

Emergency Taught Degree Regulation

The *Emergency Taught Degree Regulation* must be read in conjunction with the *Taught Degree Regulations* and the *General and Admissions Regulations* and any associated School Policies and Procedures.

Emergency Taught Degree Regulation

1. Introduction and Scope

- 1.1. This Regulation is to be read alongside the Taught Degree Regulations applicable to the year in question and explains the measure the School can take when its learning, teaching and assessment activities suffer significant disruption due to serious and unexpected events outside of its control.
- 1.2. This Regulation may be brought into force, in whole or in part, by Academic Board on the recommendation of the Teaching, Learning and Student Outcomes Committee (TeLSOC) in instances where the School's academic business, including learning and teaching activity, assessment, progression, award, classification and postgraduate research supervision and examination, is impacted significantly.
- 1.3. If the Emergency Regulations are brought into effect, this will be published on the School's website and communicated to students affected.
- 1.4. Following invocation of these Regulations, TeLSOC or its Chair, supported by a sub-group acting on its behalf, will approve appropriate policies or decisions to underpin action taken in response to the particular circumstances and students will be advised of any changes to relevant regulations and policies.
- 1.5. The Emergency Regulation is intended to mitigate disadvantages experienced by significant proportions of the student body during specific limited periods. It will not remain in force from one academic year to the next.
- 1.6. The School will maintain a record of all learning, teaching and assessment activity disrupted for which this Regulation is invoked. This may be through academic departments or the collection of data at School level or a combination of both. A report will be made to Academic Board after the event.
- 1.7. Where campus-based or distance learning, teaching and assessment and research degree supervision is disrupted the School will aim to offer alternative forms of learning, teaching and assessment activity and supervision, which are deemed appropriate for the type of activity.

2. Assessments and Examinations

- 2.1. The School may extend deadlines for assessments such as coursework, projects, dissertations, presentations etc. where there has been significant disruption to enable students to access appropriate expertise or resources, including where these are offered online, consulting appropriate colleagues where joint degree provision is affected.
- 2.2. The School may vary the method and timing of assessments in accordance with guidance issued by TeLSOC. In exceptional circumstances, this may include an overall reduction in assessment when appropriately justified.
- 2.3. Heads of Departments should ensure that revisions are made to examination question papers to ensure that students are not examined on material not taught, whilst ensuring that programme Intended Learning Outcomes can be met.

- 2.4. Where revisions are required, approval should be requested from External Examiners, where possible. If for any reason this is not possible, Heads of Departments and DLT or equivalent may approve revisions. Departments should report the revisions to the External Examiner as appropriate, including through Boards of Examiners processes.
- 2.5. In making revisions to any assessment (including examination question papers) Schools must ensure that PSRB requirements continue to be met, consulting the appropriate bodies as required.
- 2.6. Marking policies and criteria may be adjusted to take account of circumstances known to affect a majority of students in such a way as to make it more difficult to complete assessments or to demonstrate their achievement of the intended learning outcomes, providing the assessments have also been seen by the External Examiner. Where this is not possible, paragraph 2.4 applies.
- 2.7. The School may vary reassessment periods and methods of reassessment whilst maintaining consistency and academic standards.
- 2.8. Where possible, methods of reassessment will be the same as the original assessment, unless circumstances mean that this is no longer appropriate or possible, in which case alternative methods may be used, providing these ensure students meet the relevant Intended Learning Outcomes and are a reasonable alternative.

3. Examination Boards and Sub-Boards

- 3.1. The membership, dates and quoracy of exam boards and sub-exam boards may be varied with approval from TeLSOC, whilst ensuring that there are sufficient members to enable appropriate decision-making and that members of academic staff hold the majority.
- 3.2. The School will ensure whenever possible, that External Examiners are present (including through remote attendance) for awarding Boards of Examiners, but Boards may go ahead where this is not possible, providing there are sufficient Board members and an Academic Registrar's Representative present. In such cases, there will be a requirement for External Examiners to confirm the attainment of appropriate academic standards in their written reports. Where no External Examiner can be present, the role should be undertaken by the Head of Department or DLT or equivalent from a different Department, as nominated by TeLSOC.
- 3.3. Exceptionally, TeLSOC may delegate a replacement Chair of a Board or Sub-Board of Examiners if those previously appointed are unable to attend.

4. Progression

- 4.1. The School may vary the normal progression requirements for students, including the number of credits that must be completed and passed, taking account of the circumstances but with due regard to maintaining academic standards and ensuring consistency of approach.
- 4.2. The School may extend a research student's period of registration where appropriate to take account of the particular circumstances causing the invocation of this Regulation.
- 4.3. Any variance to progression requirements will take account of the year and level of study, including whether it contributes to final award and classification.
- 4.4. Where the level of study contributes to the final degree classification the School may operate a 'safety net' policy to ensure that students are not disadvantaged.

5. Version Control

Valid from	Author	Approved by
2020-21	Jenni Rhodes, Academic Registrar	Academic Board, June 2020
2021-22	Chris Hill, Curriculum and Quality Assurance Manager Philip Ramge, Academic Registrar	Academic Board, 9 th June 2022