



INSTITUTIONAL POLICY ON STUDENT ASSESSMENT IN TIMES OF DISRUPTION

This policy will be invoked after a period of disruption lasting 3 consecutive days or more in any semester.

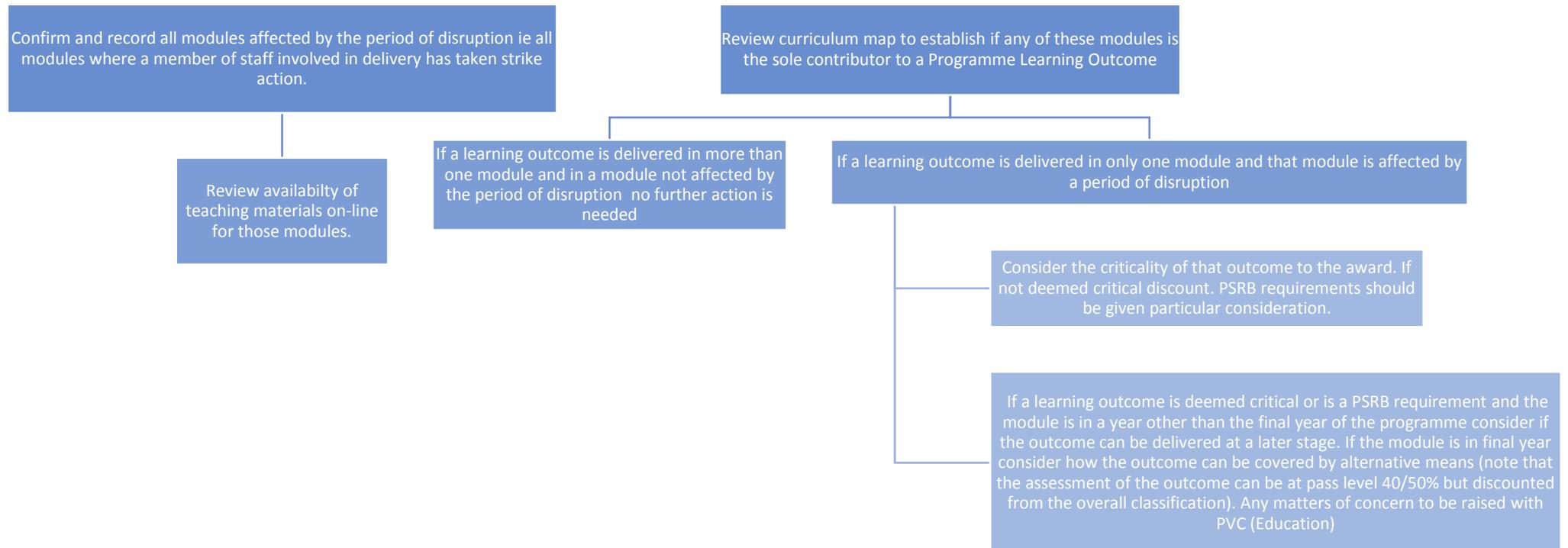
Principles

- No student will be disadvantaged in terms of assessed outcomes as a result of a period of disruption as defined in this policy.
- If all teaching has been delivered as set out in the module handbook no change to assessment arrangements is required.
- Material which has not been taught should not be assessed and assessments should be amended accordingly.
- Whether or not assessment has been amended consideration must be given to moderation of marks in any module where delivery has been affected by disruption.
- University-level mitigation will only be put in place where discernible impact remains. It is not possible for students to receive 'double mitigation'.
- Students' achievement of threshold learning outcomes will be protected.
- Students will be responsible for accessing and reading learning materials provided on Blackboard Learn but, while making teaching materials available by this means may be sufficient to ensure student learning outcomes are covered, it is not sufficient for assessment purposes.
- Reasonable adjustments will be made at the marking and moderation phase to address the potential impact of a period of disruption on student outcomes.
- In all cases, priority will be given to the final year of courses to ensure that award decisions are not delayed.
- This policy and associated actions will be applied consistently across all taught courses irrespective of level or mode of study.
- A record must be kept of all actions taken and any mitigations and adjustments.

Actions required to give effect to this policy are set out in the attached flow charts:

- 1. Achieving Security of Programme Learning Outcomes**
- 2. Mitigations to Support Validity of Assessment**

1 Achieving Security of Programme Learning Outcomes

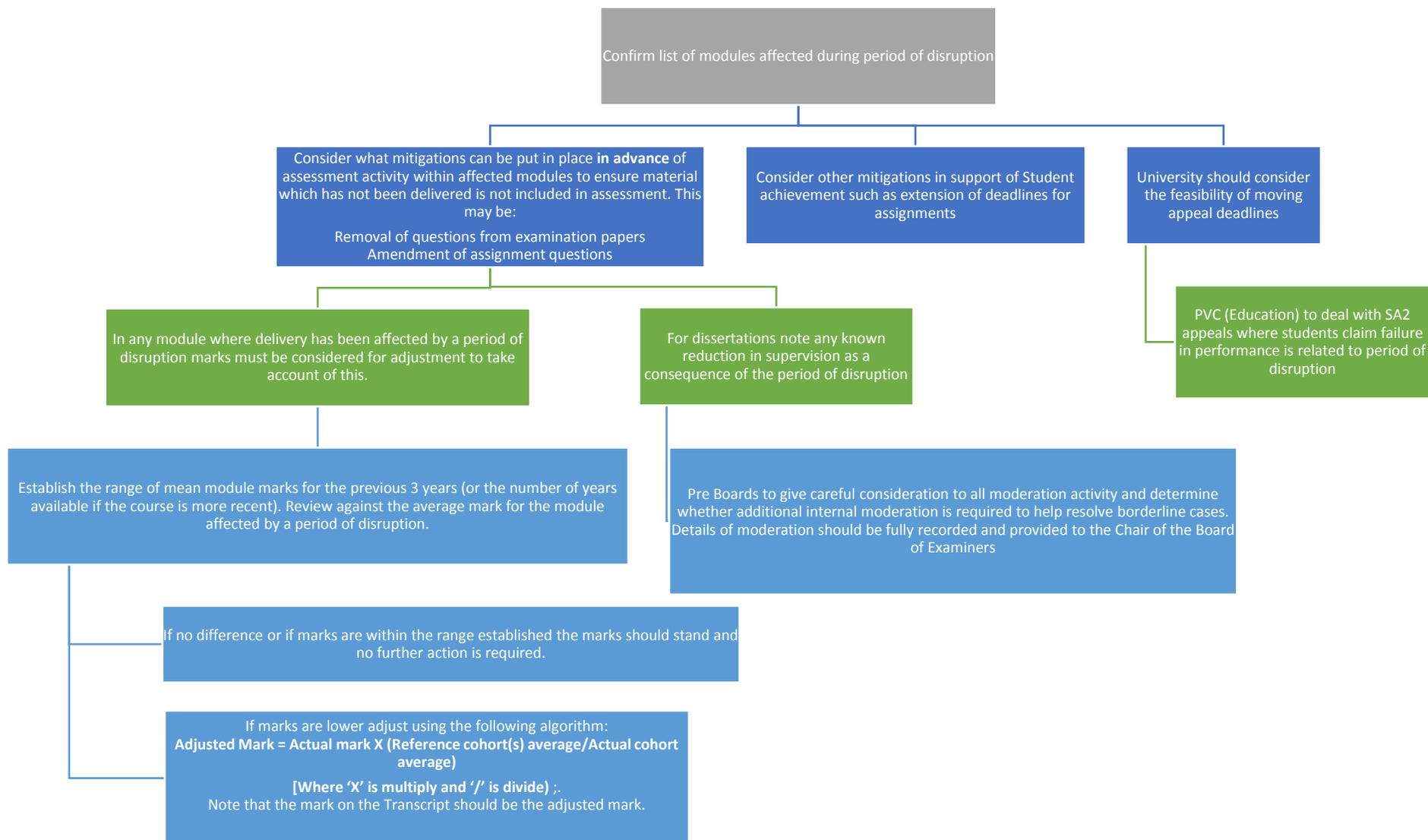


Role of External Examiner(s)

The external examiner arrangements should continue to be applied as far as practicable throughout a period of disruption in line with University requirements. However, in recognition of difficulties which may arise the following adjustments may be made:

- Late changes to examination papers to take account of material which has not been delivered do not have to be sent to the External Examiner for approval
- Where the dates of Boards have to be changed to accommodate later assessment outcomes being available External Examiners may join Boards of Examiners by Video Conference, SKYPE or tele conference.
- Where a course has more than one External Examiner and one of that group is engaged in industrial action it will be sufficient to have the confirmation of standards of the other External Examiner(s).
- Where a course has only one External Examiner and they cannot attend the Board or participate in moderation because they are engaged in industrial action the PVC (Education) should be advised of the circumstances, including the extent to which the External Examiner has already been involved (pre strike) and how internal moderation of marks has been effected and he will advise accordingly.

2. Mitigations to Support Validity of Assessment



Additional Guidance Notes

Modules for which 2017/18 was first intake and no historical data exists: Review Semester 1 module range. If the affected semester2 module performed worse than the lowest performing semester 1 module uplift using average uplift factor for the Faculty.

Long Thin modules - If no historical data exists consider available semester 1 marks.

Dissertation / Project modules – marks should stand as there is no reliable reference point. Boards of Examiners should apply normal discretion. If students appeal information on supervision arrangements and any interruption to these should be available.

Shared Modules: Module averages are calculated for the entire cohort and should not be calculated by separate course cohort. Module instances offered off campus at partner institutions should be excluded from the calculation.

First sit – students given a first sit in an affected module may have marks uplifted at the August Boards in the element of assessment which is the subject of the first sit. Any element not subject to first sit should be uplifted at the June board.

Policy Approved by	Senate, 30 May 2018 Min18.47 refers Report on implementation to Senate on 27 June 2018
Policy Owner	PVC (Education)
Queries on the operation of this policy or any issues or concerns relating to its on-going implementation should be directed to:	Janet Alleyne, Head of Quality Enhancement