

Significant Disruption Regulations and Procedures

Marking and Assessment Boycott

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Process for Dealing with Marking Boycott

- We will write to all external examiners, partner institutions and PSRBs (where necessary) advising on our approach to the action.
- Normal marking deadlines will apply. Any issues should be raised with the College Deans for Learning and Teaching.
- All work with submission dates pre the period of disruption will continue to be marked as normal and in accordance with the 20 working day turnaround (even if that continues into the disruption period) The 5 day late submission window and 14 day reasonable adjustment period will still apply and should be considered by subject leaders when managing the boycott action.
- Dates of examining boards may need to be delayed to ensure maximum time available for marking.
- No classifications will be published in graduation ceremony literature.

1. Absence of Assessment marks as a consequence of significant disruption

1.1 This regulation will only be in force if it has been formally invoked by the Chair on behalf of Academic Board in circumstances in which the University's academic business has been significantly disrupted by significant unforeseen circumstances. Such action will be reported to the first subsequent meeting of Academic Board. Unless stated otherwise, this regulation will cover all programmes delivered under the UWE regulations. In the case of variant regulations, the Chair of Academic Board will decide which regulations will prevail. This will normally be the variant regulations already approved, except in the case of significant disruption also occurring at the partner institution.

1.2 In case of doubt this regulation takes precedence over other regulations relating to student classification and progression and over the regulations governing the quoracy for meetings of Examining Boards. Regulations relating to appeals processes remain in force during periods of disruption caused by force majeure.

2. Principles

- Decisions should be based on the evidence available only. This evidence should be made available to members of the Examining Board including External Examiners.
- Consideration should be focussed on the learning outcomes of the programme as a whole, rather than those of individual modules. This is the approach taken already in allowing compensation against failed modules.
- Decisions reached should be uniform – all students/learners affected in the same way should be treated in the same way (this does not necessarily imply the same outcome for them all)
- Decisions should aim to minimise the disruption to students/learners but must be fair to the students/learners affected, and also fair to those who are not affected.
- Academic standards and professional requirements will be maintained.

3. All Cases

3.1 In the programme as a whole, if 75% of the total marks are submitted for the year (progression) or award (contributing modules) a decision should be possible. If marks are available within any given module, it may be possible to scale up the existing mark to provide an indication of a complete mark and used as evidence to help make a judgement. Other evidence may also be used (e.g. marks from formative assessments during the year) to help judge whether the learning outcomes have been achieved.

3.2 When marks become available, field and award boards will be reconvened (see 4.1).

4. Final Marks leading to classifications or differential awards

4.1 Where the marks are known for 75% or more of the credit that contributes to an award, the award board will consider the existing profile and a recommendation from the Subject lead, and will make a judgement on whether the programme learning outcomes have been met and may make a decision on classification. If, once the missing marks are known, it results in a higher classification or differential award, the award will be uplifted. No student/learner will be downgraded whatever the marks eventually are found to be.

4.2 Where the number of marks missing is such that it is not possible to assess whether compulsory module or programme learning outcomes are met, there are PSRB requirements or there are implications for Apprenticeship programmes, it may not be possible to recommend an award. Such decisions will be recorded as 'decision pending' and students/learners will be provided with as much information as possible on their academic attainment, with an explanatory letter. In circumstances where there are PSRB requirements, it may be possible to separate the award from the accreditation (i.e. where accreditation may rely on a student/learner achieving a specific overall mark). If this is the case this must be noted by the Award Board and communicated to students/learners concerned. Accreditation will then be confirmed once all marks are known.

4.3 If the missing mark is part of a large credit-rated module (i.e. a project) a decision may be based on evidence from any contributing elements that may be available and previously marked. If nothing is available, but the student/learner still meets the 75% rule, a decision may be made and amended at a subsequent board once the project mark is known.

4.4 If the profile for a final year UG student/learner or completing PGT student/learner contains outstanding marks for compulsory modules, no final judgement/classification can be made until such time as the marks become available and the decision will be recorded as 'decision pending'.

5. Continuing Students and Resits

5.1 In considering progression the benefit of doubt should be given to the student and a subject pass assumed. If a student has failed more than the maximum number of fully marked credits allowed for them to continue into the following year, they will be required to resit or retake (if available) in the normal manner. This will be undertaken in the normal resit/reassessment period. If the missing marks become known and confirmed prior to the normal UG end of term date, a student will be required to take referrals/resits as normal. In these force majeure circumstances and if marks are still not available prior to the normal UG end of term, a student will be required to undertake an alternative form of reassessment during the first 4 weeks of the academic year or as soon as the marks become available if later.

5.2 Should continued failure in an optional module occur, the student may continue to trail up to 30 credits or may be advised to change modules (additional support will need to be provided to ensure they reach the same point as other students). If a student fails a compulsory module at resit, a reconvened Award Board will be required to consider the implications and make a judgment on whether a student is permitted a module retake.

5.3 Where a student requires a particular mark to progress (i.e. BEng to MEng) the Award Board should take into account evidence of performance so far to make a judgment. If the required mark is not achieved once the missing marks are known, the student will be required to return to the original BEng programme. Students will be advised in advance that their eligibility of progress to the MEng may change if marks are subsequently found not to meet the PSRB criteria (see section 4.2).

6. Certificate of Credit/Transcripts

6.1. Certificates of Credit/transcripts will be produced using the marks available at the time they are issued. Once the marks are known, these will be updated and sent to the students. In instances where a student's marks are lower than the classification granted, the certificate of credit/transcript will provide an explanation.

7. HEAR

7.1 The HEAR report is currently available to final year students up to 42 days post the Award Board. Where marks become available within this time period, all students will be notified that their HEAR report is available (and the deadline by which they should download the information). In the event of marks still unavailable after 42 days, ITS will amend the 42 day requirement to align with expected availability of missing marks and reconvened award boards.

8. Moderation

8.1 Moderation (as set out in section 6 of the Academic Regulations) of work both within UWE and on behalf of partner institutions will take place as normal. Alternative arrangements for moderation cover should be made in accordance with the University's general regulations (compulsory modules will take priority). Where moderation arrangements or external examiner involvement have not been possible, it will still take place but may happen post the initial Field Board. This will be reported to a reconvened Field Board formed to verify late marks.

9. Implications for Students on Student Visas

9.1 Pre-sessional students already meet UKVI requirements for English Language scores (Level B2). However, the University requires evidence of a higher standard in order for a student to be admitted onto a UWE programme. Under exceptional circumstances the University may suspend this requirement and permit an individual to progress onto a degree

before the results of the pre-sessional assessments are known. There is an acknowledgment that potentially there could be additional support needs for students who are latterly found not to have met the UWE standard.

10. Board Quoracy

10.1 The College must ensure each module/programme is represented by a member of staff. Quoracy requirements remain as outlined in the Exam Board Code of Practice.

11. Previous Action

11.1 Details of the impact of previous action will be provided to the relevant Field Board and will be taken into account as appropriate.

Appendix A

Minimum Quoracy of Field and Award Boards

Field Board

- Chair – Executive Dean or authorised nominee (appropriately senior member of academic staff of the College having academic responsibility for the field.)
- Field leader or senior member of staff from within the School with relevant subject knowledge
- Field External Examiner(s). If the external examiner is not available, field leader to advise board of external engagement throughout the academic year and any issues arising.
- Feedback from the External Examiner will be sought as soon as possible after the Field Board and will inform the module annual report.
- Representatives from partners (where applicable)
- Overseeing officer

Award Board

- Chair – Head of College or authorised nominee (appropriately senior member of academic staff) of the College holding academic responsibility for awards being considered.
- Head of School and/or designated members with responsibility for award.
- Chief External Examiner. Where the external examiner is not available, Head of School to advise board of interactions throughout the year with the external examiner and any issues arising.
- Feedback from the External Examiner will be sought as soon as possible after the board has taken place.
- Representatives from partners (where applicable)
- Overseeing officer