



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

Significant Disruption Policy (includes Exceptional Supplementary Regulations and Procedure for Periods of Disruption)

POLICY COVERSHEET

Key Details

POLICY TITLE	Significant Disruption Policy
DATE APPROVED	
APPROVING BODY	Academic Board
VERSION	1
PREVIOUS REVIEW DATES	N/A
NEXT REVIEW DATE	May 2026
OUTCOME OF EQUALITY IMPACT ASSESSMENT	
RELATED POLICIES / PROCEDURES / GUIDANCE	Appeals Procedure Assessment Regulations Complaints Policy and Procedure Unfair Practice Procedure
IMPLEMENTATION DATE	03 May 2023
POLICY OWNER (JOB TITLE)	Director of Registry Services
UNIT / SERVICE	Registry Services
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Version Control

VERSION	DATE	REASON FOR CHANGE
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Significant Disruption Policy

Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh

1. Introduction

1.1 Purpose

1.2 The purpose of this policy is to outline the key principles that have been agreed by the University to address scenarios where programme delivery and/or assessment has been impacted by a period of disruption such as Industrial Action (a form of protest when there is a dispute between an employer and an employee that can't be solved through negotiations).

1.3 The policy will specify what actions can be taken by the University to support the academic achievement of students.

1.4 The Exceptional Supplementary Regulations and Procedure which form part of this policy (Appendix 1) can be invoked by the Chair of Academic Board when deemed appropriate.

1.5 Where marking and assessment has proceeded without disruption then the normal regulations and associated timescales will apply.

1.6 Scope

1.7 As appropriate to the nature of the disruption, this policy may apply to any enrolled Cardiff Metropolitan University student on a programme delivered in Cardiff or with a partner institution in the UK or overseas. If the disruption relates to a period of Industrial Action, it should be noted that not all members of staff will take part. As such, some students will face little or no impact.

1.8 Impact on programme delivery and/or assessment will be determined through internal reporting in each School.

1.9 Where programmes are professional in nature or accredited by a Professional, Statutory and Regulatory Body (PSRB), these requirements may preclude the application of any exceptional measures listed here.

1.10 Principles to protect the progress and achievement of students, during a period of disruption.

1.11 The following principles underpin this policy. Their purpose is to protect the progress and achievement of students during a period of disruption.

1.12 The University is committed to ensuring that students will be able to:

- i. Continue or complete their studies without compromising academic standards.

- ii. Have the opportunity to complete with a qualification that reflects their academic understanding.

1.13 The mitigations should not advantage any affected student over any student who is not affected.

1.14 These principles have been discussed and agreed with the University Students' Union.

1.15 Any future decisions by the University will have regard to these principles.

1.16 The policy is designed to address impact on three aspects of the student lifecycle:

i. Part 1. Disruption to programme delivery and assessment

- Alternative arrangements and/or mitigating measures which can be applied on a small or large scale in the event that teaching, supervision, provision of resources and/or access to facilities has been affected.

ii. Part 2. Disruption to marking and moderation processes.

- Ways that marking and moderation processes can be varied from usual practice in the event that staff availability to complete such processes is impacted (including references to External Examiners).

iii. Part 3. Disruption to the schedule, function and/or operation of Exam Boards

- Available solutions if disruption to marking and moderation processes has a subsequent impact on Exam Boards. This includes scenarios where a student may never receive a full profile of marks to be considered at the board.

2. Part 1. Disruption to programme delivery and assessment

2.1 Registry Services will liaise with colleagues in Schools, professional services, and the Students' Union to prepare University level communications. The purpose of these will be to ensure students are kept informed.

2.2 Students should assume that their work will be assessed and marked even during a period of disruption. A student choosing not to complete and submit an assessment will have this recorded as a 'non-attempt'.

2.3 The following table sets out the suggested actions a programme team should take where possible and where necessary, in order to mitigate for any anticipated disruption. Where the action impacts on a module or programme with Professional, Statutory or Regulatory Body (PSRB) accreditation, the PSRB will be notified of the mitigation.

2.4 Suggested actions table:

Teaching / Assessment type	Suggested actions
Teaching (including laboratory and clinical activities):	<ul style="list-style-type: none"> • Ensure that all teaching activities are included on student timetables. • Where appropriate (and depending on the nature of the disruption), Schools to inform students of cancelled/re-scheduled teaching activities (e.g., by posting them in a defined location). • Identify alternative staff to deliver teaching activities where possible, if the normal or expected member of staff is not available. • Identify alternative methods for the delivery of teaching to ensure that the curriculum can be delivered as planned.
Assessment of Taught Programmes	<ul style="list-style-type: none"> • Check and confirm plans and deadline dates for assessments. • Ensure that marking criteria are available for all assessments. • Consider if any variation to methods of assessment will be required; ensuring that where possible all learning outcomes of the modules can be assessed. • Where appropriate, depending on the nature of the disruption move forward the deadline for submission by staff of examination papers and assessed coursework. • Ensure that there are an appropriate range of questions included in examination papers to enable sufficient choice to students in the event that the delivery of material has not been possible. • Change methods of assessment. These may be changed using approved mechanisms, such as the approval of the External Examiner(s), and with the permission of Academic Board (Assessment Regulations 04.1 section 3.2). • Ensure that achievement of module learning outcomes can still be demonstrated by students. Update University records to ensure the alternative assessment details are recorded.

<p>Field trips</p>	<p>For compulsory field trips</p> <ul style="list-style-type: none"> • Confirm dates of field trip activities. • Identify which Cardiff Met staff will be attending field trips. • Ensure that enough staff are available to attend field trips in order to deliver learning activities and to meet health and safety and risk management requirements. • Consider whether the field trip could be re-scheduled or delivered in a different way. • Establish whether there are alternative methods for student to demonstrate achievement of the learning outcomes. <p>For non-compulsory field trips If the field trip is to proceed then the mitigating actions can be the same as set out above, alternatively, the field trip may be cancelled or rescheduled.</p>
<p>Placement/Study Abroad</p>	<ul style="list-style-type: none"> • Confirm arrangements for ensuring the continued monitoring of students on placement (home or abroad). • Identify who will be liaising with students on placement and placement providers. Ensure that alternates are available.
<p>Research programmes</p>	<p>Supervision</p> <ul style="list-style-type: none"> • Confirm suitable arrangements as specified on the Code of Practice. • Ensure that a student has an alternative member of staff they may contact if all the members of their supervisory team are unavailable. <p>Submission of thesis and PhD vivas</p> <ul style="list-style-type: none"> • Confirm a list of all students expected to submit their thesis within the next 6 months. • Collate a list of all vivas scheduled (and those pending) six months from the last University Research Degrees Group and identify participant internal and external staff. • Where needed, establish if it is possible to re-arrange vivas to a different time or location (including the use of Teams/Zoom for viva).

3. Part 2. Disruption to marking and moderation processes.

- 3.1 Depending on the nature of the disruption to student cohorts, or individual students, the following mitigations will be available to ensure that students' academic achievement is not unfairly affected due to disrupted programme delivery.
- 3.2 The mitigations are not mutually exclusive as the disruption may have a disproportionate impact on some students. The type of mitigation applied will depend on the nature of the disruption to teaching and/or to summative assessment for the particular programme.
- 3.3 In all cases where a mitigating measure is to be applied for a whole cohort, this must be agreed by the Director of Registry Services and students will be informed as soon as the approach is agreed to allow them to prepare accordingly.
- 3.4 Professional, Statutory and Regulatory Bodies (PSRBs) will be consulted prior to making any changes should any mitigations potentially impact on module learning outcomes.
- 3.5 If a student has not attempted one or more of the module's assessments, they will not receive any derived marks for the affected module under this policy (see Appendix 1). In such cases, the Exam Board will be obliged to set reassessment/s and defer confirmation of the overall mark for that module.

Assessment Period Scenarios and Corresponding Mitigation

Scenario	Mitigating Actions
<p>1. Subject matter has not been taught and student is due to sit an exam or other controlled conditions assessment.</p>	<p>If it has not been possible to take one of the following actions first:</p> <ul style="list-style-type: none"> • re-schedule teaching activities • adopt different methods for the delivery of teaching activity, • provide students with additional resources/material to support learning instead of formal teaching or, • use alternative staff to deliver/support teaching activities, <p>School staff should then take the following actions:</p> <p>Identify topics / questions in the assessment that haven't been taught.</p> <p>Staff to mark the work using a spreadsheet that provides two totals (as per existing processes for marking where a student has an allegation of Unfair Practice):</p> <ol style="list-style-type: none"> i. Mark for the full paper ii. Mark which excludes sections where topics have not been taught. <p>Award the student the best mark of the two.</p>
<p>2. Subject matter has not been taught and student is due to submit a piece of written coursework.</p>	<p>If it has not been possible to take one of the following actions first:</p> <ul style="list-style-type: none"> • re-schedule teaching activities • adopt different methods for the delivery of teaching activity, • provide students with additional resources/material to support learning instead of formal teaching or, • use alternative staff to deliver/support teaching activities, <p>School staff should then take the following actions:</p> <p>Identify topics / questions in the assessment that haven't been taught.</p> <p>Staff to mark the work using a spreadsheet that provides two totals (as per existing processes for marking where a student has an allegation of Unfair Practice):</p>

	<ul style="list-style-type: none"> i. Mark for the full paper ii. Mark which excludes sections where topics have not been taught. <p>Award the student the best mark of the two.</p>
3. Subject matter has not been delivered synchronously	Where possible (and if not affected by the nature of the disruption) students are provided with asynchronous materials.
4. Presentation was due to be delivered and could not be rescheduled	<p>An alternative assessment to be set if enough notice is given.</p> <p>Student to record the presentation and submit for assessment.</p>
5. Lab or practical time/field trip could not take place and student has a subsequent assessment.	<p>Check that the material has been delivered either through Moodle e-lessons / recorded video or in on campus taught sessions.</p> <p>If it is not possible to change the date of the activity, or to vary the staff leading, or taking part in the activity, the following actions may be taken:</p> <p>Set a different activity, ensuring that students are able to demonstrate achievement of learning outcomes.</p> <p>If it is necessary to cancel the activity and no alternative method for students to demonstrate achievement of learning outcomes is identified, School staff to identify topics / questions in the assessment that haven't been taught.</p> <p>Staff to mark the work using a spreadsheet that provides two totals (as per existing processes for marking where a student has an allegation of Unfair Practice):</p> <ul style="list-style-type: none"> i. Mark for the full paper ii. Mark which excludes sections where topics have not been taught.

	Award the student the best mark of the two.
6. Lab or practical time/field trip could not take place which would have had a synchronous assessment.	Reschedule the lab, practical time, or field trip, (or just the assessment) if possible. Check that the material has been delivered either through Moodle e-lessons / recorded video or in on campus taught sessions
7. Lab or practical time/field trip could not take place which was due to teach a key skill.	Potential competency/PSRB implications. Check that the material has been delivered either through Moodle e-lessons / recorded video or in on campus taught sessions.
8. Disruption to project / dissertation supervision	Where necessary, identify an alternative staff member to be added to the supervisory team.
9. Disruption to the supervision of a doctoral thesis	Permit an unpaid extension of up to three months to the submission date of thesis if a student has not received support from supervisors in the period immediately prior to submission – ensuring that the student records are updated.
10. Disruption to a Research Degree viva	Re-arrange the date of the viva – ensuring all parties receive notification of the revised date. Change the location or arrangements. For example, use of online rather than in-person, for the conduct of the viva. Speak to the Doctoral Researcher, explain the reasons for the disruption and the actions being taken to ensure their viva happens in as timely manner as possible. Provide a letter of support for any Doctoral Researcher who needs their qualification for a job, but their viva might be delayed.
11. Normal markers unable to mark assessments	Identify alternative suitably qualified academic staff who can mark assessments.

4. Part 3. Disruption to the schedule, function and/or operation of Exam Boards

- 4.1 A revised set of regulations, 'Exceptional Supplementary Regulations and Procedure' have been written to manage scenarios where disruption to marking and moderation processes has had a subsequent impact on Exam Boards. This includes instances where a student may never receive a full profile of marks.
- 4.2 These regulations will be implemented only when they are formally invoked by the Chair of Academic Board in the event of a disruption to the process of marking and assessment.
- 4.3 Unless stated otherwise, these regulations will supercede the University's main regulations and as needed, will apply to all modules and programmes delivered and assessed under Cardiff Metropolitan University's academic regulations. This will include programmes delivered by Home and Transnational Education partners.
- 4.4 The associated Exam Board Guidance document will include guidance to Chairs and Board members on the appropriate application of any required mitigations.
- 4.5 Operation of Examination Boards**
- 4.6 To assist in deciding whether a scheduled Examination Board can proceed, a process has been devised which will incorporate the use of two resources:
- i. A report which will highlight where marks are missing from the student system. The report will be run as required and sent to schools to assist in identifying modules potentially affected by the current disruption.
 - ii. An amended version of the Examination Board Timetable (Appendix 2). Two new columns indicate the date five working days before the Board and three working days before the board.
- 4.7 Registry Services and / or the School will use these reports to establish if there is any reason that the Examination Board cannot proceed. In the event of this, five working days before the scheduled Board, a meeting will be held between the Dean (or nominee) and the Director of Registry Services (or nominee) to look at the health of the marks for the programme(s) due to be considered. The decision of this meeting will be either:
- i. The Board can proceed as normal.
 - ii. A subsequent meeting needs to be held to identify if the Board can proceed.
- 4.8 If a subsequent meeting is required, two working days before the Board's scheduled date a meeting will be held with the Dean of the School, Director of Registry Services, and the PVC (Student Experience) to determine if the board should proceed. The decision of the meeting will be either:
- i. The Board cannot proceed and will need to be rescheduled.

- ii. The Board may proceed according to the exceptional regulations set out in Appendix 1, sections 4-6.
- 4.9 For Examination Boards considering students due to be awarded, a decision can be taken by the Dean of the School in consultation with the Director of Registry Services, Pro Vice Chancellor (Student Engagement) and Deputy Vice Chancellor to enable the Board to make awards based upon the following criteria providing that there are no PSRB requirements, and the student has met all of the programme learning outcomes:
- i. For programmes which require more than 120 credits overall to achieve the qualification, the student may be awarded on no less than 75% of the total credit required at the level of the award. For example: 80 credits at Level 6 for an Honours degree, 135 credits at Level 7 for a Masters, 180 credits at Level 5 for a DipHE.
 - ii. For programmes which require 120 credits or less overall to achieve the qualification, the student may be awarded on no less than 75% required at the level of the award. For example: 45 credits for a PG Cert, 90 credits for a CertHE.
- 4.10 A report has been created that clearly displays the credit achieved by each student across a programme.
- 4.11 Students must undertake their assessments to be eligible for this mitigation.
- 4.12 For Examination Boards considering progressing students where marks are missing due to the disruption, a decision can be taken by the Dean of the School in consultation with the Director of Registry Services, Pro Vice Chancellor (Student Engagement) and Deputy Vice Chancellor to automatically progress students onto the next level using the most appropriate of the following options:
- i. Allow students to progress to the next level with incomplete module profiles up to a maximum of 60 credits. This maximum would include both modules which have not been passed, and modules which have marks missing due to the disruption.
 - ii. Derive marks in order to fill any incomplete module profile. Details of the method to be used is set out in Appendix 1 point 5).
- 4.13 Students must undertake their assessments to be eligible for this mitigation.
- 4.14 If they are subsequently unhappy with a derived mark, they will be able to request a further reinstated attempt.
- 4.15 Details of any cohort-wide applied mitigations will be clearly recorded in the Exam Board minutes. These mitigations must have been agreed with the Director of Registry Services before the Exam Board meeting.
- 4.16 Examination Board decisions will continue to be made in cognizance of meeting programme Learning Outcomes and within the University's general [Assessment Regulations](#).

4.17 Should there be any dispute as to the application of this policy, the Director of Registry Services will have the authority to act, and their decision will be final.

5. Module Learning Outcomes

5.1 Variations to module learning outcomes (and subsequently programme learning outcomes) should only be considered after all other mitigations have been evaluated.

5.2 After evaluating the extent of the disruption, if it is necessary to make significant changes to methods of assessment, the Quality Enhancement Directorate will co-ordinate a system for schools to report/seek approval of any proposed changes to assessment methods or deviations from the assessment of specific learning outcomes. Final approval will be sought from the Chair of the Academic Quality and Standards Committee.

5.3 The University will ensure that PSRB requirements (where applicable) continue to be met and Competitions and Markets Authority and Office for the Independent Adjudicator guidance is adhered to.

6. Related Policies and Procedures

6.1 Examination Board decisions will be made within the University's general [Assessment Regulations](#).

6.2 Appeals

- i. Application of any of the mitigations in this document will not prevent a student from also submitting an academic [Appeal](#) based on other exceptional personal circumstances, not related to the disruption.
- ii. If the student has had mitigations applied, any appeal submitted solely on grounds relating to the disruption is not likely to be upheld.
- iii. In all other ways, the University's [Appeals Procedure](#) will apply as normal throughout any period of disruption.

6.3 Complaints

- i. If any student wishes to express any form of dissatisfaction with the provisions of this policy, they may use the University's [Complaints Policy and Procedure](#).
- ii. Where a number of complaints are received about the same missed programme delivery, they may be considered together.

6.4 Unfair Practice

- i. Principles relating to academic integrity and the application of the [Unfair Practice Procedure](#) will remain unchanged throughout any period of disruption.

- ii. The impact of any Industrial Action or other disruption to study cannot be cited as a reason for any act defined as [Unfair Practice](#).
- iii. Registry Services will liaise closely with schools to establish if alternative arrangements will be necessary in terms of signing off and/or processing allegations.

7. Welsh Language Standards

- 7.1 The University has considered what effects this policy has on opportunities to use the Welsh language and has considered its duty in treating the Welsh language no less favourably than the English language.
- 7.2 This policy and associated documents are available in both the Welsh language and the English language.
- 7.3 Any paper correspondence in relation to this policy will be provided in Welsh, should the student have chosen to receive correspondence in Welsh. If the language of choice is not known, then paper correspondence will be sent bilingually to students located within Wales.

8. Data Protection

- 8.1 All additional records in relation to this will be held confidentially and in accordance with the principles of the Data Protection Act 2018, the General Data Protection Regulation (EU) 2016/679), and the University's Data Protection Policy.

9. Review and Approval

- 9.1 Registry Services will proactively advise, support, and monitor the application of this policy.
- 9.2 This policy will be reviewed on an ongoing basis and in anticipation of any new period of disruption, to ensure that it is fit for purpose and continues to meet expectations of good practice.
- 9.3 Any changes to the policy will be reviewed and agreed by Academic Board.

Appendix 1. Exceptional Supplementary Regulations and Procedure to be used in the event of a disruption to the process of marking assessments.

1. Principles of the Exceptional Supplementary Regulations and Procedure

- 1.1 Any mitigations that are applied should be consistent. Students who are affected in the same way should receive the same mitigation (although the outcome may vary).
- 1.2 The mitigations should not advantage an affected student over any student who is not affected.
- 1.3 Academic standards and professional body requirements must be upheld. In order to achieve this a number of operational processes may need to be temporarily revised:
 - i. Where the disruption occurs in a period which may impact on Graduation, Senior Management Teams within Schools and Directors of Services may wish to consider prioritising the allocation of resources (as appropriate) to operational processes relating to student cohorts who will be completing their programmes of study.
 - ii. If necessary, reschedule Level 3,4 and 5 Examination Boards.
 - iii. Normal marking deadlines will apply, but in addition as soon as marks have been input into Moodle staff must upload them to the student record system.
 - iv. Make evidence-based decisions as to whether an individual Examination Board can proceed on the scheduled date, or if it needs to be moved. For example, checking the volume of missing marks, and checking quoracy as per Sections 8 and 9 of the Assessment Regulations – 4.1.
 - v. Amend the regulations in Section 4.11 of the Academic Handbook (Procedures for Internal Moderation of Assessed Work), for example, removing the requirement for double marking.

2. Implementation

- 2.1 The following revised regulations will be implemented only when they have formally been invoked by the Chair of Academic Board in the event of a disruption to the process of marking and assessment.
- 2.2 Unless stated otherwise, these regulations will supercede the University's main regulations and as needed, will apply to all modules and programmes delivered and assessed under Cardiff Metropolitan University's academic regulations. This will include programmes delivered by Home and Transnational Education partners.

3. Moderation of assessed work

- 3.1 Where possible, moderation of work both within the University and on behalf of partner institutions, will take place as normal as set out in Section 4.11 of the Academic Handbook – Procedures for the Moderation of Assessed Work. Where alternative requirements are needed due to disruption, these should be made as set out in points 3.2 – 3.4 below.
- 3.2 In cases where double seen or double unseen moderation would normally be used, internal moderation by sampling of the cohort should be used as set out in Section 4.11 of the Academic Handbook. This requires approval from the Chair of the Academic Quality and Standards Committee or the Director of Registry Services.
- 3.3 In cases where none of the following moderation methods is possible before the Examination Board: double seen, double unseen or internal moderation by sampling of the cohort, then work will be marked by an individual. This requires approval from the Chair of the Academic Quality and Standards Committee or the Director of Registry Services.
- 3.4 To note the criteria for the sample is:
- 1.2** The sample should include sufficient examples from each of the classification bands if the size of cohort permits, that is, three fails, three 40s (for undergraduate), three 50s, three 60s and three in the 70s and above, or 10% of the cohort size from across the classification bands, whichever is the greater number of samples.
- 3.5 In the event of disruption to the assessment of performances and presentations which are normally attended and assessed by two members of staff, as per the existing regulation (Section 4.11 point 3.4 ii) if only one member of staff is available, the assessment will normally be recorded and moderated by another member of staff after the event.
- 3.6 Where a module is delivered by a franchised partner, if the moderation process in operation as set out in these exceptional regulations (or if the module/s is unaffected by the disruption, under the normal regulations) does not lead to a satisfactory outcome, the assessment/s should be referred to the link tutor or moderator. If it is not possible then this absence should be reported to the Examination Board. If the mark/s cannot be confirmed by the meeting, the matter should be noted as Chair's Action.

4. Quoracy of Examination Boards.

- 4.1 The University's requirements for Examination Board quoracy remain as per the Academic Handbook (04.1 Assessment Regulations, Section 8). During a period of disruption, excerpts from the following regulations may be of particular relevance:

Examination Board Chairs

8.4 The Chair of the Examination Board shall be the Dean of School or School Deputy/Associate Dean in which the programme is offered. Should the Dean of School or School Deputy/Associate Dean not be available, the Board may be chaired by an appropriately trained senior member of the school academic staff, approved by the Deputy Vice Chancellor and Pro Vice Chancellor Student Engagement or, in his/her absence, by the Director of Learning Enhancement.

The Deputy Vice Chancellor and Pro Vice Chancellor Student Engagement, and the Director of Learning Enhancement may also chair any Examination Board across the University, and with their approval it is also possible for a Dean or Deputy Dean to chair Examination Boards in another School.

Examination Board Quoracy

8.6.3 If an Exam Board Chair or Officer believes a board will need to be run with anything less than the normal quorum they should, in advance, bring this to the attention of the Chair of AQSC or Director of Registry Services, who will make a decision on whether the board can proceed.

External Examiner attendance

9.2 In circumstances where the External Examiner(s) will not be present where final awards are to be considered, the permission for non-attendance should be obtained from the Chair prior to the Board if possible. In such cases all decisions regarding final awards to students must be subsequently ratified by the External Examiner(s).

For any final Exam Boards which are run without the relevant External Examiner, decisions will additionally need to be ratified by the Chair of AQSC or the Director of Registry Services, in line with the academic regulations.

Adjournment of a Board during the meeting

10.9 Should issues relating to the presentation of marks and/or results arise during a board which indicate an adjournment of the board may be necessary, the Chair must contact the Director of Registry Services or nominee immediately to discuss the circumstances and to schedule a follow-up board where appropriate.

Ratification of pass lists

10.22 In exceptional circumstances, the Chair of the Academic Quality and Standards Committee or the Director of Registry Services may ratify the pass list of an awarding board of the University.

5. Deriving a module outcome where partial or no marks are available

5.1 Where there is disruption to the marking and assessment process it is possible that there may be instances where a module mark profile is incomplete at the time the module, or student profile is presented to the examination board. It may be the case that the mark is not received at all. The following exceptional regulation utilises the principles of Section 04.4 of the Academic Handbook

Conduct of Examinations and Assessment Section 8 8 - Procedure for Allocating a Mark for Lost Student Work. This permits the use of marks already achieved as evidence which enables the University to derive a final mark for the module.

- 5.2 In the event that it is not possible to produce a full set of marks for a module, there may be instances where it will be appropriate for the student to be provided with a substitute mark for the missing assessments based on other assessment components.
- i. If the assessment is one of many assessment components for the module, the student will be allocated a mark for the missing component that is based on a weighted average of the marks available for the module's other assessments. The relative weighting of the components used will be the same as the relative weighting of these components for the whole module.
 - ii. If the affected component is the entire assessment for the module, the student will be allocated a module mark equal to their weighted average in the best 60 credits of modules completed at the same level.
- 5.3 If the student is not prepared to accept the mark that is awarded on this basis, they can choose to be re-assessed with a reinstated attempt. If a student chooses to be re-assessed there may be financial consequences and an impact on progression or on the completion of their award. If this means they miss the summer graduation ceremony, they will be able to attend the ceremony in November, or a ceremony in the next calendar year.
- 5.4 If a student has not attempted one or more of the module's assessments, they will not receive any derived marks for the affected module under this policy. In such cases, the Exam Board will be obliged to set reassessment/s and defer confirmation of the overall mark for that module.

6. Determining classifications, progression and resits

- 6.1 The following exceptional regulations govern the classification of final awards, progression and resits.

All students – completing and progressing or resitting.

- 6.2 Dates of Examination Boards may need to be delayed to allow time for marking.
- 6.3 If the marking for a module is complete as it was not affected by the disruption, the mark will be used in progression or award calculations and no mitigation will be applied to that module.
- 6.4 If a student's full profile has been marked in accordance with the standard academic regulations and was not affected by the disruption, no mitigation will be applied, and the student's final outcome or level outcome will be determined as set out in Section 04.1 of the Academic Handbook, Assessment Regulations point 10.

- 6.5 If there is a need to apply these exceptional regulations the Programme Director must be satisfied that students meet all of the programme-level learning outcomes. If these conditions cannot be met by a student, then they may be required to submit work for a reinstated attempt.
- 6.6 Where there are module or assessment marks missing, but module outcomes are known for whole modules which contribute to the following thresholds the Examination Board will consider the student's profile and can make a decision on the final classification provided that there are no PSRB requirements, and the student has met all of the programme learning outcomes.
- i. For programmes which require more than 120 credits overall to achieve the qualification, the student may be awarded on no less than 75% of the total credit required at the level of the award. For example: 80 credits at Level 6 for an Honours degree, 135 credits at Level 7 for a Masters, 80 credits at Level 5 for a DipHE.
 - ii. For programmes which require 120 credits or less overall to achieve the qualification, the student may be awarded on no less than 75% required at the level of the award. For example: 45 credits for a PG Cert, 90 credits for a CertHE.
- 6.7 If the credit total falls between two modules, the calculation will use the mark and credit for the whole modules and not a portion (for example, it will use 80 credits rather than 90 or 40 rather than 45).
- 6.8 Classification of awards for Honours degrees shall be determined either from the average of the aggregated marks achieved in the best 80 credits at Level 6 (weighted at 0.7) and the next best 100 credits at Level 5 or above (weighted at 0.3), or from the average of the marks achieved in the best 80 credits at Level 6 only (whichever is stipulated in the validated programme document and in the programme regulations). The validated method for calculation of degree class must apply to ALL students on the programme.
- 6.9 A student will have the option to accept the award as confirmed by the Examination Board, or they will have the option to be reassessed as a reinstated attempt. However, students should be aware that the latter may have financial consequences and should seek appropriate guidance from the University. It may also mean they are unable to graduate or receive their award certificate at the same time as their cohort. Utilising a reinstated attempt may impact on an international student's visa. As such students are advised to speak to a member of the [Global Student Advisory Service](#) before making their decision.
- 6.10 If the student subsequently requests a reinstated attempt and becomes eligible for a higher classification the final outcome will be considered by the next appropriate Board or by Chair's action and will be adjusted accordingly.
- 6.11 Should it be required; it may be necessary to derive a mark for a completing student (see section 5). Students who pass a module on the basis of derived

marks will have the choice to request a reinstated attempt (see 6.7 and 6.8). Utilising a reinstated attempt may impact on an international student's visa. As such students are advised to speak to a member of the [Global Student Advisory Service](#) before making their decision.

- 6.12 No student will have their final outcome downgraded to a lower classification.
- 6.13 Where there are module or assessment marks missing, but outcomes are known for whole modules which contribute to the award, students may be allowed to progress and trail a maximum of 60 credits into the next academic year. This maximum would include both modules which have not been passed, and modules which have marks missing due to the disruption. Students should be aware that this may have financial consequences and should seek appropriate guidance from the [University](#).
- 6.14 The expectation would be that missing assessment marks are presented to the next appropriate Examination Board. However, should it be required, it may be necessary to derive a mark for a progressing student. Students who pass a module on the basis of derived marks will have the choice to request a reinstated attempt. The assessment for this will take place at the next assessment opportunity. Students should be aware that this may have financial consequences and should seek appropriate guidance from the [University](#).
- 6.15 If there are Professional, Statutory or Regulatory Body (PSRB) requirements which require specific learning outcomes to be met, the Board may take the following options:
- i. Grant the student their award, but they would need to subsequently complete their professional registration requirements.
 - ii. Not grant the award until the PSRB requirements can be met.
 - iii. Allow students who are not completing to progress provided progression to a new module/ level is not dependent on the completion of a pre-requisite.

7. Transcripts (digital and hard copy) and Certificates

- 7.1 The following exceptional regulation refers to an amendment to the timescales for issuing results, transcripts, and certificates.
- 7.2 In the event of a delay in receiving marks which impacts on the scheduled date of an Examination Board, the Profile of Marks and Digital transcript (HEAR) or hard copy transcript and certificate will still be produced in line with the timelines set out in Section 4.8 of the Academic Handbook, point 4.1. However, these timelines will commence only once the rescheduled Board has been able to meet and formally confirm all marks.
- 7.3 If a student's hard copy transcript or digital transcript (HEAR) and their certificate is produced following an outcome which has been determined on the basis of derived marks, but the student has chosen to use a reinstated attempt

and their classification is uplifted, a new certificate and transcript will be produced without charge. The original certificate must be returned to the University for disposal.

8. Implications for students with student visas

- 8.1 Students are still expected to engage with teaching and assessment as normal.
- 8.2 The Home Office confirms that if an “expected contact” such as a lecture, seminar or individual supervisory discussion can’t go ahead because of the industrial action, this should not be recorded as an unauthorised absence.
- 8.3 Utilising a reinstated attempt may impact on an international student’s visa. As such in instances where this is an option, students are advised to speak to a member of the [Global Student Advisory Service](#) before making their decision.
- 8.4 The University will compile a list of students whose visas expire close to the Examination Board. This will be cross referenced with details of modules where marks are missing, and a decision made as to whether the student’s profile should be taken to a Board.