

Contingency Senate Regulations for Assessment and Conferment of Awards 2019/20

On 26 March 2020, in view of the urgent need to make contingency arrangements for the University to continue its activities during the Coronavirus pandemic, the President invoked Ordinance B.1.3. which enables the suspension of Senate regulations and permits the application of the Contingency Senate Regulations for 2019/20.

The Contingency Regulations provide a framework to allow progression and/or award during the affected period where the integrity of the assessment process is compromised by unforeseen circumstances (not otherwise accounted for in the Regulations) or where the application of the Regulations would unfairly disadvantage a group of students.

- i. Part 1 of this paper summarises the overarching framework for the Contingency Regulations.
- ii. Part 2 sets out the Contingency Regulations in detail.

The proposed regulatory changes take account of the decisions made by the Working Group, such as:

- [Alternative Assessments and Safety Net Principles](#)
- [Programme Amendments: Online Teaching and Alternative Assessments 2019/20](#)
- Suspension of the Extenuating Circumstance process, other than for specific cases, as agreed with Schools and for PSRB reasons (by the Working Group);
- The implementation of the Supporting Your Academic Success Process;
- Various updates published in communications with students and Staff members.

The proposed changes also take account of relevant operational requirements (e.g. SITS) and associated consultation with colleagues in Schools.

The proposed Contingency Regulations also aim to mitigate impact on the operation of quality and standards procedures arising as a result of COVID-19, including the operation of Assessment Boards on-line, and the management student cases via correspondence and/or on-line.

Consultation Approach

As well as the Working Group, to support the work, the Associate Deans for Education, Head of Academic Services and the Students' Union were consulted via circulation week commencing 15 June 2020. The consultation ended on Friday 19th June 2020. The feedback from the consultation has been incorporated into the final draft.

The President is asked to **approve** the 'Contingency Senate Regulations for Assessment and Conferment of Awards 2019/20' on behalf of Senate. The approved Contingency Regulations will be:

- made available to Quality and Standards Contingency and Implementation Working Group, Education Quality Committee and Senate
- communicated to staff members and students and Assessment Boards
- incorporated into the Assessment Board Guidance for 2019/20 Senate.

Contingency Senate Regulations for Assessment and Conferment of Awards 2019/20

Part 1: Summary

1. Suspension of Regulation

- i. On 26 March 2020, in view of the urgent need to make contingency arrangements for the University to continue its activities during the Coronavirus pandemic, the President invoked Ordinance B.1.3. which enables the suspension of Senate Regulations and permits the application of the Contingency Senate Regulations for 2019/20. The Contingency Regulations provide a framework to allow progression and/or award during the affected period where the integrity of the assessment process is compromised by unforeseen circumstances (not otherwise accounted for in the Regulations) or where the application of the Regulations would unfairly disadvantage a group of students.
- ii. Part 1 of this paper summarises the overarching framework for the Contingency Regulations. Part 2 sets out the Contingency Regulations in detail.

2. Assessments: Assessment and Safety Net Principles

- i. Where it is not possible to conduct assessments as approved and detailed in the Programme Handbook and as originally published to students pre-COVID-19, assessment should be undertaken in line with the [Alternative Assessments and Safety Net Principles](#).
- ii. Approval of alternative assessment should be in line with City's contingency practice to manage the disruption to teaching and assessment ([Programme Amendments: Online Teaching and Alternative Assessments 2019/20](#)). All other amendments to assessment will follow the normal internal and external review processes.

3. Marking and Feedback

- i. Where staff need additional time to manage marking and moderation workloads, this will be managed at School level and recorded for Senate and ExCo. The need for students to receive timely feedback remains important to the student learning experience.
- ii. In exceptional circumstance, where External Examiners are unable to fulfil their responsibilities, the assessment process may continue. Schools should highlight which duties have been impacted where Externals have been unable to fulfil them to QUAD.

4. Progression

- i. The [Assessment and Safety Net Principles](#) set out the progression requirements for students during the contingency period. This includes requirements for students progressing from (i) Year 1 to Year 2, (ii) Year 2 to Year 3 and Year 3 to 4 where applicable) and (iii) final year students. The Principles includes how arrangements for programme with PSRB requirements will work in this context.
- ii. For assessments that take place after 16th March 2020, the [Assessment Principles and Safety Net](#) set out the opportunities available to students to sit their assessments to take into account any personal impact of the Covid-19 pandemic, including the opportunity to sit assessments for the first time in August. The Principles includes how arrangements for programme with PSRB requirements will work in this context.
- iii. In exceptional cases, where it is not possible to assess students in any format and/or results are unavailable for some or all students, Assessment Boards may progress students where appropriate, as outlined in Section 4.7 of the Contingency Regulations relating to trailing of credit and in Appendix A. (unless prohibited by Professional, Statutory and Regulatory Body

(PSRB) requirements where applicable). The Assessment and Safety net Principles relating to this situation can be found [here](#).

5. Assessment Boards (taught programmes)

- i. Assessment Boards may take place online.
- ii. Decisions will be made using the information available to Assessment Boards when they meet. Nevertheless, decisions may be reviewed if new information is obtained at a future date, which was not available at the time the initial decision was made, as detailed in Appendix A.

6. Doctoral College

- i. Deadlines for thesis submission, mid-programme assessments (transfer from MPhil to PhD, transfer to writing up status) and maximum periods of registration may need to be extended to cover at least the period of the contingency.
- ii. Viva examination and mid-programme assessments may be held online; viva examinations may take place outside the expected timeframe of within three months of thesis submission.

7. Apprenticeship Programmes

- i. All apprenticeship programmes delivered in England are linked to an Institute for Apprenticeships Standard. Each Standard has a defined assessment plan, which sets out the approach to the compulsory End Point Assessment, including how it will be assessed.
- ii. Apprenticeship Programmes are exemption from City's Assessment Regulations to comply with the End Point Assessment Plans published by the Institute of Apprenticeships and Technical Education and part of the Apprenticeship Standards. The Assessment Regulations for the relevant programmes are set out in the Programme and/or Module Specifications.
- iii. Where End Point Assessment is integrated into the degree programme, it must be successfully passed in order for the degree and the apprenticeship to be awarded. In such instances, the assessment plan for the appropriate Degree Apprenticeship programme will take precedence over these Assessment Regulations.

8. Collaborative provision

- i. For taught joint and franchised programmes, the regulations that apply will be overseen by the relevant School Assessment Board.
- ii. For taught programmes that are validated by City and delivered by a partner organisation, the arrangements for progression and award and Assessment Boards will be overseen by the Course Board chaired by City and supported by Student & Academic Services.
- iii. For research programmes that are validated by City and delivered by a partner organisation, 19-20 arrangements are managed by the partner institution and overseen by the Course Board chaired by City and supported by Student & Academic Services.

9. Awards

- i. Senate Regulations (15, 16, 17 and 24) detailing requirements for programmes will continue to apply.
- ii. Senate Regulation 9. Where Graduation ceremonies are cancelled and/or postponed, awards will be conferred by Senate rather than by a Graduation Ceremony.

10. Extenuating Circumstances (ECs)

- i. From 16 March of 2019/20, the EC process has been suspended other than for specific cases as agreed with Schools and for PSRB reasons. The existing procedural, operational and guidance documents were updated accordingly, and changes communicated to students and staff.

11. Supporting Your Academic Success (SYAS)

- i. The SYAS process was created to support students during this emergency period and enables students to submit details of circumstances that are affecting their assessment performance without the need for supporting evidence.

12. Student Casework

- i. City seek to maintain the timeframe within published regulations. Where, as a result of the impact of COVID-19, it is necessary to lengthen timeframes set out in regulations relating to academic misconduct, academic appeals, student complaints, student discipline, academic misconduct, fitness to study and professional suitability. Where applicable, students should receive details of the revised timescales, and updates on their case.
- ii. Hearings, Panels and Committees may be held online, may be managed via correspondence or may be take place outside the expected timeframes.

Part 2: Contingency Regulations

Senate Regulation 9: Conferment of Awards

City may confer a degree, diploma or certificate [award] upon any individual who has pursued a programme of study or research approved by the institution and has passed the prescribed assessments.

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
9.2 and 9.3 Conferment of Awards	<p>Awards are made by the Senate on the recommendation of the Assessment Boards and are conferred at a congregation of the institution known as a Graduation Ceremony.</p> <p>No-one may describe himself or herself as holding an award unless it has been conferred at a Graduation Ceremony.</p>	Awards to be conferred by Senate rather than by a Graduation Ceremony.	<p>Align with Reg 19 (4.6 Award and Classification) which states, "Award classifications are determined by Assessment Boards and conferred by Senate" than by a congregation at a Graduation Ceremony.</p> <p>Suspend other requirements of Regulations 9 requiring in person attendance of the student and staff members.</p>
9.6 and 9.7 Graduation	<p>Each candidate is normally presented by an academic member of staff from his/her School.</p> <p>Awards may be conferred "in absentia" provided prior notice has been given, or if the candidate has been unavoidably prevented from attending the congregation.</p>		

Senate Regulation 19: Assessment Regulations 2019/20

The Assessment Regulations cover all aspects of the conduct of assessment, how students progress and how Awards are made.

Senate Regulation 19.4: Progression and Award

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
<p>4.1 - 4.3 Requirement to Pass a Module and Programme</p>	<p>Undergraduate/Graduate/Integrated Masters Programmes: To pass a Programme Stage, a student must achieve the total amount of credit for that Programme Stage at the specified level for the Award, as set out in the Programme Specification. Credit will be achieved through passing the required modules or by exemption through Recognition of Prior Learning.</p> <p>Postgraduate Programmes: To pass a Postgraduate Programme a student must achieve the total amount of credit at the specified level for the Award, as set out in the Programme Specification.</p>	<p>Assessment and Safety Net Principles now apply where there no PSRB exceptions and other agreed considerations.</p>	<p>Guidance will be made available on for Schools/Assessment Boards on how to apply the Assessment and Safety Net Principles.</p>
<p>4.4.1 Late Participation in an Assessment</p>	<p>Students are expected to attend scheduled lectures, tutorials and laboratory sessions and are required to participate in all assessment components by the specified deadlines.</p> <p>Assessments must be submitted in line with the arrangements approved by the Board of Studies. BoS approved 2019/20 assessment methods and deadlines are published in Handbooks, module information etc.</p>	<p>Programmes are able to extend deadlines where appropriate by 10 working days where PSRB requirements permit,</p> <p>Students are able to apply for up to 10 working days extension via the Supporting your Academic Success process or EC Policy (where relevant).</p>	<p>The extension to deadlines is one of the measures taken to mitigate the potential impact of Coronavirus (COVID -19) on students as they transition to new ways of working.</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
	<p>If late submission is permitted, penalties will apply where a student:</p> <ul style="list-style-type: none"> i. participates in an assessment after the due date where a deadline has not been extended and there are no Extenuating Circumstances. ii. has been given an extension but participates in the assessment after the extended date but within any stipulated timeframe 		
<p>4.4.2 Failure to Participate in an Assessment</p>	<p>Where a student fails to participate in an assessment component and has no Extenuating Circumstances, then that component will be considered to be failed. No mark or credit will be awarded and a resit opportunity will be offered subject to the rules in Section 4.7.2.</p>	<p>Where a student fails to participate in an assessment component and has not submitted an Extenuating Circumstances or SYAS, then that component will be considered to be fail. No mark or credit will be awarded however, the student will be offered an opportunity to retake the assessment subject to PSRBs and subject to 4.7.2 of this Contingency Regulations</p>	<p>A student normally has a maximum of two attempts to pass each assessment component; a first attempt and a resit. Students who have approved Extenuating Circumstances may be granted a further attempt.</p> <p>As a result of COVID-19 students now have a maximum of three attempts to pass each assessment component; an uncapped first attempt, an additional uncapped attempt during the second assessment period and a (capped) resit.</p>
<p>4.6 Award and Classification: Re-registration for the same award to</p>	<p>A student who has completed the requirements for a named Award cannot re-register for the same Award to improve the classification attained.</p>	<p>Suspend rule to allow affected students (2019/20 only) to re-register for the same award.</p>	<p>Consideration is made in light of COVID-19 and the Industrial Actions which took place in 2019/20 Academic Year.</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
<p>improve the classification attained.</p>			
<p>4.7. Failure of a Module</p>	<p>If a student fails a module due to failure in an assessment component, the Assessment Board will normally offer:</p> <ul style="list-style-type: none"> • Compensation (where this option is permitted and detailed within the Programme Specification, and the student has met specific criteria), as detailed in Section 4.7.1 • Resit, as detailed in 4.7.2 <p>Where a student is eligible for compensation at the first assessment attempt, this should be applied in the first instance rather than offering a resit opportunity.</p>	<p>No change</p>	<p>Trailing of credit may be permitted in certain circumstances as detailed in the following section.</p>
<p>4.7 Failure of a Module Trailing of Credit</p>	<p>Where the criteria in 4.7 are met, an Assessment Board may permit students who have had approved Extenuating Circumstances (ECs) at any point during the academic year to trail a limited amount of assessment (no more than 15 credits), for example if they had ECs at the first sit and are taking their first attempt during the resit period (without ECs) and fail that attempt.</p> <p>A Special Scheme of Study is required.</p>	<p>Students who have valid ECs and/or have submitted a SYAS form may be permitted to trail up to 15 credits (or 20 credits if a Programme Regulation has already been approved for specific programmes) where the assessment type and other criteria are met.</p> <p>A Special Scheme of Study is required.</p> <p>A formal record for sign-off is required.</p>	<p>Students who do not have valid ECs and have not submitted a SYAS form would not be permitted to trail credit into the next academic year. It is therefore important that students are asked to submit an EC or SYAS form as these will be used to identify student support needs.</p> <p>Assessment Boards will need to be satisfied that any student being considered for trailing credit into the</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
	Taking into account PSRB requirements, where applicable	<p>Taking into account PSRB requirements, where applicable</p> <p>SHS students Due to PSRB requirements and clinical activities within SHS programmes, affected students/cohorts of students may need substantial flexibility and can trail up to 45 assessment credits. Where students need to trail more than 45 assessment credits to complete a Programme Stage and where PSRB requirements allow, an individual rationale will be needed to explain how a student can complete the trailed credits alongside their current Programme Stage. SHS students who fall into the above category are exempt from the requirement to submit a SYAS or EC form.</p>	<p>next academic year has submitted an EC or SYAS form.</p> <p>The decision to enable a student to trail credit should also take into account whether the health and wellbeing of a student</p> <p>Where students trail, they must be informed about any additional costs (if relevant) they would incur.</p>
<p>4.7.1 Compensation</p>	<p>The maximum amount of compensation that can be applied across one or more modules within a Programme Stage or for the Programme is as follows:</p> <ul style="list-style-type: none"> • Undergraduate/Graduate/Integrated Masters Programmes - 15 credits or one sixth of the total credits within a Programme Stage, whichever is greater. 	<p>Where relevant, the University's approach to compensation is embedded within the Assessment and Safety Net Principles</p> <p>In view of the Assessment and Safety Net Principles:</p> <ol style="list-style-type: none"> Year 1 and Foundation students - compensation is 	<p>Where the Assessment and Safety Net Principles apply to taught students, the existing rule that a mark of no more than 10% below the Module pass mark must have been achieved in the Module to be compensated continues to apply.</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
	<ul style="list-style-type: none"> • Postgraduate Programmes - 15 credits of the Programme as a whole can be compensated in a Postgraduate Certificate and no more than 20 credits may be compensated in a Postgraduate Diploma or Masters degree. <p>Taking the mark to be compensated into account:</p> <ul style="list-style-type: none"> • UG/Graduate – an overall aggregate mark of 40% must have been achieved for the Programme Stage calculated on the basis of the Module marks weighted according to their credit value. • Integrated Masters– an overall aggregate for the Programme Stage (40% for Stages 1-3, and 50% for Stage 4), must have been achieved calculated on the basis of the Module mark weighted according to their credit value. • Postgraduate Programmes - an overall aggregate mark of at least 50% must have been achieved; this is normally calculated excluding the project or dissertation mark. 	<p>not applicable (all Year 1 students will progress to Year 2) but link to PSRB exceptions</p> <ul style="list-style-type: none"> ii. For Year 2: Extend compensation to all alternative assessments that replace the face-to-face examinations, with a pass mark of 30% (for any remaining assessments after 16 March 2020) subject to PSRB. iii. Year 3: No change to current regulation. iv. Study Abroad Students: as above, with the same pass marks and volume of compensation for each year group v. Postgraduate Programmes 15 credits of the Programme as a whole can be compensated in a Postgraduate Certificate and no more than 20 	

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
		credits may be compensated in a Postgraduate Diploma or Masters degree.	
4.7.1 Compensation: Academic Misconduct	Modules failed due to academic misconduct cannot be compensated	No Change	Students are going through a significant transition and are working in ways that they have not been expected to before. Therefore, care must be taken by Schools to ensure students are supported as best as possible to prevent poor academic practice and instances of Academic Misconduct from arising.
4.7.2 Resits	<p>A resit is a second attempt at an initial failed assessment without having to repeat the original period of teaching and learning.</p> <p>Assessment Boards may grant a resit subject to certain criteria outlined in Regulation 4.7.2</p> <p>Students who have approved Extenuating Circumstances may be granted a further attempt.</p> <p>In exceptional circumstances, usually for PSRB reasons, the Assessment Board may decide to permit the student to take a second resit. This option must be an approved part of a</p>	<p>In line with the Assessment and Safety Net Principles :</p> <p>Year 1 and Foundation Students will have no further assessment.</p> <p>Resits are not applicable (other than where students have resits from January 2020 assessments which have PSRB requirements or exemptions, where students have outstanding Academic Misconduct Sanctions and where assessments took place in the summer e.g. for PSRB reasons).</p>	<p>To mitigate the potential impact of Coronavirus (COVID -19) on students:</p> <p>Year 1 and Foundation Students</p> <ul style="list-style-type: none"> • Resits are not applicable (other than those outstanding from previous assessments, those with outstanding Academic Misconduct (AM) Sanctions and where assessments took place in the summer e.g. for PSRB reasons). • If a module is affected by an AM for which a mark penalty is applied then the Safety Net

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
	Programme, listed as a Programme Regulation (Appendix 1).	<p>Year 2, Year 3 UG & PGT - Resit the failed assessment(s)</p> <p>Where relevant, all other taught students who submit a SYAS form will have two assessment periods/opportunities for uncapped marks and a final (capped) opportunity should be provided for any students who fail the first two attempts.</p>	<p>calculation would include the entirety of that module (including the AM sanction).</p> <p>Year 2, Year 3 UG & PGT students</p> <ul style="list-style-type: none"> an additional opportunity to undertake uncapped attempt at the failed assessment(s) is being made available to students.
<p>4.7.2 Resits: Extenuating Circumstance</p>	<p>If a student fails to participate in an assessment component at the first attempt and has no Extenuating Circumstances, the first attempt will be recorded as a fail and a resit will be offered for that component.</p>	<p>If a student fails to participate in an assessment component at the first attempt and has no Extenuating Circumstances or SYAS, the first attempt will be recorded as a fail and an additional attempt/opportunity for uncapped marks should be offered to the student.</p>	<p>To mitigate the potential impact in Coronavirus (COVID -19) additional opportunity to undertake uncapped failed assessment(s) is being made available to students.</p>
<p>4.7.2 Resits: Resit Marks and Resit pass mark</p>	<p>If a student receives a lower mark in a resit for an assessment component than that achieved at the first attempt, the lower mark stands (not the first attempt mark even where this was failed); the Assessment Board cannot exercise discretion over which to accept.</p>	<p>Resit Pass Mark.</p> <p>The pass mark for resits will remain as the original / published pass mark for the component/module being repeated unless the original/published pass mark has been revised by the Assessment and Safety Net Principles.</p> <p>Resit Mark</p>	<p>Students will be permitted a second uncapped attempt at an assessment, regardless of whether they have passed it at the first attempt, should students choose.</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
		<p>If a student chooses to take up the offer of a second uncapped attempt, the mark achieved at the second attempt will be retained and the student's original mark will be disregarded.</p> <p>Year 2 - In view of the substantial mitigation in place, the second assessment mark will stand, even if lower than the first.</p> <p>Assessment Boards may use discretion to accept the original (higher), mark rather than the lower second mark, to enable the following students to be awarded:</p> <p>Year 3 and PGTs - When considering final Award marks, where students' overall marks fall within 0.5% of a higher classification if the original mark is used in the Award calculation.</p> <p>Please note these are subject to PSRB requirements</p>	
<p>4.7.3 (ii) Multiple Failed Assessments Resits</p>	<p>Assessment Boards may grant a partial repeat year where a student has multiple failed assessments.</p>	<p>If after the application of Assessment and Safety Net Principles, the student has multiple failed assessments, the</p>	<p>To mitigate the potential impact of Coronavirus (COVID -19), Assessment</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
<p>or Partial Repeat Year</p>	<p>Based on the nature and number of assessments that have been failed, the Assessment Board may offer the student a partial repeat year (with attendance) to complete:</p> <ul style="list-style-type: none"> • their second attempt at the failed assessments (if the student had no Extenuating Circumstances), or • an additional resit attempt (if the student has approved Extenuating Circumstances that related to a resit attempt). 	<p>Assessment Board may offer the student a partial repeat year (with attendance) to complete:</p> <ul style="list-style-type: none"> • their second uncapped attempt at the failed assessments or • their capped resit attempt at the failed assessments or • an additional resit attempt (if the student has approved Extenuating Circumstances or SYAS that related to a resit attempt). 	<p>Boards may grant a partial repeat year to eligible students impacted by exceptional circumstances in 2019/20.</p> <p>Students should be notified of any additional costs</p>
<p>4.7.4 Full Repeat Year</p>	<p>A full repeat year is only permitted where the student has approved Extenuating Circumstances affecting multiple assessments or the student has been suspended in accordance with the Fitness to Study Regulation.</p> <p>Subject to any PSRB requirements where applicable.</p>	<p>A full repeat year should be permitted where the student has approved Extenuating Circumstances, SYAS affecting multiple assessments or the student has been suspended in accordance with the Fitness to Study Regulation.</p> <p>Subject to any PSRB requirements where applicable.</p>	<p>In view of the extraordinary circumstances around COVID-19 and Industrial Action in 2019/20 and the potential impact on students, it may be in the student’s interest to repeat the year.</p> <p>Where relevant, eligible should be permitted a full repeat year, however the emphasis should on supporting students to progress and complete this year through the application of Assessment and Safety Net Principles</p> <p>Where Assessment Boards permit an eligible student to repeat a Programme Stage in the following academic year, the student must be informed about</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
			the additional fees and costs they would incur if they choose to take up that option.
<p>4.8 Extenuating Circumstances</p>	<p>The Extenuating Circumstances process is for students who have experienced unforeseen significant disruption to their studies due to reasons beyond their control.</p> <p>Extenuating Circumstances are defined as circumstances which are:</p> <ul style="list-style-type: none"> • unforeseen and outside a student’s control, and • which can be shown to have had a direct and substantial impact on their academic results (this may include an impact on the student’s capacity to study prior to an assessment, on their ability to complete an assessment, and/or on performance during an assessment). 	<p>The temporary process, Supporting Your Academic Success (SYAS), has been approved to replace the Extenuating Circumstances process until further notice, where relevant.</p> <p>If relevant, as a result of the emergency period, changes may be made to the SYAS process and Extenuating Circumstances process, as required.</p> <p>These provisions are subject to any PSRB requirements where applicable.</p>	<p>SYAS message to students</p> <p>Foundation Years and Year 1 students will be offered additional support for their transition into Year 1 and Year 2 respectively (based on any available results for their assessments up to March)</p> <p>Year 2 students who have progressed with compensated passes will be offered additional support for their transition into Year 3</p> <p>Information provided via the SYAS and ECs would provide additional context as to the types of support to be made available to these students.</p> <p>Where changes are made to the SYAS and Extenuating Circumstances process the procedure, e-Vision task and Guidance documents will be updated accordingly, and changes communicated to students and staff.</p>
<p>4.8.1</p>	<p>The claim for Extenuating Circumstances must be supported by evidence.</p>	<p>The claim for Extenuating Circumstances (subject to any PSRB requirements where applicable) or</p>	<p>SYAS is a self-declaration form for students to highlight needs and</p>

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
Extenuating Circumstances: Evidence		SYAS claims can be made by students without evidence. On some programmes evidence may be needed for Extenuating Circumstances claim.	request support thus, evidence may not necessary.
4.8.1 Extenuating Circumstances: Submission of application	An Extenuating Circumstances form must to be completed within 7 days of the assessment(s).	An Extenuating Circumstances form or SYAS form must to be completed within 7 calendar days from the date of a student's result.	Where relevant, students are required to submit their SYAS forms or Extenuating Circumstance within 7 calendar days from the date of their result. This will enable the University to timetable such student's assessment(s) (including resits) into the second assessment period.
4.8.3 Extenuating Circumstances: Assessment Board consideration of Extenuating Circumstances Recommendations	Based upon the report and recommendation from the Extenuating Circumstances Panel, the Assessment Board will consider the most appropriate course of action from the following: i. The attempt at the affected assessment(s) should be set aside and the student offered an additional opportunity of taking the assessment/s. This will be either: <ul style="list-style-type: none"> • as an additional first attempt (if the Extenuating Circumstances related to a first attempt) or 	Students with or without a SYAS form or Extenuating Circumstances, where relevant will be offered an uncapped additional attempt at assessments during the second assessment period.	

Regulation	2019/20	COVID 2019/20 Mitigation	Comments
	<ul style="list-style-type: none"> as an additional resit attempt (if the Extenuating Circumstances related to a resit attempt). 		
<p>4.18 Periods of Registration</p>	<p>Each Programme will be subject to a maximum period of registration.</p>	<p>An additional year of registration for all students registered for study in 2019/20, where requested.</p>	<p>This recommendation is based on the extraordinary circumstances around COVID-19 and Industrial Action in 2019/20 and the potential impact on students.</p> <p>Student must be informed about any fees and additional costs (if relevant) they would incur if they choose to take up that option.</p>
<p>4.19 Interruption of Study</p>	<p>A student can apply to take an authorised break in their period of study (an ‘Interruption of Studies’) of up to one year for on-going medical or personal reasons. Personal reasons include, but are not limited to, financial reasons.</p> <p>The normal period of interruption that may be granted is one year. At the end of this period, in exceptional circumstances, a student may apply to extend the interruption by a further year.</p>	<p>No change</p>	<p>In view of the extraordinary circumstances around COVID-19 and industrial Action and the potential impact on students, some students may choose to interrupt their studies in 2019/20.</p> <p>To support impacted students, where relevant and based on academic judgement, Programme Directors may backdate a student’s request in Terms 2 and 3 of 2019/20 to January 2019.</p> <p>Student must be informed about any fees and additional costs (if relevant) they would incur if they choose to take up that option.</p>

Regulation 19.5 Academic Standards, Marking and Feedback

Regulation	2019/20	COVID 2019/20	Comments
<p>5.2 Submission of Student Work</p>	<p>Each assessment submitted must be accompanied by a hard copy or electronic coversheet where appropriate</p> <p>When the student submits the coversheet with their assignment, they are registering their acceptance of their use.</p> <p>Assessments will not normally be returned to a student until an appropriate coversheet has been submitted.</p>	<p>Where a student is unable to submit the coversheet with their assignment, students may be permitted, in exception cases, to submit a pre-agreed disclaimer with their assessment.</p>	
<p>5.3 Marking and Moderation</p>	<p>Assessment criteria and grade-related criteria will be provided in the Programme Handbook to help students to understand how their academic performance will be assessed.</p>	<p>Assessment criteria and grade-related criteria are in line with the Assessment and Safety Net Principles and published on the Student Hub</p>	
<p>5.4 Feedback on Assessed Work</p>	<p>Feedback is provided to students on all assessed work, including examinations, in line with guidelines and timescales published in the Assessment and Feedback Policy.</p> <ul style="list-style-type: none"> • 3 week turnaround for assessment feedback • 4 weeks for end of module/equivalent significant assessments) 	<p>In line with current regulations, extension to turnaround are permitted, where needed.</p> <p>Where staff need additional time to manage marking and moderation workloads, this will be managed at School level and recorded for Senate and ExCo.</p> <p>The need for students to receive timely feedback remains important to the student learning experience.</p>	<p>Additional time needed for marking will be communicated to students.</p>

<p>5.6.2 External Examiner Duties</p>	<p>External Examiners provide essential independence in the assessment process</p> <p>To ensure academic standards and externality in the assessment process, each Programme will have at least one External Examiner who takes an overview of the assessment process of the Programme.</p>	<p>External Examiner duties are to continue as far as possible noting that duties of existing, and appointment process of new, externals will be impacted to some extent.</p> <p>The revised Programme Amendment Policy for Alternative Assessments 2019/20 notes that External Examiners will be informed about the changes made to programmes and will be consulted, where necessary.</p>	<p>City informed External Examiners that the University has implemented a series of measures to ensure learning opportunities for students are provided online, relevant assessments have been redesigned for this academic year, and the Extenuating Circumstances process has been replaced by ‘Supporting your Academic Success’, and that in line with the sector, City has made a ‘Safety Net’ commitment to our students to ensure that their final award or progression will not be adversely impacted by Covid-19.</p> <p>External Examiner Annual Report forms will request that they comment on the Board’s actions to note or mitigate the impact of Covid-19 on the student body.</p>
<p>5.7 Academic Misconduct</p>	<p>The assessment of the type and severity of individual cases will be determined by academic judgement and these may be designated as:</p> <ul style="list-style-type: none"> • poor academic practice • academic misconduct 	<p>No changes currently proposed with the exception of requirements for timings and notifications relating to Academic Misconduct Panels. These exceptions allow Academic Misconduct</p>	<p>Students are going through a significant transition and are working in ways that they have not been expected to before. Therefore, care must be taken by Schools to ensure</p>

	<ul style="list-style-type: none"> • severe academic misconduct <p>as outlined in the Academic Misconduct Policy and Guidance.</p>	<p>Panels to be conducted online (by Skype or Teams) and via correspondence, where necessary.</p>	<p>students are supported as best as possible to prevent poor academic practice and instances of Academic Misconduct from arising.</p>
<p>5.7 Academic Misconduct Sanction</p>		<p>Resit should take place where Year 1 students have Academic Misconduct decision. Where, this is the case, such students could have a special paper.</p> <p>If a module is affected by an Academic Misconduct, for which a mark penalty is applied, then the Safety Net calculation would include the entirety of that module (including the AM sanction - capped AM resit mark).</p>	<p>This seems reasonable as otherwise there would be no sanction</p>

Regulation 19.6 Assessment Boards

Regulation	2019/20	COVID 2019/20	Comments
<p>6.1 Assessment Boards:</p> <p>Role of Assessment Boards</p>	<p>Assessment Boards will consider results anonymously in line with the provisions set out in 6.1 of the Assessments regulations.</p>	<p>No change: Duties and functions of Assessment Boards remain the same. Assessment Boards will consider results based on the Assessment and Safety Net Principles.</p> <p>Assessment Boards may take place online. The Terms of Reference, Membership and Quoracy arrangements are unchanged.</p>	<p>Provision has been made as part of the Assessment 2020 Project to enable Assessment Boards to function online.</p> <p>Due to the impact of COVID-19 Assessment Boards may take place online.</p> <p>The Working Group approved a contingency membership and process for Assessment Boards operating in exceptional circumstances. This provision may be invoked in extraordinary circumstances to allow Assessment Boards to proceed, where quoracy cannot be met.</p>
<p>6.3 Assessment Board Data</p>	<p>The data for consideration at the Assessment Board will be checked and a report will be provided to the Assessment Board to support its decision-making in relation to the statistical breakdown of marks.</p>	<p>Marks data will still be provided in full and in line with the Assessment and Safety Net Principles.</p>	<p>Guidance and training for Assessment Board Chairs, Secretaries and Course Officers will be available to support the remote conduct of the Assessment</p>

Regulation	2019/20	COVID 2019/20	Comments
		Statistical analysis may be conducted at a later date for discussion at programme committees if it is not possible to produce in time for the Assessment Board.	
6.8 Chair's Action	Exceptionally, it may be necessary for the Chair to make decisions on behalf of the Assessment Board if the Board has granted this permission and agreed the scope of the decision(s) to be made. Chair's Action should only be used as an exceptional response to ensure that decisions are made by the full Assessment Board wherever possible.	<p>In order to mitigate against the risks of decisions on progression and award being taken by an individual whilst the contingency regulations are in force for 2019/20, Chair's Action should not be taken other than for administrative updates, such as inclusion of missing or late marks.</p> <p>All Chairs actions must be recorded with details of the rationale;</p> <p>Chairs action decisions must be reported to the next Assessment Board</p>	<p>Assessment Board decisions on Progression and Award should not be taken by Chair's Action whilst the 2019/20 whilst the contingency regulations are in force, other than for minor administrative updates or corrections.</p> <p>Only permitted in limited circumstances as defined in Appendix A.</p>
6.12 Suspension of The Assessment Regulations	In very exceptional circumstances, where the integrity of the assessment process is compromised by unforeseen circumstances (not otherwise accounted for in the Regulations) or where the application of the Regulations would unfairly disadvantage a group of students, it may be necessary to suspend the Assessment Regulations.	The assessment regulations were suspended on 26 March 2020 by the President.	Senate has been notified of this suspension.

Appendix 1

Chair's Action

In order to mitigate against the risks of decisions on progression and award being taken by an individual whilst the contingency regulations are in force for 2019/20, Chair's Action should not be taken other than for administrative updates, such as inclusion of missing or late marks.

All Chairs actions must be recorded with details of the rationale;

Chairs action decisions must be reported to the next Assessment Board

Absent or Unmoderated Marks – Progressing Students

“It is stated in Senate Regulation 19 that ‘Assessment Boards convene at appropriate points in the academic year to make decisions, on behalf of Senate, on final marks, progression, Award (including the Award of credit) and withdrawal through consideration of student results’.”

Assessment Boards should continue to work to this principle throughout periods of disruption whilst maintaining academic standards. A core role of the Board is to ascertain whether individual students have satisfactorily demonstrated the achievement of learning outcomes associated with each module or Programme Stage.

At either the Preliminary Assessment Panel or the beginning of the Assessment Board members must agree on any specific elements of assessment without whose marks they cannot proceed to determine a student's result for the Module or Programme Stage.

Despite any period of disruption, it is anticipated that in the majority of cases a high proportion of marks for assessments will be available. When this is the case the Board may decide it is able to determine a student's marks and grades for the module or programme. In order to do this the Assessment Board must be satisfied that the mark and grade assigned is reflective of the student's achievement.

If unable to reach a decision, even on whether the student should pass or fail, the Assessment Board should note this; when further results become available the Board will reconvene to determine the appropriate mark/grade; this could be at Programme or School level or in exceptional circumstances, by Chair's action. The External Examiner must be consulted and, if possible, be in attendance at the reconvened meeting. In the event that they are unable to attend, written comments should be requested.

In exceptional circumstances, where it has not been possible to determine whether students would be able to progress to the next year, the School must contact Student and Academic Services who will liaise with the Deputy President and Provost to decide on an appropriate course of action.

Absent or Unmoderated Marks – Final Year Students

It is in the intention of the University that graduation ceremonies will go ahead as scheduled. Assessment Boards for awarding final classifications should therefore meet as scheduled. Where marks are available the Board may decide it is able to determine a student's marks and classification. In order to do this the Assessment Board must be satisfied that the mark and classification assigned is reflective of the student's achievement.

If the Board does not feel that there is sufficient evidence available to classify a degree the Board may choose to award an unclassified award if the standards for receiving an award have been met. The degree will then be classified when further information becomes available.

No Assessment Board should return a fail decision in a situation where unavailable assessment results will become available at a later date, unless it is absolutely clear that even passes at 100% in the unavailable assessments would not be sufficient to turn a fail into a pass.

In exceptional circumstances, where it has not been possible for students to complete assessments or for a decision on awarding degrees as a result of the disruption, the School must contact Student and Academic Services who will liaise with the Deputy President and Provost to decide on an appropriate course of action.

YA/HF

June 2020