



**Architectural Association  
School of Architecture**

36 Bedford Square  
London WC1B 3ES  
+44 (0) 207 887 4000  
[www.aaschool.ac.uk](http://www.aaschool.ac.uk)

# QUALITY MANUAL

<b>Responsible Person:</b>	<b>DAP Facilitator (Chris Pierce)</b>
<b>Review/Approval:</b>	<b>Academic Board: 12<sup>th</sup> September 2025</b>
<b>Next Review:</b>	<b>Academic Board: September 2026</b>

1	INTRODUCTION TO THE QUALITY MANUAL	2
2	PROGRAMME DESIGN, DEVELOPMENT & APPROVAL	3
3	ADMISSIONS	11
4	LEARNING, TEACHING & ENABLING STUDENT DEVELOPMENT	13
5	STUDENT ENGAGEMENT	18
6	ASSESSMENT OF STUDENTS	21
7	EXTERNAL EXPERTISE	28
8	PROGRAMME MONITORING AND REVIEW	30
9	ACADEMIC COMPLAINTS AND STUDENT APPEALS	36
10	MANAGING HIGHER EDUCATION WITH OTHERS	38
11	RESEARCH DEGREES	40
12	INFORMATION ABOUT HIGHER EDUCATION PROVISION	42

## **1 INTRODUCTION TO THE QUALITY MANUAL**

- 1.1** The Architectural Association School of Architecture's (AA) Quality Manual defines the terms of engagement and understanding among staff and students of the AA School's quality management arrangements and the higher education context in which the AA School operates.
- 1.2** The Quality Manual serves as the reference point for all internal policies and processes, systems and arrangements the AA School has in place and that these operate in a manner consistent with the Office for Students (OfS) requirements for Quality & Standards and the UK Quality Code for Higher Education, assuring it meets and exceeds standards of academic awards and qualifications offered by the AA School, and ensuring that quality is maintained and enhanced in all areas of the student and programme lifecycle.
- 1.3** The AA School's policies, practices, and operational arrangements are underpinned by the following commitments:
- Every student is treated fairly with dignity, courtesy, and respect.
  - Every student has the opportunity to contribute to the shaping of their learning experience.
  - Every student is properly and actively informed at appropriate times of matters relevant to their programmes of study.
  - All policies and processes relating to study and programmes are clearly explained and transparent.
  - All policies and processes are regularly and effectively monitored, reviewed, and improved.
  - All staff are supported to enable them to support the student learning experience.
  - Strategic oversight of academic standards and quality lies at the highest level of academic governance.
  - Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of the learning opportunities.
- 1.4** This Quality Manual presents the policies and processes for course, programme, and award approval and how these are reviewed periodically; how modifications are undertaken to courses, programmes, and awards as part of the ongoing enhancement of the provision; how a course, programme, or award is concluded and closed; and how students and students' interests are part of all stages of these processes.

## 2 PROGRAMME DESIGN, DEVELOPMENT & APPROVAL

### 2.1 Academic Standards and the National Framework

- 2.1.1 The key external frameworks that the School uses as references for academic standards in its programme design processes are:
- OfS Sector-recognised standards
  - The Framework for Higher Education Qualifications
  - Higher Education Credit Framework
  - Subject Benchmark Statement (Architecture 2020)
  - Architects' Registration Board (ARB) Criteria
  - Royal Institute of British Architects (RIBA) Themes and Values
  - Qualification Characteristic Statements
- 2.1.2 The various levels of the AA School's programmes of study are mapped against 'The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (FHEQ). A review of the relevant FHEQ descriptors against the programme's learning outcomes is part of the School's approval of new awards and revalidation of existing awards processes. The learning outcomes for each level are mapped against the relevant FHEQ descriptor for that level. The language used in the outcomes reflects the increase in difficulty expected as the levels progress.
- 2.1.3 Learning outcomes for the BA (Hons) Architecture and the AA Intermediate Examination (RIBA Part 1) and Master of Architecture (MArch)/ AA Diploma and the AA Final Examination (ARB/RIBA Part 2) Programmes reference the ARB General Criteria and RIBA Themes and Values, which students must meet in full to gain the Part 1 and Part 2 professional awards.<sup>1</sup>
- 2.1.4 The Subject Benchmark Statement in Architecture (2020) is used as a tool in programme design and is focussed mainly on the professional study of Architecture (Part 1 and Part 2) whilst providing guidance on the general expectation of teaching and learning within an architecture award. It is referenced in the programme design of all the School's taught awards.
- 2.1.5 The AA School's system of academic credits across its taught provision is aligned with the Higher Education (HE) Credit Framework for England, whereby 10 hours of learning equates to approximately one credit. Credits are awarded on successful completion of an assessed module.
- 2.1.6 Consistent with the HE Credit Framework for England, one academic year of full-time study at the School makes up 120 credits. It is generally accepted that two

---

<sup>1</sup> From 31<sup>st</sup> December 2027 Part 1 will no longer be prescribed by the ARB AND Learning Outcomes will no longer reference the ARB Criteria. Part 2 will transition to the new ARB accreditation framework with Learning Outcomes mapped to the ARB Competency Outcomes for cohorts commencing 4<sup>th</sup> Year September 2026.

UK credits are equivalent to one ECTS credit (where the learning outcomes are consistent with the Dublin descriptors).

2.1.7 In May 2018, the Academic Board approved the academic organisation and degree awards of the AA School:

Award		Mode/ Length of Study	FHEQ Level	Credits	Professional, Statutory, Regulatory Body OR Partnership Arrangements
<b>AA Foundation Award in Architecture</b>		1 year (32 weeks), full-time	4	120	
<b>BA (Hons) Architecture AA Intermediate Examination (ARB/RIBA Part 1)</b>		3 years, full-time	5 (1st Year)	120	Revalidated by the RIBA on a five-year cycle with mid-term review; and Prescribed by the ARB on a five-year cycle with annual monitoring.
			6 (2nd Year)	120	
			6 (3rd Year)	120	
<b>MArch Architecture AA Final Examination (ARB/RIBA Part 2)</b>		2 years, full-time	7 (4th Year)	120	Revalidated by the RIBA on a five-year cycle with mid-term review; and Prescribed by the ARB on a five-year cycle with annual monitoring.
			7 (5th Year)	120	
<b>PGDip</b>	<b>Conservation and Reuse</b>	1 year (32 weeks), full-time 2 years (64 weeks) part-time..	7	180	
<b>MA</b>	<b>Conservation and Ruse</b>	45 weeks (consecutive), full-time part-time..	7	180	
<b>MA</b>	<b>(AAIS) Spatial Performance &amp; Design</b>	45 weeks (consecutive), full-time	7	180	
<b>MA</b>	<b>History &amp; Critical Thinking</b>	45 weeks (consecutive), full-time	7	180	
<b>MA</b>	<b>Housing &amp; Urbanism</b>	45 weeks (consecutive), full-time	7	180	
<b>MSc</b>	<b>Design + Make</b>	45 weeks (consecutive), full-time	7	180	
<b>MSc</b>	<b>Emergent Technologies &amp; Design</b>	45 weeks (consecutive), full-time	7	180	

<b>MSc</b>	<b>Landscape Urbanism</b>	45 weeks (consecutive), full-time	7	180	
<b>MSc</b>	<b>Sustainable Environmental Design</b>	45 weeks (consecutive), full-time	7	180	
<b>MArch</b>	<b>(DRL) Architecture &amp; Urbanism</b>	45 weeks (2 Phases), full-time	7	180	
<b>MArch</b>	<b>Design + Make</b>	45 weeks (2 Phases), full-time	7	180	
<b>MArch</b>	<b>Emergent Technologies &amp; Design</b>	45 weeks (2 Phases), full-time	7	180	
<b>MArch</b>	<b>Housing &amp; Urbanism</b>	45 weeks (2 Phases), full-time	7	180	
<b>MArch</b>	<b>Landscape Urbanism</b>	45 weeks (2 Phases), full-time	7	180	
<b>MArch</b>	<b>Sustainable Environmental Design</b>	45 weeks (2 Phases), full-time	7	180	
<b>MFA</b>	<b>(AAIS) Spatial Performance &amp; Design</b>	60 weeks (2 Phases), full-time	7	240	
<b>TMPHil</b>	<b>Architecture and Urban Design (Projective Cities)</b>	60 weeks (2 Phases), full-time	7	240	
	<b>The AA Professional Practice and Practical Experience Examination</b>	Part-time			Revalidated by the RIBA on a five-year cycle with mid-term review; and Prescribed by the ARB on a five-year cycle with annual monitoring.
<b>PhD</b>	<b>Doctor of Philosophy</b>	4 years, full-time	8		The AA is an Approved Institution and Affiliated Research Centre of the Open University (OU) UK. The OU is the awarding body for AA research degrees.

## 2.2 Approval Process of New Academic Awards

2.2.1 All academic awards are approved by the Academic Board (AB).

- 2.2.2 The Academic Committee (AC) reviews and supports the development of all proposals for new courses/programmes/awards, making final recommendation to the AB in accordance with the following staged process.
- 2.2.3 Stage 1: The proposal for a new programme/course and/or award should be submitted by the School Director to the AC for approval to proceed with development (receiving comment and feedback in the process) and include:
- A programme/course/award description and rationale
  - Assessment of need and impact on other programmes
  - Draft programme/course specification
  - Identification of Programme/Course Head(s)
- 2.2.4 Stage 2: Following approval by the AC at Stage 1, a full proposal for review and approval should be developed by the proposed Programme/Course Head(s), with the School's support, and contain the following:
- A programme/course/award description and rationale incorporating any AC feedback
  - Assessment of relevant subject benchmark(s)
  - Review of relevant FHEQ level descriptor against learning outcomes
  - Review of qualification characteristics
  - Marketing and recruitment strategy
  - Assessment of effect on other programmes and relevance of proposal to the School's strategic plan
  - Assessment of financial viability and resource implications, following the AA's Resource Allocation Model
  - A Course/Programme Guide containing: course specification, learning outcomes, assessment criteria, assessment process, credits, FHEQ level
- 2.2.5 Stage 3: The AC will organise and approve an Advisory Group comprising:
- Chair of the AC (Chair)
  - Head of Teaching
  - Head of Learning
  - One senior administrator
  - Two members of academic staff
  - One student member
  - One qualified external assessor having the relevant expertise in the proposed subject area, and with no recent (within preceding three years) engagement with the AA. The assessor can act as a future external examiner of the new course/programme
  - Head of Academic Resources
- The Advisory Group will review the full proposal and provide comments and recommendations on all the material, including a separate supporting report from the external assessor.
- 2.2.6 Stage 4: The Advisory Group recommendations are provided to the School Director and Programme/Course Head(s) for consideration and revision.

- 2.2.7 Stage 5: The final proposal – incorporating the recommendations of the Advisory Group – is submitted to the AC for final assessment. The AC will make its recommendation on the final proposal to the Chair of the AB. Subject to approval by the AB, the proposal is adopted as a provision of the AA School and the Chair of the AB informs the AA Council via the AB reporting process.

## 2.3 Resource Allocation

### 2.3.1 ]

#### 2.3.1 Resources in this context mean:

- Number of teaching staff and hours required to deliver a course in relation to the number of students.
- Provision for course content: materials and equipment/trips/visiting critics/external examiners.
- Overheads: space, School-wide academic and administrative resources.
- The monitoring, support, and measurement of growth to optimum, reaching break-even and decline to minimum ratios/thresholds for taught provision are key to allocating appropriate levels of resourcing against courses and awards and are essential considerations in:
  - Establishing new programmes
  - Maintaining the health and efficiency of established programmes
  - Terminating disproportionately costly or failing provision

- 2.3.2 The School Director reserves the right to make judgements and adjustments on a case-by-case basis, in discussion with the Senior Management Team (SMT) and on recommendation to the AB.

#### 2.3.3 Resourcing

2.3.3.1 All programmes and awards at the AA are founded on a studio-based teaching and learning model. This means that the skills and disciplines of drawing (analogue and digital), model-making (at all scales, physical and digital), writing and verbal/visual presentation and representation comprise the fundamental components for learning about architecture. Allocation of teaching time, academic, and administrative resources to support these skills and disciplines are considered in relation to the different teaching and learning models (e.g., studio, unit, core studies course, postgraduate programme) and their related timeframes.

#### 2.3.4 Monitoring

2.3.4.1 The following mechanisms serve to monitor the quality and standards of provision and the effective allocation of resources across all studios / units / courses / programmes:

- Internal Annual Monitoring Reporting provides information and reflection on appropriate levels of resourcing, tracked year-on-year by

the Head of Teaching, with recommendations for any adjustments referred to the School Director.

- Student/staff feedback to the School Director (one-on-one meetings).
- AA and NSS Student Surveys – Data analysed by the Academic Committee and recommendations and actions devised.

### 2.3.5 Support

2.3.5.1 The AA School provides both financial and administrative support for the provision of academic resources for all studios/ units/ courses/ programmes by ensuring appropriate funding levels are planned and incorporated into the annual budget, and time/staffing levels meet course/student expectations.

### 2.3.6 Key Performance Indicators

2.3.6.1 The effectiveness of the School's allocation of resources is measured against a range of references and foremost the AA Strategic Plan supporting the sustained delivery of medium- and long-term targets, and the annual Operational Plan for current/in-year targets. The meeting of annual and cyclical targets for student enrolment and retention, and the delivery of financial stability by adhering to disciplined financial management at all levels are primary contexts. Internal and external feedback mechanisms support the improvement on current qualitative and quantitative performance ensuring that the academic quality meets with student expectations.

## 2.4 Unit Design and Development

### 2.4.1 Oversight of the Design and Development of Programme Units

2.4.1.1 The AA provides a wide variety of choice in terms of unit agendas. The 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Years of the BA (Hons) Architecture (RIBA Part 1) and MArch/ AA Diploma (ARB/RIBA Part 2) are comprised of design units that offer a breadth of architectural approaches, agendas, and methodologies to fully explore the scope of the profession, and which meet the AA's own academic standards, as well as those required by its external validating bodies and regulators. The School ensures external professional enrichment by employing practicing architects, as well as leaders in related design fields, to lead units and thereby the design of their content.

### 2.4.2 Designing and Delivering a Unit

#### 2.4.2.1 Application and Unit Development

2.4.2.1.1 Proposals for new units are received at [teaching@aaschool.ac.uk](mailto:teaching@aaschool.ac.uk). All applications are reviewed by the School Director and the Head of Teaching to assess appropriateness of the proposal within the context of the taught provision and academic criteria.

2.4.2.1.2 As vacancies arise, candidates' applications are evaluated in light of current strategic aims, academic agenda and initiatives, and student interests. Shortlisted candidates are invited for interviews with the School Director and Head of Teaching.

2.4.2.1.3 Following appointment, mentoring for new unit staff is provided by more experienced academic staff, the School Director and the Head of Teaching, working in liaison with the School Registrar and Head of Human Resources. This forms one part of the tailored induction for all new units delivered in September as part of the annual Academic Staff Induction Day.

#### 2.4.2.2 Agenda and Supporting Documents

2.4.2.2.1 The Short Brief is a concise +/- 300-word statement that identifies the themes and key aims within the unit. It is effectively an advertisement for the unit and as such is a vital public tool of communication aimed at students and peers.

2.4.2.2.2 The BA (Hons) Architecture and the AA Intermediate Examination (RIBA Part 1), and Master of Architecture (MArch)/ AA Diploma and the AA Final Examination (ARB/RIBA Part 2) Programme Guides provide detailed information on the content of the whole Programme (First, Second and Third Year for Intermediate, and Fourth and Fifth Year for Diploma). Within these Programme Guides each unit has its own section which is updated by the individual unit tutors each year.

2.4.2.2.3 Much of the Programme Guide content remains consistent across all units within a level: Learning Outcomes; Assessment Methods and Criteria; Transferable Skills and Credits. The variable content which unit tutors must update annually are the Unit Synopsis, Core Content of the brief, and Outputs from the unit.

#### 2.4.2.3 Extended Briefs

2.4.2.3.1 The purpose of the extended brief is to provide a roadmap and to make students aware of the approach of the unit and the methods it employs. It is prepared by unit teaching staff sets out the taught course term-by-term and identifies the pedagogical rhythm of the duration of that taught course. The document sets out the timetable and structure of the taught unit course. It articulates the methodology and focus of the unit through reading lists, lectures, seminars, design workshops and juries and reviews. Methods of research and design are outlined through the forms of writing, drawing, and making to be undertaken and specific to the unit.

2.4.2.3.2 Extended unit briefs are organised as follows:

- Summary of area focus
- A 300-word introduction to themes (same as Short Brief text)

- A short description of preferred working methods (model – film – drawing – performance writing)
- Short summary of termly activities and objectives. This can duplicate the content and outputs found in the programme guide, perhaps in a more readable narrative format.
- A statement of the unit's response to the ethics of practice with regards to environmental sustainability. This is a RIBA/ARB requirement.
- Year timetable summary with key dates
- Reading and reference list
- Tutor bios

2.4.2.3.3 The Programme Guide, delivered annually in September, provides the basis for extended briefs, operating in tandem to outline the full breadth of each unit agenda.

2.4.2.3.4 Teaching staff are encouraged to be creative in their unit agendas and briefs but must ensure alignment with the learning outcomes of the programme, which at BA (Hons) and MArch levels are aligned to the requirements of ARB and RIBA (Part 1 or Part 2 respectively).

#### 2.4.2.4 Liaising with Core Studies Heads of Department

2.4.2.4.1 An important part of shaping the unit and delivering the year-long brief is clearly explaining the relationship between unit design agendas and deliverables and those of Core Studies courses – Environmental and Technical Studies, History and Theory Studies, Media Studies, and Professional Practice – some of which may bear directly upon design unit work. Core Studies is a mandatory requirement that, along with the unit, ensures full delivery of the RIBA Themes and Values ARB General Criteria<sup>2</sup>.

---

<sup>2</sup> ARB General Criteria will no longer be applicable to the Part 1 after June 2027, and no longer applicable to Part 2 after June 2028.

### **3 ADMISSIONS**

- 3.1** The Admissions Department of the AA School deals with all aspects of the admissions procedure. Detailed guidance and support on the process for application to the AA School is reviewed and updated annually by the Head of Admissions with the School Registrar and Compliance Officer.
- 3.2** The School's admissions procedures and the information it provides to prospective students are reviewed in accordance with the Competition & Markets Authority guidance on Consumer Protection Law for UK higher education providers. The School reviews the information it provides to potential applicants with the aim that all expressions of interest and applicants are provided with the information needed to make an informed decision about study at the AA School, from research and application stage, through to enrolment.
- 3.3** The ACADEMIC section of the AA School website provides potential applicants with the material information about each programme of study. All material programme information is reviewed and approved annually by the Academic Board.
- 3.4** The ADMISSIONS Section of the AA School website offers detailed guidance and support for prospective students about how the selection and admission process are conducted, entry requirements, tuition fees and FAQs, as well as advice to help suitable candidates gain a place at the School.
- 3.5** The School's Admissions Team provide advice to applicants through each stage of the admissions process; the Team offers one-to-one tours of the School, as well as the annual Open Days which include more in-depth detail of the specific programmes and an opportunity to speak with current students and teaching staff.
- 3.6** Applicants to the AA School are required to meet the minimum entry requirements for the year of study or programme to which they are applying.
- 3.7** The AA School is looking for highly motivated students with creative imagination. Applicants to Foundation Course, BA (Hons) Architecture (RIBA Part 1), MArch (ARB/RIBA Part 2), and Postgraduate Programmes are assessed using the following considerations, among others:
- 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
- 3.8** The School's Academic Regulations details the process for assessing applicants.
- 3.9** The AA School's termly progression figures and enrolment targets against live enrolment data is maintained by the School Registrar and presented to the Academic Committee and Academic Board throughout the admissions cycle.

## **4 LEARNING, TEACHING & ENABLING STUDENT DEVELOPMENT**

### **4.1 Information Resources to Support Learning**

- 4.1.1 The information students will need to enable them to make full use of the AA's resources and get the most out of their academic experience is made available to them on the AA website and School Intranet with an overview provided in the annual Prospectus.
- 4.1.2 The AA website's [Whatson](#) page is updated weekly and circulated digitally to all students and staff as 'AA Weekly'. It lists the series of public events dedicated to contemporary architectural culture: exhibitions, members' events, lectures, seminars, conferences, book launches and publications which comprise the AA's Public Programme. Each year architectural theorists and practitioners, writers, performing artists, musicians and art historians are invited to speak at the AA. These events bring together different parts of the School and form an essential component of an AA education.
- 4.1.3 The School Calendar and School Course Diary contain academic dates and deadlines in addition to listing lectures and other events taking place in the School.
- 4.1.4 The AA School Prospectus sets out the broad expectations of what students can count on in terms of the School's supporting structure.
- 4.1.5 The AA Academic Regulations are updated annually and present the academic regulatory framework which applies to all courses and programmes of study, and to all students registered at the AA School during that academic year. The definitive information it contains is provided to both students and staff to ensure everyone interacts on an equal basis.
- 4.1.6 Programme Guides, updated annually, contain the specifications for each taught programme in the School. They provide students and staff with detailed information about programme specifics, learning outcomes and assessment methods and criteria.

### **4.2 Academic Support**

- 4.2.1 Academic and personal support is made available to all students of the AA School, which is facilitated by a School-wide open-door policy. This provides not only a secure safety net in a challenging environment but also a rich educational and personal learning experience.
- 4.2.2 Each programme and element of study offered by the AA School has clear, published expectations and specifications per Programme Guide which set the teaching, learning and assessment parameters for staff and students alike.

Nevertheless, it is understood that sometimes students may have concerns or difficulties with their course of study.

- 4.2.3 Any student experiencing academic difficulties with their studies should initially consult with their Unit Tutor or Programme Head. They will, if necessary, refer students to the Head of Learning who liaises with teaching staff when necessary, and likewise consults with teaching staff referrals regarding struggling students. Students may also see the Head of Learning independently of a referral.
- 4.2.4 The Head of Learning works with students individually in these stages:
- Taking an initial meeting to gain insight into the academic issues at hand and the relevant teaching staff involved, and to agree immediate goals of the student and their mentorship needs.
  - Subsequent meeting or meetings, as needed, focus on review of previous and current academic work, often a portfolio or draft essay review, and targeted tutorials with the Head of Learning, the results of which are communicated with relevant teachers.
  - A follow-up meeting ensures the student is back on track with their studies and is proceeding confidently in their work.
- 4.2.5 The School's Writing Centre supports students in the development of their written communication skills and helps to strengthen reading critical research and creative writing capabilities across all programmes and all year groups. Students can tutorials for an individual meeting with guidance and feedback on their written work. Group workshops are also provided.

### **4.3 Preparing Students for Assessment**

- 4.3.1 From informal opportunities such as Open Juries and interim and end-of-term juries and exchanges, teaching staff and students regularly engage in critical discussion regarding the various agendas.
- 4.3.2 The AA School promotes and facilitates peer-based learning, which is a tradition dating back to its founding. The global nature of the discussions, debates and exchanges of ideas that grow out of seminars, workshops and the Unit studio system are the AA School's greatest pedagogical strengths. Postgraduate programmes have built on such tradition whilst developing their own methods per specialisation. Individuals support each other, and students are encouraged to form study groups composed of individuals from varied academic and professional backgrounds to expose each other to the greatest possible variety of perspectives. Posing questions and debate are considered an essential part of the learning process, and students are encouraged to challenge and inform each other throughout their time at the AA. The curiosity and ambition, initiative, and commitment latent within each individual are nurtured to enable students to follow their own path within the School and to contribute creatively and positively to the profession and society during their later careers.

- 4.3.3 Formative assessment on students' work takes place throughout the year and students are given the opportunity to take part in studio, unit, or open juries to expose their work and gain feedback from a wider audience. Feedback during formative assessments is generally immediate and is intended to make sure students are aware not only of their progress in relation to course requirements but in relation to professional standards.
- 4.3.4 One-to-one tutorials are a key feature within all programmes of study in helping students to develop their work.
- 4.3.5 In the Foundation Programme, BA (Hons) Architecture (RIBA Part 1) and MArch (ARB/RIBA Part 2) January Progress Reviews are geared to those students requiring extra feedback and guidance to advance their work in a timely manner into Term 2. Students are referred to Progress Reviews by their unit tutors. The student's portfolio is assessed by a panel of internal academic staff following a presentation by the student. The January Progress Review is a mandatory formative assessment for students undertaking a 'repeat' year.

#### **4.4 Pastoral Support**

- 4.4.1 Any student experiencing difficulties of a personal nature - such as emotional or family issues - should contact the AA Wellbeing Service to seek the appropriate support and so that all conceivable efforts are undertaken to assist in a sensitive, private, and confidential manner. The School Registrar and the Head of Learning can offer further support and guidance accordingly.
- 4.4.2 The School Registrar will remain in ongoing and supportive contact with student throughout the counselling process, enabling both to ascertain the student's fitness for resumption or continuation of study.
- 4.4.3 The AA School's size and resource-intensive staff-student ratio make for an extremely familiar and open environment which offers students strong academic and personal support. A School-wide open-door policy encourages students to voice their ideas and concerns at an informal level. Any indications a student is struggling are noticed early and can be dealt with by offering the necessary academic or professional support. Feedback, representation, and engagement are embraced at formal levels as well.
- 4.4.4 Key members of staff are trained as Mental Health First Aiders.
- 4.4.5 The AA has partnered with TalkCampus service, an app-based global mental health solution where students come together from around the world within a safe and supportive infrastructure to connect them with relevant and timely support.

#### **4.5 Disability and Learning Difficulties**

- 4.5.1 The AA provides all students with a high-quality learning experience, irrespective of any disability they may have. It is committed to treating every individual in a compassionate and caring manner, and actively promotes a culture of diversity and inclusion to ensure that all members of the School Community feel free to disclose any disability should they wish to do so.
- 4.5.2 Arrangements can be made to ensure that no individual is at a disadvantage and depend on the circumstances of each particular student. Every person is treated equally at the AA, and their requirements are listened to and acted upon to ensure that they receive the best education possible. The AA has comprehensive Mitigating Circumstances and Reasonable Adjustment Plans in place to support each student with their specific needs and individual circumstances.

#### **4.6 Teaching Staff Induction**

- 4.6.1 All teaching staff (new and returning) are required to attend a mandatory academic staff induction day before the start of the academic year; the day is split into an academic induction for new teaching staff, an academic induction for all teaching staff, and a practical induction for all teaching staff. Topics covered are:
- Unit selection process for students
  - Code of Behavioural Expectations
  - Academic Regulations
  - Ethics Approval Process
  - Student Wellbeing service
  - Individual Programme meetings
  - Drop-in HR/Academic Resources information

#### **4.7 Staff Review and Development**

- 4.7.1 Annually early in Term 3, the School Director and Head of Teaching review teaching and related research goals with academic staff and provide guidance and mentorship, particularly for new staff. All academic staff are reviewed annually. Considerations include relevance and quality of courses taught, quality of assignments/projects produced under a staff member's supervision, efforts made to connect teaching with research and dissemination (grants, publications, lectures, built work), and service to the AA School. It is recognised that certain pedagogical agendas and research projects may span several cycles, these larger academic projects are reviewed, and phases of implementation are agreed during the annual appraisal. Whenever possible, the School helps promote the professional achievements of staff using the resources at its disposal.
- 4.7.2 The AA School supports members of academic staff in applying for Advance HE fellowships.

- 4.7.3 AA staff on a contract of employment for at least four academic years may apply to pursue full-time PhD studies at the AA whilst remaining an employee of the AA.
- 4.7.4 The AA has long been a critical platform for established and emerging architects and educators through its Public Programme. Included within the annual cycle of guest lectures, invited exhibitions, and AA Publications projects, AA staff may wish to curate an exhibition, organise a symposium, or create a publication related to their own research. The AA supports such ambitions by inviting applications in any of these three areas.
- 4.7.5 All academic staff can submit applications for funding through the Academic Staff Development Request form hosted on the AA Intranet.

## **5 STUDENT ENGAGEMENT**

- 5.1** The student voice at the AA School is central to its distinctive qualities and reputation; students are regarded as full partners in every aspect of their education. The AA School's ethos embodies collective responsibility on all matters, administrative, practical, and academic, and a core part of the AA's educational strategy is that students and tutors form an extremely diverse, multi-cultural and international School Community.
- 5.2** The most salient example of the degree to which student input is integral to the AA's character and uniquely democratic governance is during the process of appointing a School Director. Shortlisted candidates are required to present their vision to the entire AA School Community. Candidates for the AA Directorship meet with students as well as staff during a series of discussions and events, and the School Community then takes part in voting to recommend a new School Director.
- 5.3** Student engagement with their own education is historically embedded in the AA's pedagogic methodologies, notably in the unit system and the collective assessment processes used throughout the School. The AA School has always been committed to open criticism and debate within the educational process and is proud of that tradition of intellectual independence; it believes in continually questioning methodologies of education in relation to the discipline and profession of architecture. By providing a rich variety of opportunities for students to engage with their own education, and facilitating their feedback, the School ensures that it is drawing on the creativity and talent of the student body to improve its academic delivery and the environment within which learning takes place.
- 5.4** Student representatives endorsed by the student body play an important role in the academic governance structure with elected representation at all levels. When a student position becomes available, students are given the opportunity to nominate themselves. If there is more than one nominee, an election process is facilitated for the relevant constituency to elect the representative. Termly meetings are organised for each of the Academic Committee representatives to meet with their constituency groups, student representatives report back to the Academic Committee with issues arising meetings. Student participation informs the agendas of committee meetings, with student members bringing issues from a student perspective. Equally, student members are required to communicate the work of the committees out to the larger student body.
- 5.5** At the outset of the annual academic governance cycle, new student and staff representatives undertake an introduction and induction with the School Registrar and the Chair of the relevant committee to review committee remits and terms of reference, meeting cycles and flow of business, and committee memberships and overlapping engagements.
- 5.6** The 'Student Forum' is the collective term to describe the AA student body – all registered students of the AA School are members of the Student Forum paying a small subscription in addition to the annual tuition fees which forms the Student

Forum budget. Annually, a number of students assume active representation of the AA Student Forum on behalf of the larger body and are collectively known as the Student Forum Representatives. These representatives are the recognised points of contact and have collective responsibility for administering the Forum's budget resources. The Student Forum representatives also meet with the Academic Committee once a year to discuss the effectiveness of student feedback and review arrangements for the Student Survey.

- 5.7** The AA School monitors students' engagement with their programme of study, including attendance at lectures, and other teaching events as well as submission of assignments, attendance at examinations and dissertation supervision meetings. Students are required to attend all elements of their course/programme of study. When they do not attend, arrangements are in place to ascertain why, and to address any issues of a pastoral / academic nature accordingly.

## **5.8 Student Feedback Processes**

- 5.8.1 Student feedback is integral to the ongoing enhancement and evolution of the AA School's academic delivery, assessment processes and the environment in which these take place. There are both informal and formal mechanisms for student feedback during the annual academic cycle.

## **5.9 Informal Mechanisms for Student Feedback**

- 5.9.1 The most important informal mechanism for student feedback at the AA School is contact with AA teaching and administrative staff. The AA's high staff-to-student ratio and School-wide open-door policy results in close professional relationships within a culture of engagement between staff and students. This facilitates prompt identification and rectification of issues on an ongoing basis. Students are encouraged to provide both positive and critical feedback throughout the year to the member of staff teaching or coordinating a unit or module, and unit and programme evaluations are held consistently across all academic levels.
- 5.9.2 The School Director operates an open-door policy to permit pressing issues to be addressed, and student views are fed back to staff for appropriate action.

## **5.10 Formal Mechanisms for Student Feedback**

- 5.10.1 The School Director meets twice yearly with students from all studios/units and all postgraduate programmes; early in Term 1 with the School Registrar and during Term 3 with the Head of Learning. The meetings provide specific feedback on the students' perspective of the AA academic experience. The meetings support the School Director in the annual review process for academic staff.

## **5.11 Surveys**

- 5.11.1 The School-wide Student Survey is open for engagement every April/May, presented electronically. Proposed Survey questions are agreed at the February meeting of the AC with the Student Forum for full input on the questions posed and the mechanisms for disseminating the survey findings. The resulting Survey Reports are presented to the Academic Committee and Academic Board and to inform the Chair of the AC with the preparation of the annual Operational Plan.
- 5.11.2 Students in their final year of the MArch (ARB/RIBA Part 2) take part in the National Student Survey (NSS). The NSS allows the AA to compare itself with other institutions in the sector and with other architecture courses. These results and comparisons NSS are analysed in the academic committees and identify different areas for review and improvement.
- 5.11.3 An annual Student Feedback Action Plan, taking on the key issues from the School-wide student survey and the National Student Survey, is created and monitored by the AC.

## **6 ASSESSMENT OF STUDENTS**

### **6.1 Summative Assessment at the AA**

- 6.1.1 The School's Programme Guides inform students of all the assessments (formative and summative) that they will need to pass in order to complete the programme. Details of the Learning Outcomes, Assessment Criteria, the assessment methods and grading outcomes and criteria are also provided in the Programme Guide.
- 6.1.2 The regulations and processes for summative assessment are described in the Academic Regulations. In keeping with the School's commitment to ensure that the summative assessment process is fair, equal, and transparent, all assessment must be conducted in accordance with the Academic Regulations. Assessment schemes for individual courses and programmes are reviewed by the Head of Teaching and approved by the Academic Board.
- 6.1.3 The assessment methods and criteria for all modules, courses and programmes are designed to allow students to show that the relevant learning outcomes have been met.
- 6.1.4 There are two summative assessment practices for all taught award programmes:
- 6.1.4.1 Panels
- 6.1.4.1.1 A Portfolio Panel is composed of the student's tutor(s) and a minimum of two other members of contracted academic staff from the relevant area of study. Student presentations of work to be assessed (as individuals or in groups where appropriate) are required for all studio courses. The presentation is in two parts. A verbal and visual description by the student(s) is followed by a period of discussion with the Panel and written feedback from the Programme Head/Unit Tutor to the student.
- 6.1.4.1.2 A Course Panel is composed of a minimum of two members of contracted academic staff from the relevant area of study with or without the student in attendance, as determined by the course leader. The summative assessment is determined based on the academic judgement of the Panel against the relevant specified assessment and grading criteria. Possible assessment outcomes (non-award years)/recommendations (award years) are detailed in the Academic Regulations.
- 6.1.4.2 Double Marking
- 6.1.4.2.1 Summative assessment of coursework in the School's Core Studies courses and postgraduate seminars is double marked. This takes one of two forms:

6.1.4.2.2 Double Marking, whereby the summative work is separately marked by two assessors as a Course Panel who then agree a final mark. The head of the programme provides definitive assessment should the double marking fail to agree on the final assessment. This procedure is followed in postgraduate programmes, Environmental and Technical Studies and Architectural Professional Practice (Part 2).

6.1.4.2.3 Sample Double Marking, whereby the summative work of a sample of students is reviewed and marked by the relevant Core Studies Head in addition to all such work being first marked by the course tutor. The sample marking is compared to the full range of first marks to confirm consistency and, where necessary, indicate additional second reading and adjustment to assessments as is standard practice in the sector. All work assessed as FAIL is second read by the Core Studies head. This procedure is followed in Media Studies, History and Theory Studies, and Professional Practice Studies (Part 1).

#### 6.1.4.3 Double Marking Arrangements

<b>Programme</b>	<b>Procedure</b>	<b>Rationale</b>
<b>ETS</b>	ETS book submissions are double marked and reviewed by a panel of ETS staff for High Pass.	Close link between units and ETS recommends collective review; ARB/RIBA criteria best met in this form.
<b>Media Studies</b>	MS assignments are marked by the module tutor, sample review and double marking by the Head of Media Studies.	Multiple and variable submissions focused on skills featuring across workshops, seminars, and labs justify sample procedure.
<b>HTS</b>	Minimum 3000-word essay submissions are sample double marked; in addition, all Fails and High Pass nominations are double marked.	Length and specificity of assignment guides procedure; essay development guided per seminar tutor who marks; essays presented for Sharp Writing Prize.
<b>PP1 (Part 1)</b>	Submissions marked with guidelines, sample double marking by Course Head.	Scope of assignments and clear guidance permits effective sampling.
<b>APP2 (Part 2)</b>	Submissions double marked by Course Head; panel agrees High Pass assessments.	Summative assessment brings together several modules, overview necessary.

<b>Postgraduate Programmes</b>	All Theses and final projects reviewed by panel per programme.	In line with postgraduate HE best practices and level of feedback expected at FHEQ Level 7.
<b>Electives</b>	Electives are marked by the module tutor, sample review and double marking by the Course Head.	Multiple and variable submissions focused on interdisciplinary work featuring across workshops and seminars justify sample procedure.

### 6.1.5 Collaborative Work Assessment Arrangements

6.1.5.1 Collaborative or group assignments are an integral component of several postgraduate programmes. Such work is assessed in two ways: an overall assessment of the assignment, and parallel assessment of an individual student's contributions to the same. Each programme has methods to determine the quality and proportion of such contributions within a collaborative submission; these to be communicated per assignment. The overall assessment or feedback is considered part of the collaborative learning process, but individual assessments comprise final grading.

## 6.2 Grading Systems

6.2.1 The School operates two different systems of marking, a pass/fail system for the Foundation Programme, BA (Hons) (RIBA Part 1) and MArch (ARB/RIBA Part 2) and a percentage system for the taught postgraduate awards. These are detailed in the individual Programme Guides.

6.2.1.1 All grades attained by students are kept on record in the AA School's Database administered by the Registrar's office and are available for transcripts, but do not appear on the degree award.

6.2.2 Marking and Assessment Outcomes and Criteria for Foundation, Intermediate and Diploma Courses

6.2.2.1 AA awards for the AA Foundation Award in Architecture, Art and Design, BA (Hons) Architecture (RIBA Part 1), and MArch (ARB/RIBA Part 2) are conferred without Distinction. The AA internally recognises excellence in the 5<sup>th</sup> Year (ARB/RIBA Part 2) through the award of the AA Diploma with Honours.

## 6.3 Internal Assessment Board

6.3.1 The Internal Assessment Board (IAB) acts with delegated authority from the Academic Board to ensure equity of treatment for all students and that the assessment processes are appropriate, rigorous, and fair, and conducted within the Academic Regulations of the AA School.

- 6.3.2 The IAB operates throughout the annual cycle: and it convenes on defined dates to confirm the internal assessment recommendations for progression (non-award years), and the conferment of the validated award (degree-award years) and the award of the professional qualification (where relevant) for endorsement by the Board(s) of Examiners and the Degree Awarding Committee:
- PROGRESSION (1st Year, 2nd Year, 4th Year, Postgraduate Phase 1)
  - CONFERMENT OF THE VALIDATED AWARD (Foundation, 3rd Year, 5th Year, Postgraduate degree award specific)
- 6.3.3 The Internal Assessment Board will:
- Verify the results for each student.
  - Confirm the PASS and FAIL results, reconsidering where deemed necessary the assessment recommendations reached by the relevant Panels.
  - Receives longlist of nominated students for the award of AA Diploma with Honours.
  - Review all extenuating and/or mitigating circumstances and confirm the deferral arrangements.
  - Confirm the penalty in relation to any cases of academic irregularity or misconduct.
  - Confirm the arrangements and timeframe for any appeals.
- 6.3.4 The verified and confirmed results of the IAB are final and cannot be overturned.
- 6.3.5 The IAB will confirm that the Academic Regulations of the AA School have been adhered to and the summative assessment processes have been conducted compliantly; or the specific occasions when this has not been the case.
- 6.3.6 The IAB will provide to the School Registrar the final account of verified results for each student to be endorsed by the relevant Board(s) of Examiners and the Degree Awarding Committee; The IAB will provide to the School Director a summary report identifying any matters concerned with the teaching and assessment methods to be brought to the attention of the Academic Board and External Examiners where applicable.

#### **6.4 Externality in the Assessment Process**

- 6.4.1 External examiners review student work as well as the student records produced by the corresponding Internal Assessment Board. Foundation, students at 3<sup>rd</sup> and 5<sup>th</sup> Year of the BA (Hons) (RIBA Part 1) and MArch (ARB/RIBA Part 2) present their academic portfolio or equivalent to a minimum of one external examiner, who is charged with (a) engaging in a review of Foundation / Intermediate (BA Hons) / Diploma (MArch) / taught postgraduate programmes (as appropriate), (b) confirming the professional award at 3<sup>rd</sup> and 5<sup>th</sup> Year, and (c) confirming the School's assessment processes and procedures. The work of taught postgraduate students is reviewed prior to the External Examination date. A discussion with the Programme Head/Unit Tutor(s) follows the review of

student work. Students also have the previous academic year's portfolio; thus, examiners are able to confirm progression standards.

#### 6.4.2 AA School Examination Boards

- **Foundation Award:** External Examiners + Director, Head of Teaching (Chair), Head of Learning, Head of Foundation and Foundation Programme Staff, School Registrar
- **BA (Hons):** External Examiners + Director, Head of Teaching (Chair), Head of Learning, BA (Hons) Programme Staff, School Registrar, and Undergraduate Co-ordinator (Administrator)
- **MArch:** External Examiners + Director, Head of Teaching (Chair), Head of Learning, MArch Programme Staff, School Registrar
- **MA:** External Examiners + Director, Head of Teaching (Chair), Head of Learning, MA Programme Heads and Programme Staff, School Registrar
- **MArch (PG):** External Examiners + Director, Head of Teaching (Chair), Head of Learning, MArch (PG) Programme Heads and Programme Staff, School Registrar
- **MFA:** External Examiners + Director, Head of Teaching (Chair), Head of Learning, MFA Programme Heads and Programme Staff, School Registrar
- **MSc:** External Examiners + Director, Head of Teaching (Chair), Head of Learning, MSc Programme Heads and Programme Staff, School Registrar
- **PGDip:** External Examiners + Director, Head of Teaching (Chair), Head of Learning, PGDip Programme Heads and Programme Staff, School Registrar
- **Taught MPhil:** External Examiners + Director, Head of Teaching (Chair), Head of Learning, Taught MPhil Programme Heads and Programme Staff, School Registrar

6.4.3 External examiners report to the Chair of the AB (via the Examination Boards) on the standards achieved by student work and that these meet the expected thresholds, the quality of teaching and thoroughness of assessment. External examiner reports are reviewed at the AB and via the programme annual monitoring process. Queries and any recommendations raised by external examiners must be reviewed by the relevant academic staff and responses need to be provided and monitored as appropriate.

6.4.4 Student work identified as a Fail by the Internal Assessment Board must be referred to the relevant Examination Board for confirmation of that outcome. See the Academic Regulations for the appeals procedure and exit award eligibility.

## 6.5 Degree Awarding Process

6.5.1 The Head of Teaching and Head of Learning sign the pass list(s) and the School Registrar provides, for ratification, the Degree Awarding Committee with a list of the awards proposed as a result of the above deliberative system. The list of students to receive awards is compiled by the Registrar's Office and signed by

the Head of Teaching and Head of Learning. Students who gain an award may attend a graduation ceremony or receive their award in absentia.

- **Pass List statement co-signed by the Head of Teaching and the Head of Learning:**

The above-named students have successfully completed the Architectural Association School of Architecture's assessment procedures, and these awards have been approved through the internal and external examination processes.

- **Pass List statement signed by all appointed External Examiners for the relevant degree award:**

The above-named students are confirmed as having met the academic standards, requirements and the criteria at the relevant level of the stated award.

## **6.6 Assessment Effectiveness**

- 6.6.1 Assessment methods are reviewed right at the approval of new awards stage and at periodic review. In designing new programmes responsible parties must ensure that assessment methods allow students to show that the course and module learning outcomes have been met and that the assessment criteria is clear.
- 6.6.2 The quality of assessment at the AA is guided by the detailed policies and processes outlined in the Academic Regulations, the External Examiner Handbook, and the Programme Guides.
- 6.6.3 The double marking of studio submissions and dissertations at postgraduate level, as well as the portfolio review process in the BA (Hons) (RIBA Part 1) and MArch (ARB/RIBA Part 2), ensure that each students' work process and output is widely seen and socialised and that academic standards are publicly discussed and visibly maintained.
- 6.6.4 All units, courses and programmes in the School are subject to internal and external review on a regular basis. This includes review by the relevant committees, feedback from the external examiners and the student body, the School's annual monitoring processes and the internal revalidation process.
- 6.6.5 The School Student Survey and the NSS review the effectiveness of assessment processes annually.

## **6.7 Academic Credits at the AA**

- 6.7.1 The AA School's system of academic credits across its taught provision is aligned with the Higher Education Credit Framework for England, whereby 10 hours of learning equates to approximately one credit.

- 6.7.2 Credits are awarded upon successful completion of an assessed module.
- 6.7.3 Consistent with the HE Credit Framework for England, one academic year of full-time study in the BA(Hons) and MArch programmes makes up 120 credits.
- 6.7.4 It is generally accepted that two UK credits are equivalent to one ECTS credit (where the learning outcomes are consistent with the Dublin descriptors).

<b>CREDIT REQUIREMENTS FOR TAUGHT AWARDS</b>	
Master of Philosophy	240 (Level 7)
Master of Fine Arts	240 (Level 7)
Master of Science	180 (Level 7)
PG Master of Architecture (post-professional)	180 (Level 7)
Master of Arts	180 (Level 7)
Master of Architecture (Diploma)	240 (Level 7)
Postgraduate Certificate (Intermediate award for MFA & TMLPhil)	120 (Level 7)
Postgraduate Diploma	120 (Level 7)
BA (Hons) Architecture	360 (Level 5 & 6)
Non-Honours Degree (Intermediate award)	300 (Levels 5 & 6)
Higher Education Certificate (Intermediate award)	120 (Levels 5/6)
Foundation Award in Architecture, Art and Design	120 (Level 4)

## **7 EXTERNAL EXPERTISE**

- 7.1** 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.
- 7.2** 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.
  - Practitioners 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.
- 7.3** External Examiners are appointed annually to:
- Provide clear and considered advice on the academic 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.
- 7.4** The AA School Procedures and Guidelines for External Examiners lists the criteria that examiners must evidence to be appointed. Examiners are nominated by the Academic Board and appointed by the School Director.
- 7.5** Following appointment, each External Examiner is provided with the below to help them to fulfil the role:
- The AA School Procedures and Guidelines for External Examiners (as provided in the Academic Regulations); this document serves as the definitive reference for all external examining arrangements conducted by the AA School and identifies all responsible for their delivery.
  - AA School External Examiner Handbook for the relevant award: Postgraduate or Foundation / Intermediate (BA Hons) / Diploma (MArch). The Examiner Handbooks provide further detail on the individual award's assessment arrangements for examiners.
  - Course/Programme Guide and/or Extended Brief (including learning outcomes, assessment criteria, professional criteria).

- Subject Benchmark Statement.
  - Previous External Examiner Report(s) and AA School responses to the same.
  - For broader context: AA School Quality Manual.
- 7.6** External examiners are provided with a full briefing and induction from the School Director, Head of Teaching, and Head of Learning on the awards being examined and on UK academic standards.
- 7.7** A register of examiners is held by the Director's Office detailing their serving periods to identify when any are approaching conclusion.
- 7.8** External Examiner reports for programmes of study not only provide confirmation on the academic standards, but they are also designed to highlight areas for enhancement. The reports identify areas of good practice within particular programmes or units that could be shared across the School; and they highlight weaknesses or resource needs which can be flagged up in annual monitoring evaluations.
- 7.9** The School's internal annual monitoring reports, reviewed by the Head of Teaching and Head of Learning, ask for a reflection on external examiner reports. In reviewing the reports, issues highlighted by the examiners should be addressed and incorporated into the action plan where necessary. The Head of Teaching then reports to the AB including issues requiring attention, either areas for improvement or areas of good practice. Progress on actions being implemented is reviewed and reported by the Head of Teaching to the Academic Board 6 months after identification, and again one year after the report.
- 7.10** A response to the external examiners for all courses and programmes is submitted by the School Director/Chair of the AB following review of the reports in the AB.
- 7.11** Examiner Reports and the School's response to the reports are shared with students and staff on the School's intranet.

## 8 PROGRAMME MONITORING AND REVIEW

### 8.1 Internal Monitoring

#### 8.1.1 Annual Monitoring

8.1.1.1 Every programme in the School has a schedule within the academic year for submitting an internal annual monitoring report. The schedule has been organised so that each programme is reviewed within four months of its cycle's completion. The cycle includes dates for; a review of reports by the Academic Committee; submission of overview and action plans to the Academic Board; oversight by the Academic Assurance Committee of the Council; and a follow up 6-months after report submission on action plan status by the Academic Board.

8.1.1.2 The integration of the School's internal annual monitoring provides assurance that each part of the School's taught provision is being reviewed on an annual basis. Action plans within the reports encourage a continuous cycle of critical reflection and enhancement.

8.1.1.3 The Head of Teaching review annual monitoring reports of the taught provision at the AC and provide a summary of key issues and recommendations for the Academic Board's attention. These reports include year-on-year statistics, action plans, responses to external examiners' reports, student feedback, updates regarding teaching staff, facilities and resources needs, notes on best practices and proposed enhancements to each given course or programme. These reports also inform part of the annual review of Academic Regulations to ensure the AA complies with regulatory requirements and continued enhancement of its taught provision.

8.1.1.4 Annual monitoring reports for all levels are submitted via the Academic Committee to the Head of Teaching for review and analysis and reported to the AB with specific recommendations for purposes of monitoring and improving academic quality across all units, courses, and programmes. Follow up on any actions and recommendations from the annual monitoring reports is checked at the Academic Board 6 months after initial submission of report, and again a year after when the next report is submitted.

8.1.1.5 Annual Monitoring Reports track the following:

- Good practices, strengths and improvements made over the year.
- Issues to be addressed, what difficulties and/or challenges were encountered over the year.
- Issues to be addressed in response to feedback from staff.
- Issues to be addressed in response to feedback from students, including the Annual Student Survey.
- Reflection on reports from external examiners.

- Any proposed course changes to be put to the Academic Board.
- Staff development activities.
- Statistical data commentary.
- Summary of the implementation of the previous year's action plan.
- The annual action plan.

8.1.1.6 .

8.1.1.7 The template for annual monitoring reports is reviewed annually, implementing feedback from throughout the year from the AC; the Programme Heads completing the reports; and from the Head of Teaching reviewing the reports.

## 8.1.2 Periodic Review/ Internal Revalidation

8.1.2.1 The School has its own schedule of internal revalidation for each of its awards which will take place every five years following the process outlined below:

8.1.2.2 Stage 1: The Academic Committee (AC) identifies the awards required to complete the five-year revalidation process each academic year and informs the Teaching and Learning staff and the Academic Board (AB).

8.1.2.3 Stage 2: Awards preparing for revalidation submit their documentation to the AC. The documentation should include:

- Five-year critical review of the programme and course/s that reflects backward and projects forward. (template provided)
- Copies of the annual monitoring reports since the previous revalidation.
- External Examiner reports since the last revalidation.
- A supporting report by the external examiner/s that identifies strengths and weaknesses of the award and recommends areas of development
- The current programme guide with any suggested changes highlighted.
- A financial review of the programme with the support of the Head of Finance.

8.1.2.4 Stage 3: The AC will appoint an Advisory Group (comprising the Programme Head(s), School Registrar, Head of Teaching and Head of Learning, Member of internal academic staff, and Programme Coordinator (as Administrator) for the internal review.

8.1.2.5 Stage 4: Revalidation documentation is reviewed by the Advisory Group and after incorporating its recommendations it should be submitted to the Final Assessment Panel.

- 8.1.2.6 Stage 5: The AC appoints the Final Assessment Panel (comprising School Director, Head of Teaching and Head of Learning, Programme Head(s), School Registrar, minimum one External Member per award being validated, and Programme Coordinator as Secretary) for the revalidation. The same appointment procedures as for new programmes / courses / awards should be followed.
- 8.1.2.7 Stage 6: Conditions and/or recommendations proposed (with timelines) by the Final Assessment Panel are then approved by the AB (informing the outcome to the AA Council) and reported on accordingly by the Teaching and Learning staff.
- 8.1.3 External Monitoring and Review
- 8.1.3.1 The AA School's formal internal review and monitoring processes are supplemented by periodic external review of the taught provision in both the undergraduate and postgraduate programmes and external evaluation of the School's policies and organisation.
- 8.1.3.2 As well as reviewing students' work, part of the external examiners' role is to monitor and provide an annual overview of programmes and procedures to ensure that professional standards have been met and that assessment processes and outcomes are consistent. They do this by reviewing a range of design projects, media and documents, written coursework, and internal assessments as well as the programme's facilities.
- 8.1.3.3 For the BA (Hons) Architecture (ARB/RIBA Part 1) and MArch (ARB/RIBA Part 2), a panel of external examiners is appointed annually and takes part in confirming the criteria for the professional requirements of ARB/RIBA.

## **8.2 Significant Changes to Existing Programmes, Courses and Awards**

- 8.2.1 Stage 1: A programme/course intending to make substantial changes to its aims and objectives, structure, learning outcomes or assessment procedures or name must inform the Head of Teaching of its intentions through the preparation of the annual monitoring report.
- 8.2.2 If the proposal is accepted by the Head of Teaching, it will make recommendation to seek approval from the AB.
- 8.2.3 Stage 2: Following AB approval the proposal should include:
- Statement of rationale for changes
  - Support letter from external examiner/s
  - Revised programme guide

- 8.2.4 Once all recommendations are met the final proposal should be submitted to the AC by the end of Term 2.
- 8.2.5 Stage 3: The AC will request a written assessment of the final proposal by two of its members: one academic staff and one external assessor. Based on these assessments and the responses by the programme/course in question, the Head of Teaching will make a recommendation to the Chair of the AB, who will present them for approval to the AB and subsequently report to the AA Council.

### **8.3 Programme Closure**

- 8.3.1 Closing a programme implies that there will be no further intake and that the programme (inclusive of bifurcated degree tracks where applicable) will no longer be offered. The School commits to a 'teach-out' policy, meaning those students already registered/enrolled on the programme will continue to progress and complete wherever possible, as per the Student Protection Plan which assures the AA School's commitment to students when a provision closes.
- 8.3.2 The assessment of the viability of a programme through regular monitoring, reviews and assessments ensures the currency of the programme and aims to reveal early indicators that the feasibility of a course is diminishing. It is essential that this assessment is combined with a set of supportive strategies once a programme's decline is identified. These procedures need to take into account student, internal and external views.
- 8.3.3 There are a number of possible reasons leading to a programme's closure. These may include, but are not limited to, the following:
- Decline of student numbers over several cycles such that the viability is threatened. The Resource Allocation Model guides in determining minimum thresholds and programme viability.
  - Diminished relevance of the programme within the discipline.
  - Documented concerns about the quality and academic standards of the course.
  - Failure to meet the criteria set by periodic review of the course or re-approval process over a cycle.
  - Significant changes and/or constraints in resource allocations critical to the programme.
  - Sustainability concerns, including fee structures, established through evaluation/comparison of competitor programmes.
- 8.3.4 The School Director, in consultation with the AB, Head of Teaching, Head of Learning, and Human Resources initiates the programme closure process.
- 8.3.5 In exceptional circumstances, the School Director may recommend temporary suspension of a programme, which involves the postponement of the intake to the programme for a specified period (normally the following academic cycle).

Registered students on the programme will continue to progress and complete. Suspending a programme facilitates an evaluation period where the viability of the programme is assessed. The “suspended” status allows for a mechanism of re-activation. When a programme has been suspended for more than two consecutive cycles, formal closure will be considered.

- 8.3.6 Once the programme closure process has been initiated by the School Director an assessment is undertaken by the Teaching and Learning staff to determine the rationale for and impact of the proposed programme closure. This is essential to establish transparent and informed decision making through appropriate consultation with the relevant parties, including students, staff, regulatory bodies and external examiners, and the gathering of relevant supporting data. It also establishes the means and content of communications with applicants who are already in the system, explicitly considering measures to protect against any adverse impact the closure may have. The Teaching and Learning staff reports their recommendations to the AB for approval.
- 8.3.7 Throughout the closure process, the AA seeks to ensure minimal impact on current students. An agreed action plan for overseeing the closure and communicating with applicants and current students is established by the Teaching and Learning Staff (in consultation with the Programme Head/s and the programme’s academic staff). The action plan must explicitly consider the experience of current students to protect against any adverse impact. Clear information is to be provided about the arrangements to be put in place for the remainder of their programme of study and students must be provided with opportunities to raise queries and concerns.
- 8.3.8 Once the AB has approved the programme closure, the action plan is followed by the Teaching and Learning staff for managing and monitoring the programme closure. This action plan deals specifically with:
- Detailed arrangements for phasing out the provision of the programme, including measures taken to protect the quality of the provision during this period.
  - Obligations to existing students, including how reassessment, repeat modules, temporary withdrawal, archiving of coursework, and any deferred offers will be managed. These arrangements should follow a carefully specified timeline.
  - Consideration of the time required for the anticipated completion by students currently enrolled.
  - Potentially facilitating partial or full placement in alternative postgraduate programmes through like subjects, modules, and credits.
  - Timing and mechanisms of the closure of programme advertisement.
  - Closing programme recruitment and contacting any students who have been offered a place or have not yet registered.
  - Provision of clear information to staff about the implications of the closure on their employment: e.g., a reduced contract, possibilities of transfer to other programmes.

- Designation of the status of closed programme throughout all systems once all remaining students have completed the programme, ensuring that all media, documents, and relevant institutes reflect the status of the programme closure.
- The School's Student Protection Plan will be consulted and enacted, where a full phasing out is not possible.

## 9 ACADEMIC COMPLAINTS AND STUDENT APPEALS

- 9.1** Although the AA School endeavours to ensure that every student is satisfied with their experience while at the School, it is understood that sometimes students may have a complaint. A complaint in this context is defined as an expression of concern or dissatisfaction with the service the AA School provides, or a lack of service that a student was led to believe would be provided, or with some other aspect of the AA School which impacts directly and substantively on the student's programme of study.
- 9.2** The AA School aims to provide a clear, fair, and transparent, and readily available and accessible Students Complaints Procedure that confirms all internal procedures and stages and all external references such as the [Office of the Independent Adjudicator \(OIA\)](#).
- 9.3** The AA School commits to an escalating complaints process to allow the satisfactory resolution of a complaint through informal and formal procedures. The AA School commits to acting in accordance with the standards of 'professional diligence' in addressing complaints. In doing so, the AA School ensures that staff are informed of the complaints procedures and how to follow these in practice. The School reviews its complaints procedure annually in line with the OIA's Good Practice Framework and with the Consumer Markets Authority's guidance on Consumer Protection for Higher Education.
- 9.4** The procedures for handling complaints, both academic and non-academic can be found on the School's website. Students are asked to read the information provided there before submitting a complaint or academic appeal. In all cases, the AA expects students to have tried to make an informal resolution before submitting a formal academic complaint.
- 9.4.1** Academic appeals can be made on the grounds of irregularities of assessment procedure or documented mitigating circumstances impacting the Students' summative assessment. The procedures to make such an appeal are detailed in Academic Regulations.
- 9.5** 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. 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. 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.

- 9.6** PhD students can make a complaint to the OU when all internal AA procedures have been exhausted. Appeals against academic decisions of the OU can be made directly to the OU.
- 9.6.1 The AA School Complaints Procedure will be reviewed annually, and an annual report will be made to the Council on the number of complaints received, number upheld or dismissed and summary of the nature of the complaints whilst ensuring the report is anonymous.

## **10 MANAGING HIGHER EDUCATION PROVISION WITH OTHERS**

**10.1** The AA School has three key collaborations with others: ARB and RIBA for the purpose of professional awards and the Open University for postgraduate research degrees.

**10.2** Courses within the BA (Hons) (RIBA Part 1) and MArch (ARB/RIBA Part 2) are designed to meet the professional standards prescribed by the statutory regulator - [the ARB](#) - and they are professionally validated by the [RIBA](#). All qualifications have been mapped against approved FHEQ levels.

**10.3** Taught postgraduate degrees are awarded by the AA and postgraduate research degrees are validated and approved by the OU. The AA is an Affiliated Research Centre of the OU.

**10.4** The AA School is responsible for course design, but it is expected to align with the ARB General Criteria and RIBA Themes and Values in the case of the BA (Hons) Architecture and AA Intermediate Examination (RIBA Part 1); Master of Architecture (MArch)/AA Diploma and the AA Final Examination (ARB/RIBA Part 2); and AA Professional Practice and Practical Experience Examination (ARB/RIBA Part 3) Programmes.

### **10.5 Assessment**

10.5.1 The AA School has developed its own regulatory framework that sets out procedures for student assessment and progression. These are periodically reviewed by the ARB, RIBA, and the OU (for PhD).

10.5.2 In the BA (Hons) Architecture (RIBA Part 1) and MArch (ARB/RIBA Part 2), the external examiners are appointed to confirm the award of the professional qualifications. They ensure that AA students who achieve a pass at the AA Intermediate Examination (RIBA Part 1) and the AA Final Examination (ARB/RIBA Part 2) meet the minimum standard and criteria as set out by the ARB. The School is required to submit a list of graduating students annually for ARB and RIBA public record.

10.5.3 Taught postgraduate programmes adhere to the AA School's assessment framework and regulations. OU regulations govern research degree students studying on an Open University degree. Students on the PhD programme are registered with both the OU and the AA School.

### **10.6 Review of Taught Provision**

10.6.1 The Academic Board has oversight for all parts of the taught provision and internal review. For the BA (Hons) Architecture (RIBA Part 1) and MArch (ARB/RIBA Part 2) there are formal processes in place for periodic external review which are undertaken by ARB/RIBA. The RIBA undertakes a full periodic review every five years through a revalidation process, with mid-term procedure

required in report format, in respect of the Professional Parts 1, 2 and 3 programmes. The Parts 1, 2 and 3 Programmes are also monitored annually by the ARB through a reporting process.

## 11 RESEARCH DEGREES

- 11.1** The AA School has three key collaborations with others: ARB and RIBA for the purpose of professional awards and the OU for postgraduate research degrees.
- 11.1.1 From its inception the AA has been engaged with the cultural and scientific discourses of architecture, growing out of an independent spirit of inquiry. This tradition has grown to encompass a cross-disciplinary approach to research which integrates knowledge from the natural sciences, computational and material experimentation, cultural and professional practices across the world.
- 11.1.2 The AA School's PhD programme operates as an autonomous unit supported by all the postgraduate programmes. Along with the traditional format of the text-based PhD dissertation candidates can choose to incorporate design research as part of the formal argumentation and output of their research projects.
- 11.1.3 As an Affiliated Research Centre of the OU, the administration and award of postgraduate research degree programmes leading to the award of PhD at the AA is undertaken in partnership with the OU's Research School. Under this system the regulations governing research degree students are those of the OU, and AA research students are registered as students with both institutions. Registration with the OU takes place following approval of the PhD research proposal. Registration with both the OU and the AA is then renewed annually through completion.
- 11.1.4 The OU Research School publishes the OU Student Handbook, which complements the information provided in the AA's PhD Programme Guide with which students are provided on enrolment. This sets out clearly the stages of PhD study at the AA School including programme organisation, procedures for progression, resources, responsibilities of the supervisory team, final and interim assessment, the role of the PhD committee and the research context.
- 11.1.5 Candidates for PhD research degrees must already hold an appropriate post-professional Master's degree or equivalent qualification or professional experience in their proposed area of PhD research.
- 11.1.6 PhD studies at the AA are full-time for the entire duration. The normal period of full-time study for the PhD is of three calendar years from the date of registration with the OU up to a maximum of four years after OU registration. The equivalent full-time period for the MPhil is of two calendar years with a maximum of three years.
- 11.1.7 Progress of research students is monitored in regular meetings with their supervisors. The programme of study and skills development are agreed at an early stage and pursued through regular attendance of selected lecture courses, seminars, and workshops. The School's Academic Committee reviews the progress of students at its regular meetings tracking stages of project development and completion. Research students are formally assessed by a

probation review at the end of the first year, annual progress monitoring reports in subsequent years and the final examination following submission of the dissertation. The examination for the PhD research degree involves a two-stage process of assessment by a panel composed of internal and external examiners. Successful candidates receive the award from the OU certifying the AA as the centre of study.

- 11.1.8 Members of AA staff who have been on a successive contract of employment for a continuous period of at least 4 academic years may apply to pursue full-time PhD studies at the AA School whilst 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 regular admissions process.

## **11.2 Research Training and Teaching Programme**

- 11.2.1 The PhD Programme is structured around three complementary layers of engagement and critical discourse:
- Individual Research Projects.
  - Research Groups: Thematically related individual projects form distinct research groups; there are several such groupings at any given time.
  - Collective Activities: These are activities that bring together all the constituents of the PhD Programme. Regular events are held in the form of seminars and presentations of research work under each of these categories, involving both new and continuing research students.
- 11.2.2 Tuition within the Programme encompasses a number of distinct levels of activity and engagement:
- Individual tuition with appointed supervisors aiming at the acquisition and development of specific research skills and the formulation and execution of students' research projects.
  - Discussion groups bringing together PhD projects that are thematically and/or methodologically related coordinated by one or more of the students' supervisors.
  - Taught courses in the form of lecture series, studio projects, research seminars, training workshops.
  - Plenary sessions focusing on presentation of work in progress and bringing together staff and research students from all the thematic areas of the PhD programme.
  - Special events such as conferences, symposia and lectures from recent alumni or guest lecturers.

## **12 INFORMATION ABOUT HIGHER EDUCATION PROVISION**

### **12.1 Formats and Audiences**

- 12.1.1 The School provides a wide range of information about itself to those interested in higher education generally and architectural education in particular.
- 12.1.2 For prospective students, employers and the public the AA School's website is an important resource for information about the School's provision and opportunities. The School operates two distinct online areas: the main website, which is public facing, and the AA Intranet that hosts internal information for students and staff.
- 12.1.3 Content copy for print and online publications, such as the Prospectus, is approved by the Academic Board before release. The Prospectus Editorial Board (delegated by the Academic Board) is responsible for the articulation of clear, accurate and unambiguous information about the AA School and its taught provision with an active approach to maintain confidence in the standards and reputation of the AA and its School of Architecture. The Board comprises the School Director, Head of Teaching, Head of Visiting School, DAP Facilitator, Company Secretary and School Registrar, reporting to the AB on the development of the publication and its content over the production cycle for delivery at the outset of the academic year.
- 12.1.4 The Prospectus, along with units' extended briefs and Programme Guides, are the main documents for all programme information. They are published on the School's website and Intranet with content generated at unit and programme level and reviewed and approved by the School Director or AB as appropriate.
- 12.1.5 The AA School also maintains a wide presence on social media keeping students and prospective students up to date with the School's many daily activities and events.
- 12.1.6 Open Days and Evenings are held for prospective undergraduate, postgraduate, and visiting students throughout the year and alongside a regular schedule of student presentations and public events.
- 12.1.7 The AA's evening lectures, and Public Programme events are recorded and streamed online. The AA's website is home to decades of past recordings featuring some of the most renowned architects and other visitors to the AA over the past half century.

### **12.2 External Engagement**

- 12.2.1 The AA School actively engages with the public to promote discussion about what it means to learn about architecture and what architecture itself might be and become. The AA's resources and activities by which it promotes public engagement with what the Architectural Association has to offer include:

- 12.2.2 The Architectural Association Archives documents the educational and administrative history of the AA and preserves examples of the AA's material culture and graphic output. It operates as an educational tool and design / research resource, not only for AA students and tutors, but also for external scholars, academic institutions and members of the public - also loaning materials for exhibition and licensing images for publication. Its collections comprise in excess of 15,000 architectural drawings, paintings, models and works on paper, dating back to the 1860s, together with contemporary, born-digital work and over 800 cubic feet of textual records. The Archive also holds significant photographic collections, including over 20,000 lantern slides from the 1920s-30s and c280,000 photographs of 20<sup>th</sup> and 21<sup>st</sup>C architecture, in range of formats. It is also jointly responsible for the AA's historic audio-visual archive of lectures, symposia and Public Programme events, originating from the late 1960s. All of these resources are made freely available online, via the Archive catalogue, or through consultation in the Archive's reading rooms.
- 12.2.3 The AA Photo Library holds approximately 500,000 slides, negatives, and prints of historical and contemporary architecture as part of the AA Archive. For educational use, the fully searchable website includes low-resolution watermarked images available for downloading, along with comprehensive information about each project. The Photo Library also operates on a commercial basis, loaning images for publication in books and journals worldwide.
- 12.2.4 The AA Visiting School offers short courses and summer school opportunities to a diverse range of participants. It represents a special form of outreach and the public face of the institution in a global context. The Visiting School enhances the quality of the School Community as a whole by linking teaching staff with a wide network of educational collaborators, exposing communities abroad to the AA's legacy and approach to architectural learning, and growing the pool of applicants to degree programmes who would not otherwise be aware of the culture and opportunities the School affords its regular students.
- 12.2.5 AA Publications is one of the world's leading architectural publishers, known for releasing titles that explore developments in architecture, engineering, landscape and urbanism as well as the fields that touch on them: philosophy, history, art and photography. Founded as a means of examining influential contemporary projects and opening up ideas to debate, AA Publications has a long tradition of publishing architects, artists, and theorists early in their careers. Approximately eight to ten titles are published each year plus two issues of the *AA Files*. The AA Publications Editorial Board, assesses, evaluates, and produces the annual catalogue of AA publications.
- 12.2.6 AA Files is the Architectural Association School of Architecture's journal of record and the successor to a long line of AA house journals that began with the School's founding in 1847. Its content leans towards writerly models of scholarship, criticism, and investigation, prompted not only by work, exhibitions, and events from within the school, but by a rich and eclectic mix of architectural

enquiry from around the world. The journal appears twice a year and is sent out to members of the Architectural Association and individual subscribers and is distributed to a global network of bookshops.

- 12.2.7 The AA Bookshop is one of London's leading specialist architecture bookshops; AA Publications are featured alongside a comprehensive range of titles from international publishers.
- 12.2.8 The AA's Public Programme consists of an extensive series of public events dedicated to contemporary architectural culture: exhibitions, members' events, lectures, seminars, conferences, book launches and publications. Each year architectural theorists and practitioners, writers, performing artists, musicians and art historians are invited to speak at the AA. Whether as part of the series of Evening Lectures or Visiting Theory Seminars or Artist Talks, these events bring together different parts of the school and form an essential component of an AA education. All lectures and exhibitions<sup>8</sup> are open to members of the public, staff and students unless otherwise stated.
- 12.2.9 The role of the AA's School Director includes representing the AA externally at national and international venues and to diverse constituencies. The Director's speaking engagements at conferences, symposia, and special events connect the AA to the broader academic world.
- 12.2.10 The School's participation in the HESA data collection; the National Student Survey and presence on the Unistats website allow current and potential students, as well as other stakeholders, to compare the School with other alternative providers and Higher Education Institutions. The School Registrar is responsible for preparing and submitting accurate data to HESA. The final version of all data submissions is signed off by the Accountable Officer. Information about the School's BA (Hons) programme is available to the public in the form of a Discover Uni data set (formerly Unistats), on the official website for comparing UK higher education course data.

### **12.3 Information and Security**

- 12.3.1 Information about the AA School
  - 12.3.1.1 Production of information about the School's provision is a collective responsibility. The School's Information, Management and Review Policy follows the guidelines and principles of the CMA's guidance on Higher Education Consumer Protection. It sets out what is expected when developing, reviewing, and publishing information about the School, and lays down the approval processes designed to ensure published information is clear, timely, current, transparent, and focused on the needs of the intended audiences.
  - 12.3.1.2 Responsibility for producing initial content lies with each Department Head, Unit Tutor, or Programme Director. The AA's Quality Assurance Officer (QAO) is responsible for ensuring that prospective public

information is authorised for publication and regularly reviewed and maintains a timetable of review for all major school documents. The QAO also acts as the locus for version control by storing and archiving past and current documents.

12.3.1.3 The School's Social Media Policy is in place to ensure that social media is not a source of harassment or bullying or any other form of distress to students or staff nor a source of reputational or legal risk to the AA.

#### 12.3.2 Personal Information

12.3.2.1 The School's Data Protection Policy is designed to ensure that the range of data that the AA is required to hold is appropriately secured against the adverse effects of failures in confidentiality, integrity, availability, and compliance.

12.3.2.2 All information relating to the School's data protection policies including the AA's GDPR Policy can be found in the Data Protection section of the AA School's intranet. Additionally, the AA's Academic Regulations sets out the AA School's Data Protection Fair Processing Notice. This explains the data processing practices of the AA School and covers its use of students' personal data, including that of prospective students, applicants, current students, and alumni. The Fair Processing Notices for staff; students and members can be found in the data protection section of the intranet.

12.3.2.3 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. Students are therefore required to provide a limited amount of personal data to Turnitin® when using the service. 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.

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

12.3.2.5 The AA is a data controller and is registered with the Information Commissioner's Office ICO as required under the Data Protection Act 1998. The AA School will only process personal data in accordance with current Data Protection legislation. The school has a designated Data Protection Officer who is the AA's main contact for the ICO.

12.3.2.6 Requests or queries concerning personal information or any queries regarding this policy should be addressed to the Data Protection Officer ([dataprotection@aaschool.ac.uk](mailto:dataprotection@aaschool.ac.uk)).