

English National Ballet School

Assessment Policy & Procedure

for Courses leading to School awards and those
of Trinity College London and other Academic Partners

Introduction

The School's Assessment Policy & Procedure is concerned with "regulatory" aspects of assessment:

- fitness to be assessed and associated extension and deferral of assessments;
- how a student can bring extenuating circumstances to the attention of the Award & Progression Board;
- assessment and reassessment
- policy and procedure for Academic Appeals; and
- policy and procedure relating to Academic Misconduct.

The contents relate only to summative assessment of students studying at the English National Ballet School on courses leading to awards of the School or its academic partners, except where such assessment is undertaken directly by the partner, in which case the partner's procedure shall apply and, where specifically noted below, these policies and procedures may be used to prepare a recommended outcome for final decision by that academic partner. Summative assessment may be defined as that "used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award." (UK Quality Code for Higher Education, Advice and Guidance, Assessment. QAA/ UKSCQA 2018). In other words, assessment that contributes to the final mark a student receives for a subject at ENBS, which appears on their transcript and counts towards their overall result for the Course. The only exception to this is that the procedure for academic misconduct investigation in section 6 may also be applied to formative assessments; in such cases, the only outcome will be the provision of advice or training on good academic practice, if required.

At the time of approval, the only courses to which this policy applies are those leading to the award of the Professional Diploma(s) in Dance of Trinity College London. Should, in future, the School enter into other academic partnerships or become a "Qualifying Institution" in respect of the Office of the Internal Adjudicator for Higher Education, then variations to this policy and procedure may result, including further rights of appeal to those organisations and potential changes to definitions and procedures to align with the regulations and delegations of future academic partners.

In order to maintain fairness and avoid conflicts of interest, several of the policies and procedures laid out in this document require the participation, at some point, of members of ENBS tutorial staff who were not directly involved in the matters leading up to the commencement of a procedure. In a small School it may, on occasion, be difficult to identify members of staff who meet these criteria. Accordingly, throughout these policies and procedures, the School reserves the right to substitute a member of ENBS professional services staff, an ENBS Governor, or a member of tutorial staff from a peer institution in lieu of one or more members of ENBS tutorial staff, as suitable and with the individual approval of the ENBS Executive Director.

Staff, students and parents may seek advice on these Policies and Procedures from the School Registrar and may also wish to consult related policies in Section 8 below.

1. Fit to be Assessed

The School considers that a student who submits any work towards an assessment or presents themselves for a practical assessment or examination by attendance is, in doing so, declaring themselves fit to be assessed. In the case of prior injury, illness etc brought to the School's attention, the School Health and/or Wellbeing Teams will advise the student and their tutor(s) as to when they may next undertake assessment.

A student who submits any work for an assessment or attends a practical assessment or examination is thus ineligible to apply for an extension or deferral request for that assessment opportunity (see below), unless the person considering the request is satisfied that due to the nature of the circumstances, the student was not in a position to determine that they were not fit to be assessed at the time of submitting or presenting. This latter case may apply, for example, where a student is injured during an assessment or where the nature of an existing injury only becomes apparent during an assessment.

A student who submits any work for an assessment or attends a practical assessment or examination may still submit a subsequent request for extenuating circumstances (see below); however the Panel are unlikely to recommend the case for consideration, unless the student is able to show that their request is based on information that was not known to the student, or where the student had reasonable grounds not to divulge, at the time of the assessment opportunity concerned.

2. Extensions and Deferrals

There may be occasions on which a student considers that they are not fit to be assessed on the due date. In such cases the student may request either a short term Extension to the assessment deadline, equivalent in length to the study days lost due to the circumstances and of no more than ten School working days, or a longer term Deferral to the next available scheduled assessment opportunity, which will typically be in the next term, but could be up to any point in the following academic year, at the School's discretion. Note that students with pre-existing long-term conditions, disabilities or learning differences may be eligible for adjustment of assessment deadlines as specified in their Learning & Teaching Support Plan ("LTSP"), under the separate School Support for Studies Policy.

2.1 Reasons for Requesting an Extension or Deferral

In considering a student's request, the School will only consider matters which:

- are outside the student's control
- were unforeseen and unforeseeable
- are acute
- are relevant & significant
- are supported by appropriate evidence
- occurred shortly before or at the time of the assessment submission due date;
- will have an impact upon the student's ability to be present for the assessment deadline or otherwise will negatively affect the student's performance (such that, if it had not been for those circumstances, the student would perform significantly better)
- are included in an application made in advance of the given assessment submission or presentation deadline
- do not relate to an assessment for which the student has already submitted or presented themselves for assessment

However, In exceptional circumstances, the School may consider a request made after the given assessment submission or presentation deadline, providing the student can demonstrate that:

- they were unable, or for justifiable reasons unwilling, to submit the request before the submission deadline or assessment date.

and/or

- where the student has already submitted any work for an assessment or attended a practical assessment or examination, the nature of the circumstances meant that the student was not able to determine that they were not fit to be assessed when deciding to submit or present for assessment.

The following are the most common examples of circumstances for which a request might be accepted (this list is not intended to be definitive or to guarantee agreement to a request):

- Serious short-term illness or accident
- Injury, verified by the School Head of Healthcare, as making it unsafe for the student to be assessed or likely to compromise the student's ability to accurately represent their learning and abilities;
- A rest or exclusion period for recovery to full fitness, following an illness, injury or accident, as mandated by the School Head of Healthcare and in line with the School's Safe Return to Training Procedure
- Bereavement in relation to an immediate family member
- Sudden deterioration of a serious long-term medical condition.
- Participation in certain School sponsored or endorsed events and activities, which clash with and are arranged prior to the assessment, and which may be determined as being of at least equal significance to an overall student's

outcome (for example company auditions or School-endorsed external performances or competitions)

- Being subject or witness to events of a serious nature that could reasonably be expected to result in a substantial adverse impact on the student's personal circumstances or wellbeing.

The following are examples of circumstances for which a claim will not normally be accepted (this list is not intended to be definitive):

- Medical circumstances that occurred outside the relevant assessment period;
- Medical circumstances without supporting documentation;
- Holiday/employment/family commitments;
- Financial difficulties;
- Personal computer/printer problems;
- Poor study practice;
- Ignorance of assessment deadlines/times, or of this policy and the deadlines within;
- Poor time management;

2.2 Students with disabilities or specific learning differences

Disability is defined under the Equality Act 2010 as a "physical or mental impairment which has a substantial or long-term adverse effect on ability to carry out normal day to day activities".

For School purposes, students who have a disability (including specific learning difference) under the definition of the Act are directed to the Wellbeing Team for advice and which may progress to the preparation of a Learning & Teaching Support Plan articulating their learning profile and support and learning entitlements.

The purpose of learning support is to enable students to develop study strategies to be able to demonstrate learning outcomes through assessment tasks delivered to deadline. For this reason and unless specified within a pre-existing Learning & Teaching Support Plan, the School does not offer automatic extensions to students with a disability or specific learning difference. All claims must follow the procedures as outlined above and meet the given criteria for mitigating circumstances.

A specific disability or learning difference will not in itself be considered a justifiable reason for an extension to or deferment of an existing assessment deadline, EXCEPT where:

- It can be evidenced that the School failed to provide an individual claimant with support as articulated as an entitlement within their Learning & Teaching Support Plan;
- Where a student has recently been diagnosed and as yet has not received sufficient support to enable effective study strategies to be employed to meet a deadline

The School recognises that some students with disabilities and long term medical conditions may from time to time experience adverse impacts on their ability to study

or meet deadlines due to a deterioration in health and wellbeing arising from that condition (for example a mental health condition with periods of illness, or a worsening of a long term physical health condition such as arthritis). Such students are required to apply for mitigating circumstance in the usual way. However, where the Learning & Teaching Support Plan indicates periodic requirements for extensions to deadlines, the Head of Healthcare and/or Wellbeing Team will provide validation for the student so that additional medical evidence is not required for each claim.

2.3 Evidence requirements

Evidence submitted in support of an Extension or Deferral request must demonstrate the impact the circumstances had on the student's ability to submit or present for an assessment by the given deadline. Examples of acceptable evidence may include:

- Evidence, verified by the School Head of Healthcare or a UK-registered medical practitioner who is not a member of the student's family, of a medical/health condition/injury which occurred or impacted during the period immediately leading up to the assessment date and/or the actual assessment date. It is at the Registrar's/Head of Studies' discretion whether to accept the evidence presented; however, it should be noted that self-certification will not normally be accepted;
- In the case of bereavement, it is at the Registrar's/Head of Studies' discretion whether or not to accept the evidence presented, however, if the death occurred outside the assessment period or period immediately leading up to the assessment deadline, then further evidence should be submitted to support the claim of the on-going impact this had/is having on the student's ability to meet the assessment deadline;
- Verification from School Wellbeing & Safeguarding Team, to evidence a disadvantage to student learning. Such evidence must include confirmation of an ongoing relationship between the student and the Wellbeing & Safeguarding Team (i.e. that the student has previously and continues to receive such support).

Where supporting evidence is not available at the time the student submits the Request Form, the student may, at the discretion of the Registrar's/Head of Studies', be given a further deadline by which to submit this. Where this deadline is not met, the claim will be considered as originally submitted (i.e. in the absence of evidence).

If evidence is not in English, it is the student's responsibility to have it translated prior to submission.

2.4 Requesting an Extension or Deferral

Students may wish to seek advice and guidance from the Registrar prior to submitting a request.

Students wishing to request an Extension or Deferral should complete and submit the relevant form available from the School website. The completed form should indicate whether a short term extension or longer term deferral is requested (one only) and must clearly outline the nature of the circumstances and how these affected/are

affecting the student's ability to submit or present themselves for assessment by the given assessment deadline. The form must be completed in full, include a written statement and should be submitted to the Registrar, as per the instructions given and accompanied by all relevant documentary evidence, no more than ten School working days prior to or five School working days after the scheduled submission deadline or assessment date.

For requests made after the original assessment deadline, the student must also clearly state why they were unable, or for justifiable reasons unwilling, to submit a claim before the given assessment deadline; this must also be verified in writing by the School Head of Healthcare or a UK-registered medical practitioner who is not a member of the student's family.

For requests relating to assessments that the student has already submitted any work for and/or attended a practical assessment or examination for, the form must also clearly explain why the nature of the circumstances meant that the student was not fit to determine that he/she was not fit to be assessed when deciding to submit or attend for assessment.

2.5 Consideration of Requests

Requests for an extension will be considered by the Registrar. Requests for a deferral will be considered by the Head of Studies. In both cases the student will be contacted by the considering member of staff within five working days of the receipt of request by the Registrar, with details as to whether the request has been granted and any revised date for submission or presentation for assessment. In the case of deferral, this may be no more specific, at this point, than the term/academic year to which the assessment has been deferred.

A maximum of five deferrals of individual assessments may be agreed where these are to be rescheduled in the following academic year.

There is no right of appeal against the Registrar's or Head of Studies' decision; however, students may also wish to consult the sections on Extenuating Circumstances and Academic Appeals below.

A student who submits a request for extension or deferral but subsequently goes on to submit any work, or attend a practical assessment or examination, for that assessment by/on the original due date, will not have that request considered or, if already granted, the agreed extension or deferral will be cancelled and the student will not be permitted subsequently to request a further extension or deferral in relation to that assessment.

A request made, after the student has submitted any work or attended a practical assessment or examination for the assessment concerned, will not be agreed if the work is of a pass standard and an opportunity to extend or defer the assessment deadline will not affect the student's progression or award.

In respect of assessments undertaken directly by TCL, the Head of Studies' decision will be provisional, subject to ratification by TCL, against which there is no right of appeal.

3. Assessment and Re-assessment

3.1 First Sits and Re-sits

A student's first opportunity, offered by the School, to attempt an assessment, regardless of whether they take that opportunity, is considered a "First Sit" and the full range or marks and grades, as normally applied to the assessment concerned, are available. Students who do not use that opportunity to submit or complete the assessment, and who have not secured an extension or deferral (in exceptional case in retrospect as per 2.1 above), will be given a reduced mark and grade based on the work submitted, down to a 0%/Fail. Where a student submits written work after the submission deadline (original or revised via an agreed extension or deferral) for an assessment, if submission falls within 1 School working day of the deadline, a penalty in the form of a 10% reduction in actual mark achieved will apply. Submission after this will result in the maximum grade and mark available being pegged at "Pass" and the minimum passing % respectively. Work submitted more than 10 School working days after the above submission deadline will receive a mark/grade of Fail/Zero.

The following are examples of other situations where an assessment is still considered to be a "First Sit":

- where a student has been granted an extension or deferral, the assessment at the revised date will be considered the "First Sit" and will not be considered to be a retake;
- where, following consideration of extenuating circumstances or an academic appeal, the Award and Progression Board, at its discretion, permits the student to retake an assessment in circumstances where the full range or marks and grades, as normally applied to the assessment concerned, are available;
- where the Award and Progression Board, at its discretion, determines that the student should repeat a whole level of Course, including both attending classes and retaking assessments. The full range or marks and grades, as normally applied to the assessment concerned, are available for the latter, which are thus considered to be "First Sits" rather than "Re-sits".

In cases where a student has been graded "Fail" for an assessment or given a % mark below the pass mark and is not allowed a further "First Sit" as per the above scenarios, the Award and Progression Board may, at its discretion, permit the student to retake the assessment alone as a "Re-sit" which means that, for this attempt, the maximum grade and mark available are pegged at "Pass" and the minimum passing % respectively.

3.2 Academic Progression

Normally, students will be required to have passed all assessments for the previous level, including any outstanding assessments granted as extension, deferral or retake opportunities as detailed in 3.1 above, before commencing the next level of their course, unless later deferrals have been agreed. In exceptional circumstances, the Award and Progression Board, at its discretion, may permit a student to progress to the next level

of their course, "trailing" up to five outstanding assessments from the previous level, which must then be passed during the coming academic year.

Where a student has received an overall fail grade/mark in three or more subjects at a given level of study, the Award and Progression Board will not permit the student to Resit the assessments as per 3.1 above, but may, at its discretion, permit the student to repeat the failed level of study in its entirety, including both attending all classes and retaking all assessments. Where the Award and Progression Board does not so permit or the student does not enrol to accept the opportunity so offered, the student's course of study will be terminated.

Where a student has not passed all required reassessments for a given level of study and does not have permission to trail all the outstanding assessments in the subsequent level, the Award and Progression Board may, at its discretion, permit the student to repeat the failed level of study in its entirety, including both attending all classes and retaking all assessments. Where the Award and Progression Board does not so permit or the student does not enrol to accept the opportunity so offered, the student's course of study will be terminated.

Where permitted, a student may retake an assessment once as a "First Sit" and, as a maximum, twice as a "Re-sit". The School reserves the right, at its discretion, to offer a retake opportunity utilising the same or different content, format and/or media to that of the original assessment opportunity.

Where a student has already achieved a grade and/or mark for an assessment at a pass standard, the Award and Progression Board will not consider a retake opportunity, unless the offer of such an opportunity could have a positive impact upon the student's overall progression and/or award.

In the case of assessments undertaken directly by TCL, the outcomes above, including decisions of the School's Award and Progression Board will be treated as recommendations from the School to TCL, subject to final decision by TCL.

In the case of students following courses leading to the award of an academic partner other than Trinity College London, the above decisions of the School's Award and Progression Board may be subject to ratification by the appropriate partner body.

In permitting further assessment and reassessment opportunities, including the deferral of a "first sit", it is frequently the case that an alternate form of assessment is necessary, either because it is not always practicable to repeat the format of the original opportunity, for example a specific public performance, or because through injury or illness, a student cannot participate to the original format. In such cases, the Course Assessment and Award & Progression Boards will permit an alternate form of assessment to be adopted as specified in the scenarios and solutions detailed below, in cases where a Deferral or Extenuating Circumstances application, or relevant Learning & Teaching Support Plan has been agreed, or a Board otherwise accepts that a student had good reason not to be able to undertake the original assessment opportunity in its entirety. Unless otherwise indicated, assessment to be marked with the full ENBS % range. "Final Year" means the year in which the student plans to leave with the conferment of the TCL Level 5 or 6 Diploma.

Scenario	Solution
All	Record all performances and prepared classes and, as a minimum, sufficient rehearsals to cover all students per production and all with an audience.
Student with needs requiring reasonable adjustment to assessment practice	To be determined via the Support Through Studies Policy/Procedure and documented in an agreed Learning & Teaching Support Plan
Continuous Mark with <60% term attendance (not through long-term injury). ENBS mark.	Derive Pass/Fail grade only from first 2 weeks of next term (these then cannot count towards continuous mark the next term)
Continuous mark >60% term attendance. ENBS mark	Derive uncapped mark from available activity only, where student has justified reason for absence
Continuous mark missed because of Long-term injury (defined as missing more than one term). ENBS mark	Rehabilitation programme and participation in class (observation, support, reflection) will be marked instead, as Pass/Fail grade rather than % mark.
Prepared class missed. ENBS mark with TCL moderation.	i. Mark another class in a following term (which cannot also be marked for that student as a prepared class scheduled for that latter term); where not possible, in case of long-term injury in final year, either: ii. mark a previous video recorded class, which has not already been used for the student's assessment; or iii. a grade of Pass/Fail only will be arrived at via consideration of student's existing prepared class marks across the final and immediately previous year. In the case of ii or iii above, to be accompanied by a letter of support from the Head of Healthcare, for TCL Diploma purposes
Required performance missed. Separate ENBS mark and TCL grade.	i. Acceptable alternative live performance marked (and recorded) in current or (a) following term, where this has not already been used, or planned for use, in the assessment of the student; where not possible, in case of long-term injury in final year, either: ii. acceptable alternative recorded performance marked, where this has not already been used in the assessment of the student; or iii. the grade of Pass/Fail only will be arrived at via consideration of the student's existing ENBS and/or TCL performance marks across the final and immediately previous year; or

	iv. in the case of a final year dissertation performance, the assessment to be reweighted as 95% written dissertation and 5% presentation, with dissertation topic adjusted to suit, to optionally include reference to an alternate video performance with a 500-word extension. Where i and ii above are required to ensure that a student will have been assessed in performance by TCL on at least one opportunity (level 5 Dip) or at least two opportunities (Level 6 dip) there may be some flexibility in the format of this, providing it falls within what is acceptable as detailed in page 13 column 2 and page 14 column 1 of the TCL provider guide, or otherwise agreed by TCL, for example, a rehearsal recorded in front of an audience may be acceptable. In the case of ii, iii and iv above, to be accompanied by a letter of support from the Head of Healthcare, for TCL Diploma purposes.
Assignment missed. ENBS mark with TCL moderation.	Specific alternatives available for each assignment, submitted with an extension but at earliest opportunity. If related to long term illness or injury, for TCL an alternative may need to be accompanied by a letter of support from the Head of Healthcare.

4. Extenuating Circumstances

There may be occasions when a student has not made use of the Extension or Deferral process at 2. above, but wishes, in retrospect, to make the Award & Progression Board aware of circumstances that may have affected their performance at assessment. As a guide, the specific circumstances that may be considered and the types of evidence that the student may wish to provide are as at 2. above. In addition to the particular circumstances themselves, to be considered, the student must also demonstrate that one or more of the following were the case:

- they were unable, or for justifiable reasons unwilling, to submit a request for extension or deferral at the due time;
- the circumstances relate to matters of which the student was unaware at the time of the assessment concerned, other than ignorance of the School's policies and procedures;
- they were not in a position to determine that they were not fit to be assessed at the time of submitting or presenting.

A student may not be considered under the Extenuating Circumstances procedure in relation to an assessment opportunity for which they have previously requested an Extension or Deferral, regardless of the outcome of that request.

A student may not be considered under the Extenuating Circumstances procedure in relation to an assessment for which they have already been awarded a pass grade/mark, unless it is possible that such consideration might result in an outcome

which has a positive material impact upon the student's subsequent progression or award.

4.2 Mitigation Procedure

Where a student wishes to apply for mitigation due to extenuating circumstances, the following process shall apply:

Stage 1

The student will submit a completed Extenuating Circumstance form, available at the School website, together with supporting evidence, as per the instructions given, at least 20 School working days in advance of a meeting of the Award and Progression Board within the academic year of the assessment(s) concerned, as indicated on the School calendar or advised by the Registrar.

Stage 2

The Course Administrator Student Services will respond in writing within 5 School working days and if required, will arrange a formal meeting with the student and/or assessor to discuss the circumstances and ensure there is appropriate detail to forward a mitigation request to the Extenuating Circumstances Panel.

Stage 3

The student's extenuating circumstances will be summarised by the Course Administrator, noting:

- the date and time of the affected assessment(s),
- the nature of the circumstances and the reason(s) for not disclosing these previously,
- what documentary evidence has been supplied,
- both this summary and original evidence will be made available to the Panel should the matter so progress.

Stage 4

The Registrar considers the documentation above and determines whether the case meets the threshold for consideration with regards to the nature of the circumstances, the reasons for previous non-disclosure and that exclusions do not apply.

Stage 5

The Registrar convenes a meeting of the Extenuating Circumstances Panel, to consider all outstanding notified extenuating circumstances, at least 10 School working days prior to the relevant Award and Progression Board. The Secretary will ensure that obtain the original evidence from Course Administrator prior to the meeting. All decisions will be noted in the minutes.

Stage 6

The Panel's recommendation to the Award and Progression Board, accompanied in each case by a summary of extenuating circumstance, will be whether to:

- a) provide a student with the opportunity to take the affected assessment(s) as a "First Sit", where the full range of marks and grades, as normally applied to the assessment concerned, are available;
- b) waive late submission penalties;
- c) determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the subject/module(s) for an overall mark to be derived;
- d) note the accepted extenuation for the assessment and recommend that it is taken into account at the point of determining progression or award; or
- e) reject the request on the grounds that the student has failed to demonstrate and/or evidence a case in terms of the particular circumstances concerned and the reasons for previous non-disclosure, within the specified timescale.

The Panel, depending on the circumstances, may exercise discretion in deciding on the particular form any recommended reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

Stage 7

In each case the Award and Progression Board will consider the Panel's recommendation, along with the summary of extenuating circumstance and elect either to action the recommendation or take an alternate action from amongst those listed above. In the case of assessments undertaken directly by TCL, the Board's decision will be treated as a recommendation, subject to final decision by TCL.

Stage 8

The student will be notified of the recommended course of action, by the Course Administrator, within 5 School working days of the Panel meeting, with the proviso that the outcome is provisional, subject to ratification by the Award and Progression Board, and by Trinity College London or the relevant academic partner in the case of programmes other than those leading to awards of the School. A student may not appeal specifically against the Registrar's or Panel's decision; however, they may also wish to consult the section on Academic Appeals below.

5. Academic Appeals

An Academic Appeal is a process whereby a student requests that a School Award and Progression Board reconsiders their decision as to the component and overall mark(s), progression status, and/or overall award for that student, including where applicable award classification or endorsement, once these outcomes have been confirmed to the student after the relevant meeting of the Board. Assessments carried out directly by an academic partner or decisions on final awards conferred by an academic partner may not be considered or decided by the School Award and Progression Board and this

Policy and Procedure may not apply in such circumstances, for example in relation to assessments directly undertaken or awards conferred by Trinity College London, other than in section 5.4 and other exceptions noted below;

Appealing an assessment decision must not be confused with cases of extenuating circumstances or student complaints, each of which have their own published policies.

Students may not appeal against the academic or artistic judgement of the Award and Progression Board or that of the internal and external examiners and Course Assessment Board(s) that have informed the work of the Award and Progression Board. This means that students cannot appeal on the basis that they are simply unhappy or dissatisfied with a grade, mark, progression decision or award or classification arrived at. If a student is unhappy about a grade, they should in the first instance contact their tutor to discuss feedback on their assessment or assignment. A tutor will also explain the assessment processes and procedures. However, under no circumstances will a tutor be able to change the grade as a result of this conversation.

5.1 Reasons for Consideration

Appeals against the Award and Progression Board's decisions will only be considered where the student:

- alleges that an assessment decision has been made that involved an inaccurate calculation and/or that the assessment process did not follow the relevant School and academic partner regulations, policies and procedures as detailed in, as applicable, the Course Handbook, programme and/or subject or module specification(s), assessment brief or other applicable School and partner regulatory or policy documentation, and which is of such a nature as to create a reasonable possibility that in the absence of such inaccuracy, procedural irregularity or administrative error the decision in question would have been materially different; or
- provides written evidence in support of a claim that their performance in the assessment was adversely and materially affected by circumstances which the student was unable or, for valid reasons, unwilling to divulge before the Board reached its decision; or
- alleges that, where a discretionary decision has been made in: i. respect of an application for extension, deferral or extenuating circumstances; or ii. arriving at an outcome by an Award & Progression Board after marks have been finalised, there is evidence of prejudice or bias on the part of the decision-maker(s), which is of such a nature as to create a reasonable possibility that in the absence of any prejudice or bias the decision in question would have been materially different.

5.2 Providing Evidence

It is the responsibility of the student to provide copies of evidence in support of their appeal. This may include medical evidence, copies of correspondence or other documentation. The School reserves the right to reject an appeal without further

consideration if the student has not specified the grounds on which they are appealing, or if insufficient evidence has been provided.

If a student is submitting an appeal under grounds number (ii), it is important that they explain not just the circumstances they were experiencing, but also the reason why they were unable to inform the School at the time. The student should provide evidence to support both these points.

Students are normally expected to submit their own appeal and represent themselves throughout the process set out in this policy. The School will not normally accept submissions from third parties or representatives, including relatives on a student's behalf nor other students or legal representatives

The School will reject all appeals it considers vexatious or frivolous, without further recourse to the appeals procedures. In such cases the Reviewer will provide reasons in writing to the Student as to why the academic appeal is considered an abuse of the process but will not enter into further correspondence about such cases. Any academic appeal considered vexatious or frivolous, or which is based upon falsification of events or documents may lead to action being taken by the School under the Student Code of Conduct and Disciplinary Procedure or Academic Misconduct section of this Policy and Procedure.

The decision that is being appealed against will remain in effect unless or until an appeal is upheld and any update decision put in place

All academic work, and appeal documents, will be retained for the duration of a student's studies or as long as it takes to make an appeal, whichever is later.

5.3 Procedures

Where a student feels they have a genuine appeal, the following procedures shall apply. The term "Completion of Procedures" is used below to describe a letter sent to the appellant to advise, amongst other things, that the School's internal appeals procedures have been completed. In certain cases the appellant may still take their appeal to an external awarding body (see 5.4 below) but currently not to the Office of the Independent Adjudicator for Higher Education, as both the School and its academic partner, at the time of writing, fall outside the definition of a "Qualifying Institution" for that scheme. The terms "appellant" is used below to denote a student who has submitted an academic appeal.

Stage 1

While provisional assessment results may be known earlier, a student may not make an academic appeal until the date on which authorised final marks, progression or award outcomes are released to them following the relevant meeting of the School Award and Progression Board. Appeals received before this date will not be considered.

The student will complete an **Academic Appeal Form**, which is available from the School website at <>, and submit it, along with any supporting documentary evidence, to the Registrar, via e-mail to the enrolment email address or by hand, no later than 5 School working days from the date of release to the student of the relevant confirmed

assessment result(s) following the relevant meeting of the School Award and Progression Board. Appeals received after this will not be considered.

The content of the form and accompanying evidence will constitute the substance of the Appeal; appellants must thus ensure they make their case fully and accurately at this point. Any further information or matters introduced by the appellant, subsequent to submission of the form, will be disregarded.

Where the appeal concerns a course leading to the award of an academic partner, the Registrar will inform that partner within 10 working days of initial School receipt of the appeal form.

The Registrar will forward the appeal to the Reviewer, being a tutor who has not taught the student or directly assessed their work for the level of Subject and academic year concerned (noting that membership of an assessment board by itself does not count towards this definition). The Reviewer will consider the grounds for the appeal and supporting evidence and come to a preliminary decision, advising the appellant in writing within 10 working days of initial School receipt of the appeal form, either:

- within a Completion of Procedures letter that the appeal is rejected, because the circumstances detailed do not constitute grounds for appeal, are not adequately supported by the evidence, fall outside the scope or timescale of the policy or may be considered vexatious or frivolous; or
- to agree a time for a meeting with the assessor and appellant, which will be within 15 School working days of initial School receipt of the appeal form.

Stage 2

If having met with the assessor and appellant, the Reviewer considers that there are still valid grounds for the appeal, the Reviewer will complete Stage 2 of the initial appeal form detailing why the appeal should be proceed to Stage 3 of the appeals process, within the grounds detailed at 5.2 above and submit this to the Chair of the School Award & Progression Board within twenty School working days of initial School receipt of the appeal form.

If having met with the assessor and appellant, the Reviewer considers that there are not valid grounds for the appeal, they will provide the appellant with a Completion of Procedures letter within twenty School working days of initial School receipt of the appeal form, to advise that the appeal is rejected, because the circumstances detailed do not constitute grounds for appeal, are not adequately supported by the evidence, fall outside the scope or timescale of the policy

Stage 3

The Chair of the School Award & Progression Board will inform the Reviewer and the appellant of the date on which the appeal will be considered and to invite them both to attend. This will normally be at the next meeting of the School Award & Progression Board, although the Chair may choose to hold an extraordinary meeting of the Board or deal with the matter via Chair's action, where any delay could cause possible disadvantage to the student. Disadvantage means that subsequent assessments could be affected by a delay.

The Appellant will be invited to present their appeal in person or appoint the Reviewer to do so on their behalf, although the Reviewer must be present regardless. The appellant may also choose to be accompanied by a member of the Wellbeing team, who may provide general support, but cannot advocate in relation to the appeal itself. The Reviewer may also invite the assessor if doing so would help the Board in reaching a decision. Providing an invitation has been extended, a decision may be made in the absence of the appellant, with the Reviewer presenting the appeal regardless of whether so appointed by the appellant.

The Board will consider all the evidence arising from the appeal and no other in reaching its decision. The decision of the Board will be communicated to the appellant, Reviewer and, where applicable, awarding body via a Completion of Procedures letter within 5 School working days of the Stage 3 meeting. The decision of the Board will normally be that:

- the appeal is upheld, and one or more of the following actions apply:
 - an overall mark or progression, award or classification outcome is recalculated correctly and the record amended;
 - a progression, award or classification outcome is revised in light of the circumstances of the appeal and the record amended;
 - one or more component assessments are to be remarked;
 - the student is offered an opportunity to retake one or more component assessments, either as a First Sit or a Resit;
 - no further action required or appropriate; or
- the appeal is dismissed; or
- in respect of an assessment undertaken directly by TCL, to make a recommendation, as per 1 or 2 above, for final decision by TCL.

5.4 Final right of appeal to the Awarding Body

Where an academic appeal concerns a course which leads to the award of an academic partner, the appellant may also appeal to that partner organisation. It is normal practice that such an appeal may not be undertaken until the internal appeals process, as laid out above, has been completed, but not to the appellant's satisfaction. However, this is not always the case.

At the time of writing, Trinity College London ("TCL") is the School's sole academic partner and students following programmes leading to a TCL award who wish to query the final award conferred on them by TCL may then apply directly to TCL. Such students may first request a results review from TCL, and if not satisfied by the outcome of that review, go on make an appeal to TCL to be considered by an external arbiter. In considering a request for such a results review or appeal in respect of a final award, TCL will normally require the student to have first exhausted the School's appeal processes above, in respect of the individual constituent assessments concerned.

As a final stage, such students, who remain dissatisfied, may take their case to Ofqual or Quals Wales/CCEA as relevant.

It should be noted that the School's internal appeals process cannot be used to appeal against a TCL award decision, while the TCL review/appeals process can only be used for that purpose and may be found on the TCL website here:

<https://www.trinitycollege.com/help/customer-services/appeals>

6. Academic Misconduct

6.1 Introduction

Academic misconduct is any action through which a student gains, attempts to gain or attempts to help others gain, an unfair academic advantage in a summative assessment. This can be through cheating, plagiarism, or collusion, and includes using Generative Artificial Intelligence (AI) to cheat, plagiarise or collude.

We investigate and take action against academic misconduct to provide assurance of, and confidence in, the robust academic merit of all our students' awards. The goal of this policy to ensure no student benefits from misconduct, but at the same time ensure actions are fair and proportionate, so students can learn from their mistakes and be supported to succeed in future.

6.2 Policy Details

The School will always take action when it is confident, based on reasonable probability and academic/artistic judgement, that academic misconduct has occurred. No student should be awarded a mark or grade that is not merited, and a range of penalties, from resubmission to permanent exclusion in the most serious or repeat offences, can be given. However, outcomes from a misconduct investigation may involve additional support and guidance on academic writing skills, referencing or appropriate use of artificial intelligence (AI) tools, to help students improve and avoid repeat offences. The following examples illustrate types of academic misconduct, but it is not an exhaustive list: and types may overlap in individual cases:

Cheating (including contract cheating)

- Fraudulently applying for an extension or deferral of assessment, or extenuating circumstances, including falsifying evidence;
- Copying or paraphrasing content prepared by another ENBS student (except permitted collaboration where so specified in the assignment brief) or an essay writing service or another party you have asked to prepare work for you and presenting it as your own individual work, whether in an examination, coursework assignment, original authored/choreographed piece or prepared practical assessment, regardless of the proportion of the submitted assessment so derived. Where such content has been provided in return for payment or other reward by or on behalf of the student being assessed, this shall be considered an aggravating factor in determining a penalty;
- Resubmitting previous work instead of attempting the requested (re)assessment brief;
- Use of unauthorised equipment in an exam, e.g. calculator, ear pieces, smart watch / phone;
- Taking unauthorised notes/materials into the exam room;

- Accessing exam papers ahead of the scheduled exam.

Plagiarism

- Copying or paraphrasing material from another source, without correctly referencing the original author, choreographer, dancer or composer including AI sources;
- Referencing unpublished sources, such as from AI, without including copies/images/output as evidence;
- Copying material from a publication, live or recorded performance, or internet source, including AI sources, without acknowledging the source within the text and/or references;
- Submitting collaborative work as your own individual work or failing to acknowledge the contributions of supporting contributions of other dancers e.g. in choreographic, repertoire or pas de deux work.

Collusion

- Intentionally allowing your work to be copied by another student, where this falls outside permitted collaboration, whether in an examination, coursework assignment or an original authored/choreographed piece or prepared practical assessment;
- Sending your such work to another student;
- Undertaking another student's such work for them, or sourcing others, including AI, to do it for them;
- Assuming the identity of another student in an assessment;
- Allowing someone to assume your identity in an assessment;
- Where collusion has occurred in return for payment or other reward from or on behalf of the student being assessed, this shall be considered an aggravating factor in determining a penalty.

Students have a responsibility to ensure they understand these issues, as a lack of understanding cannot be taken as an excuse in defence of academic misconduct. We will, however, take mitigating circumstances, accompanied by genuine contrition, into consideration when determining penalties.

Some students will have received permission via the Wellbeing Team and/or their Disabled Students' Allowance to use digital support tools, such as Grammarly, as part of their studies. Appropriate use of such approved tools is not academic misconduct, but it is the student's responsibility to ensure they, as with all software, are not misused. Many such tools increasingly use Generative AI and may not be set to alert the user when it makes changes, so extra care must be taken to avoid additional content being added that is not the student's own work. For academic purposes, digital support tools should be used to check individual words or selected parts of paragraphs only, not entire documents. If using such tools on significant portions of text, or on key terminology, always proofread what is produced to ensure it is still your own work and not new information, claims or possible incorrect evidence created by AI. If in any doubt, reference the AI tool in the same way as any other source material.

An increasing number of language translation tools use Generative AI and students should be aware there is an increased risk of such tools creating new content and/or changing the intended meaning when supplementing between languages. Teaching, learning and assessment at ENBS is delivered in English, and students are held responsible for work submitted in English, even if it has been converted from a different language. If in any doubt, reference the AI language tool in the same way as any other source material.

Any proven academic misconduct will be recorded on a student's file for the duration of their studies.

Investigation into suspected academic misconduct follows the preferred format advised by the Quality Assurance Agency (QAA Academic Misconduct Penalties, Advice for providers, September 2021), except where specific staff roles or organisational structures differ.

6.3 Procedure Stages and Timescales

The School procedure relating to academic misconduct will run to the following timescale:

- 1) A potential academic misconduct case is raised within 90 School working days of the student submitting the assessment concerned.
- 2) An initial investigation is concluded within 20 School working days of the potential academic misconduct case being raised.
- 3) Where the investigation proceeds to a discretionary penalty or Academic Misconduct Panel, the student is notified in writing as to the investigation, outcome, and reply deadline within 5 School working days of the conclusion of the initial investigation.
- 4) Where a discretionary penalty is applied, the student must reply to accept the penalty in writing within 5 School working days of being so notified. Failure to do so will result in proceeding to Academic Misconduct Panel.
- 5) Where the student is notified that the matter will proceed to the Academic Misconduct Panel, they will be given a minimum of 5 School working days' notice, in writing, of the Panel date and an invitation to attend.
- 6) The student will be notified of the Panel's decision, including any penalty, in writing and within 5 School working days of the Panel meeting date.
- 7) Where the student wishes to appeal against the outcome of the Academic Misconduct Panel, they must submit an appeal form within 15 School working days of the Panel meeting date.
- 8) The Academic Misconduct Appeals Panel will meet within 10 School working days of the submission date of the appeal.
- 9) In the case of an assessment undertaken directly by TCL, the Academic Misconduct Appeals Panel's decision is submitted as a recommendation for final decision or further investigation by TCL.
- 10) The Academic Misconduct Appeals Panel will write to the student with the outcome of the appeal within 5 School working days of the later of: Academic Misconduct Appeals Panel meeting date; or, where applicable, the final decision from TCL.

This concludes the School's internal Academic Misconduct and associated appeals processes. However, in the case of courses leading to Trinity College London, the student may still appeal directly to TCL against their overall award result and/or in the case of individual assessments conducted directly by TCL, providing this remains within the relevant TCL timescale (see Academic Appeals section 5 of this Assessment Policy & Procedure).

Initial Academic Misconduct Investigation

Tutorial staff ("colleagues") will utilise a variety of techniques to identify potential academic misconduct, including electronic indicators from Turnitin and their own judgement. No misconduct will be deemed proven, and no penalty will be applied, based solely on electronic indicators from Turnitin or other software. The colleague marking the assessment, or where relevant second marker or moderator, has discretion to determine whether there are sufficient grounds to refer it for further investigation, and may seek a second opinion from the Head of Studies, relevant Year Tutor or subject teacher. An Academic Misconduct investigation will normally apply only to summative assessment; however tutorial staff have discretion to refer formative assessments for investigation, which may not proceed beyond Stage 1.

Once a potential academic misconduct case is raised by the relevant colleague, an investigation will then be initiated by the nominated Academic Integrity Investigator (usually the Registrar). The colleague will provide the Academic Integrity Investigator with the assessment submission, which is to be investigated, as well as a completed Academic Misconduct Reporting Form, the Assessment Brief, Similarity Detection and Generative AI reports from Turnitin (where applicable) and any other relevant evidence. The colleague is expected to clearly indicate the grounds for suspicion.

The Academic Integrity Investigator will undertake an initial investigation to determine whether there are grounds to proceed or to dismiss the case. If proceeding, the student will be informed of the case raised about their assessment, which may, if the evidence is compelling, include an indication of probable outcomes. The student will be invited to make a written statement/response to the allegation. The Academic Integrity Investigator will take the student's response into consideration when finalising their initial investigation and preparing recommendations.

Once the initial investigation is concluded by the Academic Integrity Investigator, a decision will be made, in consultation with the Head of Studies and/or Artistic Director, on the next steps which can be a dismissal of the case; referral to an Academic Misconduct Panel hearing; or application of a discretionary penalty.

A discretionary penalty can be applied where the misconduct constitutes an academic misdemeanour, such as inadequate referencing; small sections of unattributed quoting, paraphrasing or AI content; credible mistaken use of AI corrective software. The Academic Integrity Investigator is also authorised to apply a discretionary penalty if: it is a first offence with no intent to deceive; and/or if the student has responded by admitting to the academic misconduct, indicating regret and an intent to avoid making such a mistake again. Potential outcomes for discretionary penalties can include one or more of:

- Formal written warning
- Advice or training provided on good academic practice and documented in a LTSP, which may also include conditions on proving it has been acted upon. In the case of formative assessment, this is the only penalty that may be applied and in such cases without conditions or requirement for acceptance
- Removal of unauthorised content from the assessment, or unauthorised content excluded from marking
- Receive a mark of zero, with an opportunity to re-sit the assessment, capped at minimum pass mark/grade
- Permission to repeat the assessment, either as a further first sit or a resit, noting that the former will only be granted in exceptional circumstances, at the discretion of the Academic Integrity Investigator, and only where there is no perception of advantage over other students.

If a student chooses to dispute a discretionary penalty, if a case is deemed to be a serious offence, or if the Academic Integrity Investigator is unable to reach a decision, academic misconduct reports will be referred to an Academic Misconduct Panel. Academic Misconduct Panels have authority to set more severe penalties than those given as a discretionary penalty.

The Academic Misconduct Panel

Academic Misconduct Panels will consist of:

- Chair: Head of Studies or a Year Tutor
- Member: either of the above not already acting as Chair
- Secretary: a member of the School Office team

Members of the Panel must not have taught or assessed the student in the academic year concerned nor been the Academic Integrity Investigator for the case. All panellists will be required to declare any potential conflicts of interest.

The Academic Misconduct Panel will be provided with all information relevant to the alleged offence, including any statement given by the student in defence of their work. The Panel will remain impartial and consider each case in a fair and consistent manner, in accordance with this policy and other applicable School or Academic Partner Policies & Regulations.

The Academic Integrity Investigator will write to the student concerned and provide a copy of the Turnitin / Generative AI report (as applicable) as well as details of the alleged offence. The student will be invited to attend an Academic Misconduct Panel, which will take place at least five School working days after invitation.

The student is required to confirm their attendance at least two School working days before the Panel is held. In the event that the student cannot attend, does not respond to the meeting invitation, or does not wish to attend, the Panel will proceed in the student's absence. The student may be accompanied to the Panel by a member of the Wellbeing & Safeguarding team, who may counsel the student during the Panel, but cannot speak on their behalf. Requests for any other individual to attend will be

considered entirely at the Chair's discretion. Legal representation and recordings are not permitted under any circumstance.

During the Panel meeting, the student will be provided with a summary of the alleged academic misconduct and will be invited to provide their response in defence of their work. The Panel will ask the student questions on their research, methodology and specific content of the work, to determine whether misconduct has, within reasonable probability, taken place.

In the event a group work assessment being reported for academic misconduct, all group members associated with the assessment will be investigated and invited to attend a Panel hearing. It will be at the Chair's discretion whether the group are questioned together or separately.

The Panel will consider each case fully, taking due account of the evidence provided and any explanation given by the student. The Panel can either determine a) that on the balance of probability, academic misconduct has taken place, providing this is the Panel's unanimous decision; else b) that the case is not proven as meeting the threshold definition of academic misconduct. If the Panel determines that academic misconduct has taken place, a penalty will be applied. If the Panel determines that the case is not proven, the Panel may still advise or require that the student receives advice or training on good academic practice, which may also include conditions on proof that the student has acted upon it. In the case of assessments undertaken directly by TCL, the Academic Misconduct Appeals Panel's decision and proposed penalty (where applicable) is submitted as a **recommendation**, for final decision or further investigation by TCL;

The Academic Misconduct Panel will retain the right to exercise their discretion when awarding penalties but will be guided by the Academic Misconduct Tariff & Penalties set out below in [Appendix 1](#). The penalty will take account of the student's level of study; the credit value of the assessment or its contribution to an overall outcome for the year, term or Course concerned; any previous history of academic misconduct; and the extent of academic misconduct which has occurred. The Academic Misconduct Panel will also retain the right to exercise their discretion in deciding the precise nature of a misconduct instance, where this may be open to interpretation, along with the accumulated points and resultant penalty(s) in cases where multiple types or overlapping definitions of misconduct may be present in a single assessment or where misconduct is found in more than 1 assessment submitted at the same time or prior to a first offence being determined.

6.4 Reassessments

Academic misconduct allegations concerning re-sit submissions will follow the same process as first sitting submissions, as listed above. However, in situations where there is insufficient time remaining in the academic year, timelines for investigation and Panel stages may be reduced in the interests of retaining an opportunity for a student to progress into the next academic year on time.

If academic misconduct is proven in an Academic Misconduct Panel, for a resit submission, the minimum penalty applied for the work will be 0% and a further resit

may or may not be permitted, at the panel's discretion. Where permitted, a further resit may not be possible within the current academic year.

6.5 Appeals

The student cannot appeal against the academic judgement of Panel members in reaching their decision based on the evidence available to them at the time. However, the student has the right to appeal the decision of the Academic Misconduct Panel if they can demonstrate that one or more of the following grounds for appeal has been met, and provide evidence in support of their appeal:

- That new and relevant evidence has become available, which was not available at the time of the Academic Misconduct Panel.
- That there was a relevant and significant procedural irregularity within the academic misconduct process, which casts reasonable doubt on the decision reached.
- That the penalty applied by the Panel was unreasonable or unfair.

Any request for an appeal which either does not meet grounds for appeal, or is submitted late, will not be considered and will be dismissed.

To lodge an appeal, the student is required to complete the **Academic Misconduct Appeals Form** from the School website and submit this, as instructed and including supporting evidence, within 10 School working days of notification of the outcome of the Academic Misconduct Panel.

If it is determined that grounds for an appeal have been demonstrated, a senior representative of the School (who was not involved with the original investigation) will chair an Appeals Panel, supported by at least one other member of Tutorial staff. Membership of the Appeals Panel will exclude any staff who were involved in the original Panel although secretariat responsibilities may be the same.

The Appeals Panel will have access to all documentation concerning the original case, as well as the evidence submitted by the student in support of their appeal. The Appeals Panel will determine whether the student is required to present evidence in person.

Following consideration of the case, the Appeals Panel may:

- dismiss the original decision
- uphold the original decision
- revise the original penalty applied

and in the case of assessments undertaken directly by TCL, the above decision is submitted as a **recommendation**, for final decision by TCL.

The Appeals Panel will notify the student of the outcome of the appeal in writing, following final decision by TCL where applicable, and will include an explanation of their findings. This will then conclude the case, and the student will be issued with a Completion of Procedures (COP) letter. If the student remains dissatisfied with the outcome of their case, is studying on a course leading to an award of Trinity College London (TCL), and has been informed of their final award result, they may also contact

TCL to request a results review or appeal or take a complaint to Ofqual, in respect of that final award result as laid out above.

6.8 Responsibilities

The Head of Studies and the Registrar are responsible for the fair and consistent application of this policy, for ensuring training materials are available for staff and for ensuring appropriate cover for Academic Misconduct Panels, supported by School Office staff.

Tutorial staff are responsible for academic compliance.

Students are responsible for familiarising themselves with good academic practice in assignments, including (where made readily available): assessment briefs via Microsoft Teams; Turnitin support guides in the Referencing and Presentation Guidelines; Use of Generative AI Guidelines; Reference and Presentation Guidelines on Microsoft Teams; Assessment Policy and Procedures in the student handbook, on the School's Website and on Microsoft Teams.

TCL, in respect of assessments undertaken directly by TCL, are responsible for final decisions on outcomes and penalties recommended by the School.

7. Equality, Diversity and Inclusion

The School is committed to the fair treatment of our students, and this is supported through our Equality Diversity & Inclusion Policy.

8. Other related policies / procedures

Relationship to other relevant policies, codes of practice etc. are listed below:

- Support for Studies Policy & Procedure
- Attendance & Absence Policy (students)
- Behaviour Policy (Students)
- Complaints Policy and Procedures (Students)
- Disciplinary Procedures and Exclusion Policy (students)
- Academic regulations and other relevant policies of ENBS, TCL and future academic partners
- Course handbook
- Support through Studies Policy & Procedure

9. Review

This policy will be reviewed annually and updated as necessary.

Academic Misconduct Tariff & Penalties

Points will be accumulated, per instance of academic misconduct, in accordance with the following criteria:

Criteria for allocating points		Points
History	1 st offence	100
	2 nd offence	200
	3 rd or more offence (each)	400
	Above as a breach of LTSP	double above
	Above involving any form of Collusion or the deliberate passing off of another's work as the assessed Student's own, whether all or in part.	treble above
Level of study	Level 4	100
	Level 5	200
	Level 6 or above	300
Extent of content submitted through cheating or plagiarism including the use of Generative AI	Up to and including 25%	100
	Between 26% and 49%	200
	50% and above	300
Cheating or Collision involving a payment or other reward by, on behalf of, or to the ENBS student(s) concerned		701 + permanent exclusion

The Panel will consider penalties and additional sanctions based on the points accumulated:

Points	Penalty	Recommended additional sanctions
0 to 300	Written warning – assessment marked with academic judgement on misconduct content	Under Support through Studies Policy, LTSP created/updated with conditions on completing training on good academic practice.
301 to 700	Assessment awarded 0% - re-sit may be permitted, capped at a min pass mark/grade	As above if not extant
701 or above	Subject/Module overall awarded 0% - no opportunity to re-sit or repeat	Credit removed Award classification or endorsement reduced Qualification level reduced Suspension Exclusion LTSP as above if not extant

In cases of collusion where one party is not currently sitting the relevant assessment (e.g. assessment sat in previous year; writing assessment for another student), the Panel will consider applying any of the recommended additional sanctions listed above.

Definitions and Glossary of Terms

Appellant

A student who has submitted an academic appeal.

Board

The School Award & Progression Board

Formative assessment

Assessment with a developmental purpose, designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment*.

In Writing

By letter (delivered by post or by hand at School) or email (to the School via a School-specified email address)

LTSP

Learning & Teaching Support Plan

TCL

Trinity College London

The School/ENBS/Us

English National Ballet School

This Policy/This Procedure

The ENBS Assessment Policy

Those Policies/Those Procedures

The ENBS Policies and/or Procedures listed, other than the ENBS Assessment Policy

School Working Days

Days on which the School is open for activity overseen by School staff. Sundays, Bank Holidays, defined School closure days do not count as School working days, nor do other days outside term time where the School office is closed all day.

Student

A person currently enrolled, at the time of the matter concerned, on a course at the English National Ballet School, leading to an award of the School, Trinity College London or another academic partner. Submissions in respect of a student in relation to the various procedures laid out in this Policy will only be accepted from the student concerned.

Summative assessment

Used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award*.

*(UK Quality Code for Higher Education, Advice and Guidance, Assessment. QAA/ UKSCQA 2018).

Document Change History

This is version 1.0 of English National Ballet School's Assessment Policy & Procedure.
This policy is for internal and external use.

This policy is subject to regular revision and maintained electronically. Electronic copies are version controlled.

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Section Title:	Change:
Whole Document (or relevant section)	Document created and approved by Board for use.