

## UCCC No Detriment Policy

### Introduction

1. The University Centre will apply the principle of 'no detriment' to ensure that no student's final classification is adversely affected by the current period of lockdown and remote teaching, learning and assessment. The measures outlined in paragraph 1.6. have had some impact to support completion and submission of assessed work, however, in all cases the remote delivery has had some impact on the student experience and the quality of work that has been completed and submitted. It is the policy of the University Centre to provide remediation in cases where extenuating circumstances have occurred. In the view of the Academic Board, this period of lockdown and remote delivery is an extenuating circumstance.

1.1. The College and University Centre closed to students on Wednesday 18<sup>th</sup> March and moved to remote working on Friday 20<sup>th</sup> March, 2020. This policy applies to all assessments scheduled after the 20<sup>th</sup> March, 2020, and up to the end of the academic year 2019/20.

### Scope

1.2. This policy shall be enforced, where applicable, at all Board of Examiners meetings held between 20<sup>th</sup> March, 2020, and the Semester 1 Board meeting in February, 2021. However, the policy will be reviewed to determine whether or not and how it shall continue to apply after this point. It shall be applied to students who:

1.2.1. are active and being assessed in 2019/20; and/or

1.2.2. have a deferred submission opportunity after the end of the academic year 2019/20 due to extenuating circumstances, or

1.2.3. are undertaking resits of work originally scheduled in 2019/20, or

1.2.4. are registered on a part-time programme due to end in February, 2021.

1.3. For current students on OU-validated programmes in 2019/20 this policy will continue to apply for as long they continue to be registered on their current programme. This includes full- and part-time students at Levels 4, 5 and 6.

1.4. The lockdown has affected students in a multitude of ways, to a greater or lesser extent, and depending on a number of factors (and in most cases a combination of these).

1.5. These factors include:

- the subject being studied;
- what assessments are planned;
- removal of access to the usual physical resources available at the College site;
- whether the assessment involves research, especially primary data collection;
- where the student is a parent, with responsibility for care and home education;
- where the student is a carer or has other familial responsibilities;

- where a student is working in a 'critical worker' role<sup>1</sup> or a key worker role;
- the personal effect of the lockdown on the student, such as its interaction with a pre-existing disability such as mental ill-health, long term health condition or other disability;
- the student's sense of wellbeing, motivation and self-efficacy.

1.6. The Academic Board – in conjunction with and with the agreement of The Open University – has overseen several adaptations to the University Centre's programmes' scheduled assessments, including moving deadlines, adapting assessment tasks to accommodate remote completion, re-scheduling assessments and altering learning outcomes. These adaptations have been largely successful and will enable a high number of students to complete the year. However, in all cases the lockdown and remote delivery has had an impact on the student experience and the quality of work that students have been able to complete and submit and it is the purpose of this policy to mitigate that impact.

1.7. A full calendar of meetings will be recorded to ensure that it is clear where altered deadlines have affected the scheduling of Board of Examiners meetings and therefore the reporting of first submissions marks. This is shown in Appendix i.

### Classification Calculations

2. For all students on Open University-validated programmes being assessed in academic year 2019/20<sup>2</sup>, the University Centre's Board of Examiners will consider each student's achievement based on the following:
  - 2.1. Where the stipulations in section 5. of the Assessment Policy for Open University-validated programmes have been met, two calculations will be produced and the student's overall mark for the year shall be the better of either:
    - 2.1.1. The aggregated mark for the level based on the mean mark for all modules;
    - 2.1.2. The aggregated mark for the level based on the mean mark for the modules completed in semester 1 and reported on at the February Board of Examiners meeting, 2020.
  - 2.2. The usual rules for compensation and trailing credits shall apply according to the Assessment Policy.
  - 2.3. For students in year 1 of a two-year foundation degree programme in 2019/20, the aggregate mark for the year (according to 2.1.) will be recorded and will contribute to the final classification when combined with the aggregated mark for year 2.

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<sup>1</sup> Critical worker is defined by government <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

<sup>2</sup> This includes deferred assessments due to extenuating circumstances, resits and/or retakes from 2018/19.

2.4. Where a student is in the final year of their programme in 2019/20, classifications shall be determined according to the provisions in Section 7. of the Assessment Policy, with the following variations:

Programme Type	Final year classification based on:	Variation
Foundation degree (2 years)	Mean of whole of Year 1 marks, plus – for Year 2 – either 2.1.1. or 2.1.2.	Supersedes paragraph 7.2.
BA (Hons) (3 years)	Mean of whole of Year 2 marks, plus – for Year 3 – either 2.1.1. or 2.1.2., weighted at one third and two-thirds respectively	Supersedes paragraph 7.6.
BA (Hons) top-up (1 year)	Either 2.1.1. or 2.1.2.	Supersedes paragraph 7.10.

2.5. Where a student receives an exit award, no classification is awarded and paragraph 2.1. shall not apply.

**Extenuating Circumstances**

3. The University Centre, through the Board of Examiners and the approved policy and procedure, has delegated authority to deal with students’ applications to have extenuating circumstances taken into account.

While the measure outlined in section 2. effectively mitigates the general effect of the lockdown, some students may need additional remediation to support the completion and submission of assessed work due to a particular combination of adverse circumstances.

It is the view of the Academic Board that serious consideration should be given by the Board of Examiners to all available remediation under the provisions of the existing regulations, namely that:

- 3.1. Upon receipt of recommendations from the Mitigating Circumstances Panel, the Board of Examiners, will decide whether to:
  - (a) provide a student with the opportunity to take the affected assessment(s) as if for the first time, allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
  - (b) waive late submission penalties;
  - (c) determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
  - (d) note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

(see paragraph 24.6. of the Regulations for Validated Awards of The Open University)
- 3.2. Where reassessment has been granted by the Mitigating Circumstances Panel in accordance with the Student Guide to Mitigating Circumstances the Board of Examiners may exercise discretion over the form that reassessment may take. Options are:

- 3.2.1. A *viva voce* examination;
  - 3.2.2. additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes;
  - 3.2.3. review of previous work; or
  - 3.2.4. normal assessment at the next available opportunity.  
(see paragraph 24.7 of the Regulations for Validated Awards of The Open University)
- 3.3. Where mitigating circumstances are applied for and accepted, the Board of Examiners will approve the appropriate remediation to best support a student's achievement. Recommendations will be received from the Mitigating Circumstances Panel, based on the information in the Assessment Adaptation Form (included as Appendix ii.).
- 3.4. Where mitigating circumstances are applied for and not accepted no further action will be taken apart from the measures outlined in section 2. of this policy.
- 3.5. When determining remediation the Board of Examiners is advised to take into account the recommendation of the Mitigating Circumstances Panel alongside the information in the Assessment Adaptation Form and the input of the programme leader and external examiner for the programme.

**Appendix i. Calendar of revised Boards of Examiners meetings**

*This appendix has been deleted as it is for internal use only*

## Appendix ii. Assessment Adaptation Form

In order to support student achievement and progression in the best way possible, a student's extenuating circumstances will be taken into account over and above the provisions of the No Detriment Policy. In order to make a judgment on the best course of action, more information is required about their situation.

This information will be considered by the Mitigating Circumstances Panel, the External Examiner, Academic Reviewer and the Board of Examiners in reaching a final decision about what should happen as a result of the application for ECs.

<b>Name</b>		<b>Student ID</b>	
<b>Course title</b>		<b>Level</b>	
<b>Name of tutor completing form</b>			

Put an 'X' in the box if the following applies:

The best course of action for this student would be EITHER:

1.	An extended deadline, giving the student more time to complete the work	
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OR:

2.	An alternative assessment method or methods (would need to be agreed with the EE and may include a combination of the following):	
(a)	Viva voce	
(b)	An additional assessment that a student can complete to meet the learning outcomes	
Please give a clear description of the alternative assessment method and a rationale if you have put an 'X' against 2. (a) or (b):		
(c)	A review of other work which demonstrates that they have met the learning outcomes for the assessed work in the EC Form	
Please give a clear summary of the work that you have reviewed and the learning outcomes that it meets (add more rows where required):		
Assessment in EC application	Assessment/s reviewed	Learning outcomes met

Put an 'X' in the box where the following applies:

3.	Factors involved in the student's adverse circumstances include:	
(a)	No access to specific resources and/or equipment that are vital to the production of their work, such as:	
	i. Information and digital technologies;	
	ii. Printing;	
	iii. Space/s;	
	iv. A reliable internet connection;	
	v. Other (please state):	
(b)	No access to participants for primary research and data collection;	
(c)	Shared parental responsibilities;	
(d)	Lone parental responsibilities;	
(e)	Caring responsibilities for family members;	
(f)	Working in a 'critical worker' role during the lockdown;	
(g)	Critical illness or death of a close family member;	
(h)	A detrimental effect of the lockdown on their:	
	i. mental health	
	ii. long term health condition	
	iii. disability	
(i)	A marked depletion of their sense of:	
	i. wellbeing,	
	ii. motivation,	
	iii. self-efficacy	

The effect of the student's circumstances on their ability to work towards a deferred deadline

*Only complete this section if an 'X' has been put in section 2.*

**Where the Semester 2 Board of Examiners meeting is scheduled for July:**

4.	The student is unable to work to an extended deadline in August, 2020, due to a commitment or plan they have in place following the expected completion of their studies in 2019/20:	
(a)	They have employment, work experience or an internship that begins in or after July 2020	
(b)	They have children for whom they are responsible for care during the summer break	
(c)	They have other caring responsibilities during the summer break	
(d)	They have been affected by a pre-existing mental health condition, long term health condition or disability during the lockdown and will need a period of time to recover from this	
(e)	Other (please state):	

**Where the Semester 2 Board of Examiners meeting has been moved to September due to extended deadlines:**

5.	The student is unable to work to an extended deadline in January, 2021, due to a commitment or plan they have in place following the expected completion of their studies in 2019/20:	
(a)	They have employment, work experience or an internship that begins in Autumn 2020	
(b)	They have applied for and been accepted onto another course at a higher level, or an ITT course that begins in Autumn 2020	
(c)	Other (please state):	