mapped to an agreed timescale, to support the student with their studies.
- **Interruption of Studies:** The student agrees to take a voluntary interruption of study, to allow the student to concentrate on their health for an agreed period of time, typically until the commencement of the next academic cycle of the relevant programme of study. The student must acknowledge that there may be visa issues to consider as a result of this route, if applicable.
- The Head of Learning and the School Registrar request that the Support for Study Procedure progresses to stage 2 (below).

15.2.2. Stage 2: Capability to Study: If the student is assessed by the Head of Learning and the School Registrar to be a more significant concern, and that informal or formal support, or a period of interruption of studies, cannot suitably address the situation or after the agreed period of Stage 1 support the concerns continue, then the student will be referred to a Capability to Study panel for further consideration of the most supportive and appropriate course of action. The panel is made up of the Head of Teaching (chair), Chair of the Academic Committee, and a qualified external health or mental health advisor. The role of the panel is to further investigate the concerns raised by interviewing the student, and separately interviewing any staff and students involved. The student can be supported by a friend, relative or staff member (to be agreed by the chair of the panel) in the meeting with the panel.

15.2.3. A student may be referred directly to a Capability to Study panel when they are already subject of disciplinary proceedings. If so, the disciplinary proceedings will be suspended while the panel conducts an investigation as described above, assesses all the evidence provided and reports back to the disciplinary panel. The panel will conclude on the student's capability to continue their studies. The range of possible results from the panel are:

- **Formal support:** The student is required to address the concerns raised through the development of an action plan, with input from the Head of Learning and support from the AA's Wellbeing Service. The action plan will be mapped to an agreed timescale, to support the student with their studies.

- **Suspension of studies:** The student is required to suspend their studies at the AA with immediate effect or at date set by panel.
- 15.2.4.** If a student fails to attend the Capability to Study panel meeting or elects to voluntarily interrupt studies after the panel meeting has been arranged, the panel may meet regardless to review gathered material and interview any relevant members of staff or students. Where the student elects to take a voluntary interruption of study, the panel will need to decide on whether suspension of studies will immediately apply if the student were to withdraw this voluntary interruption at any time during a set period.
- 15.2.5.** The panel will follow guidelines mapped against this procedure to aid it in taking a decision. The decision of the panel is final.
- 15.2.6.** The timeframe from Stage 1 to 2, the organising of the panel, should be within 10 working days. The decision of the panel should be communicated to the student within 2 working days of the panel meeting.
- 15.3. Stage 3: Resuming Study:** If a student is required to suspend their studies or voluntarily suspends under this procedure, the student has the right to apply to return to study within a period of no longer than 3 years following their suspension. The student will need to initiate contact with the AA to begin the reinstatement process, and will need to provide full details and documentation to affirm that their personal health or state has improved since suspension. Such documentation provided by a health professional is to affirm the student's fitness to recommence their studies at the AA School, and is to outline current and further treatment plans/recommendations. Once the student has made contact, the Capability to Study panel is re-convened to discuss the student's request to study, and the evidence provided, alongside the findings from the original panel. The stage of progression that the student will be able to recommence normally restarts the academic year level when the student departed.

15.4. Student Visa Arrangements

- **Interruption of Studies:** the AA will provide the student with a letter confirming that the following report has been submitted to the Home Office in relation to the Student Visa / Tier 4 (General) Student Visa:
 - ***The student has been permitted to formally interrupt their studies.***
 - The report confirms that the AA has withdrawn sponsorship of the Student Visa / Tier 4 (General) Student Visa; the student is required to return home and provide a copy of the flight booking so the AA can supportively conclude the Visa sponsorship arrangements.
 - In line with paragraph 323A of the Immigration Rules, the Home Office will 'curtail' (shorten) the sponsored Visa. The curtailment period is likely to be to a maximum of 60 days, within which the student must make the arrangements to leave the UK in a timely manner.
 - The Home Office will contact the student directly to notify of the amended Visa expiry date. It is essential therefore that the student updates the Home Office if personal contact details have changed by completing this online form: <https://eforms.homeoffice.gov.uk/outreach/AddressUpdate.ofml>
- **Suspension of Studies:** the AA will provide the student with a letter confirming that the following report has been submitted to the Home Office in relation to the Student Visa / Tier 4 (General) Student Visa:
 - ***The student has been withdrawn from studies with the opportunity to re-apply within a period of no longer than 3 years of the date of this decision, and subject to the provision of certified documentation to affirm that their personal health or state has improved since suspension, and therefore deemed fit to return to study (recommended to add more detail as outlined above).***
 - The report confirms that the AA has withdrawn sponsorship of the Student Visa / Tier 4 (General) Student Visa; the student is required to return home and provide a copy of the flight booking so the AA can supportively conclude the Visa sponsorship arrangements.
 - In line with paragraph 323A of the Immigration Rules, the Home Office will 'curtail' (shorten) the sponsored Visa. The curtailment period is likely to be to a maximum of 60 days, within which the student must make the arrangements to leave the UK in a timely manner.
 - The Home Office will contact the student directly to notify of the amended Visa expiry date. It is essential therefore that the student updates the Home Office if personal

contact details have changed by completing this online
form: <https://eforms.homeoffice.gov.uk/outreach/AddressUpdate.ofml>

16. NOTIFICATION OF CONTINUING STUDIES

- 16.1.** In January of each academic year the School Registrar issues notification to all registered students of the AA School requesting formal confirmation of their intention to continue their studies in the next academic year subject to successful completion of the current academic year of study.
- 16.2.** Any subsequent change to that decision must be made by written notification to the School Registrar no later than 30th June prior to the new academic year otherwise the student will incur liability for the Term 1 tuition fee of the new academic year. The timeframe between January and June annually is considered by the AA School as the 'change of mind' timeframe when original intentions might be better informed by the summative assessment arrangements conducted at this level of study in June annually.
- 16.3.** Progressing Postgraduate students (MArch, MFA, TMSPhil and PhD will be confirmed by the Internal Assessment Board of the AA School in Summer Term (Week 4) for all degree awards excluding MFA and TMSPhil, and in Summer Term (Week 12) for MFA and TMSPhil awards only.

17. SCHOLARSHIPS AND BURSARY AWARDS

- 17.1.** The Architectural Association is committed to giving as many talented students as possible the opportunity to study at the AA School and recognises the financial needs of incoming and continuing students.
- 17.2.** On average, one in five students is in receipt of financial assistance from the Scholarship and Bursary programme and further financial assistance is provided by the paid Student Assistantship opportunities within the AA School (subject to eligibility). Additionally, the AA advertises the AA Hardship Fund in November (Term 1) and February (Term 2) annually for any in-cycle unanticipated needs.
- 17.3.** Students in receipt of scholarship or bursary funding will have the awarded amount credited to their fee account in instalments of 1/3 (one third) of the total amount each term; for clarity: should a student be in receipt of a 1 Term scholarship or bursary award, 1/3 (one third) of 1 Term will be applied to Term 1, 1/3 (one third) of 1 Term will be applied to Term 2 and 1/3 (one third) of 1 Term will be applied to Term 3.
- 17.4.** Scholarships are available to new First, Second and Fourth Year applicants who make application by the early advertised deadline (NOVEMBER) and who demonstrate academic excellence and financial need.
- 17.5.** Awards are for two or three years (subject to the stated duration of the programme) and are subject to satisfactory academic progress.
- 17.6.** Scholarship funding is removed should the student fail to complete the academic requirements of a given academic year.
- 17.7.** It is the responsibility of the student to make application by the advertised deadline.
- 17.8.** Bursaries are available to new Foundation, new postgraduate and continuing Intermediate and Diploma students and must be applied for on an annual basis.
- 17.9.** Bursary awards are removed should any recipient withdraw from or interrupt their studies.
- 17.10.** The scholarship and bursary awards process is administered by the Student Aid Officer on behalf of the School Registrar and recipients agreed by the AA School Bursary and Scholarship Committees which are comprised of the Head of Learning and personnel of the Registry and Admissions departments.

18. ATTENDANCE AND ATTENDANCE MANAGEMENT PROCEDURES

- 17.1. This policy and procedure provides guidance in managing the engagement of all registered students of the Architectural Association School of Architecture (AA) who are undertaking in-person learning. The AA will undertake the following measures when monitoring attendance and engagement. It applies to all undergraduate and postgraduate taught and research students who are registered at the AA. [Information specifically relevant to Student / Tier 4 \(General\) visa holders are highlighted in blue.](#)
- 17.2. The AA believes attendance and engagement is vital for all students' successful completion of studies. All students are taught and supervised by academic staff with relevant knowledge and skills in their appointed teaching positions. The AA has a duty of care to its students to ensure their wellbeing and academic progression. [The AA has particular responsibility to monitor the attendance and engagement of the students it sponsors under its licence, as required by the Home Office and UK Visas & Immigration \(UKVI\). Student / Tier 4 \(General\) visa holders have a responsibility to maintain their status as a student on a full-time course and meet all requirements of their visa.](#)
- 17.3. Overall responsibility for this policy sits with the School Register. Day-to-day oversight of the policy and process for students on taught programmes and students on research programmes (PhD) sits with the Student Attendance Co-ordinator, with support from the Compliance personnel and the relevant Administrative Co-ordinators (Undergraduate and Postgraduate) (collective staffing referred to as the 'Registry department personnel' hereafter).
- 17.4. Weekly meetings of the Registry department personnel are undertaken to monitor any and all instances of absence and/or student engagement issues, and in conjunction with the AA's Wellbeing personnel where deemed necessary. In all such monitoring meetings, review is undertaken of historic attendance records, academic progress to date, level and quality of engagement and (where applicable) compliance with Student/Tier 4 (General) visa sponsorship duties. The weekly meetings of the Registry department personnel make recommendation to the School Registrar for one of the following:
- **Continue:** the absences can be authorised and/or re-engagement with studies can be evidenced. A written warning may be given, or the requirement to attend a meeting with the Assistant Registrar and Student Attendance Co-ordinator to discuss attendance or steps required to improve and maintain it. The circumstance will be kept on record and may be referred to in future should the Academic Engagement and Attendance Management Procedure be triggered again.
 - **Withdrawal:** where the absences cannot be authorised and/or re-engagement with studies evidenced, the student will be formally advised that due to non-engagement and attendance the student cannot academically progress/successfully complete their studies. In such circumstances, the student will be required to attend a meeting with the School Registrar who will be accompanied by the Compliance personnel so the process of withdrawal can be explained and initiated.
 - [Student/Tier 4 \(General\) visa holders whose attendance has fallen below 70% for three consecutive months \(without prior notification and authorisation\) will have their visa sponsorship automatically withdrawn due to lack of academic engagement.](#)
- 17.5. **Academic Engagement Monitoring Procedure for students on taught programmes below degree level (Foundation Course):**
- 17.5.1. The AA expects students to attend all timetabled activities (i.e. tutorials / workshops / seminars / lectures / juries / progress reviews, etc.) as well as engaging with termly registration, induction events and timely completion of assessments.
- 17.5.2. Attendance will be taken at a minimum of three timetabled activities per week (equivalent to at least 15 hours of supervised study or studio practice). It is expected that attendance registers will be marked by academic staff on the day and submitted to the Student Attendance Coordinator via the Staff Hub portal.
- 17.5.3. It is vital that students keep the AA informed of any sickness or absence and obtain authorisation as detailed below; please see '*Notifying Sickness and Authorising Absence*' within this section.
- 17.5.4. Students' attendance must not drop below 85% attendance in any given month (i.e. two absences or more). Attendance will be monitored by the Student Attendance Coordinator on a weekly basis.
- 17.5.5. Students who have not maintained at least 85% attendance (without prior notification) will receive an email from the Student Attendance Coordinator. The purpose of the email is to:

- check on the student's welfare and remind them of the support services available to them;
 - request an explanation for the absences;
 - inform the student that they have fallen below the minimum threshold of 85% attendance and further absence will escalate the AA's Academic Engagement and Attendance Management Procedures.
- 17.5.6.** Students whose attendance continues to fall below 85% (without prior notification and authorisation) will receive a second, formal notice from the Student Attendance Coordinator. The purpose is to inform them that:
- they are now required to provide documentary supporting evidence for the absence (e.g. a medical note) by a given deadline (acceptable forms of documentary evidence are listed in 'Guidance for Authorised Absence Requests' within this section);
 - their case will be added to the weekly meetings of the Registry personnel, and decision reached on the appropriate recommendation made (Continue / Withdrawal) as outlined above.
- 17.5.7.** Any student withdrawn from their studies will be informed in writing. The student will be subject to the AA's Academic Regulations (Withdrawal from Studies).
- 17.5.8.** In cases where visa sponsorship must be automatically withdrawn in line with the AA's UKVI Sponsorship Duties, the School Registrar's final decision is not required. This will result in the Student/Tier 4 (General) visa being shortened or cancelled. The Compliance Team will write to the student separately to advise them on how they can protect their immigration status throughout this process.
- 17.6. Academic Engagement Monitoring Procedure for students on taught programmes at degree level (RQF Level 6 or 7):**
- 17.6.1.** The AA expects students to attend all timetabled activities (i.e. tutorials / workshops / seminars / lectures / juries / progress reviews, etc.) as well as engaging with termly registration, induction events and timely completion of assessments.
- 17.6.2.** Intermediate and Diploma programmes: Attendance will be taken at a minimum of one timetabled Design Studio/Unit activity per week. In addition, attendance will be taken at Core Studies sessions.
- 17.6.3.** Taught postgraduate programmes: Attendance will be taken at a minimum of one timetabled activity per week.
- 17.6.4.** It is expected that attendance registers will be marked by academic staff on the day and submitted to the Student Attendance Coordinator via the Staff Hub portal.
- 17.6.5.** It is vital that students keep the AA informed of any sickness or absence and obtain authorisation as detailed below; please see 'Notifying Sickness and Authorising Absence' within this section. The AA reserves the right to withdraw a student who is absent without prior authorisation. If a student has circumstances where they cannot attend for longer than a week, they must get in touch to discuss their options.
- 17.6.6.** Attendance will be monitored by the Student Attendance Coordinator on a weekly basis.
- 17.6.7.** Students who have missed more than one week of timetabled activities (without prior notification) will receive an email from the Student Attendance Coordinator. The purpose of the email is to:
- check on the student's welfare and remind them of the support services available to them;
 - request an explanation for the absences;
 - inform the student that further absence will escalate the AA's Academic Engagement and Attendance Management Procedures.
- 17.6.8.** Students whose attendance does not improve following this initial contact (without prior notification and authorisation) will receive a second, formal notice from the Student Attendance Coordinator. The purpose is to inform them that:
- they are now required to provide documentary supporting evidence for the absence (e.g. a medical note) by a given deadline (acceptable forms of documentary evidence are listed in 'Guidance for Authorised Absence Requests' within this section);
 - their case will be added to the weekly meetings of the Registry personnel, and decision reached on the appropriate recommendation made (Continue / Withdrawal) as outlined above.
- 17.6.9.** Any student withdrawn from their studies will be informed in writing. The student will be subject to the AA's Academic Regulations (Withdrawal from Studies).
- 17.6.10.** In cases where visa sponsorship must be automatically withdrawn in line with the AA's UKVI Sponsorship Duties, the School Registrar's final decision is not required. This will result in the Student/Tier 4 (General) visa being shortened or cancelled. The Compliance Team will write to

the student separately to advise them on how they can protect their immigration status throughout this process.

17.7. Academic Engagement Monitoring Procedure for students on the PhD programme (RQF Level 8)

- 17.7.1.** The AA expects students to attend all timetabled activities in-person (i.e. supervision meetings, mid-year presentations, etc.) as well as engaging with:
- termly registration
 - inductions, seminars, conferences, training events as agreed by their supervision team
 - supervisor feedback
 - timely submissions of drafts and progress reports
 - timely completion of assessment events such as upgrade activities, thesis submission and viva-voce exam.
- 17.7.2.** In line with the OU's Research Degree Regulations:
- the AA School expects full-time students to be in the School or another site of research a minimum of two days/15 hours per week to engage in-person activities. Reasonable adjustments will be made for students with a declared disability or caring duties;
 - full-time students are required to spend a minimum of 37 hours a week on their studies throughout their registration period.
- 17.7.3.** If a student is away from the AA School whilst carrying out activities that are an agreed part of their research, contact should be maintained through an agreed schedule of contact with the supervision team (e.g. online supervision meetings).
- 17.7.4.** Students are expected to engage full-time during AA School term dates. Annual leave should be planned during public holidays and the AA School vacation periods.
- 17.7.5.** In Years 1, 2 and 3, attendance will be taken at a minimum of ten supervision meetings per year (one per month). Supervision meetings can be held with the Director of Studies and/or Second Supervisor. The Second Supervisor is expected to attend at least three meetings, which can be included within or in addition to, the minimum ten.
- 17.7.6.** In Year 4 (during the writing up period), attendance will be taken at a minimum of three supervision meetings per year (one per term). The Second Supervisor is expected to attend at least one meeting, which can be included within or in addition to, the minimum three.
- 17.7.7.** Students in Year 5 who have had an AA/OU-approved study break or extension will continued to be revert to being monitored on a monthly basis up until thesis submission.
- 17.7.8.** The supervisor who held the meeting will be required to record the attendance of the student at the supervision meeting via Staff Hub or by notifying the Student Attendance Coordinator.
- 17.7.9.** Additionally, students must adhere to the Open University's (OU) policy of keeping a written record of each meeting and uploading these to the OU's PGR Manager and supervisors must ensure they regularly approve them. This form of academic engagement will be regularly monitored by the Student Attendance Coordinator with support from the Postgraduate Coordinator.
- 17.7.10.** It is vital that students keep the AA informed of any sickness or absence and obtain authorisation as detailed below; please see '*Notifying Sickness and Authorising Absence*' within this section. The AA reserves the right to withdraw a student who is absent without prior authorisation. If a student has circumstances where they cannot attend an assessed point of contact (e.g. mid-year presentation, upgrade, annual progress review, etc.) or two consecutive supervision meetings, they must get in touch to discuss their options.
- 17.7.11.** Examples of authorised absences for PhD students include:
- AA/OU-agreed periods of maternity, paternity, adoption or shared leave (up to 12 months)
 - AA/OU-approved study breaks (up to 12 months)
- 17.7.12.** Attendance will be monitored by the Student Attendance Coordinator on a monthly or termly basis as needed, however, supervisors should inform the Student Attendance Coordinator and Postgraduate Coordinator immediately if they have concerns about a student's engagement so that appropriate support can be provided as early as possible.
- 17.7.13.** Students who have missed an assessed point of contact or supervision meeting (without prior notification) will receive an email from the Student Attendance Coordinator. The purpose of the email is to:
- check on the student's welfare and remind them of the support services available to them;
 - request an explanation for the absence(s);
 - inform the student that further absence will escalate the AA's Academic Engagement and Attendance Management Procedures.

17.7.14. Students whose attendance and engagement does not improve following this initial contact (without prior notification and authorisation) will receive a second, formal notice from the Student Attendance Coordinator. The purpose is to inform them that:

- they are now required to provide documentary supporting evidence for the absence (e.g. a medical note) by a given deadline;
- their case will be added to the weekly meetings of the Registry personnel, and decision reached on the appropriate recommendation made (Continue / Withdrawal) as outlined above

17.7.15. Any student withdrawn from their studies will be informed in writing. The student will be subject to the AA's Academic Regulations (Withdrawal from Studies).

17.7.16. In cases where visa sponsorship must be automatically withdrawn in line with the AA's UKVI Sponsorship Duties, the School Registrar's final decision is not required. This will result in the Student/Tier 4 (General) visa being shortened or cancelled. The Compliance Team will write to the student separately to advise them on how they can protect their immigration status throughout this process.

17.8. Academic Engagement Monitoring Procedure for students on Post Part 1 work placements:
Students undertaking Post-Part 1 work placements are required to uphold all registration and contact point arrangements as determined and communicated by the AA School.

17.9. Notifying Sickness and Authorising Absence

Students on taught programmes:

17.9.1. Students who are going to miss up to a week of timetabled sessions are expected to notify the AA. This can be done by emailing academic staff member responsible for the delivery of the session(s) and/or the Student Attendance Coordinator: attendance@aaschool.ac.uk

17.9.2. Students on taught programmes who are going to miss more than one week of timetabled events due to an illness or other mitigating circumstances beyond their control, must submit an **Authorised Absence Request** and appropriate supporting evidence. Please see '*Guidance for Authorised Absence Requests*' within this section.

Students on the PhD programme:

17.9.3. Students who are going to miss up to 2 weeks of engagement and/or a scheduled supervisory meeting (outside of their mutually agreed annual leave arrangements) are expected to notify the AA. This can be done by emailing the supervisor and / or the Student Attendance Coordinator: attendance@aaschool.ac.uk

17.9.4. Students who are going to miss 2 to 4 consecutive weeks due to an illness or other mitigating circumstances beyond their control, must submit an **Authorised Absence Request** and appropriate supporting evidence. Please see '*Guidance for Authorised Absence Requests*' within this section.

17.9.5. Students who knows in advance that they are going to miss a month or more should request a study break (formal interruption) by contacting the AA Postgraduate School Coordinator. Study breaks are permitted for a period of one month (minimum) to 12 months (maximum). All study break requests must be approved by the OU. Approved study breaks do not count towards the maximum permitted period of study on the PhD programme (4 years).

17.9.6. If the student's performance at assessment is affected by such an absence, and they meet the relevant criteria, the student must also submit a separate claim for Mitigating and Extenuating Circumstances, as outlined in the AA School's Academic Regulations.

17.9.7. Students can (and should) discuss their absence and academic progress with their academic tutor or supervisor, but the Authorised Absence procedure must be followed in order for the absence to be officially authorised. Please see '*Guidance for Authorised Absence Requests*' within this section.

17.10. Students who are granted an authorised absence will not receive a refund of tuition fees.

17.11. Students who are granted an authorised absence will not be granted an extension of the expected end date of studies to reflect the period of absence.

17.12. A request will only be approved if the AA is satisfied that the student will not be missing critical elements of the course and that the student will be able to satisfactorily complete their studies by the

expected course end date, without having to repeat any component of the course. In circumstances where a student's absence is expected to prevent them from progressing or completing their course by the expected end date, the AA may decide that a formal interruption of studies or withdrawal is required.

17.13. If a student is required to interrupt their studies, the next available opportunity for the student to register will be the following academic year.

17.14. Guidance for Authorised Absence Requests

17.14.1. Guidance for Authorised Absence Requests can be found on the online Authorised Absence Request form: <https://forms.office.com/r/g2fnshi0pT>

Information for Tier 4 visa holders:

17.15. If a student formally interrupts their studies, the AA must withdraw sponsorship of the current visa. The visa will be curtailed (shortened) and the student must either leave the UK or apply for a new type of immigration permission to remain. When the student is ready to return to their studies, they must apply for a new Student visa (if required).

17.16. If a student withdraws from their studies, the AA must withdraw sponsorship of the current visa. The visa will be curtailed (shortened) and the student must either leave the UK or apply for a new type of immigration permission to remain.

17.17. Students may wish to discuss their situation to find out how an absence may affect their visa can contact the Compliance Team: compliance@aschool.ac.uk

18. MITIGATING AND EXTENUATING CIRCUMSTANCES

- 18.1.** It is the responsibility of all students to ensure that the arrangements of their personal circumstances enable them to participate in all aspects of their course/programme of study.
- 18.2.** In what is considered a one-off occasion, any student who is unable to attend or complete a formal assessment component due to a significantly disruptive, unforeseen and unavoidable circumstance may submit a request for deferral.
- 18.3.** Extensions are not permitted for final (summative) assessments (i.e. Final 'Tables' / End of Year Reviews); any such assessments are held on the dates as stated in the annual Academic Calendar provided to all students at the outset of the academic year, and assessment panels of the appropriate academic staff convened for the purpose. It is the responsibility of the student to ensure their attendance at the relevant assessment panel.
- 18.4.** Circumstances deemed by the AA School to be out of the student's control are:
- Bereavement: the loss of a family member;
 - Serious short-term illness;
 - Involvement in an accident;
 - Sudden deterioration of a long-term illness/condition.
- 18.5.** Any request for a deferral will open ONE week before and close ONE week after the advertised assessment deadline. Any such request must be made to the relevant Administrative Co-ordinator (Foundation Course, Intermediate and Diploma Programmes: Undergraduate and Core Studies Co-ordinator and Undergraduate and Core Studies Assistant. Postgraduate Programmes: Postgraduate Co-ordinator) in order to complete the application form for this purpose. Only requests accompanied by evidence (in English) will be considered, and evidence must be dated within one week of the advertised assessment deadline. Acceptable evidence required is deemed to be one of the following:
- Death certificate;
 - Medical evidence by a certified UK practitioner;
 - Police report.
- 18.6.** Please note that these evidence criteria also apply a sudden deterioration of long-term illnesses/conditions, whereby medical evidence is required to certify the current deterioration of a possibly pre-existing, long-term illness/condition.
- 18.7.** Evidence provided by the AA's in-house Wellbeing Service will not be considered valid for the purpose of supporting mitigating circumstances claims.
- 18.8.** The completed application form and accompanying evidence will be considered in consultation with the relevant academic Programme Head.
- 18.9.** Should the request for deferral be approved, the student will be afforded a short-term extension to a maximum of 10 working days from the advertised deadline and the subsequent assessment will be undertaken without penalty (i.e. the student will not be in a position of unfair advantage or disadvantage and will be assessed as a first-occasion on equal terms within their cohort).
- 18.10.** Should the request for deferral be rejected or the student fails to provide the acceptable evidence within the stated timeframe, the case for extenuating and mitigating circumstances is considered no longer valid and deferral without penalty is removed for the relevant assessment arrangement.

19. REASONABLE ADJUSTMENTS – SUPPORT AND PLAN (RAP)

- 19.1.** The AA is committed to supporting all students with a disability/condition to fully engage with their course/programme of study and all activities on offer. A Reasonable Adjustment Plan (RAP) is designed to reasonably remove barriers a student may face in respect of this.
- 19.2.** Conditions that qualify for a RAP are those that have lasted, or are likely to last, 12 months, including health and mental health diagnoses, diagnosed Specific Learning Difficulties, or diagnosed neurodivergent conditions.
- 19.3.** In order to apply for a RAP, a student must be able to provide Medical Evidence, Certificate or Specialist Assessment/Report (usually no older than 24 months before date of submission) from a GP/Consultant/Specialist Assessor. Evidence older than 24 months, but documenting demonstrably a still relevant condition, may be accepted in some cases after discussion with the relevant Wellbeing Service practitioner. This evidence must be printed on the official clinic/practice's letterhead, signed by the relevant professional. The evidence should include the following:
- A diagnosis and the likely duration of the condition;
 - A brief account of how the condition affects the individual on a day-to-day basis;
 - An indication of how the condition may affect engagement with studies;
 - What adjustments are recommended;
 - Any prescribed medication and the impact of any possible side effects.
 - NOTE: the AA is seeking to secure a consultancy arrangement with the Central London Assessment Services (CLASS) which is open to all UK higher education students, and further guidance will be provided as and when specific arrangements for AA students are in place.
- 19.4.** Students can apply for a RAP at any time during their studies at the AA, , between initial registration and graduation. However, for a RAP to be applicable to a specific and stated deadline/assessment arrangement, the RAP application must be submitted a minimum of 1 working month (excluding School Closure weeks) before the relevant activity. Applications for a RAP will only be considered valid when a student has:
- Completed the RAP Form (available on the AA Website and Intranet under Disabilities and Learning Difficulties);
 - Provided the required evidence (if waiting on the required evidence, students are advised to submit their application when this evidence is fully available. In cases where a student is struggling to supply evidence at time of application, and is facing significant difficulties that are impacting on their academic work, the student can upload a 'placeholder' document that states the condition, the impact and the date when they will obtain the evidence in line with the criteria.
 - RAP requests that fail to meet these criteria cannot be considered.
- 19.5.** Once a RAP application is submitted, the student will be invited to a meeting with the AA Wellbeing Service team and a RAP devised. Where a RAP is requested on the basis of a health condition that requires to discuss adjustments of the premises, a separate meeting with the Health and Safety Officer will be advised. With written permission from the students, this plan will be disseminated amongst relevant administrative and academic staff. Administrative and academic staff deemed relevant by the AA School include but is not limited to: School Registrar and personnel of the Registry and Admissions departments, Head of Learning Heads and specific Unit staff, personnel of the academic resources provision.
- 19.6.** During the 1 month approval period (excluding School closure periods), a RAP is not considered valid. If, adjustments, like an extension are needed during the approval period, the student is required to apply for Mitigating and Extenuating Circumstances instead.
- 19.7.** Students are encouraged to initiate a meeting with their appointed tutors at the outset of the academic term to discuss the specific details of implementing the recommended adjustments.
- 19.8.** Reasonable adjustments afforded may include, but are not limited to, the following:
- Seminar adjustments:

- access to lectures/seminars delivered (as recorded or slide show) if possible before the event but guaranteed after the delivery;
 - bibliography supplied in advance so the materials can be reviewed carefully and/or digitally read aloud;
 - equipment, such as specialist computer equipment in consultation with the AA IT department;
 - one-to-one support (extra tutorial and/or Writing Centre support);
 - extended deadline on specific submissions (up to 5 working days OR up to 10 working days in accordance with what is offered for Mitigating and Extenuating Circumstances)
- Studio adjustments:
 - early/advance guidance and extra preparation for study trips;
 - written instruction per one-to-one tutorial to reinforce next steps with a given project and its development;
 - equipment, such as specialist computer equipment in consultation with the AA IT department;
 - staff assistance in the AA's workshops and labs (wood, metal, digital prototyping);
 - a quiet room for assessment purposes (Previews and Reviews).

19.9. Extensions are not permitted for final (summative) assessments (i.e. Final 'Tables' / End of Year Reviews); any such assessments are held on the dates as stated in the annual Academic Calendar provided to all students at the outset of the academic year, and assessment panels of the appropriate academic staff convened for the purpose. It is the responsibility of the student to ensure their attendance at the relevant assessment panel.

19.10. All required adjustments need to be reflective of the submitted evidence. If any adjustments outside of this list are required, the submitted evidence should show them as a specific recommendation for the student. Any recommendations made in the evidence, or any previous provision that may have been granted at another institution, will not necessarily be granted by the AA School. For special adjustments, the AA School commits to the appropriate provisions based on the evidence and provisions offered to other students.

19.11. Once a RAP has been agreed and is in place, it is considered valid for the full duration of the course/programme of student the student is registered to undertake. If any changes are required to the RAP, it is the responsibility of the student to bring such to the attention of the AA Wellbeing Service or the relevant Administrative Co-ordinator (Foundation Course, Intermediate and Diploma Programmes: Undergraduate and Core Studies Co-ordinator and Undergraduate and Core Studies Assistant. Postgraduate Programmes: Postgraduate Co-ordinator) to initiate a review of the existing RAP.

20. INTERMEDIATE AND DIPLOMA PROGRAMMES: ACADEMIC ORGANISATION

20.1. The 5 year course in architecture is organised as follows:

- The Intermediate Programme (Years 1 – 3)
- The Diploma Programme (Years 4 – 5)

20.2. Study within each of these three parts consists of a year-long unit design studio plus the completion of mandatory Core Studies courses; the year-long design portfolio and the required Core Studies courses must be passed in order to successfully complete a year of study.

20.3. INTERMEDIATE PROGRAMME/First Year

- First Year (year one of study) is a studio-based teaching environment. It offers a broad introduction to the study of architecture and develops the students' conceptual abilities, knowledge base and fundamental skills, in preparation for entering the unit-based Intermediate School.

20.4. INTERMEDIATE PROGRAMME/Second and Third Year

- Years two and three of the Intermediate Programme provide the basis for experimentation and project development within the structure of the unit system. Students in the Third Year who have undertaken Second Year studies at the AA School are required to take a different unit in their Third Year to best broaden their pedagogical experience. Integral to the Unit design studio is the Core Studies Programme and the completion of the stated mandatory submission requirements.

20.5. DIPLOMA PROGRAMME (also referred to as the Fourth and Fifth Year of the five year course in architecture)

- Years four and five offer the opportunity for the consolidation of individual students' architectural knowledge, skills and experimentation within the structure of the unit system. Diploma students are encouraged to challenge their own preconceptions, as well as build upon their existing knowledge and skills. Integral to the Diploma unit design studio is the Core Studies Programme and the completion of the stated mandatory submission requirements.

21. THE UNIT SYSTEM

- 21.1.** The unit system operates in the Intermediate and Diploma Programmes and is organised to provide a diversity of architectural interests, agendas and topics for investigation, discourse and resolution.
- 21.2.** Units are generally co-taught by a pair of academic staff (Unit Tutors).
- 21.3.** Each unit is limited to approximately 12-14 students from both years of study (2nd/3rd and 4th/5th)
- 21.4.** The unit system provides every student with a high level of tutor contact time and learning is enriched by the influence of different years studying together; typically for a minimum of two meetings each week and supported by follow up skype/email/telephone contact.
- 21.5.** Design projects form the core of the unit work, supported by lectures, seminars, juries, presentations and workshops arranged within the unit.
- 21.6.** All learning is documented in the form of the unit portfolio compiled by the student over the course of the academic year based upon tutorials and guidance by the Unit Tutors.

22. THE UNIT SELECTION PROCESS (2024-25 DELIVERY)

- 22.1. Entry to a particular Unit of study is by application (online) and interview (in-person) undertaken at the outset of the academic year.
- 22.2. Every student in the 2nd and 3rd Year of the Intermediate Programme will select one (1) main choice, three (3) preferred choices, and two (2) alternative choices – a total of six (6) choices.
- 22.3. Every student in the Diploma Programme will select one (1) main choice, three (3) preferred choices, and two (2) alternative choices – a total of six (6) choices.
- 22.4. All students will be guaranteed an interview with their main choice Unit; two further interviews will be scheduled drawn from any two of the preferred choices registered. Should one or more of the preferred choices be oversubscribed (i.e. having 24 or more choices registered) interviews will be scheduled from the alternative choices registered to ensure that every student is assigned three (3) interviews in total with Units of their preference.
- 22.5. The interview timeslots will be confirmed to students by email at 9am on the Monday of Week 1 of Term 1. Interviews commence at 9.30am on Monday and will continue on Tuesday and Wednesday as necessary until all students are placed in a Unit and each Unit has reached its capacity.
- 22.6. The Unit tutors will receive their interview lists at the same time; the interview lists will not confirm the category of choices selected by the student (main, preferred, alternative), simply their name, year and interview timeslot. (Unit tutors must not request this detail from any student).
- 22.7. The Unit tutors will make decisions after every group of seven (7) interviews, and decisions will be one of the following: The Unit tutors will make their decisions after each interview has taken place, and based on three possible options:
- Yes – definitely (a definite offer of a place in the relevant Unit): *this offer may not be withdrawn under any condition, nor the student coerced to accept this offer 'on the spot'.*
 - THIS OFFER MAY NOT BE WITHDRAWN UNDER ANY CONDITION, NOR THE STUDENT COERCED TO ACCEPT THIS OFFER 'ON THE SPOT'
 - No – (the student would benefit from pursuing a different Unit agenda)
- 22.8. For the student:
- Yes – definitely: *it is expected that receiving an offer from the first choice Unit will be the desired outcome for the student and acceptance can be confirmed on the online platform – the process will be completed and other interviews do not need to be attended.*
 - No – student prepares for additional interviews as scheduled.
- 22.9. Final Unit Lists are circulated by the School Registrar on the Thursday of Week 1 of Term 1. No changes to the Unit selections made are permitted after this confirmation.

23. CRITERIA FOR THE ALLOCATION OF STUDENTS TO UNITS

- 23.1.** The Unit Tutor/s make a selection of students to form of Unit that is as balanced as possible from those who have applied.
- 23.2.** The purpose of the selection process is to create a dynamic group (Unit) who will individually and collectively explore and develop the aims of the Unit agenda.
- 23.3.** The selection is based on exhibiting the following criteria: design ability and experience as demonstrated by the portfolio, previous academic performance, a balance of year group (2nd/3rd, 4th/5th) and a balance (where possible) of continuing and new students.

24. DESIGN PORTFOLIO ASSESSMENT PROCEDURES

- 24.1.** A range of formative assessment methods are adopted to test the learning outcomes leading to the summative assessment recommendations the end of the academic cycle.
- 24.2.** Formative and Summative assessments are undertaken upon presentation of a portfolio of design work to a Review Panel.
- 24.3.** All Panels are made up of appointed academic staff of the AA School, and to include academic staff from a minimum of two other Units from the relevant area of study, plus the Unit Tutors of the presenting student.
- 24.4.** Formative assessments are to provide advice throughout the year; summative assessments are the final assessment recommendations at the end of the academic year.
- 24.5.** The following provides the definition of each Review procedure presented as they are scheduled over the course of an academic cycle (one academic year):
- 24.6. January Progress Review (Start of Term 2)**
Formative for selected students in all years and students undertaking a repeat year
- 24.7.** The January Progress Review is for students that have exhibited difficulty during Term 1 of the academic year.
- 24.8.** It is the AA School's policy that students undertaking a repeat year are required to present at the January Progress Review in order track and support their progress.
- 24.9.** For students who are falling behind, whether due to a lack of understanding of the ambitions of the unit, work discipline or personal issues, this Review is an early and important opportunity for a group of Unit Tutors to collectively advise on the development and improvement of the work.
- 24.10.** The January Progress Reviews are the defined assessment point for students who have failed to uphold the Attendance Policy of the AA School in Term 1 whereby studies can be formally discontinued with immediate effect.
- 24.11.** The January Progress Review Panel is required to make one of the following assessment recommendations:
- Continue within Unit: undertaking the Panel's advice, suggestions/comments
 - Concerns: with regard to the work presented but advised to continue in the Unit undertaking the Panel's advice, suggestions/comments
 - Serious Concerns: with regard to the work presented but advised to continue in the Unit undertaking the Panel's advice, suggestions/comments
 - Repeat Students only: Repeat studies in Term 1 have been deemed unsuccessful and therefore the student has been asked to leave the School
 - For Students who have failed to uphold the Attendance Policy/Learning Agreement: Discontinuation of studies with immediate effect
- 24.12. March Preview (End of Term 2)**
Formative for all students in First, Second, Third, Fourth and Fifth Year
- 24.13.** The March Preview is a progress check in preparation for the Final Review. The Preview gauges the mapping of students to the unit agenda and assess a unit's overall ambition and criteria and its effectiveness to deliver it.
- 24.14.** The Previews are a simulation of the summative assessment process (End of Year Reviews, Intermediate Final Check and Diploma Committee) and provide students with constructive advice and feedback in preparation for this process.
- 24.15.** The March Previews are the defined assessment point for students who have failed to uphold the Attendance Policy of the AA School in Term 2 whereby studies can be formally discontinued with immediate effect.

24.16. The Preview Panel is required to make one of the following assessment recommendations:

- Continue within Unit: undertaking the Panel's advice, suggestions/comments
- Concerns: with regard to the work presented but advised to continue in the Unit undertaking the Panel's advice, suggestions/comments
- Serious Concerns: with regard to the work presented but advised to continue in the Unit undertaking the Panel's advice, suggestions/comments
- For Students who have failed to uphold the Attendance Policy/Learning Agreement: Discontinuation of studies with immediate effect

24.17. 'End of Year' Review (End of Term 3)

Summative for all students in Foundation, First, Second and Fourth Year

24.18. The formal Panels for Foundation, First Year, Second Year and Fourth Year, the End of Year Reviews make an assessment recommendation as to whether a student has reached sufficient level of achievement for a pass and entry to the next year at the AA School; the assessment recommendations reached are reviewed and verified by the Internal Assessment Board of the AA School, acting with delegated authority from the Academic Board to ensure equity of treatment for all students and that the assessment process is appropriate, rigorous and fair and conducted within the Academic Regulations of the AA School. In upholding or overturning the assessment recommendations reached, the results verified by the Internal Assessment Board are final.

24.19. All Core Studies submissions must be submitted and passed before the summative assessment arrangement and in order to progress to the next year of the course.

24.20. Students who have not successfully completed Core Studies submissions will be required to take a 'year out' for the purposes of completing these components.

24.21. Full-time studies will resume in the following cycle subject to successful completion.

24.22. The **Foundation End of Year Review Panel** is required to make one of the following assessment recommendations:

- PASS: Foundation
 - AA Foundation Award in Architecture
- FAIL: Foundation:
 - One final opportunity to Repeat the Foundation Course in the following academic year offered
- Foundation – Grading Outcomes and Criteria:
 - PASS: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.
 - FAIL: Unsatisfactory level of achievement overall, which fails to meet all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. If a Fail assessment is made, the panel offer the student an opportunity to repeat the Foundation Course (to a maximum of 1 further attempt).

24.23. The **First Year End of Year Review Panel** is required to make one of the following assessment recommendations:

- Pass: to Second Year
- Incomplete: First Year Final Check Review (additional project for re-review by the First Year Final Check Review panel in three weeks)*
- Fail: Repeat First Year with a mandatory January Progress Review to assess progress and future studies at the AA School

- Fail: Asked to leave the AA School

* The **First Year Final Check Review Panel** takes place on the Monday immediately following the end of the academic year and is required to make one of the following assessment recommendation:

- Pass: to Second Year
- Fail: Repeat the First Year with a mandatory January Progress Review to assess progress and future studies at the AA School
- Fail: Asked to Leave the AA School

- First Year – Grading Outcomes and Criteria:

- PASS: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.
- INCOMPLETE – FINAL CHECK REVIEW: Unsatisfactory level of achievement overall, which does not meet the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as demonstrating partial coherence and being limited in appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates inadequate levels of engagement, critical reflection and insight. Additional work to be produced by the student, that is manageable to achieve within the given timeframe, is specified by the teaching staff with the aim of the submission meeting the assessment criteria required to attain a pass and to meet the appropriate level of clarity and standard of presentation.
- FAIL: Unsatisfactory level of achievement overall, which fails to meet all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. If a student fails at their first submission attempt in the year of study, they are offered to repeat the year with a mandatory January Progress Review to assess progress and future studies. Students who have no further opportunity to undertake repeat studies are asked to leave the School.

24.24. The (Second) (Fourth) Year End of Year Review Panel is required to make one of the following assessment recommendation:

- Pass: to (Second Year) (Fourth Year)
- Tutor Check: for Pass to (Second Year) (Fourth Year)
- Incomplete: July Review
- Fail: Repeat Year with a mandatory January Progress Review to assess progress and future studies at the AA School Fail: Asked to leave the AA School

- (Second) (Fourth) Year – Grading Outcomes and Criteria:

- PASS: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.
- INCOMPLETE – TUTOR CHECK: Demonstrates a good level of achievement, however the submission narrowly fails to meet the assessment criteria required to attain a pass; context and analysis, process and synthesis, and resolution and communication. A further 1-2 pieces of work specified by the unit tutors are required in order for the work to be assessed as complete under the requirements of the brief set. The submission demonstrates coherence of thought throughout, with an appreciation of topic and an appropriate level of critical reflection and

insight. Required further work will allow developmental and final work to be documented clearly in a suitably presented submission.

- INCOMPLETE – JULY REVIEW: Unsatisfactory level of achievement overall, which does not meet the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. Further work that is manageable to achieve within the given timeframe is specified by the unit tutors with the aim of the submission meeting the assessment criteria required to attain a pass. The submission is incomplete under the requirements of the brief set. The work is assessed as demonstrating partial coherence and being limited in appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates inadequate levels of engagement, critical reflection and insight. Developmental and final work is in need of further development in order to meet the appropriate level of clarity and standard of presentation. The procedure for a July review panel is identical to initial assessment arrangements in June.
- FAIL: Unsatisfactory level of achievement overall, which fails to meet all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. If a student fails at their first submission attempt in the year of study, they are offered to repeat the year with a mandatory January Progress Review to assess progress and future studies. Students who have no further opportunity to undertake repeat studies are asked to leave the School.

24.25. 'End of Year' Review (End of Term 3)

Summative for all students Third and Fifth Year

24.26. The Third Year End of Year Review Panel is required to make one of the following assessment recommendations:

- PASS: 3rd Year
 - BA(Hons) Architecture and AA Intermediate Examination (ARB/RIBA Part 1)
 - Unconditional Offer of entry to the AA Diploma Programme (4th Year)
 - *(Any student who is not eligible for the BA(Hons) Architecture (not having undertaken the requisite enrolment period of 2nd Year and 3rd Year studies at the AA School) OR the AA Intermediate Examination (ARB/RIBA Part 1) (having already secured the professional qualification from previous school), will be verified by the Internal Assessment Board as having Passed the 3rd Year and in receipt of an Unconditional Offer of entry to the AA Diploma Programme (4th Year) ONLY)*
- FAIL: 3rd Year
 - Repeat 3rd Year (to a maximum of one further occasion) with a mandatory Progress Review in January 2020 to assess progress and future studies at the AA School.
- Third Year – Grading Outcomes and Criteria:
 - PASS: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.
 - FAIL: Unsatisfactory level of achievement overall, which fails to meet all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. If a student fails at their first submission attempt in the year of study, they are offered to repeat the year with a mandatory January Progress Review to

assess progress and future studies. Students who have no further opportunity to undertake repeat studies are asked to leave the School.

24.27. The Fifth Year End of Year Review Panel (Diploma Committee) is required to make one of the following assessment recommendations:

- PASS: 5th Year
 - Award of Master of Architecture (MArch) / AA Diploma* and AA Final Examination (ARB/RIBA Part 2)
- FAIL: 5th Year
 - Repeat 5th Year (to a maximum of one further occasion) with a mandatory Progress Review in January 2020 to assess progress and future studies at the AA School

** The award of the AA Diploma with Honours is agreed by the AA Diploma Committee culminating in a public presentation of all projects in receipt of this final award.*

- Fifth Year – Grading Outcomes and Criteria:
 - PASS: Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.
 - FAIL: Unsatisfactory level of achievement overall, which fails to meet all aspects of the assessment criteria required to attain a Pass; context and analysis, process and synthesis, and resolution and communication. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. If a student fails at their first submission attempt in the year of study, they are offered to repeat the year with a mandatory January Progress Review to assess progress and future studies. Students who have no further opportunity to undertake repeat studies are asked to leave the School.

24.28. The assessment recommendations reached are reviewed and verified by the Internal Assessment Board of the AA School, acting with delegated authority from the Academic Board to ensure equity of treatment for all students and that the assessment process is appropriate, rigorous and fair and conducted within the Academic Regulations of the AA School. In upholding or overturning the assessment recommendations reached, the results verified by the Internal Assessment Board are final.

24.29. Any student who Fails the AA Diploma has one final opportunity to present a portfolio as a full-time repeat Fifth Year student in the subsequent academic year, undertaking a new Unit, new project and new Environmental Technical Study.

24.30. This constitutes the final opportunity to present the portfolio through the School for qualifications.

24.31. July Review (after the end of Term 3)

Summative assessment for selected students in Second and Fourth Year

24.32. The July Review is the summative assessment for students who received an 'Incomplete' assessment recommendation at the End of Year Review (end of Term 3) whereby an additional timeframe is granted to allow a student to continue working on the portfolio.

24.33. Assessment is undertaken as to whether a student has reached a sufficient level of achievement for a pass and entry to the next year at the AA School.

24.34. The July Review Panel is required to make one of the following assessment recommendations:

- Pass: to (...) Year
- Fail: Repeat (...) Year with a mandatory January Progress Review to assess progress and future studies at the AA School
- Fail: Asked to Leave the AA School

25. EXTERNAL EXAMINING: Procedures and Guidelines for External Examiners and examinations (school-wide)

25.1. THE CONTEXT FOR EXTERNAL EXPERTISE

The AA School engages with a range of external expertise who are not directly involved with its courses or programmes of study, to provide the AA School with informed, impartial and independent advice on the design and organisation of a course/programme, its monitoring, evaluation and review.

25.2. The range of external expertise comprises, but is not limited to:

- External advisors providing academic and professional expertise during the development and validation of new courses/programmes, and re-validation of existing;
- Employers from relevant disciplines engaged at all stages of course/programme design, approval and review, ensuring continued relevance in line with employability and the needs of the discipline;
- Guest speakers and visiting lecturers who support and enhance the academic environment and the student learning experience;
- External examiners with sufficient qualification, standing and experience within the discipline, engaged to provide clear and considered advice on the academic standards of the awards and qualifications offered by the AA School. These guidelines provide the definitions for the role, remit and responsibility of the External Examiner and the procedures undertaken by the AA School to deliver a transparent and rigorous examining process. These guidelines provide the definition of the role, remit and responsibility of the External Examiner and the procedures undertaken by the AA School to deliver a transparent and rigorous examining process.

25.3. THE ROLE OF THE EXTERNAL EXAMINER

External Examiners are appointed annually to:

- Provide clear and considered advice on the academic and (where applicable) professional standards of the awards and qualifications offered by the AA School;
- Confirm that the students are achieving the required standard, and that the assessment processes measuring the student achievement is rigorous, consistent and has been fairly conducted within the regulations, policies and guidelines of the AA School;
- Identify good practice and opportunities to enhance the quality of the learning, teaching and assessment;
- Provide an informed view of the comparability of the academic standards and student achievement with the same or similar awards and qualifications at other higher education providers in the UK, and overseas, with which they are familiar.
- External Examiners will not participate in the internal formative or summative assessment processes of the AA School, but in undertaking their role will have full insight into all aspects of these assessment processes and can reasonably expect:
 - To be briefed on all aspects of their role;
 - To be briefed on the learning outcomes, assessment criteria, marking schemes and regulations of the course/programme of study to which they have been appointed;
 - Have access to all assessed work and conduct examination of a representative sample of student portfolios as per the schedule and timetable provided by the AA School; for clarity, the full content of the 'student portfolio' assumes all briefs and modules undertaken for the purposes of the stated award;
 - To attend the Examination and Examination Board and all other meetings as per the schedule and timetable provided by the AA School;
 - To sign pass lists, confirm that the professional criteria have been satisfactorily met, and provide a written report on the outcomes and observations in the format provided by the AA School, and no later than 10 working days after the final meeting of the Examination Board at which the awards and qualifications are decided.
- External Examiners are not required or expected to:
 - Arbitrate where the internal assessment process has failed to come to a decision; the role of the External Examiner is to confirm the internal assessment and to assure that the right processes have been followed;
 - Change the internal assessment for any individual student.

25.4. CRITERIA FOR APPOINTING EXTERNAL EXAMINERS

- External Examiners are nominated for approval by the Academic Board and appointed by and report to the Director of the AA School (Chair of the Academic Board).

- The Office of the Director will maintain a record of all appointed External Examiners to monitor their serving periods and to identify when any are approaching a conclusion. The Office of the Director will provide this matrix to the September meeting of the Academic Board annually so this can be reviewed alongside the external examining arrangements for the following cycle.
- The School Registrar will confirm the dates of all examination arrangements held annually, and to include the dates of the Internal Assessment Board (pre-external examination) for the verification of all academic results, and the dates of the Degree Awarding Committee of the Academic Board (post external examination) at which the awards are ratified. These dates will be included in the AA's annual and publically accessible Academic Calendar.
- The October meeting of the Academic Board held annually will approve any new appointees and the Office of the Director will issue a letter confirming the conditions of appointment for the examining period.
- External Examiners typically undertake their examining responsibilities in a minimum of pairs per programme.
- All external examining arrangements at the AA School are conducted in-person. Should any extenuating or mitigating circumstance arise that prevents an examiner from fulfilling this responsibility, the AA School will seek to provide an alternative/on-line method as an exceptional arrangement.
- External Examiners must be able to evidence the following criteria:
 - Have a knowledge and understanding of the field of study and its academic standards;
 - Have a knowledge and understanding of the AA School and its courses/programmes of study, undertaking the briefing and induction processes provided;
 - Have relevant academic and/or professional qualifications to at least the level of qualification being examined, and/or extensive practitioner experience where appropriate;
 - Have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic, professional and practitioner peers;
 - Adhere to the applicable criteria set by professional, statutory and regulatory bodies;
 - Have competence and experience in designing and operating a range of assessment approaches appropriate to the subject, and an awareness of current developments in the design and delivery of relevant curricula;
 - Have competence and experience relating to the enhancement of the student learning experience.
- Where exceptions to these criteria arise, these are carefully considered by the Academic Board to ensure the integrity of the examining process, and at the same time facilitating the appointment of first-time examiners, those drawn from associated disciplines and/or a background primarily in research.
- When such occasions occur, the AA School will ensure that due consideration be given to the briefing, induction and development needs of the appointee; and the appointee will be paired with and mentored by a more experienced External Examiner.
- The following are deemed *Conflicts of Interest* and prohibit appointment as an External Examiner:
 - A member of the governing body (AA Council) or committee thereof;
 - A current employee of the AA School;
 - Anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the course/programme of study;
 - Anyone who is, or is aware they will be, in a position to influence significantly the future of student(s) on the course/programme of study;
 - Anyone significantly involved in recent or current substantive collaborative research activities with an AA staff member closely involved in the delivery, management or assessment of the relevant course/programme of study;
 - Former staff or students of the AA School unless a period of five years has elapsed and all students taught by (or with) the External Examiner have completed the relevant course/programme of study.

25.5. DURATION AND CONDITIONS OF APPOINTMENT

- External Examiners are appointed for a serving period of four years, with an extension of one further year to ensure continuity and mentoring opportunities, and subject to the approval of the Academic Board.
- An External Examiner may be re-appointed for a further serving period (within the definitions as stated above) but only after a period of five years or more has elapsed since their previous appointment.
- The AA School can terminate an External Examiner's appointment at any time should a conflict of interest arise which cannot be satisfactorily resolved, or there is demonstrable failure by the External Examiner to fulfil their obligations.
- An External Examiner has the right not seek continuation of their appointment at any time during the serving period and will inform the AA School in a timely manner should such occasion arise. External Examiners will be compensated annually for any agreed expenses and these arrangements will be confirmed in the letter of appointment issued at the outset of the examining appointment.

25.6. RESPONSIBILITIES OF THE AA SCHOOL IN THE APPOINTMENT OF EXTERNAL EXAMINERS AND PREPARATION FOR THEIR ROLE

- In executing its responsibilities and as a sound indicator of good practice, the AA School commits to ensuring that:
 - Clear guidance for the process of nominating and appointing external examiners is accessible to all staff and students of the AA School;
 - A central and accessible register of appointees with their duration of appointment is maintained by the Office of the School Director, to assure the Academic Board in the avoidance of inadvertent conflicts of interest and confirm any approved breaks in the serving period;
 - External Examiners are clear about their duties and responsibilities and have been fully briefed with sufficient information and detail about their role.

25.6.1. The Office of the Director, supported by the Head of Teaching and the School Registrar, will provide External Examiners with the following information:

- The name and contact details of the School Director;
- The course/programme, award and qualification to which the Examiner is appointed and the applicable Subject Benchmark Statement;
- The date(s) of the meeting(s) of the External Examination and Examination Board to which the Examiner is required to attend;
- These guidelines – *AA School External Examining: Procedures and Guidelines for External Examiners and examinations*, to provide context for the role, remit and responsibilities of the External Examiner;
- Confirmation of the form and schedule of the examination to be conducted: timetable inclusive of induction and briefing arrangements, presentation format, and the representative sample of student work as appropriate;
- Relevant course/programme materials to comprise the following:
 - Course/Programme Handbook and/or Extended Brief (syllabus information);
 - Programme Specification(s) inclusive of learning outcomes, assessment criteria and assessment scheme;
 - Professional Criteria (where applicable);
 - Academic Regulations of the AA School;
 - Previous External Examiner report(s) and AA School response(s) to same;
 - AA School External Examiner Handbook.

25.7. THE EXAMINATION PROCESS AND CARRYING OUT THE ROLE OF EXTERNAL EXAMINER

- External Examiners will view the full range of assessed work in a schedule structured to reflect the size of the relevant course/programme.
- ***For clarity, the 'full range of assessed work' comprises the FULL PORTFOLIO, and to include the Design Project/Thesis and all Core Studies as articulated in the relevant Programme Specification:***
 - **Foundation Course:** FULL PORTFOLIO for all eligible students, inclusive of portfolios deemed to have Failed by internal assessment, will be made available for External Examiner view.
 - **BA (Hons) in Architecture and the AA Intermediate Examination (ARB/RIBA Part 1), and the MArch/AA Diploma and the AA Final Examination (ARB/RIBA Part 2):** FULL PORTFOLIO, and inclusive of Core Studies submissions, for all eligible students (3rd or 5th Year as relevant) will be presented individually by each student as a summary account of their project and associated work to a maximum of 10 minutes per student;
- External Examiners will view a minimum of ONE FULL PORTFOLIO from a minimum of six different design Units to ascertain the standards across the range of design Units appointed to deliver the year-long design briefs;

- FULL PORTFOLIOS deemed to have Failed by internal assessment will be made available for External Examiner view.
- **Postgraduate provision comprising the MA, MSc, (PG) MArch, MFA and TMSPhil awards:** A representative sample of FULL PORTFOLIOS will be made available for External Examiner view, and to include a representative selection deemed to be a Fail, Pass or Pass with Distinction by internal assessment.

25.8. SCHEDULE OF EXAMINING ACTIVITIES

- The examining process will typically deliver over the duration of one day per award or qualification, and will comprise of the following scheduled activities which require full attendance by each External Examiner:
 - Welcome, Induction and Briefing delivered by the School Director, the Teaching and Learning staff and the School Registrar, including the report of the Internal Assessment Board of the AA School summarised by the School Director, with summative marks for all eligible students provided by the School Registrar;
 - External Examiners view the full range of assessed work as defined in the schedule; this will be presented by the relevant students (Foundation Course, BA (Hons) and MArch/AA Diploma) or by the appointed Programme Director within the Postgraduate provision. In the case of the Postgraduate provision, a selection of students will be available for informal discussion with the appointed External Examiner/s and to provide summary of their academic experience of the relevant programme.
 - The External Examination Board convenes, chaired by the Head of Teaching with the School Director in attendance. The School Registrar, supported where necessary by the relevant administrative co-ordinator(s), will act as Administrator for the Board to record:
 - Attendance
 - External Examiner confirmation of the summative marks reached by the AA School and conduct of the internal assessment processes, and/or any concerns raised;
 - Confirmation of final Pass List for relevant award or qualification, and agreement on procedure should External Examiner endorsement not be provided.
 - It is the responsibility of the School Registrar to provide the confirmed Pass List to the Academic Board of the AA School, the AA Council (governing body of the AA School) via the Degree Awarding Committee for ratification, and to the relevant professional bodies (ARB and RIBA) to confirm the professional awards.
 - An informal meeting of External Examiners with the relevant appointed academic staff and chaired by the School Director will be facilitated to afford opportunity for broader discussion and observations on the academic activities of the AA School.

25.9. EXTERNAL EXAMINER REPORTS

- 25.9.1.** Each External Examiner is required to provide a formal written report at the conclusion of the examining cycle to confirm what the Examiner has observed of the AA School's assessment processes and the full range of assessed work viewed.
- 25.9.2.** The External Examiner reports are a fundamental feature of external examining and provide valuable and independent feedback to the AA School and its processes for maintaining threshold academic standards, and assuring and enhancing the quality of the taught provision and learning experience.
- 25.9.3.** The AA School will provide a template and secure on-line portal for the completion of the reports, to be undertaken no later than 10 working days after the final meeting of the relevant Board of Examiners.
- 25.9.4. Core** content of the report requires confirmation of the following:
- That sufficient evidence was provided and received to enable the role to be fulfilled (and where this was deemed insufficient, details to be provided);
 - That issues raised in the previous report(s) have been (or are being) addressed satisfactorily;
 - Should the report coincide with the end of the examining appointment, provide an overview of the full term of appointment.
 - Pre-populated content and requiring confirmation by the Examiner:
 - Name of Examiner
 - Current Year of Appointment (1st, 2nd.....)
 - Course/Programme assessed
 - Date of previous examination

- Acceptance of report parameters: *This report will be made available to students and staff of the AA School, supporting the engagement of all in the quality management processes. The AA School encourages frank and open reporting from the appointed External Examiners but reminds that individual staff and students must not be named in this report.*

25.9.5. Additional content of the report requires narrative for the following:

- The overall performance of the students in relation to their peers on comparable courses/programmes
- The strengths and weaknesses of students in relation to previous years (where applicable)
- The quality of knowledge and skills demonstrated by the students with reference to the relevant Subject Benchmark Statement and the Framework for Higher Education Qualifications (FHEQ) level/s
- The quality of teaching as indicated by student performance
- The quality and clarity of the relevant course/programme materials, depth and structure
- The contemporary relevance of the course/programme both to the AA and externally
- The structure, organisation, design, marking and fairness of all assessments and their compliance with the stated Academic Regulations of the AA School
- The organisation and operation of the examination process and schedule
- Any development needs identified for the course/programme inclusive of syllabus, teaching methods and resources
- Recommendations to enhance the quality of the learning opportunities provided to students
- Identification of areas of good practice and innovation relating to learning, teaching and assessment

25.10. CONSIDERATION, AVAILABILITY AND CIRCULATION OF EXTERNAL EXAMINER REPORTS

25.10.1. Upon receipt of the External Examiner reports, the Head of Teaching will confirm any amendments should the report(s) have contravened the requirement not to identify individuals or where the External Examiner has included something intended to cause harm to the AA School and/or bring it into disrepute.

25.10.2. The agreed and final reports are made available to the next convened meeting of the Academic Board of the AA School and where full and considered review of the comments and recommendations contained in the External Examiner reports is undertaken by the Head of Teaching.

25.10.3. The Head of Teaching will recommend and the Academic Board of the AA School will agree on items for action (Action Plan).

25.10.4. The External Examiner reports, the Action Plan and the response of the AA School will be made available to students and staff of the AA School on the intranet.

25.10.5. The School Director (Chair of the Academic Board), Head of Teaching and Chair of the Academic Committee will take collective responsibility for the delivery of the items identified in the Action Plan, working with the academic governance structure and annual cycle of business therein to realise.

25.11. SERIOUS CONCERNS AND CONFIDENTIAL REPORTING TO AA SCHOOL

25.11.1. On occasion when the External Examiner has a serious concern about the academic standards or quality, or where it is deemed necessary to name a member of staff or a student, this can and must be raised directly with the School Director in the form of a confidential report/correspondence, and separate to the report template confirmed as above.

25.11.2. The School Director will take careful consideration and take action as appropriate. Staff/students will be informed should the action(s) have any implication for them.

25.11.3. Should the External Examiner continue to have serious concern relating to systemic failings with the academic standards or quality and has exhausted the internal mechanism, he/she may invoke the scheme of the relevant regulatory body.

26. DESIGN PORTFOLIO ASSESSMENT APPEALS PROCEDURE

- 26.1.** The assessment recommendation of the Review Panel/s is final.
- 26.2.** An appeal against a final assessment recommendation will only be considered on the basis of a student's portfolio having not been seen due to exceptional circumstances, or based upon irregularities having taken place during the student's Review or extreme student illness that may have affected his/her presentation to the Review Panel, and which is supported by the Extenuating and Mitigating procedures of the AA School.
- 26.3.** Appeals due to health-related circumstances will only be considered if a student has already provided documented medical reports to the School Registrar for a substantial period of time during the academic year, from a UK-based registered doctor indicating that major health problems would not allow participation/or would affect presentation at the summative assessment arrangement
- 26.4.** An appeal to review the final assessment recommendation must be made within 48 hours after the delivery of the assessment recommendation and communicated in writing to the Internal Assessment Board of the AA School c/o School Registrar.
- 26.5.** The brevity of timelines within the process is to best facilitate successful completion of studies for the student lodging the appeal alongside the relevant completing cohort of the academic year.
- 26.6.** The School Registrar will advise the original Review Panel that an appeal has been lodged requesting review of the final assessment recommendation.
- 26.7.** The members of the original Review Panel will be required to provide additional written confirmation on the assessment recommendation reached and the reasons for the recommendation.
- 26.8.** The Internal Assessment Board will review the circumstance and will make decision on whether to dismiss the appeal, or recommend that the original Review Panel reconvene and reconsider their original assessment.
- 26.9.** The reconvened Review Panel, at which the student will re-present, will be attended and observed by the Head of Learning staff and the School Registrar.
- 26.10.** Decision will be reached on whether to uphold or overturn the original assessment recommendation reached.
- 26.11.** The decision of the reconvened Panel is final and will be communicated verbally to the student in the presence of their selected independent observer and observed by the Head of Learning and the School Registrar:
- 26.12.** Overturn of the original decision will result in the successful completion of studies for the student lodging the appeal alongside the relevant completing cohort of the academic year.
- 26.13.** Upholding the original decision will result in the student adhering to the original assessment recommendation made by the Review Panel.
- 26.14.** In either instance, the School Registrar will confirm the decision in writing within 28 days of the completion of the internal appeals process.
- 26.15.** The student is advised that this correspondence will take the form of a Completion of Procedures letter in accordance with the guidelines provided by the Office of the Independent Adjudicator.
- 26.16.** Should the original decision of the Review Panel be upheld, the School Registrar will formally advise the student of the following:
- 26.17.** The AA School is a member of the national scheme operated by the Office of the Independent Adjudicator (OIA) and as such, any student studying on a Higher Education course at the School is entitled to bring a complaint or academic appeal to the OIA if all internal procedures have been exhausted and the student is still dissatisfied with the outcome.

- 26.18.** Once all internal complaints/appeals procedures have been exhausted, a Completion of Procedures Letter will be issued to the student by the School no later than 28 days after completion of internal procedures.
- 26.19.** The Completion of Procedures Letter will inform the student that there are no further avenues to take within the internal procedures, and inform the student about the role of the OIA. It will list the issues that have been considered and the School's final decision.

27. CORE STUDIES

- 27.1.** Integral to the design work in the First Year, Intermediate and Diploma Schools is the Core Studies Programme which delivers taught courses in Media Studies (MS), Environmental and Technical Studies (ETS), History and Theory Studies (HTS) and Professional Practice Studies (PP1/APP2).
- 27.2.** The Core Studies Course Booklet is circulated to all students at the start of the academic year; containing a full account of all courses on offer, a weekly breakdown of seminar topics, submission requirements and a timetable of course activities.
- 27.3.** The Booklet is an important tool for student and tutor and the AA School invests in ample hard copy production so it is readily available for the duration of the Programme delivery.
- 27.4.** The taught courses provide a valuable background to the theoretical, technical and professional aspects relating to students' work and are a mandatory requirement in all years of study.
- 27.5.** All coursework must be passed for the student to progress to the next academic year of study.
- 27.6.** Courses may be delivered in four, seven or eight week formats in Term 1 and Term 2 of the academic year.
- 27.7.** Coursework is submitted at the end of the relevant term of study for assessment. Supporting tutorial supervision is provided to assist all students with the delivery of their required submissions.
- 27.8.** Students are required to attend all course sessions.

28. THE PROCESS OF SUBMISSION (CORE STUDIES)

- 28.1. All submissions are submitted by digital upload to the AA School Submissions Portal on the advertised date and time of submission.
- 28.2. Submissions uploaded after the advertised date and time are classified as late submissions and are assessed to a maximum of a Low Pass grade.
- 28.3. It is the responsibility of all students to ensure that the arrangements of their personal circumstances enable them to meet the advertised date and time of submission.
- 28.4. Any student who is unable to attend or complete by the advertised date and time of submission due to a significantly disruptive, unforeseen circumstance may refer to the Extenuating and Mitigating Circumstances arrangements in the AA's Academic Regulations.

28.5. Grading Outcomes and Assessment Criteria:

- 28.6. All submissions are assessed to award one of the following grades:

- **High Pass**
Demonstrates a high level of achievement overall, exceeding the assessment criteria required to attain a Pass. The submission is complete under the requirements of the brief set. Coherence of thought is articulated throughout the work, with a comprehensive appreciation of topic and a thorough application of critical reflection and insight. Developmental and final work is documented clearly in a coherently structured and well-presented submission.
A High Pass recommendation is only possible for a submission that has achieved a Pass standard and is made by the assessing tutor for further review by a separately convened assessment panel who will review the standard and quality of all recommendations and formally ratify the award of the High Pass or that the submission remain at a Pass standard.
- **Pass**
Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.
- **Low Pass**
Work attaining the standard of Pass, but which has previously been assessed as Complete to Pass and/or has been submitted after the advertised date/time.
- **Complete to Pass**
Unsatisfactory level of achievement overall, which fails to meet the assessment criteria required to attain a Pass. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements.
A submission receiving a Complete to Pass assessment is limited to a maximum of two (2) further attempts of resubmission and can only achieve a Low Pass outcome upon successful resubmission.
- **Fail**
Work and/or attendance previously assessed as Complete to Pass which fails, after the maximum number of permitted re-submission attempts (to a maximum of 2), to meet the minimum required to attain a passing standard.

28.7. Confirmation of Feedback and Results

- 28.8. All assessing tutors are required to confirm feedback and results no later than Week 1 of the Term following submission.
- 28.9. The written feedback and result is delivered in digital form to the Core Studies Co-ordinator who undertakes the update of the student Database record and produces the formal Submission Assessments.

28.10. The assessing tutor is required to provide the feedback and results to the students either by email or arranged meeting enabling opportunity for both to discuss the submission in more detail and for the assessing tutor to explain why and how the final result was reached.

28.11. The Core Studies Co-ordinator provides copy of the formal Submission Assessment to the student and updates the student Database record.

28.12. Resubmission and Reassessment

28.13. Should any student not obtain a Pass standard, they will be informed of the further tasks and submission development to be undertaken for the successful completion of the work by an agreed resubmission date.

28.14. Resubmission cannot exceed two attempts and can only achieve a maximum of a Low Pass grade.

28.15. Should the submission not meet a Low Pass standard on the second re-submitted attempt, the submission will be recorded as Fail; the student is permitted to attend the End of Year Review for portfolio advice but will not be permitted to progress to the next year of study resulting in a Fail of the academic year.

28.16. All assessment grades awarded are final and not subject to appeal.

29. ETS3 / ETS5 SUBMISSION AND ASSESSMENT PROCEDURES

- 29.1.** The ETS3 and ETS5 assessments are undertaken by Interim and Final Jury; a table-top presentations of the work to a Review Panel of Technical Tutors with the Unit Tutors and fellow students from the Unit in attendance.
- 29.2.** Feedback on the project/thesis development is given verbally and collaboratively.
- 29.3.** The Core Studies Co-ordinator provides copy of the formal Submission Assessment to the student; at Interim stage to support the verbal recommendations and at Final stage to confirm the awarded grade.
- 29.4.** The ETS3 and ETS5 projects/theses are delivered within 'early' or 'late' timeline options.
- 29.5.** This is AA School terminology to define when and where in the Unit agenda the delivery of the TS3/TS5 project/thesis is academically positioned and agreed by the Unit Tutors with the Head of Technical Studies at the outset of the academic year.
- 29.6.** All eligible students within the Unit follow the timeline agreed for their Unit.
- 29.7.** The early timeline supports completion of the project/thesis before the Easter vacation.
- 29.8.** The late timeline supports completion of the project/thesis after the Easter vacation.
- 29.9.** **A High Pass recommendation is only possible for a submission that has achieved a Pass standard, secured at the Final Jury. A separately convened assessment panel composed of the teaching staff of the Technical Studies department convenes in Week 2 of Term 3 to review the standard and quality of all recommendations and formally ratify the award of the High Pass or that the submission remain at a Pass standard.**

30. POSTGRADUATE PROVISION ACADEMIC ORGANISATION

30.1. The AA School offers 10 Programmes of study at postgraduate level. All students join the School in September/October at the outset of an academic year, and attend their studies according to the length of the course selected.

30.2. There are 9 Taught Master programmes offering degrees, (including 12-month MA and MSc, 16-month March, 18-month MFA and Taught MPhil), and the PhD programme.

30.3. The AA is an Affiliated Research Centre of The Open University (OU) for the award of the PhD.

30.4. Academic Awards:

30.4.1. The MA and the MSc degrees are awarded upon the satisfactory completion of a 12 month course.

30.4.2. The MArch degree is awarded upon satisfactory completion of a 16 month course.

30.4.3. The MFA and Taught MPhil degrees are awarded upon satisfactory completion of an 18 month course.

30.4.4. The MA, MSc and MArch degrees involve a notional total of 1800 student-learning hours distributed over 45 weeks.

30.4.5. The MFA and the Taught MPhil degrees involves 2400 student-learning hours distributed over 60 weeks.

30.4.6. Postgraduate students are given credits for each 10 hours of learning time, which includes lectures, seminars, course reading, workshops and tutorials, as well as time spent on projects, essays and other assigned tasks.

30.4.7. A total of 180 credits are required for the MA, MSc and MArch Courses, and 240 credits for the MFA and Taught MPhil Courses.

30.5. Each Programme publishes annually a full statement of the work required for its taught Course (the Programme Guide).

30.5.1. Course requirements include essays, design exercises, project work and a final dissertation/project.

30.5.2. Course work and the dissertation must be submitted by the dates specified.

30.5.3. Both course work and the dissertation must be completed satisfactorily to qualify for the final award.

30.6. Assessment, Progression and Award Credit:

30.6.1. The Programme Guides set out the specific assessment procedures and criteria.

30.6.2. The marking of all course work is on a scale of 0 - 100% with a pass mark of 50% and grading as shown below (effective for all students commencing their studies as a first-occasion in September 2023):

80% and above Distinction
70 - 79% High Pass
50 - 69% Pass (Low Pass = 50%)
49% and below Fail

30.6.3. All Postgraduate programmes – Grading Outcomes and Criteria:

- **Distinction:** Demonstrates an exceptional level of achievement overall, significantly exceeding the assessment criteria required to attain a Pass. The submission is complete under the requirements of the brief set. Coherence of thought is expressed throughout the work, with an exhaustive appreciation of topic and a rigorous application of critical reflection and insight. Developmental and final work is documented in a highly effective manner in a well-structured and skilfully presented submission.
- **High Pass:** Demonstrates a high level of achievement overall, exceeding the assessment criteria required to attain a Pass. The submission is complete under the requirements of the brief set. Coherence of thought is articulated throughout the work, with a comprehensive appreciation of topic

and a thorough application of critical reflection and insight. Developmental and final work is documented clearly in a coherently structured and well-presented submission.

- **Pass:** Demonstrates a good level of achievement overall, meeting all aspects of the assessment criteria required to attain a Pass. The submission is complete under the requirements of the brief set. Coherence of thought is evidenced throughout the work, with an appreciation of topic and an appropriate level of critical reflection and insight. Developmental and final work is documented clearly in a suitably presented submission.
- **Low Pass:** Work attaining the standard of Pass, but which has previously been assessed as Fail and/or has been submitted after the advertised date/time.
- **Fail:** Unsatisfactory level of achievement overall, which fails to meet all aspects of the assessment criteria required to attain a Pass. The submission is incomplete under the requirements of the brief set. The work is assessed as being incoherent, demonstrating little appreciation of topic, development or effort. The submission is insufficient in quantity and demonstrates a lack of engagement. An appropriate level of critical reflection and insight is not evidenced. Developmental and final work is not documented to an appropriate level of clarity, or presented to a suitable standard. This assessment is also the automatic result of failure to meet minimum attendance requirements. A submission receiving a Fail assessment can only achieve a Low Pass outcome upon successful resubmission. Students who have no further opportunity to undertake repeat studies are asked to leave the School.

30.6.4. All coursework is assigned a whole number grade by two internal assessors.

30.6.5. Their marks (to a % with no decimal points) are averaged to establish a final mark for each graded submission. Where the individual marks differ by a margin of 10% or more, the Programme Head will moderate within the grade boundary set by the first and second marker. In cases where the Programme Head is a first or second assessor, they will delegate this to an appropriate moderator.

30.6.6. Where the result of the assessment calculation creates a mark of 0.5% or greater, this will be rounded up to the next full percentage point.

30.6.7. Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point.

30.6.8. For the purposes of rounding up or down, only the first decimal place is used.

30.6.9. To qualify for their degree the students must attain the 50% threshold mark on both the course work average, and on the dissertation mark.

30.6.10. The overall final mark is calculated as the weighted average of course work and the dissertation/final project.

30.6.11. The Masters certificates are awarded “with Distinction” when the overall final mark (i.e. the combined weighted average of course work and dissertation) is 80% or higher.

30.6.12. Exceptionally, the Internal Assessment Board of the AA School can award distinction to a student with an average below 80% to a maximum of 1%, as long as the dissertation/final project is 80% or above. The ‘dissertation/final project’ is classified as the aggregated marks of all courses that constitute ‘Core Studio/Thesis’ in the stated Credit Framework.

30.6.13. All grades attained by students are kept on record by the Department of the School Registrar, and are available for transcripts, but do not appear on the final award certificates.

30.6.14. All courses as stated in the Credit Framework must be passed. Students who fail to attain a pass mark on one assignment within a stated course may still satisfy the Programme requirements if they can attain an overall mark of 50% for that particular course.

30.6.15. If students fail to attain an overall mark of 50% for any given course they will be required to resubmit the relevant assignment (to a maximum of one occasion) and pass before being allowed to proceed with their dissertation/final project.

30.6.16. Students who fail to attain an average of 50% for their dissertation/final project will be allowed to resubmit once for the Examination Board of the following academic year. It is the responsibility of the

relevant Programme Head(s) to advise students of the shortcomings in the dissertation and how best to address these, and the arrangements for the resubmission.

30.6.17. In cases where there are no accepted mitigating circumstances and where coursework is submitted late, marks will be deducted.

30.6.18. Any element of assessed work submitted up to seven days after the deadline will be marked and 10 marks (on a scale of 100) will be deducted for that element, for each calendar day of lateness incurred.

30.6.19. Any piece of work submitted 7 or more days after the deadline will not be assessed and assigned a mark of 0, unless the student submits personal circumstances and these are accepted.

30.6.20. Failure to attend at least 80% of the activities of a module without mitigating circumstances will result in a student failing the module and in repeated cases the programme.

30.6.21. All resubmissions (to be delivered by the advised resubmission deadline) will be subjected to grade capping at 50%. Failure from any resubmission will lead to disqualification from the degree.

31. POSTGRADUATE PROVISION: TRANSFER POLICY

- 31.1.** Students entering the postgraduate provision at the beginning of an academic year have been offered a place on that programme only, and cannot switch between programmes.
- 31.2.** Students who wish to consider switching from one programme to another must first formally withdraw from the programme into which they have entered, and then re-apply at the relevant time for any other programme in the School they are interested in joining; places in that programme cannot be guaranteed.

32. SWITCHING DEGREES WITHIN BIFURCATING PROGRAMMES

- 32.1.** Switching degrees within Programmes operating a bifurcation model (MArch/MSc or MArch/MA) is not permitted; students who wish to consider switching degrees must first formally withdraw from the programme into which they have entered, and then re-apply at the relevant time; a place in that degree type cannot be guaranteed.

33. POSTGRADUATE APPEALS PROCEDURE

- 33.1.** Grounds for appeal: Students may appeal against the result of an assessment or submission on one of the following grounds: that there were special circumstances affecting the student's performance such as illness or close family bereavement; that there is evidence of procedural irregularity in the conduct of the examination; or that there is evidence of unfair or improper assessment on the part of one or more of the examiners.
- 33.2.** Informal procedure: A student who believes that there are grounds for an appeal is encouraged, in the first instance, to discuss the matter with their Programme Head to see whether the matter can be resolved informally.
- 33.3.** If a resolution of the matter cannot be reached at this level, the student may submit a formal appeal. In the case of Research Students (PhD) any appeal should be made directly to the OU.
- 33.4.** Formal Procedure:
- 33.4.1.** Stage 1 - Submission of appeal
- 33.4.2.** Students must submit a written appeal, attaching all relevant documentary evidence, to the Internal Assessment Board c/o the School Registrar within one week of exhausting the informal procedure.
- 33.4.3.** Documentary evidence of the relevant extenuating circumstances listed above will usually be required to proceed further. In the case of illness the student must provide medical evidence that the illness severely affected his/her ability to prepare for or perform during the assessment or submission and but for the illness the student would probably have passed or achieved a significantly higher mark.
- 33.4.4.** It is the student's responsibility to ensure that all relevant documentary evidence is presented to the School Registrar at this stage.
- 33.4.5.** Stage 2 - Initial review
- 33.4.6.** An initial review will be carried out by the Internal Assessment Board. The Internal Assessment Board will consider whether there are grounds for the appeal within two weeks of the formal submission.
- 33.4.7.** If it is considered that there are justifiable grounds for an appeal, the Internal Assessment Board will convene a Postgraduate Appeals Panel comprising the Director, the Programme Head/s of the student lodging the appeal, and three members of the academic staff.
- 33.4.8.** Stage 3 – Postgraduate Appeals Panel
- 33.4.9.** The members of the Postgraduate Appeals Panel should, wherever practicable, be independent of the circumstances that gave cause to the appeal.
- 33.4.10.** The Postgraduate Appeals Panel shall meet within two weeks of the case being forwarded to them the Internal Assessment Board. The procedure adopted by the Postgraduate Appeals Panel to deal with any particular submission shall be at the discretion of the Panel but may include inviting the student to present his/her case verbally to the Panel with any relevant witnesses.
- 33.4.11.** Stage 4 - Decision
- 33.4.12.** Once the Panel has reached a decision it will usually be communicated verbally to the student within 24 hours with written confirmation to follow as soon as reasonably practicable. A record of the decision will be kept in the student's file.
- 33.4.13.** If the student is dissatisfied with a decision they can submit to the Office Of The Independent Adjudicator

GENERAL RULES, POLICIES AND INFORMATION APPLICABLE TO ALL STUDENTS

34. AA Code of Behavioural Expectations

Opening Statement

At the AA we take pride in the expectation that we treat each other with decency and respect. The purpose of the Code, as part of the ongoing work we do together as a school community, is to foster a positive and productive working environment, demonstrating acceptable behaviour towards all those with whom we come into contact in the course of our work and study. The Code applies to all AA staff and students, and also those with whom the AA regularly interacts e.g., External Examiners, Visiting Tutors, Jurors, Consultants, Agency staff, Contractors and Suppliers and applies to all interactions, whether in person, online or through any other means. At the AA every member of the School Community is an equal. Respect and equality are a necessary base for a plurality of discussion and ideas. In order to ensure robust and critical discussion can continue we need to set out a framework of mutual respect. It is within this framework that healthy debate can flourish. Each one of us has a voice, and the ability to negotiate forms of governance, policies and procedures as a form of support to the school. We all share collective responsibility, and together we commit to ensuring our own and others' safety and well-being. We do this with acute awareness that the culture of the discipline of Architecture as a whole needs to work much harder on inclusivity, equity and respect. We want the AA to be leaders in this change.

Our Expectations

Respect:

- We are respectful, courteous and honest in all interactions with others both within and outside the AA.
- We show empathetic behaviour towards others
- We maintain appropriate professional boundaries
- We respect and value other's independence
- We avoid assumptions
- We check our privilege

Fairness, Equity & Justice:

- We treat others with impartiality, free from discrimination or dishonesty.
- We commit to fair, transparent, inclusive practices in relation to age, disability, gender and gender identity, race, ethnicity, religion, belief and sexual orientation.
- We commit to sustainable practices, recognising the rights and responsibilities of future as well as current generations.

Responsibility:

- We carry out our work and study faithfully, conscientiously, competently, and responsibly
- We remain engaged and strive to improve the contribution we make to those around us.
- We challenge inappropriate or poor behaviour, acting upon our own concerns and those of others.

Development & Encouragement:

- We are receptive to others' ideas and are open to feedback and constructive criticism
- We listen to others' concerns and take time to explain and involve others in decisions
- We provide constructive feedback ourselves
- We share best practice and knowledge with others
- We are aware of the weight of our position in relation to others
- We do not take our personal frustrations out on other people.

Transparency:

- We aim to foster an environment of trust
- We use clear and plain language and check that others understand
- We provide the information that others need to do their job or carry out their studies effectively

Our Behaviours:

We all need to be aware of behaviours that may make others uncomfortable. We should check ourselves on the subtext of our words, actions and body language. Without necessarily meaning to we might find we are demeaning, dismissing or intimidating others, disrespecting personal boundaries, lacking empathy, or making someone feel less valued. These actions are often accidental, subconscious or likely to surface under conditions of stress. As a community our aim is to empower others, and being more self-aware is something we can all strive for.

Lines in the Sand:

We do not treat anyone in a way that can significantly affect their mental or physical health. We do not tolerate any behaviour that creates a hostile or intimidating environment or which has the effect of ridiculing or undermining an individual or fostering hatred and/or prejudice towards individuals or particular groups.

Intimidation:

- We do not tolerate verbal or physical violence of any form including the use of physical threats, aggressive shouting or personal insults.
- We do not tolerate bullying or harassment of any form including exploitative, controlling or coercive behaviour, blackmail and manipulation of any kind, spreading malicious rumours or gossip including the circulation of offensive or derogatory material.

Discrimination:

- **We do not tolerate RACISM** (discrimination on the ground of race or background) including but not limited to making offensive references to a person's race, ethnicity, skin colour, religion or nationality, dress, culture, background or customs.
- **We do not tolerate SEXISM** (discrimination on the grounds of gender or sexuality) including but not limited to making offensive references to a person's gender or sexuality (or assumptions about a person's sexuality), making derogatory sexist, homophobic, transphobic, or biphobic remarks or jokes, refusal to acknowledge a person's gender or identity, or threats to disclose a person's sexuality to others;
- **We do not tolerate AGEISM** (discrimination on the grounds of age) including but not limited to making offensive references to a person's age, their perceived age, or the age of someone a person is associated with (such as a friend or family member).
- **We do not tolerate ABLEISM** (discrimination on the grounds disability) including but not limited to making offensive references to, or about anyone living with mental or physical disabilities.

Context:

The expectations set out in this Code are aligned to the ethos of the AA as set out in the Guiding **Document** in particular Plurality, Inclusion, Community and Togetherness and the desire to achieve a positive organisational culture – *“a place where all may speak freely and be heard”*. The Code is the foundation for other relevant policies, in particular the **Dignity at Work and Study Policy** and the **Equality, Diversity and Inclusion Policy**.

Compliance:

We hope that this Code will give us the shared confidence that; as a community we consider every complaint as an opportunity to grow and strive to resolve all points of tension and to help individuals to feel supported to raise concerns either informally or formally.

35. Dignity at Work and Study Policy and Procedure

Policy

The Architectural Association (AA) is committed to creating and maintaining an inclusive and welcoming community where people treat each other with respect. The Dignity at Work and Study (DAWS) policy sets out this commitment in detail. The accompanying procedure explains what actions can be taken if inappropriate behaviour occurs. The AA encourages individuals to make every effort to resolve dignity at work and study issues informally in the first instance. This is often the most effective method of dealing with unacceptable behaviour, although it is recognised this approach may not always be appropriate.

Scope

This policy and procedure applies to all employees and students. External examiners, consultants, agency staff, contractors, suppliers and visitors are expected to behave in a manner consistent with this policy. The policy and procedure covers bullying and harassment in the workplace and student space (including virtual settings), in any work-related or student-related setting outside the workplace or student space, for example business trips study trips, and work-related or student related-social events, and on social media.

Definitions – what constitutes unacceptable behaviour?

All those covered by this policy are expected to behave appropriately and have the right to be treated appropriately in return.

The Code of Behavioural Expectations (Code) sets out broadly the expected standards of behaviour. However, whilst the Code also describes briefly the behaviour that is not unacceptable, it is this policy that focuses on unacceptable behaviour. For this purpose unacceptable behaviour means bullying, harassment, discrimination, sexual misconduct and victimisation.

Behaviour that is perceived by one individual as unacceptable may not necessarily be perceived in the same way by another. When deciding whether behaviour is unacceptable, factors that will need to be taken into consideration include the impact on the individual and whether that impact or effect is reasonable in the circumstances, the specific context, and the description of what constitutes bullying, harassment, discrimination, sexual misconduct and victimisation as set out below:

- **Bullying** is unwanted behaviour from a person or group that is offensive, intimidating, malicious or insulting to the recipient and may involve the misuse of power. Bullying can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- **Harassment** is any unwanted physical, verbal or non-verbal conduct that has the purpose or reasonable effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment can be a single incident or repeated behaviour and can include imagery, graffiti, gestures, mimicry, jokes, pranks, and physical behaviour that affects the recipient. It can also include treating someone less favourably because they have submitted or refused to submit to such behaviour in the past.
 - Unlawful harassment under the Equality Act 2010 may be related to the following protected characteristics: age, disability, gender reassignment, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
 - Unlawful harassment under the Equality Act 2010 can also be conduct of a sexual nature. Sexual harassment may violate the recipient's dignity or create an environment that is intimidating, humiliating or offensive for the recipient.
 - Conduct may be harassment whether or not the person behaving in that way intends to offend. Something intended as a "joke" or considered "banter" may offend another person. Different people find different things acceptable. Everyone has the right to decide what behaviour is acceptable to them and to have their feelings respected by others.
 - Behaviour that any reasonable person would realise would be likely to offend will be harassment without the recipient having to make it clear in advance that behaviour of that type is not acceptable to them, for example sexual touching. It may not be so clear that some other forms of behaviour would be unwelcome to, or could offend, another person, for example flirting or asking someone for a private drink after work. In these cases, first-time conduct that unintentionally causes offence will not be harassment, but it will become harassment if the conduct continues after the recipient has made it clear, by words or conduct, that the behaviour is unacceptable to them.
 - Sexual conduct that is consensual, mutual and invited is not harassment. However, the conduct may become unwanted (for example, where a sexual relationship ends) and, if it continues, amount to harassment.

- Harassment may also occur where a person engages in unwanted conduct towards another because they perceive that the recipient has a protected characteristic (for example, a perception that they are gay or have a disability), when the recipient does not, in fact, have that protected characteristic. Similarly, harassment could take place where an individual is bullied or harassed because of another person with whom the individual is connected or associated, for example if their partner is pregnant or they have a friend who is a devout religious believer.
- A person may feel harassed even if the unwanted conduct is not directed towards them or related to their actual or perceived protected characteristic.
- There may also be circumstances in which an individual is subjected to unwanted conduct from a third party, for example, if a contractor makes a racist remark to a student of colour.
- A single incident can be harassment if it is sufficiently serious.
- Harassment and bullying can have very serious consequences for individuals and the community. Employees who harass or bully others will face disciplinary action, up to and including dismissal. Serious harassment may be a criminal offence.

Responsibilities

- **Council** is responsible for 'setting the tone' for the AA and making strategic decisions in light of information presented to them in, for example, in the annual report.
- The **Director** is responsible for communicating a clear commitment to DAWS, ensuring that processes are in place to enable the DAWS Policy and Procedure to function effectively, and to act as a role model of appropriate behaviour.
- **Managers** and others in a position of trust are expected to act as role models of appropriate behaviour, take action at the earliest opportunity when they become aware of a potential breach of the policy and ensure their staff, students and others covered by the policy are aware of the policy and know what to do if they experience unacceptable behaviour. They are also responsible, as appropriate, for providing advice to others covered by the policy who allege they have experienced unacceptable behaviour, and to those who are alleged to have behaved inappropriately.
- **Staff and students** and others covered by the policy have a responsibility to not to behave unacceptably and to participate in any training provided. Job descriptions/Person specifications for staff will include reference to this policy.
- **Human Resources** is responsible for providing advice to staff alleging they have experienced unacceptable behaviour, those who are alleged to have behaved inappropriately and those supporting both informal and formal resolution processes.
- **Academic Registry** is responsible for providing advice to students alleging they have experienced unacceptable behaviour, those who are alleged to have behaved inappropriately and those supporting both informal and formal resolution processes.

Commitment

The AA has a **zero tolerance** approach to unacceptable behaviour by all those covered by this policy. Allegations of inappropriate behaviour will be taken seriously, and action taken to stop such behaviour in line with the procedure outlined below.

The AA is committed to creating an inclusive and welcoming environment, where everyone can achieve their potential. Staff and students have the right to feel safe, welcome and comfortable in an environment that is free from harassment, bullying and victimisation. Staff and students are empowered by this policy to raise concerns and make complaints if they experience any behaviour

Procedures to address breaches of the Dignity at Work and Study policy

Timely, **informal approaches** will often resolve one-off or minor incidents of alleged unacceptable behaviour.

The person who has experienced the behaviour may feel able to approach the alleged perpetrator personally or with the help of someone else. The alleged perpetrator may not know that their behaviour is unwelcome or upsetting. An informal discussion may help them to understand the effects of their behaviour and agree to change it.

The alleged perpetrator should be told what behaviour has been found to be unacceptable and should be asked to stop it immediately. The person who has experienced the behaviour may want to add that, if the behaviour continues, they intend to use the informal or formal stage of the grievance procedure or student complaints procedure. They should keep a record of the nature and frequency of the alleged inappropriate behaviour. This is to support them in raising their concerns and help the other party understand better the issues and the impact they have had on the complainant.

The Grievance procedure for staff and Complaints procedure for students describe both informal and formal procedures. Matters relating to the alleged unacceptable behaviour of third parties will be dealt with bilaterally according to the circumstances.

Informal staff grievances or student complaints may be made following the processes described in these procedures.

Formal staff grievances and students complaints are more appropriate for serious instances or repeated patterns of inappropriate behaviour where previous informal attempts to resolve issues may have failed.

Formal grievance and formal student complaints procedures provide fair and comprehensive procedures and appeal procedures if the individual is not satisfied with the outcome

When considering which option to use, individuals are encouraged to speak in the first instance with HR, line manager or a 'listening ear' for staff and the tutor, student representative or 'listening ear' for students.

Volunteer 'listening ears' are available to talk to about concerns and to give impartial advice on the options for taking the concerns forward.

Monitoring, Reporting and Review

The Head of Human Resources and the School Registrar will report jointly on issues raised under this policy, the number of complaints made and how they were resolved, ensuring that individuals are not identifiable, as part of an annual report to Council. This will include a review of the outcomes of cases where complaints under this policy have been made, to check that the proper procedures have been followed, to identify any points that can be learned from those cases with a view to implementing any necessary changes.

The AA will also periodically monitor how successful it is in creating a workplace and student space free of unacceptable behaviour by other means which may include confidential staff and student surveys.

This policy and procedure will be reviewed regularly and may also be amended from time to time to reflect and take account of changes in legislation, learning from annual reports and best practice.

Comments on the policy and procedure and their implementation should be passed to the management of the AA School.

Consultation

The AA welcomes the active involvement of students and staff in promoting equality, diversity and inclusion to identify how the AA's commitment to equality, diversity and inclusion can be more effectively realised.

36. Equality, diversity and inclusion policy and procedure

Policy

The Architectural Association (AA) is committed to creating and maintaining an inclusive and welcoming community where equality, diversity and inclusion are valued. The AA aims to ensure that:

- all individuals who come into contact with the AA, whether as staff, students or in other capacities, are treated without discrimination
- the opportunities the AA provides for learning, personal development and employment are made available on a non-discriminatory basis.

Scope

This policy applies to all staff and students. The AA expects all external examiners, consultants, agency staff, contractors, suppliers and visitors to operate and behave in a manner consistent with this policy.

Definitions of equality, diversity and inclusion

- **Equal treatment** involves much more than simply treating everyone the same. The AA recognises that some groups and individuals have particular and specific needs that need to be met if they are to enjoy equal access to the education and employment offered by the AA. The AA also recognises that different or more flexible ways of doing things may be needed to ensure genuine equality of access or opportunity for groups and individuals who have persistent and/or longstanding disadvantage.
- **Diversity** involves an acknowledgement of the benefits and intrinsic worth derived from the range of difference within our community and fostering it as a strength. We aim to celebrate and to value the differences between individuals' cultural, social and intellectual contribution to the AA and will seek to promote greater mutual understanding between groups and individuals who reflect these differences; and will seek to use the talents and experiences that each and every individual can bring to the AA.
- **Inclusion** involves the AA and its staff designing and operating flexible practices and procedures that take appropriate account of the needs and views of students, staff and visitors.
- **Legal framework and definitions**

The AA endorses the principles of the Equality Act 2010 and is committed to the positive promotion of equality, diversity and inclusion amongst all members of the AA community.

To achieve this, the AA will:

- promote equality, fairness and respect for all students and staff
- not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation
- oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities.

Discrimination occurs when the recipient is treated unfairly or less favourably in relation to the protected characteristics listed above.

Victimisation occurs when a person is subject to a detriment because they made a complaint of discrimination or provided evidence or information in connection with a complaint of discrimination, or someone believes that they have done so or may do so that they consider unacceptable.

Responsibilities

- **Council** is responsible for 'setting the tone' for the AA and making strategic decisions in light of information presented to them in, for example, the annual report.
- The **Director** is responsible for communicating a clear commitment to EDI and for producing a complementary EDI strategy covering staff and students, setting out the key objectives and targets that the AA is seeking to achieve, how it intends to achieve them, and by when. The Director is also responsible for ensuring that a mandatory training programme is in place for all staff and students in support of the EDI policy and strategy and associated DAWS policy.
- **Managers** and others in a position of trust will:
 - ensure that the aims and the values embodied in this policy are reflected in all job descriptions, person specifications and annual appraisals
 - have due regard to equality issues in all decision-making

- investigate whether any groups, including people with protected characteristics have particular needs in relation to accessing services
- ensure that due consideration is given to equality, diversity and inclusion within their own sphere of influence
- promote an environment where respect is shown to all, and mutual understanding is fostered
- challenge any actions or behaviour which are in conflict with the values and principles laid down in this policy
- ensure staff and students are aware of the DAWS policy and Code of Behavioural Expectations, and know how to report any instances of discrimination, bullying and harassment without fear of victimisation
- deal with complaints fairly, thoroughly, quickly and confidentially.

Academic teaching staff will promote equality, diversity and inclusion in all learning settings and develop student understanding and realisation of equality, diversity and inclusion.

Commitment

The AA has a **zero tolerance** approach to discriminatory conduct by all those covered by this policy. Allegations of discrimination will be taken seriously. Action will be taken to stop such conduct in line with the procedure outlined below. Staff and students are empowered by this policy to raise concerns and make complaints if they experience any conduct that they consider discriminatory.

Procedures to address alleged breaches of the EDI policy

The Grievance procedure for staff and Complaints procedure for students describe both informal and formal procedures for staff and students to use if they wish to formalise their concern about inequality, lack of diversity or non-inclusion. Matters relating to alleged breaches by third parties will be dealt with bilaterally according to the circumstances.

Informal and formal staff grievances or student complaints may be made following the process described in these procedures.

Formal staff grievances or student complaints are more appropriate for serious instances or repeated breaches where previous informal attempts to resolve issues may have failed.

Staff grievance and student complaints procedures provide fair and comprehensive processes, and appeal procedures are available if the individual is not satisfied with the outcome

Training

A training programme will be mandatory for all staff and students to understand their rights and responsibilities in relation to the EDI policy. Responsibilities include conducting themselves in such a way as to help the AA foster equality and inclusion, and prevent bullying, harassment, victimisation and unlawful discrimination.

Monitoring, Reporting and Review

The Head of Human Resources and the School Registrar will report jointly on the effectiveness of this policy as part of an annual report to Council. Data, conclusions and recommendations will feed into the AA's strategic planning cycle.

The report will include EDI objectives and action plan with data across the range of protected characteristics with key performance indicators for each aspect. Data will include:

- profile of the staff and student population
- student applications, admissions, assessment and attainment of degrees
- recruitment and selection of staff
- staff turnover
- complaints, linked to the range of protected characteristics, including harassment and bullying, grievances and disciplinary proceedings for staff and students
- EDI training

The policy will be reviewed regularly and may also be amended from time to time to reflect and take account of changes in legislation and best practice.

This policy replaces all previous equality and diversity policies within the AA

Consultation

The AA welcomes the active involvement of students and staff in promoting equality, diversity and inclusion to identify how the AA's commitment to equality, diversity and inclusion can be more effectively realised.

37. STUDENT COMPLAINTS PROCEDURE

37.1. Introduction

- 37.1.1.** The AA is committed to providing a high-quality educational experience for students throughout their courses and programmes of study and encourages feedback from students on all aspects of the teaching and learning experience, or other services provided by the School. The AA welcomes the opportunity to address any areas of dissatisfaction or concern, and to take prompt and corrective action where necessary.
- 37.1.2.** There may be occasions when students feel dissatisfied with the AA's academic provisions. Students are encouraged to make suggestions or comments to their course/unit tutors, programme heads or to the teaching and learning team in the first instance. Students who feel their comments or suggestions have not been properly listened to or addressed can raise their concerns at regular feedback or drop-in sessions with the School Director and the School Registrar, and can utilise this procedure to explore their concerns further.
- 37.1.3.** Students and staff also have the right to feel safe, welcome, and comfortable in an environment that is free from harassment, bullying and victimisation, and they must be confident that the policies and procedures of the AA School empower students and staff to raise concerns about negative experiences. Allegations of inappropriate behaviour are taken seriously, and the AA will take prompt action to stop and address it using the procedure outlined below.
- 37.1.4.** Everyone is encouraged to discuss their concerns directly with the individuals involved. However, if a student or staff member feels uncomfortable doing so, students should use the following procedure and not attempt to address challenging issues by themselves. Staff should discuss the matter with their line manager and/or HR and in most instances the Staff Grievance procedure should be utilised rather than this procedure.

37.2. Guiding Principles

37.2.1. The AA is committed to:

- All parties maintaining confidentiality;
- A fair and proportionate response to a complaint;
- The informal resolution of a complaint, whenever appropriate;
- Freedom of speech and academic freedom (See Freedom of Speech Code of Practice);
- The timely resolution of complaints;
- The expectation that all parties behave with dignity and respect throughout the process and in accordance with the [AA Code of Behavioural Expectations](#);
- The support of anyone raising a complaint with allegations of a potentially criminal nature, and the individual making a referral to the police;
- The investigation of all complaints brought in good faith, and the reassurance that the person raising a complaint will not suffer any disadvantage as a result of raising genuine concerns;
- All parties being kept informed of the progress of any investigation or review;
- Providing wellbeing support to all parties - for staff, from the AA's employee assistance programme - and for students, from the Wellbeing team, [AA Wellbeing](#)
- Continually assessing the wellbeing of parties involved, and pausing the procedure where the wellbeing of a party is considered to be at risk;
- The right to be accompanied or represented by a fellow student, a member of staff, or family member.

- 37.2.2.** All AA staff and students must be aware of this complaint procedure and understand the steps they should take if they are approached about a complaint. This will be achieved through the procedure being available on the intranet, included within the Academic Regulations, and a reminder to staff made as part of the academic staff induction, held each year.

37.3. The scope of this procedure

- 37.3.1.** This procedure can only consider complaints that relate to alleged incident(s) or omission(s) that occurred on AA premises, within context of the AA working or study environment, or the incident is affecting a student's ability to study at the AA.
- 37.3.2.** You can bring a complaint under this procedure if you are:
- A current registered student (full-time or part-time) at the AA;
 - A recent graduate, up to three months after completion of studies at the AA School;
 - A student who has recently withdrawn up to three months after the date of withdrawing;
 - An AA staff member;

- An AA Council member;
- 37.3.3.** A complaint can be made against:
 - An AA member (including Council member);
 - An AA student, staff, or consultant;
- 37.3.4.** The following are not within the scope of this procedure:
 - The outcome of an assessment, which is covered by the academic appeals process;
 - An AA procedure has already been completed to address the issue being complained about and an appeal mechanism is provided for within that procedure;
 - A complaint against or by a staff member that should be dealt with through the Staff Grievance Procedure;
 - Staff disciplinary matters;
 - Concerns about a student's capability to study, attendance, or wellbeing;
 - A request under the Data Protection Act;
 - Allegations of plagiarism;
 - Disagreements between students, staff, or other AA members relating to their personal relationship which are not within the context of the AA study or work environment, and do not involve a breach of the Code of Behavioural Expectations;
 - Complaints which do not relate to decision making by the AA e.g. decision by UKVI (UK Visa and Immigration) or Open University or the Office for the Independent Adjudicator for Higher Education;
 - Complaints not made in good faith and considered to be frivolous, vexatious, or malicious;
 - A complaint that would be considered trivial by an objective and reasonable person.
- 37.3.5.** Examples of a complaint within scope:

Any concern about or dissatisfaction with:

 - The delivery of teaching and supervision (i.e. academic standards);
 - The provision or lack of delivery of a non-academic service;
 - Allegation of bullying, harassment or victimisation as defined in Annex 1;
 - The outcome of a decision under the Freedom of Speech Code of Practice where the complainant has suffered a disadvantage or harm as a result of the decision taken.

37.4. Immediate Risk of Harm or Criminal Behaviour

- 37.4.1.** Any staff member who becomes or is made aware of events or behaviour that could be criminal in nature must raise this with the Head of Teaching, Head of Learning, the School Registrar, or the School Director immediately, and should encourage the victim to go to the police and/or relevant authorities. The matter should also be raised with the School Registrar (Student Safeguarding Lead), Head of Human Resources (Staff Safeguarding Lead) or the Company Secretary (Designated Safeguarding Officer). See the [Safeguarding Policy on the AA's website and intranet](#). If there are concerns about a risk of harm, then the police or relevant authority should be contacted immediately.
- 37.4.2.** Where a complaint is received and someone is at risk of serious harm, the recipient of a complaint will need to immediately undertake a risk assessment and decide whether there are any conditions that need to be put in place to protect someone's safety. In such a situation, the School Director may restrict access to premises, and in the most serious of cases, suspend a student (in consultation with the Registrar) or staff member (in consultation with HR). The below procedure for dealing with the complaint will then be followed.
- 37.4.3.** Where a complaint could constitute criminal behaviour, the AA will encourage the complainant to go to the police and will support them in doing so. The AA will not go to the police themselves without considering the wishes of the complainant. The AA will support the police in any criminal investigation that is undertaken and will not seek to protect students or staff who are the subject of a police investigation.
- 37.4.4.** Where a complaint is subject to a police investigation, the AA will pause any AA investigation until the police or criminal justice process has concluded. Once a police investigation has been completed, the AA may consider the evidence or decisions made by the police or criminal justice system, as part of its own investigations. If a student or staff member has been convicted of a serious criminal offence, the School Director may implement immediate staff or student disciplinary procedures (see the [Academic Regulations](#) for students and the [Employee Handbook](#) for staff) without further investigation under the complaint's procedure.
- 37.4.5.** It is important to note that an AA investigation should not be regarded as a substitute for a police investigation. A criminal offence is judged on the basis of 'beyond reasonable doubt,' by the criminal justice system. However, the AA does not have the legal investigatory powers of the police and it must establish facts and outcomes on the balance of probability.

37.5. Anonymous Complaints

- 37.5.1.** Anonymous complaints are often difficult to investigate fairly and properly. If the anonymous complaint is serious in nature and it would be a breach of the Code of Behavioural Expectations if upheld, the Head of Teaching or Head of Learning will be made aware of such an allegation against a student, the Head of HR if against a staff member or the Company Secretary in all other circumstances. All the prior named roles are considered 'Relevant Individuals' for the purpose of this section. The Relevant Individual will decide how to address the complaint, if at all. The Relevant Individual receiving the complaint will always maintain a record of their decision as to how to deal with the complaint, and any discussions held or evidence obtained, and outcomes.
- 37.5.2.** If an anonymous complaint is about academic provision, rather than misconduct of students or staff, this will be considered as informal feedback and will not be addressed through this procedure.

37.6. Confidentiality

- 37.6.1.** When a complaint is being considered under this procedure, all parties, including the person making the complaint, the subject of the complaint, witnesses, and those supporting a resolution and investigating, are obliged to keep the matter confidential.
- 37.6.2.** When making a complaint against an individual (the Respondent), the Respondent will need to be made aware of the complaint and provided with a formal opportunity to respond. It is recognised that the person making the complaint (the Complainant) may have concerns around the disclosure of the complaint to the Respondent. Whilst the Respondent will not always need to know who has made the complaint, the Respondent will be entitled to know the nature of the complaint being made, to see copies of written evidence, given the opportunity to respond, and to see an anonymised final outcome report.
- 37.6.3.** All parties to the complaint including the investigator will be asked to sign a confidentiality agreement at the beginning of the procedure so as to clarify expectations.
- 37.6.4.** A breach of confidentiality will be a serious matter and dealt with in accordance 'Breach of Confidentiality'; as outlined below.

37.7. Informal Resolution (First Stage)

- 37.7.1.** All complaints, except those that are potential criminal in nature, or where the complainant feels at immediate risk of harm, should be dealt with informally in the first instance. For complaints that allege criminal behaviour or there is a serious risk of harm, the complaint should be dealt with under the Formal Resolution (see below).
- 37.7.2.** Where a student has a complaint against another student or staff member, they should raise the complaint with their course/unit tutor or programme head in the first instance. The person receiving the complaint will acknowledge it within 5 working days and seek to resolve it to the best of their ability in a fair and reasonable manner. The person receiving the complaint shall keep a summarised record of the nature of the complaint, and the agreed resolution. Where the complaint by a student is against a member of staff, the person receiving the complaint shall provide a copy of the record to HR and may consult with HR prior to dealing with the complaint if they are unsure whether it is a grievance or complaint.
- 37.7.3.** Where a staff member has a complaint, the Staff Grievance Procedure should normally be used to address the complaint. Where the staff grievance procedure is not applicable, e.g. a complaint by a staff member against a student or other member of the AA, this procedure can be used.
- 37.7.4.** A staff member, recent graduate or AA Council member who has a complaint against:
- A student: the complaint should be raised with the person who has supervision/oversight of the student against whom the complaint is being made e.g. the course/unit tutor or programme head. Where the person making the complaint is not sure who the relevant supervisor is, the complaint will be made to the Registrar who will acknowledge the complaint and pass to the relevant supervisor who will address the complaint as set out above;
 - Another member of the AA, including a Council member: the complaint should be raised with the Company Secretary who will acknowledge safe receipt within 5 working days, seek an appropriate resolution, and maintain a record of the complaint and agreed resolution.
- 37.7.5.** The aim should be to resolve a complaint informally within 10 working days of receipt. The availability of parties, periods of annual leave or school closures permitting.

37.8. Formal Complaint (Second Stage)

- 37.8.1.** A Formal Complaint will arise where the person bringing the complaint is dissatisfied with the informal resolution outcome, or where the complainant alleges criminal behaviour or there is a serious risk of harm. or there is a serious risk of harm
- 37.8.2.** For all formal complaints:

- An acknowledgement of the complaint within 5 working days (unless in school closure period or Recipient is on annual leave)
- All Recipients as named above are entitled to appoint someone else to make the decisions in respect of the complaint where they consider this appropriate in all the circumstances e.g., conflict of interest. Where the complaint is against the Recipient, an alternative Recipient will be appointed by the School Director or Company Secretary (whoever is most appropriate);
- The Recipient will notify the complainant of the procedure that will be followed to deal with the complaint;
- The Recipient will notify the Respondent of the nature of the complaint and provide the opportunity to respond unless an exceptional situation applies and a disclosure to the Respondent would place someone at serious risk of harm;
- The outcome of the complaint will normally be concluded within 15 working days after acknowledgement of the Complaint by the Recipient, unless an investigation is required, or exceptional circumstances apply e.g., complaint received within School Closure period;
- Outcome and any directions will be made in accordance with the stated Outcomes and Directions in this policy;
- A summary report of the facts of the complaint, outcomes and any directions will be produced by the Recipient and provided to the Complainant and Respondent. A copy of the summary report will be provided to HR where the complaint is against a staff member;
- The Complainant and Respondent will not be entitled to see a copy of any investigation report;
- Where a complaint is dismissed, a brief summary as to the reason for the dismissal will be provided to the Complainant, and where the Respondent is aware, to the Respondent.
- Mediation or reconciliation may be considered by the Recipient to be an alternative to the formal stage of a complaint.

37.8.3. For students bringing a formal complaint: -

- The student should make a written complaint using the form at Annex 2 to the Head of Learning (the Recipient). The Head of Learning or person to whom they delegate will decide the procedure to be followed as set out below, and any outcomes or directions.

37.8.4. For staff or AA members bringing a formal complaint: -

- The staff member or AA member will make a written complaint using the form at Annex 2 to the Company Secretary (the Recipient), the Company Secretary or person to whom they delegate will decide the procedure to be followed as set out below, and any outcomes or directions.

37.8.5. Options for procedure to address the formal complaint: -

- Whether the matter is a complaint that falls within this procedure
- Whether the complaint is one that should be dismissed (see Section 10);
- Whether an investigation is required and if so, to follow the process set out at Section 9;
- Whether meetings should be held with both parties to find a resolution (without a full investigation);
- Whether written evidence is sufficient to enable an outcome to be concluded without investigation or meetings with the Complainant and Respondent. Other than in exceptional circumstances, the Respondent should have the opportunity to provide a written response to the complaint;

37.8.6. Where the complaint is against a member of staff, the Head of Learning will consult HR before deciding which process to be followed.

37.9. Investigation

37.9.1. An investigation may be considered appropriate where the facts are disputed by the parties and the complaint is complex in nature. The expectation is that an investigation will not normally be required to resolve or to conclude a complaint. However, when a Recipient of a formal complaint decides that an investigation is required the following procedure shall be followed:

- The Recipient will appoint an investigator from AA staff, AA Council, or in exceptional circumstances' an external person. The investigator will not have had any previous involvement in the complaint and not be directly involved in the complaint;
- The Recipient will inform the Complainant and Respondent who the investigator is, pass the investigator a copy of the complaint and any written evidence received to date;
- The investigator will arrange to meet with both parties and may decide to meet with witnesses offered by either party. Whether witness evidence is necessary will be a decision for the investigator.
- The investigator will normally produce their report within 20 working days of being appointed;

- The investigator will be instructed to gather evidence, document agreed and disputed facts, and draw their conclusions based on the balance of probability and evidence obtained. The investigator may, at the conclusion of their investigation, make recommendations as to the outcomes or directions, but the Recipient is not bound to adhere to those recommendations:
- 37.9.2.** The Recipient will consult with the Company Secretary prior to appointing an investigator whenever a case presents legal risk, and in such cases the Company Secretary may themselves need to undertake the investigation or instruct the investigator.
- 37.10.** Dismissal of a Complaint
- 37.10.1.** A Recipient can dismiss a complaint for the following reasons:
- The informal resolution stage of the complaint met the guiding principles (Section 2) of this procedure, and the nature of the complaint does not justify further consideration of the matter;
 - The complaint is not within the scope of this procedure;
 - The complaint is not made in good faith and/or is frivolous, vexatious, or malicious;
 - The complaint would be considered trivial by an objective and reasonable person;
 - The complainant is pursuing a disproportionate, or unrealistic outcome.
- 37.11.** Outcomes and Directions
- 37.11.1.** Serious Student Misconduct.
- A letter of warning with conditions for the continuation of student status;
 - Exclusion for a stated period from the School for specified activities or specified parts of the School, conditions for re-admittance may be specified;
 - Suspension from registration at the School or on a particular programme or unit for such period as deemed appropriate;
 - Removal from the School, without right of re-admission;
 - Request to withdraw from studies.
- 37.11.2.** For students removed, suspended, or withdrawing.
- The student is liable for the tuition fee for the current term of study, and the deposit paid at the outset of studies is retained by the AA School (see Academic Regulations).
 - In the circumstance where the student is a sponsored student (Student Visa / Tier 4 (General) Student Visa) the AA will have to make a report to the Home Office and sponsorship would be withdrawn if removed or withdrawing. The impact of a suspension on visa status would depend on the length of suspension.
- 37.11.3.** Act or Omission by a student that breaches the Code of Behavioural Expectations.
- A discussion is held to ensure that the Respondent understands that misconduct is not acceptable and agrees additional support/training for the student
 - The Respondent will receive an official letter of warning (if it is the second warning letter the student has received, the case will be moved to serious case of student misconduct above);
 - The Respondent will be asked to write a letter of apology to any victims affected.
- 37.11.4.** Serious Staff misconduct.
- In liaison with HR, a decision will be required as to whether the misconduct constitutes a disciplinary matter and if so, the Recipient will refer to the staff disciplinary procedure for further action.
- 37.11.5.** Act or Omission by staff that breaches the Code of Behavioural Expectations.
- Where the matter is not considered a disciplinary matter, the Recipient may ask the Respondent's line manager to hold a discussion to ensure they understand the conduct was not acceptable and agree to additional training or support. The staff member may also be directed to write an apology to the Complainant. The Recipient will liaise with HR before deciding the outcome for a staff member.
 - The Recipient is entitled to make alternative outcomes to the above as they deem appropriate, in liaison with HR.
- 37.11.6.** Act or Omission by AA member that breaches the Code of Behavioural Expectations
- An apology letter is written by the Respondent
 - The Respondent is excluded from the AA premises for an agreed period of time, or access only upon certain conditions being met
 - Agreement of Council is sought for the removal or suspension of membership
 - The Recipient is entitled to make alternative outcomes to the above as they deem appropriate
 - Outcomes or directions in respect of AA members (not staff or students) will be discussed with the AA President.
- 37.12.** Non-compliance with Outcome(s) or Direction(s)

37.12.1. Where a student ignores or does not fulfil a direction made by a Recipient, this will itself be dealt with as misconduct without the need for further investigation. The matter will be referred to the School Director (if not the Recipient) who may in such circumstances make a further direction escalating the misconduct, act, or omission to a more serious level, potentially resulting in removal or suspension of the student from studies.

37.12.2. Where a staff member ignores or does not fulfil a direction, this will be referred to HR and dealt with in accordance with the AA disciplinary procedures.

37.12.3. Where an AA member ignores or does not fulfil a direction, the matter may be referred to the AA President to make further directions or decisions made by Council regarding membership of the AA.

37.13. Breach of Confidentiality

37.13.1. Where the Recipient is made aware of a breach of confidentiality during or after the complaint procedure has been concluded. Where there is evidence that a staff member has breached confidentiality, the matter will be referred to HR to be dealt with under the Staff Grievance and Disciplinary Procedure. Where there is evidence of a student or other AA member breaching confidentiality, further directions may be made in liaison with the School Director for students (if not the Recipient) and the AA President for other AA members. Or a new complaint may be raised against the person who has been accused of the breach of confidentiality.

37.14. Appeal Procedure

37.14.1. The Complainant or the Respondent may appeal the outcome within 10 working days of receipt of the outcome letter

37.14.2. The appeal needs to be in writing, setting out the ground of appeal, and given to the School Director unless the School Director has already acted in the complaint or is the subject of the complaint. The School Director may appoint another person to consider the grounds of appeal.

37.14.3. An appeal may only be requested if there are one of the following grounds:

- New material evidence is available
- Evidence of the complaint procedure not being properly followed
- The outcome(s) to the complaint would be considered unfair and unreasonable by an objective and reasonable person knowing the evidence.

37.14.4. Upon receipt of an appeal and supporting evidence, the Company Secretary (or person fulfilling the role) will decide whether there are grounds for appeal. The School Director shall conclude if the grounds for appeal have been made out and justify the appeal proceeding.

37.14.5. Where an appeal is given permission to proceed, the appeal will be paper based only, and there shall be no further evidence submitted other than that which supports the grounds of appeal. There shall be no further hearing or meeting with the Complainant or Respondent unless the person considering the appeal deems it necessary.

37.14.6. The outcome of the appeal can be:

- Upholding of the outcome
- Directing alternative outcome(s) or directions
- Dismissing the complaint with no outcomes or directions.

37.15. Record Keeping

37.15.1. Informal Resolution (Stage 1)

A record of the informal complaint and resolution held by the Recipient (and by HR where against staff member) - hold record for 1 year.

Formal Complaint (Stage 2)

For all formal complaints, a 'Record' of the complaint will be held. A Record will include a date of complaint, nature of the complaint made, parties, dates of meeting held, and a copy of the conclusion and outcome letter for the complaint and appeal. It will only include the investigation report when there is serious misconduct found or alleged.

- Complaint against student that is upheld
 - The Record will be held on student file until one year after graduation. If serious misconduct is found maintain the Record, for 6 years after student graduates or leaves AA. If the complaint is dismissed or not upheld - The Record will be held on the student file for 1 year.
- Complaint against staff that is upheld
 - The Record will be held on HR staff file whilst staff members remain a member of staff and one year after their departure. If serious misconduct is found the Record will be held by HR for 6 years after the staff member has departed from the AA.
- If the complaint is dismissed or not upheld -The Record will be held on HR staff file for 1 year.
- The Company Secretary may decide to hold any records longer where there are safeguarding concerns.

37.16. Independent Review

- 37.16.1.** The AA School is a member of the national scheme operated by the Office of the Independent Adjudicator (OIA) and as such, any student studying on a Higher Education course at the School is entitled to bring a complaint or academic appeal to the OIA if all internal procedures have been exhausted and the student is still dissatisfied with the outcome.
- 37.16.2.** Once all internal complaints/appeals procedures have been exhausted, a Completion of Procedures Letter will be issued to the student by the School no later than 28 days after completion of internal procedures.
- 37.16.3.** The Completion of Procedures Letter will inform the student that there are no further avenues to take within the internal procedures and inform the student about the role of the OIA. It will list the issues that have been considered and the School's final decision.

ANNEX 1 – Definitions

Definitions and Examples

Types of Criminal Behaviour

Non sexual types of criminal behaviour might be:-

- Physical acts such as punching, kicking, biting and pushing;
- Threatening behaviour such as acting in an intimidating way, repeatedly contacting someone without their consent or making threats;
- Disrupting AA activities;
- Damage or misuse of AA property.

Sexual criminal behaviour might be:-

- Engaging in or attempting sexual act or intercourse without consent;
- Touching inappropriately or kissing without consent;
- Sharing of private sexual material with another person without consent;
- Making unwanted remarks of a sexual nature;
- Taking photos without consent with sexual intent (Voyeurism);

Bullying is unwanted behaviour from a person or group that is offensive, intimidating, malicious or insulting to the recipient and may involve the misuse of power. Bullying can make a person feel vulnerable, upset, humiliated, undermined or threatened.

Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or reasonable effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment can be a single incident or repeated behaviour and can include imagery, graffiti, gestures, mimicry, jokes, pranks, and physical behaviour that affects the recipient. It can also include treating someone less favourably because they have submitted or refused to submit to such behaviour in the past.

Sexual Harassment may be a single incident or repeated behaviour that can include but is not limited to:-

- o Unwanted sexual comments including about someone's physical appearance or private life
- o Unwanted sexual gestures or invitations
- o Unwanted displays of sexual images
- o Stalking, persistent following or repeating invitations to date
- o Exposure of genitals

For further details on harassing behaviour, see the [Dignity at Work and Study Policy](#)

Discrimination occurs when the recipient is treated unfairly or less favourably in relation to the protected characteristics being:-

age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.

Victimisation occurs when a person is subject to a detriment because they made a complaint of discrimination or provided evidence or information in connection with a complaint of discrimination, or someone believes that they have done so or may do so that they consider unacceptable.

Breach of Confidentiality – a party or witness to the complaint, or person who is otherwise directly involved in the investigation or administration of the complaint procedure discloses information about the nature of the complaint and/or parties involved in the complaint to someone who has no reason to be informed about the complaint, nor are they directly involved in the complaint itself. If there are justified safeguarding reasons for disclosing details of the complaint, this will not be considered a breach of confidentiality.

ANNEX 2 – Complaints Form (Formal Complaint – Second Stage)

Before completing this form please ensure you have read the Student Complaints Procedure and any relevant AA policies or guidance.

1. Complete your personal details

Surname/Family name:			
First/Given name(s):			
Email:			
Programme:		Year of study:	
Course or Unit Tutor:			
Status at the AA e.g. student, staff, or member			

2. Do have a disability and need reasonable adjustments to be made to this process?

Or do we need to notify anyone who may need support from you in this process or act as your representative due to your disability? Should correspondence to be sent to a representative because of your disability? (If yes, please provide details of the adjustments or authorised representative, and evidence of your disability.)

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3. Please state the person(s) who are the subject of the complaint and their role/status at the AA

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4. Please detail the nature of your complaint

Describe what has happened that made it necessary for you to file a complaint, what steps you have taken to resolve it to date and the impact the act or omission have had on you. Include key events, dates, and other details you think are important for us to know. If there have not been informal efforts to resolve, please describe why the complaint is being escalated to a Formal Complaint (Stage 2).

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5. Please provide a list of all items of evidence that you have submitted to be considered as part of the complaint

The evidence that you supply must be complete, relevant, and proportionate. Excessive amounts of evidence will not be considered, and a judgement will be made by the investigator as to which evidence is most relevant.

Evidence	Author of Evidence	Date of Evidence	Relevance of Evidence

6. Please provide contact details for any witnesses that you would like to be spoken to as part of this complaint and confirm whether they have agreed to participate in this process

7. Please state what outcome you are hoping to obtain following your complaint

8. Statement by Complainant (please tick to indicate your agreement with each statement)

I have read and understood the AA Complaints Procedure	<input type="checkbox"/>
I agree to the AA handling my complaint and personal information in order to enable my complaint to be considered under the AA Complaints Procedure. This will include sharing a copy of my complaint with the subject of the complaint, so that they can respond to all aspects of my complaint.	<input type="checkbox"/>
I agree to keep this complaint confidential and not to share details of my complaint with people who are not a party to the complaint or its investigation, other than a friend or relative who is supporting me in making this complaint. I will explain to those supporting me the need to keep this complaint confidential.	<input type="checkbox"/>
I declare that the information I have given on this form is true, correct, and complete, to the best of my knowledge.	<input type="checkbox"/>
Signed:	Date:

38. Change of Details

- 38.1.** It is the responsibility of all students of the AA School to provide the correct address, phone, email and ICE (in case of emergency) contact details.
- 38.2.** Any changes must be updated at the termly registration process and/or the completion of the Change of Contact Details Form available from the relevant administrative co-ordinator.
- 38.3.** Contact details are protected information and will not be disclosed to a third party without prior permission of the student.

39. Disability Policy and Student Support Procedure

- 39.1.** The AA School aims to be an inclusive learning environment that is accessible to all students and is committed to supporting any student with a disability or long-term health condition. The AA recognises that a diverse student population creates the best learning environment for all, and it acknowledges its legal obligations as a higher education provider under the Equality Act 2010 in respect of reasonable adjustments for students with disabilities. The AA will not only respond to individual requests for reasonable adjustments but endeavour to design an inclusive and high-quality learning programme and environment that anticipates the needs of those who might be disadvantaged by their disability.
- 39.2.** This policy reflects the commitments the AA has made through the implementation of the Dignity at Work and Study Policy and Procedure, and the Equality, Diversity and Inclusion Policy.
- 39.3.** The AA wants to learn from students with a disability and their experience of studying at the School. We are often made aware of issues through meetings with the Student Forum but if there are particular learning points or areas of concern a student wants to raise in confidence, then they may speak to the Registrar or School Director.

Scope:

- 39.4.** This Disability policy sets out the AA's commitment to its students and its legal obligations and the following procedure provides parameters for the support that we can provide. This procedure is different to the mechanism of support offered to students who are experiencing academic difficulties that don't result from a disability, including short term mental health distress. It is also not suitable for one-off situations that require some mitigation of normal academic expectations or deadlines e.g. bereavement, short term illness or injury. Please refer to the Academic Regulations of the AA School for information on mitigating circumstances and the process for discussing such requests with the Undergraduate Coordinator (undergraduatecoord@aaschool.ac.uk) or Postgraduate Co-ordinator (postgraduatecoord@aaschool.ac.uk).
- 39.5.** The AA is only able to support students with their learning and assessment, it cannot support students with respect to their accommodation, travel, or such other needs that might arise from their disability and are beyond the control of the AA.
- 39.6.** The AA will follow the definition of a disability that is set out in the Equality Act 2010 and will therefore consider a student to have a disability if they "have a physical or mental impairment that has a "substantial" and "long-term" negative effect on your ability to do normal daily activities." This might include mobility difficulties, sensory impairments, neurodiversity that effects how someone learns, and long-term illnesses, which have lasted or are likely to last longer than 12 months.

Making the School aware of a disability:

- 39.7.** The AA recognises that it is not always as simple as ticking a box to say you have a disability. Some students may not know they have a disability that is protected by the Equality Act. Disabilities of all kinds may not always be evident or obvious. Disabilities may include:
- social/communication impairment such as an autism spectrum condition
 - blindness or visual impairment
 - deafness or hearing impairment
 - long standing illness or health condition
 - mental health conditions, such as depression or anxiety disorder
 - a specific learning difference such as dyslexia, dyspraxia, or AD(H)D
 - physical impairment or mobility issues
 - or a disability, impairment or medical condition that is not listed above.
- 39.8.** Students are encouraged to make the AA aware of a disability at the earliest opportunity. This could be when making an application, at registration or at any point during their study, either to Admissions, Registry, course coordinator or unit tutor. The AA asks students to give as much information as possible when reporting their disability so that the School can help to determine the best and most appropriate support. Students who make a late disclosure of a disability may find that the ability of the School to support them and to do so before the start of term may be limited.
- 39.9.** It is important to note that the disclosure of a disability does not prejudice your position in the school. The AA wants to support students with disabilities and the law protects those who are treated less

favourably, victimised or harassed due to a disability. This support procedure is structured to provide you with the means to benefit from your education to an equal extent as your peers wherever possible. For further information on the legal protections see [Equality and Human Rights Commission guidance](#).

- 39.10.** The AA will need to ask for medical evidence to support the disclosure of a disability or where this is not yet available to ask that the student obtain this evidence prior to further consideration of the support required. The medical evidence may be a doctor's report or psychologist report or another accredited specialist. Where the evidence is not in English, the AA will need to ask for a certified translation of the document.
- 39.11.** Where a student notifies the AA of a disability through Admissions, Registry, their course coordinator or unit tutor, a discussion will be held with the Wellbeing team who will assess the student's needs and begin to prepare a Reasonable Adjustment Plan.
- 39.12.** The support and adjustments the student requires may vary according to the different academic activity they are engaged with (such as lectures, seminars, tutorials, using the library, unit work, field trips, or placements, for example) as well as the nature of your disability, specific learning difficulty or neurodiversity profile.
- 39.13.** The AA can only offer support when a student has made the AA aware of a disability and the impact it is having, or could have, on their studies. The AA encourages all students to make the relevant staff aware of their disabilities if they feel comfortable doing so, as soon as possible, so that support can be offered, and reasonable adjustments made where appropriate - appreciating that these may need to be adjusted as the academic year progresses.

Designing an Inclusive Learning Environment

- 39.14.** The AA is committed to ensuring that its academic staff, and administrative staff who engage with students, have appropriate training on supporting those with disabilities, designing programmes that are inclusive, and that they are aware of the relevant resources available to help identify and support students with disabilities. All academic and administrative staff will have undertaken training in Dignity at Work, EDI and Unconscious Bias. The training requirements for staff will be kept under regular review by HR alongside the annual review of Dignity at Work and Study.
- 39.15.** In the delivery of its courses and programmes of study the AA will seek ensure that:
- Materials are written in plain English and easily understood;
 - Materials will be available in accessible formats for those using assistive technology and will be available online after each seminar or lecture;
 - Materials will be easy to navigate in their presentation style;
 - Where a request is made and agreed as part of a Reasonable Adjustment Plan, seminars and lectures can be recorded and made available to students within a reasonable timeframe;
 - Reading lists are made available in advance of term starting;
 - Academic staff are available to students for feedback or clarification;
 - Additional support is available as standard to support those with academic difficulties e.g. the Writing Centre, short-term therapeutic support, mental health advice, workshops, library guidance;
 - Making the AA's buildings accessible remains a priority and where accessibility to the building is limited, reasonable adjustments will be made, when possible, to accommodate those with disabilities.

Identifying support and financing required – Reasonable Adjustment Plans

- 39.16.** The Wellbeing team will work closely with a student and their tutor to identify the reasonable adjustments that can be made to mitigate against any substantial disadvantage that would result from a disability. The potential reasonable adjustments available to support studies are set out at the end of this document, although other adjustments will be considered if they are considered reasonable in all the circumstances. A member of the Wellbeing team will meet with the student to discuss their individual needs, and the evidence of their disability where required. The team will make recommendations and share the reasonable adjustment plan with the student for their consideration. All efforts will be made to make adjustments that meet the expectations of the student, but these must be reasonable in all the circumstances. The plan will be uploaded to EBS to be shared with the student's course coordinators, and the relevant tutors will be made aware of the recommended reasonable adjustments plan via an automated email, subject to the student's consent. The student may wish to hold further discussions want to discuss

their plan with their tutors to ensure there is a good and shared understanding of the plan and agree how it might be implemented in practice.

- 39.17.** If a student is not content with the implementation of the plan, or considers the adjustments being offered to be insufficient, they should attempt to reach an agreement with their tutors in discussion with the course coordinator. If this is not successful, then the student should raise their concerns with the Head of Learning. If all these options have been explored and a satisfactory agreement cannot be reached, the student may consider raising a complaint under the Student Complaints Procedure.
- 39.18.** When a reasonable adjustment plan is being prepared there are several factors to consider:
- The recommendations from an assessor or medical specialist who has offered advice;
 - The preferences of the student for a specific academic programme and its feasibility or suitability;
 - Professional qualification/academic standards – any adjustment cannot compromise the professional and academic standards or give an unfair advantage;
 - Resources available to/from the AA including human resources, financial or equipment;
 - Resources the student already has available to them e.g. equipment they own.
- 39.19.** The Wellbeing team will consider the following questions in preparing a reasonable adjustment plan:
- Is the student disabled as defined by the Equality Act 2010 and is there medical evidence to support the existence of the disability?
 - In what ways does the disability put the student at risk of substantial disadvantage (being more than minor or trivial)?
 - What adjustments could reasonably be taken by the student, tutors, and School to mitigate against the disadvantages?
 - Are the steps feasible to implement within the necessary timescales e.g. start of term/assessments?
 - What are the financial costs of the adjustments proposed and is the funding available beyond the AA? Where the AA will need to fund the support, are the costs reasonable in light of the organisation's income and could the adjustment be replicated if similar requests are made in the future?
- 39.20.** There will be circumstances where the Wellbeing team require specialist advice to identify the student's support needs or where financial support is necessary to fund the reasonable adjustments.
- 39.21.** For some AA students, financial support is available from the UK government. This funding is dependent on residency and visa status, and the AA will work with students to assess their eligibility. While the majority of AA students will not be eligible, for those who are, we will make a referral to the Central London Assessment Services. For students that are not eligible, the AA will encourage the students to explore funding options from their country of permanent residence and will work with students on a case-by-case basis to ascertain how adjustments can be funded.

What can a student expect in terms of reasonable adjustment?

- 39.22.** The types of support that the AA may be able to offer includes but is not limited to:

Seminar adjustments:

- access to lectures given (as recorded or slide show); not necessarily before, but more likely after the lecture
- bibliography supplied well in advance so these might be reviewed carefully and/or digitally read aloud
- equipment, such as specialist computer equipment
- one-to-one support (extra tutorial or Writing Centre support)
- extended deadlines on certain submissions

Studio adjustments

- early guidance and extra preparation for field trips
- written instruction per one-on-one tutorial to reinforce agreed next steps with project
- equipment, such as specialist computer equipment
- staff assistance in wood, metal, and digital prototyping labs
- one-to-one support (extra tutorial)
- quiet room assessment spaces (Previews, Reviews, Tables)

Privacy and Confidentiality

39.23. The AA, particularly the Wellbeing team, will maintain confidentiality around the student's disability and the reasonable adjustments in so far as it is possible and practical. However, it will be important for the student's tutors and course coordinator to be aware of the disability and plan in place. There will also be occasions when other relevant academic and administrative staff need to be aware of the disability and plan e.g. library staff. A record of the disability and the plan will be kept on the student information system for future reference, and it may be necessary to disclose details of the disability and plan to third parties e.g. disability assessors, regulatory bodies or government bodies (where financial support is being sought) in which case the student will be notified and permission requested.

40. Dyslexia and Dyspraxia

- 40.1.** It is widely recognised that dyslexia is prevalent within Art and Design education (Report by Katherine Kindersley 2002). Home students are encouraged to contact their Local Education Authority, as they are eligible to apply for the DSA (Disabled Students Allowance). Subject to assessment, students may be entitled to various benefits, expenses and learning programmes that can assist their full-time studies.
- 40.2.** EU and International students are not eligible to apply for a DSA award through Local Education Authorities, and should explore opportunities provided through their home countries or contact their General Practitioner further advice.
- 40.3.** Students are referred to the Reasonable Adjustments support and plan (RAP) arrangements within these Regulations for further guidance.

41. Health and Safety

- 41.1.** The Constitution of the Architectural Association (Inc.) requires the AA Council, whose members are the Trustees and Directors of the Charitable Company, to provide and maintain buildings, equipment and procedures for the study of architecture.
- 41.2.** In discharging this duty, the Director of the AA School of Architecture accepts on behalf of the AA Council the responsibility for compliance with health and safety statutes and best practice according to its obligations under the 1974 and 1992 Health and Safety at Work Acts.
- 41.3.** Overall managerial responsibility for health and safety arrangements has been delegated to the Health & Safety Compliance Officer. Day-to-day responsibility for health and safety in the workplace is the responsibility of all students and all academic, technical, and administrative staff.
- 41.4.** Students of the AA School have a responsibility to take reasonable care of their own health and safety and that of others who might be affected by their acts or omissions, and must co-operate, so far as is necessary, to enable the Architectural Association to fulfil and comply with health and safety obligations.
- 41.5.** The Architectural Association requires all students, as it expects of all staff, to show high personal standards with regard to health and safety matters, and to transmit these standards to their fellow students and visitors to the Architectural Association facilities.
- 41.6.** All students should also be aware that failure to comply with health and safety requirements may lead to disciplinary action by the Architectural Association. Please refer to full guidelines and requirements: [KeyDocuments - health-and-safety](#)

42. Mental Health and Wellbeing Support

- 42.1.** The AA Wellbeing Service provides mental health and wellbeing support to all full time and registered AA students.
- 42.2.** The service supports students to address and overcome obstacles to their personal and professional progression, as students are willing to engage with the service.
- 42.3.** Provision includes drop-in sessions, individual time-limited psychological therapy and longer-term mental health advice/support provision, psychoeducational student workshops, and advisory meetings for staff.
- 42.4.** Students are advised of the service and its provision at the beginning of the year and at regular intervals throughout the year.
- 42.5.** The Wellbeing Service is made up of professionals, including counsellors and mental health advisors. Practitioners at the Wellbeing Service are all registered and/or accredited with a role-relevant professional body and abide by the ethical framework of their respective accrediting bodies.
- 42.6.** The AA Wellbeing Service provision is confidential and protects information about individual circumstances shared. Personal information will be treated respectfully and sensitively and only shared on a “need to know” basis in exceptional circumstances.
- 42.7.** For the best quality provision to our clients, and where necessary, staff may need to liaise with other practitioners within the team to work out the best available support options. These discussions are specific, limited, and confidential.
- 42.8.** There are exceptional circumstances where the AA Wellbeing staff will disclose information to persons outside the service without a student’s specific consent.
- 42.9.** These may include circumstances where staff have good reason to believe that there is a significant risk of harm to the student or others. In such instances, AA Wellbeing Service staff will disclose information to relevant others on a ‘need to know’ basis. This may include the police, social services, or external health care professionals (eg a doctor or emergency services) and a small number of staff within the School; this would be restricted to those with responsibility for the pastoral care and welfare of students.
- 42.10.** In case of high risk of academic failure or significant concerns, and if considered in the best interest of the student, AA Wellbeing Service practitioners may share basic information with relevant AA staff about a student’s engagement with the AA Wellbeing Service. However, content of sessions or reasons for engagement are not shared.
- 42.11.** If an AA Wellbeing practitioner considers it helpful to share more information than about a student’s engagement, this will be discussed with the student and a consent to liaise form will be obtained.
- 42.12.** The AA Wellbeing Service collects routine statistical information about each contact made, which is later anonymised and analysed for audit and evaluation purposes. The utmost care is taken to ensure no individually identifiable information is disclosed.
- 42.13.** AA Wellbeing Service practitioners keep brief and factual notes on the content of each session. All practitioners take full responsibility for the content of their notes and will write them within the bounds of their expertise and competence.
- 42.14.** Occasionally, a student may request an AA Wellbeing practitioner to provide written information to other members of AA staff or external agencies. Such letters or emails will only be written once the student has given written consent.
- 42.15.** Students have the right to access information the AA Wellbeing Service stores about them. The only exception is if disclosure of information would be likely to cause serious harm to the physical or mental health or condition of the students. If students wish to access information held by the AA Wellbeing Service, they are required to refer to the procedure for submitting a Data Subject Access or Deletion Request Form.

- 42.16.** Notes will be stored for a period of seven years, and then will be destroyed within a secure and confidential process.
- 42.17.** The service will not provide access to records if requested by other parties, unless directed by a court order.
- 42.18.** The AA Wellbeing Service is not a medical provision or emergency service. For all out of hours care, medical care, and emergency support, students are referred to relevant statutory and third sector services.
- 42.19.** For out of hours non-urgent support, the AA School subscribed to the peer platform, TalkCampus. It is available 24hours to provide peer support and psychoeducational self-help courses. All registered students can access this platform with their AA log-in credentials.
- 42.20.** The AA School has additionally provided training for staff located across the premises to undertake mental health first aid. Mental Health First Aiders (MHFA) are positioned to respond to an emergency, offering initial support until appropriate professional help is received or the crisis is resolved as well as assisting in securing access to further information if needed.
- 42.21.** The following resources are promoted to all students for their direct access:
[https://mhfaengland.org/Centre for Clinical Interventions](https://mhfaengland.org/Centre%20for%20Clinical%20Interventions)
<https://www.mind.org.uk/>
[https://www.headstogether.org.uk/Student space](https://www.headstogether.org.uk/Student%20space)
NHS Self-help leaflets
[Shout: the UK's free, confidential and 24/7 mental health text service for crisis support | Shout 85258](#)
<https://www.samaritans.org/>

43. Student Emergency Information – In Case of Emergency (ICE) Contact

- 43.1.** The AA School of Architecture has a responsibility to act reasonably to protect the health, safety and wellbeing of our student community. It is to this end mandatory for students to provide an In Case of Emergency (ICE) contact. The AA School recognises this responsibility is balanced with the requirements of General Data Protection Regulation (GDPR) and the needs of individual members of our community.
- 43.2.** The ICE contact should be a responsible adult of the student's choice and more than one may be provided. The general expectation is that a student's ICE contact would be their next of kin, but is not limited to these relationships.
- 43.3.** It is expected that anyone who is named as an emergency contact knows they have been named as the ICE contact and that they have given their permission to be contacted in an emergency.
- 43.4.** Students will be required to provide their ICE contact(s) at registration for term 1 each academic year and will be asked to review these at the start of each term in the academic year.
- 43.5.** Students can change their emergency contact(s) at any time and should keep these updated if relationships and needs change.
- 43.6.** In providing an emergency contact, students are consenting in advance to relevant staff at the AA School contacting this named individual if there is serious concern about the student as described in the circumstances in which we may use these.
- 43.7.** Before using an ICE contact, careful and risk assessed consideration will be given to utilising your ICE contact details in all circumstances, and involving senior AA staff.
- 43.8.** Presenting circumstances of the issue of concern, and any background information the AA School holds, will be taken into consideration as part of this assessment process.
- 43.9.** Decisions to contact an ICE will be taken on a case-by-case basis and contact for one issue will not be taken as consent to contact on future areas of concern.
- 43.10.** The AA School will usually seek to discuss the intention to contact an ICE contact with the student, unless it is not possible to do so, could cause further harm, would cause critical delay, or where capacity to consent has been significantly reduced or removed.
- 43.11.** The AA School reserves the right to contact an ICE contact without consent, if considered in the student's vital interests to do so, including where there may be a risk to life or serious harm.
- 43.12.** If capacity to consent is a concern, the AA School will share, if requested, ICE details with emergency services and clinical professionals including, but not limited to, Paramedics, Police Officers, Psychiatric Liaison Officers, Approved Mental Health Professionals, the Emergency Department of a hospital and General Practitioners.

44. Data Protection Fair Processing Notice

- 44.1.** This Fair Processing Notice explains the data processing practices of the Architectural Association School of Architecture (AA) and covers our use of student personal data, including prospective students, applicants, current and former students.
- 44.2.** The AA School will only process your personal data in accordance with the UK Data Protection Act 2018 and the UK GDPR. The school has a designated Data Protection Manager, being the Company Secretary, who is the AA's main contact for the ICO.
- 44.3.** If you have any requests concerning your personal information or any queries with regard to this Notice please email dataprotection@aaschool.ac.uk
- 44.4.** This notice sets out how student and applicant data will be processed from application through to completion of studies and graduation.

44.5. HOW WILL YOUR DATA BE PROCESSED

- 44.5.1.** The AA collects, holds, and processes personal data relating to prospective, current and past students; this is an essential part of its operational activities. Data held by the AA is mainly taken from the details you have provided upon application and registration to study.
- 44.5.2.** Additional data is added throughout your studies to track your academic history and may include sensitive data. We will for example create some data internally when we assign you a member ID, login details or determine examination results.
- 44.5.3.** To manage its operations effectively, provide services to you and meet certain legal requirements, the School will process and maintain your personal data in line with our Data Retention Policy. Incomplete or failed applicant data will be held for 2 years to inform re-application to the school.
- 44.5.4.** Here is a list of circumstances when your data will be put into the public domain as part of the AA's activities; you have a right to withdraw your consent for the following:
- Graduation programmes and videos or other multimedia versions of awards ceremonies;
 - Information in the Prospectus (including photographs), annual reports, newsletters and other AA publications
 - Information on the AA's website (including photographs and filming of online lectures)

44.6. Special categories of data:

- 44.6.1.** The AA may process some special categories of personal data about you, such as details about your health in order to provide care, and information concerning ethnicity, gender and disability with your explicit consent or if required to for statutory purposes.

44.7. MONITORING

- 44.7.1.** The AA monitors your engagement with the course including your attendance and use of AA facilities (Wi-Fi, card use) to assist in the provision of pastoral care, compliance with its sponsor duties (UKVI) and meeting professional statutory regulatory body requirements.

44.8. CCTV

- 44.8.1.** For reasons of personal security and to protect premises and the property of staff and students, close circuit television cameras are in operation in certain key locations. The presence of these cameras may not be obvious. Any personal data obtained during monitoring is processed in line with our CCTV Policy which is available on the intranet.

44.9. SHARING YOUR DATA WITH THIRD PARTIES

44.9.1. Personal data will NOT be disclosed to third parties for direct marketing purposes. No decisions will be made only by automatic means using your personal information.

44.9.2. Your information will not be sent to a third country outside the UK or EEA unless we have your explicit consent. As you progress through the school, we will however have to disclose some personal details to a limited number of third parties to meet our legal obligations for example:

AA Membership

All AA students become members of the association for the duration of their studies. Please see the Members Fair Processing Notice for more details.

UKVI

The AA is legally required to disclose your personal data with the Home Office (UKVI) including whether you have registered with the school, attendance information and other conditions dependent on your current visa.

Student Loan Company (SLC)

We will disclose limited information in connection with your academic progress, year of study, confirmation of enrolment and attendance to the SLC.

Online Payment Platform and AA's Banking provider

In order to facilitate the payment of fees or such other monies due to the AA by students, the AA has to share your personal data with the online payment platform (currently www.convera.com) and on occasions, such as when making a refund, your personal data may need to be provided to the AA's bank.

Unit trips and Visiting Schools

Where students partake in unit trips, visiting schools and semester abroad programmes we will release personal data to the institution or organisations facilitating the trip or visiting school.

Turnitin

The school makes use of the Turnitin® UK system for the purposes of enabling assessors to check students' work for improper citation and potential plagiarism. The system creates a textual similarity review by comparing students' work against a variety of sources. Students are therefore required to provide a limited amount of personal data, for instance name, email address and course details and submissions, to Turnitin® when using the service. On request, we may share anonymised assignments with other educational institutions in order to meet those purposes. Copyright of your submitted assignments remains with you as the student author. The AA is responsible for ensuring that the transfer and security of the data shared with Turnitin® is fully compliant with UK Data Protection legislation.

Prevent duty

The AA is legally required to comply with its [Prevent Policy](#). Any personal data shared with an external party (Local Prevent Adviser) will be done in compliance with current data protection legislation including applying relevant exemptions depending on circumstances.

Alumni data

At the end of your studies, we will share information about your award to those who have a legitimate interest (i.e. RIBA/ARB), without further recourse to you. Lists of graduating students may be published on our website and future AA publications. We will contact you regarding events and other membership benefits. You may at any time contact the membership and alumni office to be removed from mailing lists. See the members fair processing notice.

Higher Education Statistics Agency (HESA)

Your personal data will be provided to HE funding councils, government bodies and HESA. Further details about the data shared with HESA can be found in the HESA-Student collection notice on the [HESA website](#).

National Student Survey

The school is required to pass data about its final year undergraduates to the Office for Students (OfS), or their agent, in order for them to carry out the National Student Survey. This survey gives final year students the chance to give feedback on their experiences

Data Processors

The AA uses data processors to support a range of business functions or operations, for example Microsoft 365 and Adobe. When engaging with data processors, the AA is obliged to ensure that there are appropriate contractual, technical and organisational measures in place to ensure data is kept secure and in line with data protection regulations. For further information on data processors in use by the AA, please contact dataprotection@aaschool.ac.uk.

YOUR RIGHTS AND RESPONSIBILITIES

You have the following rights under Data Protection law:

- The right to be informed
- The right of access
- The right to rectification
- The right to erasure
- The right to restrict processing
- The right to data portability
- The right to object
- Rights in relation to automated decision making and profiling.

You also have the right to complain to the Supervisory Authority (ICO at <https://ico.org.uk/>) about our data processing activities.

Please note it is your responsibility to inform the Architectural Association of any change to your personal details. Please contact your coordinator as soon as possible undergraduatecoord@aaschool.ac.uk and postgraduateadmissions@aaschool.ac.uk

Access your data

You have certain rights in relation to your personal data held by the AA including the right to access a copy of your personal data (commonly referred to as a 'subject access request'). If you wish to obtain a copy of your personal data, please submit your request to dataprotection@aaschool.ac.uk

45. Email Accounts and Internet Usage

- 45.1.** The Internet and Email Policy contains important details for all students of the AA School covering the use of its email systems and access to the Internet.
- 45.2.** All students must comply with the guidance set out in this practice. A breach of this practice may result in disciplinary action being taken against a student that could ultimately result in dismissal.
- 45.3.** The policy guidelines can be viewed at [Key Documents \(sharepoint.com\)](#)

46. Intellectual Property Rights for Student Work

- 46.1.** The Architectural Association (AA) recognises that the Intellectual Property Rights (IPR) generated by undergraduate students (Students) whilst registered at the AA and created as part of, and during their studies at the AA is owned by the Student from the point of registration, unless one of the Exceptions at section 4 applies or the work is Collaborative as defined at section 5.

Granting of a Licence to the AA

- 46.2.** Each Student agrees that at the point of registration they will automatically and immediately grant a non-exclusive, irrevocable, payment free and world-wide licence in perpetuity, to the Architectural Association Inc, for the use of any of their work or material, or images of such produced by them whilst studying at the AA. The licence shall only permit the use of the works or material, or images of such, for Permitted Uses (defined below) relating to the AA. The licence shall permit the AA to hold physical and digital copies of the work or materials, or images of such, for such period as the AA considers appropriate. The AA shall seek to ensure that the Student is acknowledged in any use of the work, material, or images.
- 46.3.** The AA will not utilise the work, materials, or images of such for commercial purposes and only for the Permitted Uses defined below. If the AA want to use the work, material or images for any other purpose or commercial use, the AA shall obtain the agreement of the Student subject to a separate licence with agreement on sharing of profits and/or payment of reasonable fees.

Definitions

- 46.4.** Works, materials, or images' - includes designs, artistic work, patents, copyright, trademarks, inventions, software, teaching materials, recordings, logos, software, and such other work or material.

Permitted Uses are: -

- 'Educational use' which shall include, but are not limited to, exhibitions, academic publications, professional validation, teaching materials, research, historical archives, and websites. The licence is not limited to the educational use of the AA, its staff, or students, and can include educational use of academics external to the AA, so long as their use is not for commercial reward, and both the AA and grantor are acknowledged. Any commercial reward would require separate licence being agreed by the AA and the grantor.
- 'Promotional uses' which shall be for the promotion of the AA or its staff only, but the licence shall still permit the use of the work or material, or images of such, by an external organisation or person where the AA so consents and considers the use to be of promotional value to the AA. The promotional purposes and uses shall include but not be limited to websites, programmes, prospectus, journals, exhibitions, or social media.

Exceptions

- 46.5.** This policy shall not apply where: -
- A Student is a participant of an externally funded research project or of their study and the funding is subject to the funder or sponsor benefiting from the IPR created. In such instances any agreement with the funder or sponsor takes precedent over the AA's Student IPR policy;
 - A Student is participating in a programme at the AA which is founded upon research development. The IPR created in such research shall remain with the AA upon graduation and/or completion by the student or students on the programme, for the benefit of future AA students and staff. This shall not apply to postgraduate students – see section 6 below;
 - The IPR is generated as part of a programme's ongoing research project, such IPR shall remain with the AA and the AA staff, for the benefit of incoming students and staff;
 - A Student is participating in a research project funded by the AA or AA Foundation, but not as a bursary or scholarship, in which case the IPR created shall remain with the AA upon graduation or completion;
 - The work, material or image derive from or are premised on IPR belonging to the AA or AA staff, such IPR will remain with the original owner
 - A Student is also an employee of the AA, and the IPR has been created in the course of their employed role.

Collaborative Work

- 46.6.** AA staff and students will often collaborate on projects and collectively generate IPR in those projects. In such circumstances, students and staff shall agree between them at the time of the project how any IPR will be shared, and owned unless the IPR that is derived from or is premised on IPR belonging to the AA or AA staff, in which case the IPR shall be owned by the AA. A record of the agreement will be held by the Head of Programme.

Ownership of IPR by postgraduate students

- 46.7.** The AA postgraduate programmes have varying approaches to the development of work and projects, and the ways in which IPR will be generated.
- 46.8.** Any IPR that derives from or is premised on IPR belonging to the AA or AA staff will remain with the original IPR owner.
- 46.9.** Any IPR generated from postgraduate programme will be owned by the relevant postgraduate student(s), unless one of the Exceptions above applies.
- 46.10.** Where the IPR has been generated by a collaboration of students and/or staff, all members of the collaboration, including staff advising or inputting, will need to agree how any IPR generated is to be held, and this should be properly documented at the start of the programme or project. A copy of the agreement will be held by the Programme Coordinator.
- 46.11.** In any of the above circumstances, and even where an agreement has been reached about the sharing of IPR, the AA shall be entitled to utilise the work produced by postgraduate students upon the same basis as section 2. The postgraduate students shall grant a licence at the time of registration at the AA upon the same terms as set out in section 2 of this policy.

Assigning IPR to a third party

- 46.12.** The consent of the student's Head of Programme (upon the advice of the AA's Company Secretary) would be required before a student enters into any agreement with a third party that assigns all or part of IPR created during their studies.

47. Plagiarism and Student Work Substitution

- 47.1.** The AA is committed to academic integrity and the pursuit of knowledge through ethical practices. As such, the AA prohibits all forms of plagiarism, including the use of AI technology to generate or modify content without proper citation and attribution.
- 47.2.** Plagiarism is defined as the use of another person's work or ideas without proper citation or attribution. This includes but is not limited to, copying and pasting text from online sources, submitting someone else's work as one's own, paraphrasing without proper citation, and using AI technology to generate or modify content without proper citation and attribution.
- Plagiarism is the use of another person's work and ideas and presenting them as your own.
 - Plagiarism is also the failure to acknowledge the co-operation of another person's work and ideas and presenting them as though they were your own.
 - Student work substitution is the submission of another student's work in its entirety.
 - Self-plagiarism is resubmitting identical work without acknowledgement.
- 47.3.** Plagiarism and student work substitution are very serious offences at the AA School and these practices are considered unacceptable and can lead to failure and removal from the School.
- 47.4.** Students who offend in this respect will be warned during individual tutorials/group tutorials following the preliminary consultations of the design work/coursework.
- 47.5.** In the case of suspicion of any such practice in relation to submitted design work/coursework the student will be called to meet with Unit Tutors/Course Tutors, Head of Learning and the School Registrar.
- 47.6.** If there is inconclusive evidence of dishonest intent the student will be given one opportunity of re-submission.
- 47.7.** Extensive and systematic dishonesty will be penalised and the School may impose any or all of any of the following penalties on a student found guilty of plagiarism:
- Removal from the School, without right of resubmission
 - Suspension from registration at the School or in particular courses for such period as it thinks fit
 - Denial of credit or partial credit in any course, courses or design work (portfolio)
 - An official letter of warning / conclusion to be issued within 2 working days of the decision taken
- 47.8.** Plagiarism Prevention: Turnitin uses text matching software and AI detection technology which can help in the prevention and detection of plagiarism in an essay.
- 47.9.** Turnitin is available to AA staff and students to review papers and identify missing citations. For access to Turnitin, guidance on using the Chicago referencing style go to <https://collections.aaschool.ac.uk/referencing> and contact the AA Library with any referencing questions: library@aaschool.ac.uk
- 47.10.** All assignments need to include correct references and [Cite Them Right](#) will show you how. Cite Them Right is a guide to referencing and avoiding plagiarism, providing clear and comprehensive coverage for all print and electronic sources, business, government, technical and legal publications, works of art and images.

