

## **Regulatory adjustments for 2022-23, including mitigations for industrial action**

### **Introduction**

This note outlines the measures that the College has agreed upon to mitigate the impact of industrial action especially on the assessment and production of results for its students during the 2022-23 academic year.

### **Underlying regulatory principles**

These are the key points that support the regulatory approach to managing industrial action related mitigations.

1. Education Strategy Group (ESG), with additional representation from at least one of the College Board Chairs, is identified as the Committee which will consider any emergency industrial-action related measures. If key staff in the ESG membership are not available to consider these matters, then alternative members of staff will be brought into the group to ensure appropriate representation.
2. The College will maintain the value of the academic awards it offers by ensuring that students demonstrate their achievement of **programme** learning outcomes across the assessment marks that are available.
3. Any adjustments will ensure that students are not disadvantaged in their assessment as a result of industrial action, whilst also balancing the requirement that mitigation does not unfairly advantage certain students. This should include noting that the effects of this action might fall disproportionately on different student groups.
4. Any student complaints pertaining to industrial action will be handled through the complaints procedure.
5. In the context of potential industrial action relating to assessment and marking, staff managing assessment procedures may use the Interim Material Irregularities procedure (outlined below) to deal with any impact on assessment. Sub-Boards of Examiners (overseen by the relevant College Board of Examiners) are responsible for ensuring that any mitigating actions follow this procedure.
6. Students should not use (or be encouraged to use) the mitigating circumstance procedure to submit requests for mitigations arising from industrial action.

### **Interim Material Irregularities Procedure (2022-23 academic year)**

#### **Scope**

1. This new procedure (covering the assessment of material taught in the 2022-23 academic year) is proposed to manage cases where an administrative or procedural issue, in particular industrial action, has a significant, negative impact on a student's, or group of students', assessment. This procedure is not applicable in cases which relate to a disagreement with academic judgment on the quality of a student's work submitted for assessment.
2. The Interim Material Irregularities Procedure would be used for situations where, owing to the marking and assessment boycott:

- module teaching has taken place and students should have been able to cover all material to meet the learning outcomes of their programme (for finalists) or modules taken (for those progressing)  
*and*
- not all assessment has taken place and it will not be possible for that assessment to take place within the usual timeframe during the 2022-23 academic year;  
*or*
- assessment has been completed and either not yet marked or marks were not made available;  
*or*
- an external examiner has chosen to resign from their position.

### **Measures available**

3. In the situations outlined in paragraph 2, the following measures may be considered by sub-boards of examiners:
  - the situation can be managed using the current regulatory provisions and College Board guidance;
  - adjust an existing examination paper or assessment topic (this provision has already been agreed and implemented);
  - offer an alternative mode of assessment;
  - recommend a suspension of regulations or overturning a prior decision (this option is already available);
  - exclude the affected component/module from completion, continuation (progression), award or classification decisions.
4. Where there is no external examiner available, sub-boards are directed to seek advice from the Academic Standards and Quality Office.
5. In **no circumstances** should a student be awarded additional marks to compensate for the irregularity.
6. All cases employing these measures must be clearly recorded in the relevant sub-board of examiners minutes.

### **Further Guidance on excluding a module from completion, continuation, award or classification decisions**

7. The option of excluding the affected component/module from completion, continuation, award or classification decisions requires that departments follow the following approach. The approach is only permissible if it meets the expectation of PSRBs and if there is uncertainty, the relevant PSRB should be consulted. At an individual module level:
  - components worth up to 50% of the final module mark can be excluded by the relevant sub-board of examiners for the programme concerned;
  - the decision to exclude components worth 50% or more of the final module mark, or exclusion of the whole module, must be considered by the relevant College Board or a Sub-Committee of College Board deputed to make such decisions.
8. The *cumulative* impact of component and module exclusions must be reviewed by each sub-board of examiners by programme.

- Module exclusions and component exclusions above 50% in up to 30 credits (where the student is studying a minimum of 90 credits in an academic year) can be signed off by the sub-board of examiners.
- Module exclusions and component exclusions above 50% in between 30 and 60 credits must be escalated to the designated College Board for scrutiny.
- Module exclusions and component exclusions above 50% in more than 60 credits must be escalated to the relevant College Board or designated Sub-Committee of College Board.

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