Due to COVID-19, the University of Nottingham has taken the decision not to hold examinations in the summer exam period that require students to be present on campus, and many other items of assessment will need to be altered. These regulations should be read in conjunction with all existing regulations, as well as the Exceptional regulations on Progression, Extenuating Circumstances and Classification. These regulations apply to all students being assessed from 1/2/2020 through to the end of the summer examination period 2020.

All outstanding assessments for level 1 modules

AS1. Where a student has completed assessment worth 40%\(^1\) or more of the module, this or these mark(s) should be treated as the module outcome on a ‘part for whole’ basis.

AS2. Where a student has completed assessment worth less than 40%\(^1\) of the module, substitute assessment should be set wherever possible. Assessment types include the use of examination papers prepared already for the Semester 2 examination period being used as ‘take home’ exam papers and marked appropriately. Another option is the replacement of examinations with coursework.

The guiding principle when providing substitute assessment on a module is that the alternative assessment should, as far as possible, test the same learning outcomes as the assessment it replaces.

AS3. Where a student has completed assessment worth less than 40%\(^1\) of the module, and no substitute assessment can be provided, Schools should enter a ‘0’ for any missed items of assessment. Further action will be required through the ‘Exceptional Regulations on Progression’ and the ‘Exceptional Regulations on Classification’.

AS4. It is recognised that those courses with Professional Statutory Regulatory Bodies (PSRB) requirements may need to make more stringent arrangements, first receiving guidance from the relevant PSRB Board. PSRB requirements will, in all cases, be in addition to the regulations laid out here. Schools under a PSRB should apply the regulations above unless they are in tension with PSRB requirements.

AS5. Where Schools pursue any of AS1 – AS4, that decision should be recorded at the Progression/Exam Board, noting the course of action.

AS6. Where possible, Schools are asked to notify External Examiners when making these decisions and must note changes to assessment at the relevant boards.
All outstanding assessments for modules at levels 2-4

AS7. Where a student has completed assessment worth 40%\(^1\) or more of the module, Schools should weigh the desirability and practicality of setting substitute assessments.

a. Where further assessment is not considered essential to assessing the programme level learning outcomes, Schools should use the completed marks as the module mark on a ‘part for whole’ basis. Schools should determine whether these programme level learning outcomes are assessed on other modules when making this decision. It is a matter of academic judgement whether further assessment is considered essential to assessing the programme level learning outcomes. In making this decision, Schools should review the curriculum map for the programme and add an addendum which demonstrates that programme level learning outcomes have been mapped and are covered by the set of assessments (already held or newly developed) appropriate to the point of the programme that the students have reached. This should be reported at the relevant Progression/Exam Board.

b. Where further assessment is considered essential to assessing the programme level learning outcomes, substitute assessment should be set wherever possible. Assessment types include the use of existing examination papers being used as ‘take home’ exam papers and marked appropriately, and the replacement of examinations with coursework. The guiding principle when providing substitute assessment on a module is that the alternative assessment should, as far as possible, test the same learning outcomes as the assessment it replaces.

c. Where further assessment is considered essential to assessing the programme level learning outcomes, and substitute assessment will not enable the School to test all of the relevant programme level learning outcomes, Schools should enter a ‘0’ for any missed items of assessment. Further action through the ‘Exceptional Regulations on Progression’ and the ‘Exceptional Regulations on Classification’ will be required.

AS8. It is recognised that those courses with PSRB requirements may need to make more stringent arrangements, first receiving guidance from the relevant PSRB Board. PSRB requirements will, in all cases, in addition to the regulations laid out
here. Schools under a PSRB should apply the regulations above unless they are in tension with PSRB requirements.

AS9. Where Schools pursue any of AS7a – AS7c, that decision should be recorded at the Progression/Exam Board, noting the course of action.

AS10. Where possible, Schools are asked to notify External Examiners when making these decisions and must note changes to assessment at the relevant boards.

General

AS11. Where a student fails a module due to the application of regulations AS1 or AS7a, and they are either a non-qualifying year undergraduate, or a qualifying year undergraduate who would not currently progress given their grade profile, they should be offered a first-sit opportunity in that module.

AS12. When implementing these changes to assessment, there is no requirement to gain the approval of Quality and Standards Committee (QSC).

Before finalising substitute assessment plans, and where there is a known technological issue (e.g. number of simultaneous logins in the case of ROGO), please check with the Learning Technology team to ensure that what is being proposed is technologically feasible.

¹National context requires UNM to set this level at 70%