



GUIDANCE TO SCHOOLS ON THE ABANDONMENT OF ASSESSMENTS

Applicable to all Schools and all students in all Stages/years of programmes

This Guidance, developed by the [Regulation Sub-Committee](#) and approved by the University Senate, provides Schools and Examination Boards with a range of advice on action that may be taken in the event of an examination or in-situ assessment being abandoned.

- 1 Any decision as to what to do for each abandoned assessment is an academic decision for an Examination Board. It is not always possible for Examination Boards to meet in advance of the main meeting to discuss options(s) and so as a minimum, any proposed action should be discussed with the relevant Programme Director, Module Coordinator, **and** Examination Board Chair, along with the External Examiner(s) where appropriate. RSC is able to provide advice on any aspect of these guidelines.
- 2 It is the role of the Examination Board to ensure that academic standards are maintained; however, any action taken needs to take into consideration any impact on student(s). Examination Boards should prioritise final Stage students or those students progressing to their placement Stage, as some of the options in #3 below (for example, trailing into the following year for students already in their final Stage) are not viable options.
- 3 All assessments are different and so there can be no single-solution approach. Therefore, for each assessment the following options can be considered:

- a. **Does there need to be any reassessment?** In almost all cases there will need to be some form of reassessment, but there may occasionally be cases where reassessment is not necessarily required.

Examination Boards need to treat each reassessment cohort in the same way. However, for students who were taking the assessment as a referred assessment (i.e. an assessment where a passing mark is capped), those who, at the point of the abandonment of the assessment, have accrued sufficient marks to pass the assessment, could be considered to have passed and receive a capped pass mark.

Secondly, for students who were taking the assessment for the first time (i.e. those who would receive an uncapped mark) if the assessment was abandoned near to its completion (75% or more of the time through the assessment): these students could, before the assessment is marked, be offered the option to take a passing mark instead of taking a reassessment (i.e. as outlined under b. c. or d. below).

- Students who opt in to this opportunity but whose marks are then recorded below the pass level will need to be given the opportunity to take a deferred reassessment at a subsequent date.
- Students who opt to take a reassessment in the first instance, would not have their original assessment marked.

Before offering this option, consideration should be given to when any reassessment would take place (for example, would this be in the next Teaching Period) so students are aware of the full details of the options available to them before selection.

- b. For most modules there will need to be some form of reassessment, so the next thing to decide is **whether the assessment needs to be in the same form** or whether some other form of assessment could be

substituted. For many programmes with Professional, Statutory and/or Regulatory Body accreditation, this will not be possible, but for some it might be something that could be considered. Affected students would need to agree to any revised assessment format.

- c. If an assessment has to be repeated in the same form, **does the new assessment have to be run now?** For some Stages (final Stage students, for example) the answer is yes. If so, arrangements need to be put in place to prepare a new paper and re-run the assessment. Depending on the numbers of students involved, this may be something organised by the individual School rather than the Examinations Office. For Stages covered by External Examiners, Examination Boards will need to get the relevant External Examiner to approve the new assessment at their visit (retrospectively if necessary).
- d. If the assessment doesn't need to be re-run immediately, it may be possible for the assessment to be trailed into the next Stage or, for Final Stage students, to hold the assessment at a later date.

As discussed above, the decision for each module needs to be individual for that module, but the same decision should be made for all students in the same situation. If, once the decision is made, there are individual students who cannot engage with any arranged reassessment, these need to be dealt with on an individual student-by-student basis.

CLIPP/CAL/CNM/AEH/2017