GUIDELINES TO SUPPORT THE LEARNING & TEACHING OF UNDERGRADUATE AND POSTGRADUATE TAUGHT STUDENTS DURING PERIODS OF DISRUPTION

2020/21: COVID-19 PANDEMIC

Version No.	Description	Author	Approval	Effective Date
1.0	Guidelines to ensure suppport for learning and teaching in periods of disruption	Education Enhancement	Senate	From start of 2020/21 onwards

Version 1.0

the place of useful learning
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INTRODUCTION

1. In June, the University published its planned approach for the delivery of learning and teaching within the academic year 2020/21. This approach was agreed by the Executive Team and approved by Senate, subject to the University's priorities within the Scottish Government Covid19 Route Map.

2. The planned approach for the first semester is that the first two-three weeks will be presented online, including welcome events, student induction sessions and early stages of teaching activity. Following this initial stage, the expectation is that we will then transition to a blended learning mode of delivery, over a three to five week period, with degree programme timing and arrangements made depending upon priorities, discipline and level of study, taking account of specific professional accreditation requirements. This approach is consistent with the Scottish Government's statement that University programmes would resume in a blended learning format.

3. In delivering learning and teaching during 2020/21, the University has a responsibility to uphold and respond to Government guidance in relation to the health, wellbeing and safety of students and staff within the context of the Covid-19 pandemic. These guidelines seek to provide a reference point for how to support students through an extraordinary academic year, in the face of potentially changeable external context and government guidance.

4. These Guidelines has been created for academic and professional services staff responsible for delivering and supporting learning and teaching activities during periods of disruption.

5. For 2020/21, these Guidelines will refer to the Covid-19 pandemic and associated UK and Scottish Government guidance, known henceforth as 'Government guidance'.

6. The University has produced a *Position Paper to Manage and Support the Movement Through the 3 Stages of the First Semester of Academic Year 2020/21* (see Appendix 1), confirming the current position as of August 2020. This paper states that the University plans to have a period of online delivery of programmes at the start of Semester 1 2020/21 before transitioning to a blended learning approach.

GENERAL PRINCIPLES

7. As the University responds to the impact of Covid-19 and plans for academic year 2020/21, it is essential that it maintains and evolves approaches to ensure students are supported and treated consistently and fairly. In developing academic policy, procedure or guidance, at University or faculty-level, the following principles should be adhered to:

   A. Any new University or faculty-level academic policy created in response to Covid-19 should be accompanied by appropriate implementation guidelines for the target audience. Where required, implementation guidelines should be accompanied by local advice and support for staff and students, which will take account of professional body requirements;

   B. Any policies, procedures or guidance produced by the University or faculties should be supportive of students and student engagement and should not adversely impact on progression;

C. Successful implementation of this Policy, and any policies/guidance developed by faculties in response to Covid-19, will require engagement from all partners: academic teams; support teams and students;

D. Policy, procedures and guidance developed should recognise relationships between existing policies across a range of related elements. For example, this Policy will refer to [Assessment and Feedback Policy](), [Policy and Procedure for Late Submission of Coursework](), [Personal Circumstances Procedure]() and the [Policy and Procedure on Extensions to Coursework Submission]() among others. It should be noted that within this Policy there is a focus on using the existing, well-established [Personal Circumstances Procedure](). At the heart of this approach is an emphasis on communication and engagement to help fully support students;

E. Where possible and appropriate it is anticipated that any guidance will be applied consistently across and within faculties, particularly where students are on joint programmes and where assessment is outwith the student's "home" department/school.

8. For these Guidelines, the following broad principles apply:

A. The ethos and content of these Guidelines should apply to all students; irrespective of mode and pattern of study and learning;

B. Where possible, these Guidelines should apply to all taught elements of undergraduate and postgraduate degrees, however it is recognised that there may be instances where external accreditation requirements have an impact on programmes;

C. The requirement for staff to ensure that students are aware of coursework deadlines to allow them to manage their time accordingly, is stipulated in the [Assessment & Feedback Policy]() (sections 3.2 and 3.3) and reinforced in the '[Add Coursework]()' section on Myplace.

HOW TO MANAGE PERSONAL CIRCUMSTANCES

9. It is likely that all students will be impacted by Covid-19 to some degree during 2020/21. For some, this may be limited to experiencing the restrictions faced by all members of the community during the pandemic. Others may experience challenges that will directly impact on their studies and their ability to engage with them, which is a key point of this Policy and critical to underpinning the management and recognition of personal circumstances.

10. Implementing the [Personal Circumstances Procedure]() to manage all instances of disruption caused by Covid-19 impacting learning and teaching, is unlikely to benefit students or the University, due to the volume of paperwork that this would generate, which could potentially lead to delays in responding to students. Therefore, staff are asked to manage challenges to the students' experience and the subsequent impact on their learning and teaching as set in Table 1 below. References to quarantining, self-isolating and shielding used within these Guidelines, correspond with the [Scottish Government's]() definitions of these terms. Where a requirement for medical evidence is indicated, please note that this can take different forms, appropriate to the circumstances and may include evidence of engaging with medical services or attending University support services, and does not need to include a detailed description of the issue.

Table 1 (expanded information is included in paragraphs 11 to 22 below – click on row number to move to the relevant paragraphs)

	Challenge Experienced by Student	Student to Inform Module Leader/s (Y/N)	Student to Inform Programme Director (Y/N)	Personal Circumstances to be Logged (Y/N)	Medical Evidence Required[1] (Y/N)
1	Unable to attend on campus activities due to quarantining or self-isolating for 14 calendar days[2]	Y	N	Y	N
2	Unwell with Covid-19 for up to 21 calendar days	Y	Y	Y	N
3	Unwell with Covid-19 for more than 21 calendar days	Y	Y	Y	Y
4	Unable to attend campus for the foreseeable future due to shielding or due to caring for/living with others who are shielding	Y[3]	Y	N	Y[4]
5	Unable to attend campus due to Covid-19 related concerns and/or travel related disruption	Y	Y	Y[5]	N

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[1] The type of medical evidence will be determined by Government guidance. For example, if widespread testing is required of anyone displaying symptoms of Covid-19, it may be necessary to provide test result outcomes. Other types of medical evidence will most likely take the form of a doctor's note or hospital papers.

[2] This may be due to having travelled from a country where Government policy requires a 14-day quarantine period or due to isolating having come into contact with someone who has contracted Covid-19, either via knowledge of this gained personally or via Government contact tracing.

[3] Arrangements for this category of student reflect those set out in the University's Flexible Learning Policy, whereby Programme Directors are responsible for liaising with Module Leaders to ensure appropriate support and alternative arrangements for students rather than students approaching Module Leaders separately, given that they will not be able to attend campus due to health reasons or caring responsibilities for those with health conditions. However, students are still expected to engage with Module Leaders and keep them updated on their situation, particularly in cases where modules fall outwith the core modules for the programme.

[4] With the caveat that medical evidence will not be required if the student is already registered with Disability & Wellbeing Services and evidence of a disability that will be impacted by Covid-19 (i.e. through shielding or being in the at-risk category) has already been submitted. Evidence may include a note/email of the discussion taken place between student and staff member, as per the procedure outlined in paragraph 22.

[5] Students and staff should follow the procedure as laid out in paragraph 22.

Row 1 – Quarantining & Self-isolating

11. Students who will be unable to attend campus for learning and teaching activities for a limited amount of time should contact Module Leaders to request support for undertaking learning online during this period. Module Leaders should facilitate these requests by providing online course materials, (including summaries of group tutorials or discussion sessions), and/or guided reading.

12. If there are a number of students on one module who are unable to attend campus for a period of time, (for example due to coming in to contact with someone else taking the module who has since contracted Covid-19), if appropriate, the Module Leaders may wish to consider putting in place online group activities, for example through tutorial groups. Although a Personal Circumstance should be logged using the self-certificate facility on Pegasus to ensure records are available for Boards of Examiners, medical evidence will not be required.

Row 2 – Unwell with Covid-19 for up to 21 days

13. Students who are unwell with Covid-19 for up to 21 days may feel well enough to engage with online learning; if this is indicated in discussion with their module leader, they should be supported to do so. Any missed on-campus activities should be discussed with their module leader to agree mitigations. Programme Leaders should be notified of the continuing absence and mitigations in place. Although Personal Circumstances should be logged by students using the self-certificate facility on Pegasus, to ensure records are available for Boards of Examiners, medical evidence will not be required.

Row 3 – Unwell with Covid-19 for over 21 days

14. Any student who is ill for more than 21 days should, if able to, contact the Programme Director/Leader and log a personal circumstance using the self-certificate facility on Pegasus. Medical evidence of their illness (this would usually be a GP's sick-line that can be obtained through phone or online consultations) should be emailed to Student Business.

15. In the usual way that would happen when a student is absent for a prolonged period, the Programme Director should liaise with Module Leaders to discuss the student's progress and put in place a supportive plan for the student to return to their studies, to be discussed with the student on their return. This period of illness should be highlighted during preparations for Boards of Examiners meetings, in the usual manner. Staff should advise students experiencing long term illness, as a result of Covid-19, of registration options in relation to voluntary suspension.

Row 4 – Unable to Attend Campus for the Foreseeable Future

16. The University understands that some students may face significant challenges relating to their own shielding requirements or the shielding requirements of those around them, and they will not be disadvantaged due to this. Students are asked to contact the Programme Director to discuss options for engaging with learning and teaching during Semester 1, 2020/21, and should provide medical evidence, if possible, in order to help the Programme Director, understand the arrangements that will need to be put in place. A review of this arrangement should be undertaken prior to Semester 2 to determine the ongoing suitability of any mitigations in place should this be required, or to facilitate a successful resumption of on-campus learning in Semester 2 should personal circumstances and government guidance enable this.

17. If students are not already in contact with Disability & Wellbeing Services they should be encouraged to contact them for support and potentially a Disability & Wellbeing assessment to establish any reasonable adjustments. Students who are carers should also be made aware of the support the University provides for Student Carers at: https://www.strath.ac.uk/sees/wideningaccess/gettingin/informationforstudentcarers/.

18. Where programmes have practical elements (e.g. labs, workshops), Programme Directors are identifying mitigations for students who may be unable to attend campus. This has been supported by a Sub Group of Strathclyde Online Learning Committee (SOL) which is exploring online options to support practical learning/laboratory activities. If students are unable to attend campus, Programme Directors will discuss with those individuals the mitigations, taking into the account the requirements of – and working with – the Professional, Statutory and Regulatory Bodies.

19. For courses accredited by professional bodies, Programme Leaders should explore options with the accrediting body, however it is recognised that for some programmes, e.g. PGDE, where completion of placements in external organisations is required for the award, the student may have to consider the possibility of taking the placement at a later date, where this is possible, in order to fulfil the requirements of the programme.

Row 5 – Unable to attend campus due to Covid-19 related concerns

20. Within our stated commitment to the provision of a blended learning experience within the Academic Year 20/21 it is understood that there will be occasional circumstances in which individual students may be unable to attend on-campus experiences and may need to study remotely for a period of time. In such situations it is essential that affected students are in regular contact with their Department or School to discuss their individual situation and ensure that the appropriate mechanisms can be put in place to support effective engagement throughout Semester 1 and successful onward academic progression.

21. The University has implemented all aspects of Government guidance to make the campus as safe as possible, however staff should take an empathetic approach to students raising concerns.

22. Students who fall within this category should follow the procedure below:

Step 1:   Student to contact Department or School to explain personal situation in order to enable staff to understand the nature and extent of their concerns in order to support these students in their learning as much as is possible.

Step 2:   If concerns exist relating to ability to attend on campus learning events during Semester 1, an academic advisor must review the following with the student:

i.   Overall student engagement and mitigations that would need to be put in place for any students at risk;
ii.   Individual's personal circumstances, including any concerns or additional personal support which may need to be put in place which may include, but not be limited to: personal financial hardship and/or anxieties emanating from the ongoing pandemic;
iii.   Accreditation requirements for the individual's programme of study and any mitigations that would need to be put in place;
iv.   An agreed review point, to take into account the changing external circumstances, in the context of Scottish Government, UK and WHO guidance.

Step 3:   Academic advisor (or equivalent) will determine the appropriate support requirements and where appropriate, refer the individual to student support services in Appendix 2.

Step 4:   Programme Leader/Advisor of Studies will determine whether the individual's request for continued remote study through Semester 1 should be recommended.

Step 5:   Approval requests should be submitted to the Vice-Dean Academic and copied to the Heads of Department or School/logged for review by HoD/S as required[6].

Step 6:   If the student is on a Tier 4 visa, Departments/Schools must inform the Visa Compliance Team of the details and confirm that the student will be allowed to arrive for 11 January 2021 to commence the second semester in the UK. The Visa Compliance Team will then report this to UKVI and advise the student on the impact this has on their visa.

Step 7:   Approved requests will be entered into the personal circumstance record and be available for the Personal Circumstances Board as required.

ASSESSMENT & FEEDBACK

23. The paragraphs above set out a number of scenarios that are likely to lead to students learning in a variety of different ways. Module Leaders and Programme Director are therefore asked to consider assessment and feedback arrangements to ensure that students are not disadvantaged by disruption caused by the pandemic.

24. It is important that staff apply empathetically existing policies and procedures, such as the Policy and Procedure on Extensions to Coursework Submission and where relevant the Policy & Procedure for Late Submission of Coursework, in recognition that 2020/21, (as was the case in the latter half of 2019/20), is likely to be an academic year of uncertainty for the student cohort, due to the external factors arising from the ongoing pandemic.

25. Given the extraordinary circumstances and the requirement to follow Government advice in an evolving situation, it may become necessary for Module Leaders to make amendments to assessments falling outwith the Formal Assessment Period, to ensure parity for the student cohort. Guidance on how to consult on changes and seek approval is set out in Appendix 3 - *Changes to Programmes and Modules in Response to Covid-19*. It is important for Module Leaders to seek input from the Programme Director before proposing changes.

26. Building on reflections from experiences in Semester 2 of 2019/20, Module Leaders and Programme Directors should make contingency plans for all levels of study, focused on replacement assessments for formal campus-based examinations for the Formal Assessment Periods. Where campus-based examinations are planned, contingency plans will need to be in place. The University has developed guidance for staff (*Formal Assessment Period: Guidance in the Event of Disruption* - see Appendix A to the *Changes to Programmes and Modules in Response to Covid-19* guidance in Appendix 3, referenced above), outlining alternative approaches to assessing students.

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[6] The Executive Dean will finalise the outcome in cases where it has not been possible to reach agreement.

27. The University's Assessment & Feedback Policy contains useful information for staff on developing assessments and considering various ways in which feedback can be provided to students to enable them to develop their learning and assessment skills. Section 5 of the Policy clearly sets out responsibilities for assessment at various levels and is extracted below for reference.

ASSESSMENT & FEEDBACK POLICY EXTRACT

RESPONSIBILITIES FOR IMPLEMENTATION

5.1 The **University** assumes responsibility for:
- Providing staff with opportunities to develop effective practice in assessment and feedback through the Organisational Staff and Development Unit (Strathclyde Teaching Excellence Programme) Education Enhancement (the University's VLE, Myplace offers various tools to support effective practice in assessment and feedback, including handling peer review/assessment activities, online assessment submission and return of feedback, and enabling efficient communication with different student and staff groups; the Sharing Practice in Enhancing Learning and Teaching (SPELT) platform, and TESTA), the Disability and Wellbeing Service (for ensuring assessments are accessible to all students), and the Equality and Diversity Office;
- Providing adequate resources, including information technology systems, to support effective practice (Information Services Directorate, Student Business, Education Enhancement); and
- Monitoring implementation of this policy through the Quality Assurance Committee (Education Enhancement).

5.2 **Faculties** are responsible for: overseeing and receiving reports from programme exam boards; scrutinising external examiners' reports and responding to them; ensuring consistency in the implementation of this and other related policies across programmes, and sharing effective practice within and between faculties.

5.3 **Heads of Department/School** are responsible for: instructing colleagues within their Department/School to note and adhere to the Assessment and Feedback Policy and Procedures for Recording and Publication of Marks, Procedures on Preparing and Conducting Exams, and other related policies such as the Policy on the Late Submission of Coursework, Policy on Extensions to Coursework Submission, the Policy on Moderation and Double Marking, and Guidance on Marking Assessments in Undergraduate and Postgraduate Taught courses; and for ensuring that marking of assessments is sufficiently resourced to enable feedback to be returned within 15 working days of assessment submission.

5.4 **Programme Exam Boards** are responsible for: making sure assessments across a programme are marked fairly; ensuring university and faculty regulations are adhered to; and responding to points made by External Examiners.

5.5 **Programme Leaders/Directors** are responsible for ensuring a coherent and effective approach to assessment and feedback is taken across a programme of study. This approach will involve:
- Ensuring a range of assessment methods are used throughout a programme of study, as appropriate to the discipline;
- Monitoring the intensity and equity of assessments across and between programmes, with due consideration to joint honours degrees;
- Designing and reviewing the Assessment Schedule and Exam Timetable within a programme and requesting amendments where there is assessment/exam bunching;
- Developing effective moderation and/or double marking procedures, in line with the Policy on Moderation and Double Marking;
- Ensuring procedures are in place for monitoring students' use of the Policies and Procedures on Extensions to Coursework Submission and Late Submission of Coursework, as a mechanism for identifying students who may require support; and
- Ensuring procedures related to assuring fairness in assessment, such as moderation and the role of External Examiners, are communicated to students.

5.6 **Year Coordinators and/or Module Coordinators** are responsible for:

- Having an overview of summative assessment activities within a programme of study to avoid, where possible, a concentration of assessment deadlines, including examinations;
- Making sure the details of all assessments are provided at the start of a class;
- Ensuring assessment criteria that is aligned to intended learning outcomes and the University's Guidance on Marking Assessments in Undergraduate and Postgraduate Taught programmes, is transparent and made available to students at the start of a class;
- Providing opportunities for students to use feedback prior to the submission of any subsequent related assessments;
- Working with students to develop effective practice in assessment and feedback, including: providing students with opportunities to develop their understanding of the criteria and standards used to assess their work and supporting students to engage with and use feedback;
- Obtaining feedback from students in relation to assessment and feedback for module(s) for which they are responsible, and for communicating any actions on this feedback to students; and
- For undertaking effective moderation and/or double marking procedures.

5.7 **Staff** involved in assessing students' work are responsible for:
- Designing assessments that effectively facilitate and measure students' achievement of intended learning outcomes;
- Assessing students' work according to published assessment criteria which are aligned to intended learning outcomes and the University's Guidance on Marking Assessments in Undergraduate and Postgraduate Taught programmes;
- Providing timely, informative and helpful feedback which enables students to further improve their learning and performance wherever possible;
- Informing students when, where and how feedback will be provided;
- Engaging in dialogue with students about assessment and feedback; and
- Continuously reviewing their approaches to assessment and feedback to reflect effective practice.

5.8 **Students** are expected to be responsible for their own learning through:
- Understanding the requirements of individual assessments, and actively engaging with assessment tasks by devoting appropriate time and effort;
- Developing an understanding of the relationship between intended learning outcomes and assessment criteria, and standards in their programme of study;
- Ensuring their academic work is authentic and honestly produced;
- Finding out where, how and when work is submitted and how and when feedback is provided;
- Actively engaging, reflecting, and using provided feedback;
- Understanding the academic policies and procedures related to assessment and feedback, including Personal Circumstances Procedure, Policy and Procedures for the Late Submission of Coursework, Policy on Moderation and Double Marking, Policy on Extensions to the Submission of Coursework, and Compensation and Motivational Merit;
- Seeking academic support when needed, for example, if feedback needs to be clarified; and
- Participating in the development of assessment and feedback practices at class and programme levels.

END OF EXTRACT

SCENARIO PLANNING

28. Consideration and planning should be undertaken for potential scenarios that may occur during periods of disruption that will impact learning and teaching activities. Table 2 below, identifies potential disruption due to Covid-19 in 2020/21 and should be used by Programme Directors and Module Leaders as a starting point for scenario planning.

29. Actions undertaken will be aligned to the current Scottish Government guidance for Universities, as published at the time.

Table 2 – Scenario Planning for Periods of Covid-19 Disruption

The following scenarios are provided for planning purposes. Any actions undertaken within a particular scenario, must be aligned to the Scottish Government Covid-19 guidance, as published on the affected date(s).

Scenario	Potential Impact	Planning
Local or national lockdown during the teaching period	Face-to-face teaching on campus suspended on advice of Government guidance	Methods by which planned on campus lectures, tutorials, seminars, practical demonstration can be held online, or replaced by alternative activities that can offer the student an equivalent experience and meet programme-level Intended Learning Outcomes (ILOs).
Widespread Covid-19 outbreak on campus during the teaching period	Face-to-face teaching on campus may be suspended on the advice of Government guidance, however it may still be possible for some sessions to go ahead	Prioritisation planning should be in place to determine which programmes would be most adversely impacted by a loss of face-to-face teaching, (for example programmes with practical elements). At department/school-level a clear prioritisation plan should be produced and discussed at faculty-level to ensure that access to face-to-face learning is managed by reducing the impact on the student experience as far as possible.
Localised Covid-19 outbreak on campus relating to a particular cohort or department/school during the teaching period	Face-to-face teaching on campus may be suspended for particular cohorts of students and staff who are ill and/or self-isolating, affecting the delivery of face-to-face teaching for this group	As in the event of a lockdown situation, students should be given access to online materials and teaching sessions, if possible, to minimise the impact on their studies. If a cohort is missing a key practical element of the programme, then plans should be made to deliver that aspect of the programme once students and staff are cleared to be back on campus. Clear and timely communications to students will be key in this scenario.

Scenario	Potential Impact	Planning
Lockdown in countries outside the UK occurring before the start of a semester	Students may not be able to return to the country to attend on-campus teaching or assessment activities due their own or UK/Scottish Government guidance	Teaching and assessment activities should be made available online where possible to allow students to continue to engage with their studies. If students from the same programmes are missing practical sessions, thought should be given to delivering these again if the students can return to campus at a later date.
Local or national lockdown during the formal assessment period	Planned on-campus assessments cannot take place on the advice of Government guidance	Plans should be produced for delivering the formal assessment period by other means, drawing on experience and good practice from Semester 2 of 2019/20, with the use of online examinations/alternatives to practical assessments with a clear rationale for students as to how ILOs can still be met. Staff should refer to the *Formal Assessment Period: Guidance in the Event of Disruption* (see Appe.
Widespread Covid-19 outbreak on campus during the formal assessment period	A number of planned on-campus assessments cannot take place	Prioritisation planning should be in place to identify which on-campus assessments should be prioritised. Assessments that can be undertaken online, should be moved to this mode of delivery. In cases where students are at a higher risk from Covid-19, or confirm that they are uncomfortable to attend campus, alternative assessment arrangements should be put in place, or the assessment should be repeated at a later date, if possible.
Localised Covid-19 outbreak on campus relating to a particular cohort or department/school during	A cohort and staff are unable to undertake planned on-campus assessments due to a localised outbreak	Consideration should be given to delaying assessments and rescheduling for when students and staff are cleared for on campus attendance again. Clear and timely communications with the student body will be key in this scenario.

Scenario	Potential Impact	Planning
the formal assessment period		
Disruption to placements due to national or local lockdown or outbreaks in placement sites	Students are unable to complete their placement activity	Planning for this eventuality will depend on the nature of the placement. If the placement is short, it may be possible for the student to liaise directly with the placement provider to arrange another placement opportunity. It may also be possible to undertake the placement online. For longer placements that form a core part of the programme, Programme Directors will need to consider whether other activities could replace the placement whilst ensuring that the programme ILOs are still achieved. For programmes accredited by professional bodies and with placements that must be undertaken to achieve accreditation, Programme Directors will need to liaise with the professional bodies to determine how best to proceed and will need to discuss the outcome with students to answer any concerns.
Disruption to other off-campus activities due to national or local lockdown or outbreaks in external sites	Students are unable to engage with physical collaborative or professional opportunities that form a core part of their programme, i.e. 121 counselling sessions for psychology programmes.	Programme Directors should encourage students to liaise with professional partners to explore online alternatives to planned face-to-face sessions. For collaborative provision programmes, Programme Directors will need to liaise with partners to determine whether activities planned in other institutions/with those in industry can be rescheduled or conducted online.

STUDENT PROGRESSION/AWARDS

30. The University is committed to ensuring that the Covid-19 pandemic does not detrimentally affect students' academic performance at module or programme level. In 2019/20, when the pandemic started, the University ensured that students were not assessed on any teaching material that could not be delivered online when face-to-face teaching ceased due to the UK national lockdown.

31. For 2020/21, the University community will build on experiences from 2019/20 and reflect on emerging good practice during this period. With the transition to blended learning during Semester 1, as outlined in paragraph 3 above, the University's expectation is that arrangements can be put in place for students to learn through a blended mode of delivery. During 2019/20 Years 3 and 4 were able to be progressed through Semester 2 via alternative assessment arrangements. Therefore, it is possible to manage the assessment of all students in all years of undergraduate and postgraduate taught study (Years 1-5) through periods of disruption and to ensure that progression/award of degrees is achieved.

32. As referenced in paragraphs 12 and 13 of this Policy, for accredited programmes there may be some challenges that require an element of compromise, however, wherever possible, progression and award decisions will be made to incorporate eligibility for professional registration. Where an expected award decision and professional registration is not possible during 2020/21, this must be communicated to students, and alternative arrangements put in place to achieve this at the earliest opportunity.

33. If required, the University will issue an updated version of the Guidance for Markers and Boards of Examiners in the Event of Disruption, disseminated during 2019/20, which focuses on ensuring no academic detriment in circumstances arising from the pandemic. The Guidance will reflect information circulated to students and will take account of any approved alternative arrangements to the Formal Assessment Period, (as discussed in paragraph 16 above), to enable the University to facilitate:

   A. Credible and secure arrangements for the progression of years 1-5; and
   B. Recommendations for awards for all years of study.

34. Decisions taken by Boards of Examiners' will be based on academic judgement and therefore not subject to appeal on these grounds.

Appendices

Appendix 1	Position Paper to Manage and Support the Movement Through the 3 Stages of the First Semester of Academic Year 2020/21
Appendix 2	University Support Services
Appendix 3	Changes to Programmes and Modules in Response to Covid-19 (including Formal Assessment Period: Guidance in the Event of Disruption to in Appendix A)

Appendix 1

Position Paper to Manage and Support the Movement Through the 3 Stages of the First Semester of Academic Year 2020/21

This paper has been prepared to support the ongoing co-ordination of our collective preparations for learning and teaching within the first semester of the Academic Year 2020/21, among our academic staff community. The aim is to support:

- Continued focus on the need to evolve provision from online to blended learning throughout the semester;
- Consistency within the broad parameters of the transitional periods outlined below.

As already stated by the Principal in his communication of 11th June, and being cognisant of the Scottish Government Covid-19 Route Map, our planned approach to the first semester of 2020/21 academic year is that we transition from an initial online approach to blended learning which will include increasing levels of on campus activity during the first semester.

As agreed, the first 2-3 weeks of learning and teaching (Stage 1) will be presented predominantly online. Following this initial stage, we will then transition to blended learning over a 3-5 week period (Stage 2). The remainder of the first semester (Stage 3) will be a blended learning mode of delivery with degree programme timing and arrangements made depending upon priorities, discipline, level of study and course requirements. This may include a combination of face-to-face teaching, group working, project supervision and appropriate lab work, online sessions/workshops, tutorials and on-campus learning activities.

This approach takes account of the differing requirements of Professional, Statutory and Regulatory Bodies (PRSBs) and the differing expectations that PRSBs have for face-to-face learning opportunities, placements and assessment.

The three stages are:

Stage 1 (Online) (Blended)	**Stage 2 (Transition)**	**Stage 3**
2-3 Weeks	3-5 Weeks	Remainder of Semester 1

The initial and current focus is on the start of the academic year (SotAY) and the Stage 1 arrangements for online delivery are developing well. Departments and Schools also need to be mindful of all 3 Stages of semester one and should be making plans for how they will approach Stage 2 and Stage 3.

Discussions within the SotAY Continuity Group, involving input from all Faculties, has highlighted that colleagues may find it helpful to envisage what their Stage 3 will look like for the delivery of their programmes. In doing so, this should help to inform the detail of the transition activity required (Stage 2) in order to progress from Stage 1 to Stage 3.

Appendix 2 – University Support Services

Overview at Strathlife (https://www.strath.ac.uk/studywithus/strathlife/)

The following information includes on campus details. During COVID-19, these services are still operating, but are not necessarily working on campus. You can still contact/access support for these services online/via remotely via email and video calls.

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Careers Service

The Careers Service is located on the 6th floor of the Livingstone Tower and is a recognised leader in its field. Its mission is to 'enhance students' employment prospects'. Strathclyde students and graduates are targeted through the Careers Service by a wide range of international, national and local employers; market research amongst these groups regularly identifies the Careers Service as amongst the most highly regarded. It deals with over 30,000 enquiries each year from students, graduates, employers, university administrators, academic colleagues and government departments and agencies.

The centre is not only useful for seeking a first permanent job upon completion but also for finding summer work and placements.

Nicola Sutherland is the specific contact in the careers service for law students.

Contact Details:

Level 6 Livingstone Tower, Monday-Friday 9am-5pm

https://www.strath.ac.uk/professionalservices/careers/

0141 548 4320

yourcareer@strath.ac.uk

Centre for Sport and Recreation

https://www.strath.ac.uk/sport/

Opening Hours: Monday-Friday 7am-10pm/Saturday 9am – 5pm/Sunday 11am -5pm

0141 548 2446

Chaplaincy Centre

The Chaplaincy Centre's function is to support the University's students and staff – a community comprising more than 40 different nationalities – and to provide opportunities for religious worship and celebration, as well as social interaction. The University has a full-time Chaplain who can be found within the Chaplaincy Centre on Level 2 of the Graham Hills Building (GH208). The Chaplaincy also runs The Cafe (also on Level 2 of the Graham Hills Building) which sells reasonably priced food and drinks.

Contact Details:

https://www.strath.ac.uk/chaplaincy/

Room 2.08 Graham Hills Building, 50 George Street

chaplaincy@strath.ac.uk

0141 548 4144

Childcare

ChildCare Scotland runs a custom-built Nursery on the campus for pre-school children of all ages, on a paying basis (the Nursery Manager can be contacted on 0141 553 4125 / 0141 548 4125). Places are however limited so early application is best.

Daily rate between the hours of 8am to 6pm are as follows

- 0-2 years £39.35 daily
- 2-5 years £36.55 daily
- 3-5 years £37.65* daily

Student Rate

- 2-3 years full time only £135.20 weekly
- 3-5 years full time only £140.40* weekly

*Includes French and Dance classes

Please note: We have very limited space in the 2-3 range.

Contact Details:

https://www.strath.ac.uk/wellbeing/nursery/

0141 553 4125 / 0141 548 4125

Disability Service

The [Disability Service](#) offers advice and assistance to students (and prospective students) with disabilities. Assistance is available in relation to claims for Disabled Student Allowance, advice on the purchase and use of special IT equipment, and liaison with academic staff on behalf of students, e.g. in relation to adjustments which might be made in the light of a disability. Considered evidence (provided by students) for the University Disability and Wellbeing registration can be found via:
https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/disabilitysupport/informationforstudents/howtoaccesssupport/evidence/.

Offering support to students "who have a wide range of physical or mental impairments or long term illnesses, as defined by the Equality Act 2010". This includes students with **Specific Learning Difficulties (**Students with dyslexia, dyscalculia, dysgraphia and attention deficit

(hyperactivity) disorder (AD(H)D)), visual and hearing impairments, physical impairments, mental health difficulties, **Unseen Disabilities (e.g.** diabetes, epilepsy, asthma, chronic fatigue syndrome, cancer or other illnesses), **Asperger's Syndrome or students with another impairment.**

Finding information regarding disabled students on Pegasus via student registration number (these information should be treated as STRICTLY CONFIDENTIAL):
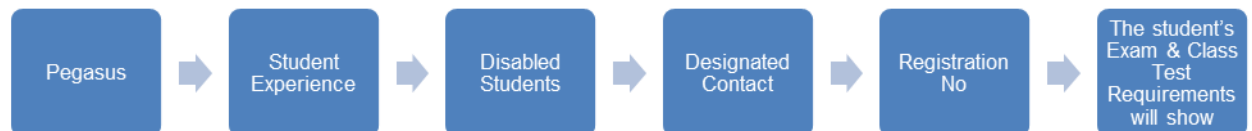
Exam arrangements: We have now been informed that the deadline, to ensure that the correct adjustments are made for **the December 2019 exam period**, is **Friday 1st November**. If there is a need for emergency adjustments for exams, this is handled departmentally (via Ms Fiona Barrie, Undergraduate Course Administrator, f.barrie@strath.ac.uk or Dr Jing Wang, Law School Disability and Wellbeing Advisor, jing.wang@strath.ac.uk).

If you think you need support but are unsure if you are eligible for support from the Disability Service, you should always contact us. We may be able to help or direct you to another service that can.

University Disability & Wellbeing Service:

Room 4.36 Graham Hills Building, Monday – Friday 9am – 4pm

https://www.strath.ac.uk/studywithus/strathlife/studentswithdisabilities/

disabilityservice@strath.ac.uk

0141 548 3402 / Minicom: 0141 548 4739

Available training (booking through the Strathclyde Teaching Excellence Programme (STEP)) which may provide useful development for Disability and Wellbeing.

Inclusive Learning & Teaching

- How to... Ensure an Inclusive Approach in the classroom
- How to... Working with Students with Asperger's Syndrome
- How to... Working with Students who are blind/visually impaired
- How to... Making Documents Accessible

Mental Health Awareness and Improvement:

https://bookings.strath.ac.uk/Home/Course/2764

Mental Health First Aid: https://bookings.strath.ac.uk/Home/Course/2823

Safetalk (Suicide Awareness): https://bookings.strath.ac.uk/Home/Course/2808

ASIST (Suicide intervention training): https://bookings.strath.ac.uk/Home/Course/4043

English Language Teaching

The English Language Teaching unit offers a range of In-Sessional English language support classes for students and scholars at Strathclyde University whose first language is not English. The courses aim to help students improve the English they need both for studying and for everyday communication.

Is English not your first language? Do you need to improve to meet language conditions of your degree offer? Are you simply looking to practise your English skills? We're here to help.

Our team at Strathclyde has an excellent record of delivering English courses of varying lengths and levels throughout the year. Our programme includes courses in General English, English for Academic Purposes and Study Skills.

We provide support and advice to all non-native English speaking students at the University of Strathclyde.

Contact Details:

https://www.strath.ac.uk/studywithus/englishlanguageteaching/

Room 7.01 Livingstone Tower

elt@strath.ac.uk

0141 548 4167

Equality and Diversity

The University of Strathclyde is committed to achieving and promoting equality of opportunity in its learning, teaching, research and working environments, and to ensuring these environments support positive relations between people, and a culture of respect. As a provider of employment and education, we value the diversity of our staff and students and are committed to encouraging everyone to realise their full potential.

If you would like to make a comment, ask a question, or share an example of good practice on equality and diversity, please email us at equalopportunities@strath.ac.uk.

Contact Details:

https://www.strath.ac.uk/equalitydiversity/

equalopportunities@strath.ac.uk

0141 548 2811

Information Services: the Library and IT Services

https://www.strath.ac.uk/professionalservices/is/help/

Contact Details: 0141 548 4000

Library Wellbeing E-Books and Materials

A range of free to access self-help e-books through Strathclyde University Library. These have been grouped into categories, accordingly.

https://guides.lib.strath.ac.uk/wellbeing/wellbeingebooks

Maths Skills Support Centre

The Maths Skills Support Centre aims to provide academic support to all students who are studying either mathematics at Strathclyde or who require an element of mathematics in their chosen course. The Centre focusses on support for 1st and 2nd year undergraduates but tries to help all students with their mathematical needs. The Maths Skills Support Centre is located in Room 308 in the Livingstone Tower and is open on Monday-Friday, 10.30am-3.30pm. If you are struggling with maths, either drop in to the Centre or contact them to arrange an individual appointment.

Contact Details:

https://www.strath.ac.uk/studywithus/strathlife/academicsupport/mathsskillssupportcentre/

mathsskills@strath.ac.uk

0141 548 3343

Mature Students Association

Strathclyde Mature Students' Association (MSA) is based on Level 2 of Livingstone Tower. It is a representative group that caters for Strathclyde's large number of mature students and provides support independent of The University to those who may not be following the typical student path. Their facilities include a common room, photocopying/printing and study rooms.

https://strathmsa.wordpress.com/

Meditation/Mindfulness

A 30 minute guided meditation session is offered everyday at 12.20pm in the Wellbeing Room, Level 2, Livingstone Tower. Arrive 10 minutes early for a quick introduction. The website also contains links and a list of sources in relation to mindfulness.

https://www.strath.ac.uk/studentcounselling/mindfulness/

Nightline

"Nightline is a confidential telephone, text, and online listening and information service run by trained students for the students of Glasgow Caledonian and Strathclyde Universities and students at City of Glasgow College.

Nightline is the only service on campus that offers both information and support throughout the night from 7pm to 7am, Monday to Friday during term time."

The nightline also has links to a variety of support services beyond the university that can be accessed. These can be viewed here http://www.scnightline.com/content/useful-info

http://www.scnightline.com/

Tel: 0141 55 22 555

Text Number: 07982 107 920

Monday – Friday Term Time 7pm-7am

Rape Crisis Student Support Service

The Disability & Wellbeing Service hosts the University's on campus support for students who have experienced sexual violence or who are looking for information around consent. If you have experienced sexual violence at any point in your life, or know someone who has, or are looking for information around consent and you would like to talk to someone we can offer you a confidential specialist support service on campus.

A drop-in service runs **every Friday from 10.30am-12.30pm** for one-to-one confidential support. Just come to the Disability & Wellbeing Service (Level 4, Graham Hills Building). As well as the drop-in we offer on-going support sessions on campus. Any student who has experienced any form of sexual violence at any point in their lives can access support. Or if you just want to ask some questions about something that has happened or if you have any concerns. We also offer support to friends and family members of survivors.

How do I access support?

- Attend the drop-in. Just ask for Jenny at Reception during the drop-in hours.
- Text **07501 723 969** to request an appointment (appointments available Wednesdays and Fridays).
- Ask your Disability Advisor, Wellbeing Adviser or Counsellor or to refer you.

We can offer you one-off support if this is what you need, or longer-term one-to-one sessions for survivors and family and friends of survivors. We have a non-directive approach which means that we work with whatever you want to discuss during your sessions. We won't give you advice or ask a lot of questions and you are not required to go into details about what has happened to you.

We can also advocate on your behalf if this is something that would be beneficial, whether within the university or out with. This can be discussed in more detail in your sessions. For more information visit www.rapecrisiscentre-glasgow.co.uk

If you wish for support off campus you can call the **Glasgow & Clyde Rape Crisis Helpline** on **08088 00 00 14**. Opening hours are Monday to Sunday 11am to 2pm and Monday to Thursday 5.30pm to 7.30pm. You can also access the Glasgow & Clyde Rape Crisis drop-in on Thursdays between 4pm and 7pm at 30 Bell Street, 5th Floor, Glasgow, G1 1LG. The national Rape and Sexual Assault Helpline is open every day of the year between 6pm and 12 midnight on **08088 01 03 02**.

Report and Support at Strathclyde

A safe campus is the responsibility of everyone who is part of the University community: staff, students and visitors.

We all have a responsibility to report if someone's safety has been threatened, whether that is through inappropriate behaviour, verbal or physical harassment, or other actions that make them feel unsafe, for example threatening posters, stickers or graffiti.

Please report, even if you think you don't have enough information for us to take action immediately.

You can use this link, below, to report a concern:
https://www.strath.ac.uk/studywithus/strathlife/reportsupport/

Residence Services

Tel: 0141 548 3454

Email: student.accommodation@strath.ac.uk

If living in University residences there are Residence Assistants who are available outside of office hours. Contact details will be different for each of the residences, so please ensure that you have the correct details.

Self-Help Guides & Silvercloud Online Cognitive Behavioural Therapy

Self-help therapies are psychological therapies that you can do in your own time to help with problems such as stress, anxiety and depression. Many people find that self-management or 'self-help' allows them to feel empowered when looking after their mental health. Self-help is about learning the methods, skills, and strategies to effectively manage your own activities towards your mental health. It allows you to pull together different tools and techniques to create your own mental health care plan.

Students and staff can obtain immediate access to support via SilverCloud, our online CBT (Cognitive Behavioural Therapy) e-learning platform. Silvercloud offers secure, immediate access to online supported CBT (Cognitive Behavioural Therapy) programmes, tailored to your specific needs. These programmes have demonstrated high improvement rates for depression and anxiety. The programmes consist of seven to eight modules, you can complete these at your own pace and in your own time. The goal of each module is for you to take the information and techniques learned, and to start applying them in your day-to-day life.

The following link leads to Silvercloud, and has further links to self-help resources which provide self-care tips, psycho-educational information, techniques to challenge unhelpful thinking patterns and practical techniques to improve our mental health and wellbeing.

https://www.strath.ac.uk/professionalservices/disabilityandwellbeing/mentalhealthwellbeingsupport/self-helpguidessilvercloud/

Student Counselling Service

The Student Counselling Service is a confidential service for UK undergraduate and postgraduate students at the University of Strathclyde, available at any time during your university career.

The Student Counselling Service is a good place to start for students experiencing difficulties which prevent them from making the most of the many opportunities which the university offers. You are welcome to explore any issue with one of the staff, whether this is personal or related to your academic studies, from the past or something that is on-going. Staff are also happy to make suggestions about other sources of information and support.

The Website also has a bank of self-help materials and links to other organisations beyond the University which provide support: https://www.strath.ac.uk/studentcounselling/self-help/

Offers one to one counselling sessions, workshops and self-help resources.

- Provides a confidential service for undergraduate and postgraduate students at the University of Strathclyde, available at any time during your university career.
- Is available for any personal issue affecting general well-being, health, relationships or study.
- Respects [students'] values choices and lifestyle.
- Assists [students] to talk through [their] concerns and when appropriate, helps [them] to make the changes and decisions that are right for [them]."

If you wish to see a counsellor for the first time this academic session, please attend one of our drop-in sessions for an initial assessment. These are held on Tuesdays, Wednesdays and Thursdays from 1pm until 3pm. You may attend from 12.40pm onwards. Students will be seen on a first come first served basis.

Contact Details:

https://www.strath.ac.uk/studywithus/strathlife/studentcounselling/

Room 4.41 Graham Hills Building, Monday-Friday 9am – 4pm during term time

student-counselling@strath.ac.uk

0141 548 3510

Student Financial Support Team

The University has a dedicated Student Financial Support Team who can provide advice and assistance to students on financial matters, including Undergraduate and Postgraduate degree funding queries, applications for the Discretionary Fund, applying for support from SAAS and the Student Loans Company, and advice regarding short term loans. The team is located within the McCance Building.

Contact Details:

Advice Centre Level 1 McCance Building, Monday – Friday 2pm-4pm

https://www.strath.ac.uk/studywithus/strathlife/financialmatters/

financial-support@strath.ac.uk

Student Health Service

We're a confidential service available to all students at the University. We promote positive health and wellbeing and tell you about lots of ways to look after your health.

If you have anything you want to discuss then book an appointment with the Student Health Nurse at the email address or telephone number below.

We provide support and advice on a range of health related issues including:

- minor illnesses
- common ailments
- alcohol awareness
- eating well
- sexual and reproductive health (free condoms available)
- stopping smoking
- drugs
- testicular changes
- cervical screening
- how to access other professionals and appropriate NHS services

Contact Details:

https://www.strath.ac.uk/studywithus/strathlife/studenthealthservice/

Level 4 Graham Hills Building

studenthealth@strath.ac.uk

0141 548 3916

Study Skills Service

The Study Skills Service organises a series of Study Skills Workshops on topics such as: assignment planning, writing and reviewing; critical thinking; time management. The Study Skills Service also provides support to students in the form of individual consultations.

- Assignment Planning, Writing and Reviewing
- Critical Thinking
- Effective Time Management for Postgraduates
- Introduction to learning at University
- Preparing for PG Study: Information Literacy & Research Readiness
- Preparing for Study: The International Student Experience

- Reviewing and Writing for Postgraduates
- Strategies for Exam Success

Contact Details:

https://www.strath.ac.uk/studyskills/

Level 6 Livingstone Tower
studyskills@strath.ac.uk
0141 548 4064/4062

Support for EU and International Students

Pre-arrival and welcome information, as well as information about accommodation, banking, cost of living, visas, etc. can be found via the International Student Support Team's web pages. The International Student Support Team offer guidance and information to all international students.

Contact Details:

https://www.strath.ac.uk/sees/infoint/

1.41 McCance Building, Monday – Friday, 10am-4pm

Drop in Sessions Mondays, Wednesdays and Fridays 2pm-3pm

infoandadvice@strath.ac.uk

0141 548 4273

University Security

https://www.strath.ac.uk/studywithus/strathlife/yoursafetysecurity/

Available 24 Hours a day

General telephone: 0141 548 3333

Emergency telephone (including first aid): 0141 548 2222

Security Services are responsible for provision of:

- Security of Students, Staff, and Buildings
- Trained First Aid Personnel
- Internal Mail Services, collection and dispatch
- Operation of John Anderson Campus CCTV System

- Opening and Closing of Buildings, control of keys
- Liaison with Police, Fire, and Ambulance Services
- Patrolling of Campus including Car Parks
- Emergency procedures
- Reporting of safety hazards
- Dealing with Visitors to the University
- Stewarding at Congregations, examinations, and special occasions

StrathUnion Advice Hub

The Advice Hub is a service available to all students at Strathclyde. It's run independently by the Students' Association.

We can provide help with:

- academic appeals
- welfare benefits
- financial issues
- housing problems
- consumer issues
- employment problems

Contact Details:

https://www.strath.ac.uk/studywithus/strathlife/theadvicehub/

Level 5 (access via level 6) Union Building.

Drop ins available 2pm-4pm Mondays, Tuesdays, Wednesdays and Fridays

Appointment bookings available at: https://strathclydestudentsunion.simplybook.it/v2/

ussa.advice@strath.ac.uk

0141 567 5040

Appendix 3

Changes to Programmes and Modules in Response to Covid-19

The document below also includes, in Appendix A, *Formal Assessment Period: Guidance in the Event of Disruption*.

Guidance on Changes to Programmes & Modules in Response to Covid-19 Disruption: Approval Routes, Consultation & Reporting

For Academic Year 2020/21

INTRODUCTION

1. The University's standard approach for making changes to programmes, modules and assessments is twofold:

    a. Scrutiny and approval of changes to the content of modules and assessments within modules is devolved to Faculty Academic Committees (FACs). Module Specifications and Programme Handbooks contain details of module content, Intended Learning Outcomes (ILOs) and assessments;

    b. Changes to the structures of programmes, including overall pass criteria and core/compulsory modules, is scrutinised by FACs and approved by Academic Regulations Review Group (ARRG) on behalf of Quality Assurance Committee, which has devolved responsibility from Senate for this activity. Programme regulations articulate programme structures, pass criteria etc., and are reviewed on an annual basis.

2. In standard academic years, changes to programme regulations for the next academic year are made over Semester One and the early part of Semester Two and are subsequently published by August at the latest. Similarly, changes to assessment and module content are updated and reflected in Module Specifications and Programme Handbooks in advance of the start of the academic year that they pertain to.

3. In line with guidance from the [Competition Markets Authority](), once programme documentation outlined in paragraph 2 has been published, it will not normally be changed. This is to ensure that students have a clear understanding of the programme or year of study that they have signed up to, and to ensure programmes are not adjusted whilst students are already studying.

4. Due to the Covid-19 outbreak, it will be necessary to respond flexibly to the changing UK and Scottish government guidelines as these materialise. The Principal has announced that Semester 1 will begin online initially and will then move to a form of blended learning for the remainder of the Semester.

5. Colleagues in departments/schools will currently be reviewing programme structures and assessments to determine how to deliver components of programmes to students via a blend of methods, making reference to the University's Formal Assessment Period: Guidance in the Event of Disruption, see Appendix A.

6. This Guidance sets out the University's approval routes for amendments to programmes during 2020/21, which may be both introduced before students arrive, and, due to these exceptional circumstances, whilst students are studying if advice from the government requires a further lockdown or extended social distancing arrangements.

APPROVAL ROUTES

7. During 2020/21, it is likely that a number of adjustments will be made to programmes and that these will vary in terms of scope and therefore the level of approval required.

8. The University has identified three categories of changes to programmes:

   a. **Minor** – mostly tweaks to assessments or redistribution of contact hours;
   b. **Significant** – changes to a broad range of assessments over a programme, significant reduction of optional modules, swapping modules between semesters;
   c. **Substantive** – changes to programme Intended Learning Outcomes, changes to pass criteria, withdrawal of a large number of optional modules.

9. Table 1 below sets out more details on the categories, including examples of changes that fall within each category and the level of approval required. It should be noted that this list is not exhaustive, therefore if schools/departments have queries on which category their proposed change falls within, they should contact their Faculty Office for guidance.

10. In usual circumstances, the University's committee structure provides a route to approval for changes to programmes, as outlined in paragraph 1 above. As the University will need to respond quickly to any further disruption caused by Covid-19, fast-track approval routes will be introduced.

11. In addition to introducing fast-track approval routes, the University will require faculties to seek approval for substantive changes to programmes via the Quality Assurance Committee Convener, potentially seeking input from the Quality Assurance Committee when required. As outlined in paragraph 1, the Quality Assurance Committee reports to Senate and has devolved responsibility for approving programme changes.

Table 1 – Approval Route for Proposed Changes to Programmes and Modules

	EXAMPLES OF CHANGES	APPROVAL ROUTE
MINOR CHANGE	• Reduction of optional modules in two or less years of study for undergraduate programmes • Changes to assessments that constitute less than 30% of the assessments required for a year of study • Reduction of optional modules by less than 60% across all years of study for undergraduate programmes • Changes to assessment that constitute between 30% and 60% of assessments required for a year of study • Modules being swapped between semesters, for example a Semester 1 module being ran in Semester 2 • Some redistribution of contact hours (or synchronous activity) within a module but overall contact hours remaining the same, i.e. move towards slightly less lectures and more seminar/tutor groups or viceversa and an increase in asynchronous activities • Changes required to Module Specifications and Programme Handbooks	Head of Department/School ↓ Reported to Faculty Academic Committee Convenor and Faculty Office
SIGNIFICANT CHANGE	• Reduction by up to 50% of optional modules of a postgraduate programmes • Some changes required to a programme's published Programme Regulation	Head of Department/School ↓ Faculty Academic Committee Convenor, advised by Faculty Office colleagues ↓ Reported to Quality Assurance Committee
SUBSTANTIVE CHANGE	• Programme Intended Learning Outcomes changing a result of proposed changes • Significant reduction (more than 60%) of optional modules across all years of study for undergraduate programmes • Reduction of over 50% of optional modules of a postgraduate programme • Change to programme's pass criteria • Substantive changes required to a programme's published Programme Regulation	Head of Department/School ↓ Faculty Academic Committee Convenor, advised by Faculty Office colleagues ↓ Convenor of Quality Assurance Committee, advised by Quality Enhancement & Assurance Team

CONSULTATION FOR PROPOSED CHANGES

12. When considering changes to programmes, either in advance of the start of 2020/21 or during the academic year in response to government guidance, consultation should take place with a number of internal and external stakeholders to ensure that disruption to the student experience is minimised as much as is possible.

13. Table 2 on page 5 below, sets out stakeholder groups that programme teams are advised to consult with, depending on the scope of the programme offered. Consultation will be particularly important for proposed significant or substantive changes to programmes.

14. If you are unsure on who to consult with, please contact your Faculty Office to discuss in the first instance. Faculty Office colleagues may wish to contact the Quality Enhancement & Assurance Team to discuss consultation arrangements in more detail.

15. Appendix B to this document, provides an overview summary of approval and consultation required for making changes to programmes in 2020/21.

Appendices

Appendix A: Formal Assessment Period: Guidance in the Event of Disruption

Appendix B: Overview of Making Changes to Programmes in 2020/21

Table 2 – Consulting on Proposed Changes

Stakeholder	Type of Change	Focus of Consultation	Ongoing Action Following Approval
Current Students	Significant Substantive	To engage with students on the programme, who can be contacted, when proposing changes and to address any concerns they may have.	To keep students updated on changes once approved, via correspondence and updates to Programme Handbooks and Module Specifications.
Offer Holders	Substantive	If changes are proposed as permanent, it may be necessary to consult with offer holders to ensure compliance with CMA regulations, i.e. that the programme that they have accepted a place on has not changed to a point where it is substantively different to the programme they applied for.	
Programme Directors of other programmes where modules run as core/compulsory modules or key optional modules	Significant Substantive	Discussion around impact on other programme/s, consideration of any alternative modules that could be shared, impact on other programme/s Intended Learning Outcomes (ILOs) etc.	Programme teams should remain in regular contact with each other to discuss the impact of the withdrawal/change of modules and to discuss plans for 2020/21.
External Examiners	Significant Substantive	External examiners should be kept abreast of planned proposals and offered an opportunity to comment, if time permits.	External Examiners approve examination papers, so any changes to papers or alternative modes of exams that alter questions, should be approved by External Examiners.
PSRB's	Significant Substantive	For accredited programmes, it is important to liaise with PSRB's to determine whether they will need to approve changes, and that any changes proposed will not impact on accreditation for students at the conclusion of their studies.	To keep up to date with individual PSRB requirements and guidance in response to Covid-19.

Stakeholder	Type of Change	Focus of Consultation	Ongoing Action Following Approval
Employers	Significant Substantive	For Graduate Apprenticeship/Degree Apprenticeship provision, the University will need to enter into discussions with employers in relation to any substantive changes to programmes. Colleagues are advised to contact the GADA Team to discuss.	
Student Lifecycle Services	Minor Significant Substantive	Changes to assessment may require an update to the Student Record System. It is advised to discuss significant or substantive changes to programmes to ascertain how these can be reflected on the record system.	To confirm changes so that updates to the Student Record System can be made.
Marketing Teams	Substantive	Discussions should take place with local or University-level marketing colleagues to ensure that the changes are reflected in the online prospectus if planned as permanent.	To confirm changes to enable changes to be made to the online prospectus.
Faculty Offices	Significant Substantive	Updates to programme regulations are most likely required for substantive changes, and potentially for some significant changes.	The Faculty Office will liaise with the Directorate of Education Enhancement to ensure online programme regulations for 2020/21 are kept updated as changes are approved.

Appendix A

FORMAL ASSESSMENT PERIOD: GUIDANCE IN THE EVENT OF DISRUPTION

Version No.	Description	Author	Approval	Effective Date
1.0	University Guidance for the Formal Assessment Period in the Event of Industrial Action	SEES / Convener of Quality Assurance Committee	Industrial Action Planning Group	April 2018
1.1	Minor Refresh	Education Enhancement	Industrial Action Planning Group	November 2019
1.2	Minor Refresh	Education Enhancement	Industrial Action Planning Group	February 2020
1.3	Review	Education Enhancement	Academic Business Continuity Planning Group	April 2020

This guidance covers expectations relating to all duties within the Formal Assessment Period, incorporating:

1 Setting of examination papers: ensuring consistent practice for assessing impact and mitigating actions for forthcoming examinations;
2 Managing appropriate alternative assessment activities in cases where disruption impacts on the ability to deliver scheduled teaching sessions.

It should be read alongside the Guidance and FAQs for Boards of Examiners in the Event of Disruption to Study (see Appendix A).

| April 2020 | 1.3 |

Guidance for Faculties in the Event of Disruption Taking Place within the Formal Assessment Period

Context

In the event that disruption occurs during or leading up to the University's Formal Assessment Period, Faculties are asked to note the following guidance to support the successful completion of duties in support of examinations and other forms of assessment.

It is expected that staff will take a pragmatic, supportive and sympathetic approach to managing student concerns around the assessment schedule, particularly in the event of extraordinary circumstances.

The University's position is that every effort will be made to ensure all teaching, assessment and examination activities proceed as normal, with students being able to progress to the next stage of their programme, or, being awarded their degree, as appropriate. In the event of significant disruption, such as a national or global pandemic or long-lasting extreme weather, it may be necessary to take extraordinary steps to ensure students progression and make awards.

Under the [Ordinances of the University of Strathclyde](#), Ordinance 3.4 sets out the provisions for the operation of examiners and examinations within the University. Senate delegates authority for examinations and external examiners to Boards of Examiners, under the authority of the relevant Faculty Board of Study, within the parameters for examinations and assessment set out within the [University's General and Course Regulations](#) as follows:

a. for Degrees of Bachelor and Integrated Master 2019-20, 00001.UG.1.28 – 00001.UG.1.78;
b. for Graduate Diplomas and other Courses requiring Graduate Entry, 00001.GD.16 – 00001.GD.37; and
c. for Postgraduate Awards and Degrees 2019-20, 19.1.25 – 19.1.52.

In the event of disruption, it is expected that these duties will be conducted to ensure consistency of practice and experience for our students, to minimise concern and to support appropriate mitigating actions under the auspices of the academic governance processes of the University.

As outlined in the *Guidance & FAQs for Boards of Examiners in the Event of Disruption ([Appendix A](#))* Examination Boards have the discretion to exercise academic judgement and to award a result that they deem best reflects the student's academic performance, based upon the evidence and performance profile available to them. Boards of Examiners will be instructed to consider the impact of disruption on students and to take this into consideration when making decisions.

In addition to the aforementioned guidance for Boards of Examiners, the [Personal Circumstances and Academic Appeals Procedure](#) can also be highlighted to students across all Faculties along with clarification that it is their responsibility to notify any personal circumstances as soon as possible in order for them to be considered by a Board of Examiners. It is important to note however, that the Personal Circumstances Procedure may not be possible to enforce during extraordinary periods of disruption. To properly inform Boards of Examiners decisions, in the absence of submitted personal circumstances, a

detailed note of available information on the effects of disruption on teaching schedules and the marking of examinations or assessment should be made available.

1. Setting of Papers: ensuring consistent practice for assessing impact and mitigating actions for forthcoming examinations

1.1. Staff acting in the capacity of the Programme Leader should, with agreement within the Department/School, consider the level of mitigation to be applied to the setting of examination papers for topics impacted by disruption.

1.2. A sliding scale of proposed mitigation is provided to support consistency in practice across the University. This includes the definition of the appropriate threshold(s) for removing questions from examinations, depending upon the level of impact that disruption has on individual classes and topics. Table 1 provides an overview of proposed mitigations:

Table 1

	Circumstance	Proposed Mitigation	Action
1.	Class cancelled; nothing delivered to students or insufficient materials and/or limited support provided	Associated topic(s) cannot be examined or assessed	Topics missed will not be examined during the Formal Assessment Period Alternative methods of assessment should be considered using the alternative modes of assessment set out in Section 2 below Consideration should be given to whether the Intended Learning Outcomes for the module have already been met through previous assessments, in which case it may be appropriate to remove this examination from the assessment schedule Where topics have been missed, materials and support could be made available at a later date and consolidated during the next Development Week activities to ensure that pre-requisites for continuing classes are covered
2.	Class cancelled with appropriate materials and adequate support provided	Associated topic(s) can be examined or assessed and results would be looked at sensitively by Boards of Examiners	Module Leaders, in conjunction with Programme Leaders and Directors of Teaching, are empowered to adjust examination papers independently (i.e. without prior consultation with External Examiners). This process will ensure that any amendments have been reviewed to ascertain whether thresholds have been met before examination papers and

			assessment submissions are adjusted.
3.	Teaching sessions take place but a significant number of students are unable to attend	Consideration given to how this will impact examination papers	Content could be captured through video-based events and made available to students. Online resource support and directed reading can also be made available to students Examination questions could be added to papers to give students more choice and ensure they do not have to answer questions on missed materials Additional lectures/tutorials could be scheduled for when students return
4.	The formal, on campus, examination diet cannot take place due to disruption, for all or some students	Consideration given to alternative methods of delivery of examinations, or alternative assessments The University may take a decision to entirely cancel examinations for some students, i.e. first and second year undergraduate students where programmes do not include examinations required for professional accreditation	Examinations to move from close book to open book and take place online (important to be assured that all students have access to hardware and broadband). Alternative coursework assignments could be set to replace examinations. Consider whether other assessments already undertaken earlier in the module, or coursework that is due in on topics already covered, can be re-weighted to cover the module's learning outcomes, and therefore be re-weighted.

1.3. In cases where it is decided by the Executive Team that progression to the next year of studies can take place without final examination, excluding those programmes that require examinations for professional accreditation, communications to the students on this matter will take place at a University-level.

1.4. Programme Leaders are responsible for overseeing the process and communicating the decision on the removal of content from an examination in mitigation to students. Communications should be copied to Head of Department/School, VDA (or equivalent) and the relevant Executive Dean(s) to ensure appropriate Faculty oversight.

1.4 In cases where an academic member of staff has been absent from scheduled teaching sessions (lectures, seminars, tutorials etc) due to disruption, or where significant numbers of students have been unable to attend, Departments/Schools/Faculty Offices should give careful thought to the impact on students in relation to examinations, (including vivas), both

formal and informal. For example, if an examination question has been set that reflects content within a missed lecture, it may be necessary to instruct students not to attempt this examination question or replace with an alternative question.

1.5 Where hall-based examinations are possible, students should be informed, in writing, and ahead of the examination, of any questions they should not attempt. If this is not possible, it may be appropriate for the examination invigilator to provide this information to students prior to the examination starting on the day. In cases where it is not possible to identify questions that should not be attempted in time to inform students, Boards of Examiners should receive details of the impact of disruption on examinations and ensure this is taken into account when reaching their decisions.

1.6 In relation to missed in-class tests or other types of informal examinations, it may be appropriate to consider whether other assessments within the module could be more heavily weighted to compensate for missed informal examinations. When considering any examination adjustments, it is important to reflect on the module's Intended Learning Outcomes, to ensure that these will be still be met.

1.7 Students should be advised that Boards of Examiners will be made aware of all classes impacted by disruption and the mitigation actions taken.

1.8 Student Business should be informed of changes to examination scripts within the published deadlines.

2. Alternative Assessment Guidance

When considering alternative assessment arrangements in times of disruption, the following broad principals should be followed:

2.1 In amending assessment activities, staff should do all that is possible to maintain academic standards and ensure alignment with the learning outcomes that have been delivered in a module. Staff should be aware that alternative online assessments may not be accessible to every student and altered assessments for individuals may exceptionally be required;

2.2 Programme teams should discuss locally and agree all assessment amendments at modular level;

2.3 All assessment alterations should be recorded in detail to ensure Programme and Faculty oversight. These records will support decision making by Boards of Examiners and Appeals Committees;

2.4 Decisions regarding alternative assessments will be shared with VDAs for oversight but not for approval as this can be taken at a local level. In the case of uncertainty, advice can be sought from the VDAs;

2.5 In making amendments to assessment(s) staff should try to stay as close as possible to the original assessment brief so as to manage student expectations and staff and student workloads;

2.6 Where possible, the original submission dates for coursework and published examination dates should be maintained;

2.7 Alterations to assessment activities should not increase the marking load for staff nor increase student effort (for example, word limits should not be increased);

2.8 There is no expectation that staff provide individual feedback on assessment activities that were originally designed as closed-book exams, where students would normally receive whole class general feedback;

2.9 In communications to students about assessments, staff should remind students of expectations regarding academic honesty and integrity;

2.10 Staff will be sympathetic to student requests for extensions for the submission of coursework and projects. Extensions will not be given for online examinations, however students may submit personal circumstances for missed examinations.

Table 2, below, provides an overview of potential assessment alternatives:

TABLE 2

Existing Assessment	Reasonable Alternative
Examination	On-line Examination
	Open book exam from home
Oral exam	Skype, Zoom or equivalent platform
Languages reading, speaking, listening exams	Skype, Zoom or equivalent platform
Viva	Skype, Zoom or equivalent platform
Presentation - group or individual	Submit materials for assessment
	Skype, Zoom or equivalent platform discussion
	Voice over for a PowerPoint, or
	Upload their presentations with a transcript
Blog	
Dissertation	Submit online
	Post hard copy
	No hard copy
Online test, multiple choice, quiz	Open book online test
Tests with symbolic notation	Photo/scan and submitted online
Assignment, Case Study, Report, Review, critical review	Submitted online
Credit -bearing Placement	Suspended, in consultation with professional bodies
Group Work, Project	Submit materials for assessment
	Interactive online unless it involves a physical object for classroom use for example
Portfolio (weekly diary, reflective log, screenplay)	Online
Logic Test	Online
Resources preparation	Online where possible. Where using specialist software not available through Pegasus, mode of assessment may be suspended.

Appendix B: Changes to Programmes: Approval & Consultation Overview 2020/21

Minor Change	Minor Change	Minor Change
Approved by Head of Department Reported to Faculty Academic Committee (FAC) Convener	Approved by FAC Convener Reported to Quality Assurance Committee (QAC)	Approved by QAC Convenor Reported to QAC

Stakeholder Consultation By Category of Change

Current Students

Offer Holders

Programme Directors of Other Programmes

External Examiners

Professional Statutory & Regulatory Bodies

Employers (For Graduate Apprenticeship Programmes)

Student Lifecycle Services for Student Record System Updates

Marketing Teams

Faculty Offices