



**London  
South Bank  
University**

EST 1892

# **COVID-19 Pandemic Regulation Addendum- Awards and Progression**

London South Bank University (LSBU) has taken the decision not to conduct assessments that require students to be on campus at the end of semester 2, and for the resit periods in April and August. Schools are implementing alternative assessments in all modules impacted by the COVID-19 pandemic where this is feasible.

The assessment changes will be recorded, including any exceptions, and approved through the Schools Academic Standards Committees. Changes to the types of assessments and deadlines will be communicated to students via the Virtual Learning Environment (Moodle).

The following arrangements will apply to students' progression and awards for the remainder of the 2019/20 academic year.

### Principles

These changes in regulation are in response to the COVID-19 pandemic and are based on the following principles:

- the integrity of our awards will be maintained;
- decisions will be evidence based (e.g. reviewing individual student profiles, utilising module data from previous years as a comparator, etc); and
- the interests of students will be protected.

These principles take account of the expectations for the University's conditions of registration as a Degree Awarding Body. The changes to the regulations must be read in conjunction with all existing regulations, policies and procedures. These regulations apply to students in the 19/20 academic year whose assessments are impacted by the COVID-19 pandemic and will be applied when their assessments are considered by the relevant Award and Progression Board (APB). The regulations will be kept under review and may be updated further or extended if warranted. Some elements of these regulatory amendments will be retained and applied to affected students graduating in future academic years.

### Professional Statutory and Regulatory Body Accreditations

It is recognised that for some courses, for example those with Professional Statutory and Regulatory Body (PSRB) accreditation, additional requirements may be imposed that must be considered by APBs in making award and progression decisions. PSRB or other course specific requirements in all cases are considered in addition to the regulations laid out here.

### Powers and Responsibilities of Award and Progression Boards

The APBs will take the impact of the COVID-19 pandemic into account when making decisions about the awards and progression of individual students. To ensure the integrity of LSBU awards, APBs will base awards and progression decisions on the assessments submitted by students. Students are expected to continue to submit assessments.

Given the circumstances under which the remaining assessments for this academic year are taking place, some changes to awards and progression rules will apply in addition to existing regulations and other course specific requirements. Given the likely impact that the COVID-19 pandemic will have on all students completing their assessments the APB will in addition to existing regulations and procedures take account of the following in making decisions:

- Whether the course learning outcomes are met or sufficient progress towards the course learning outcomes has been made taking into account modules still to be taken at subsequent stages of the course;
- Individual student profiles;
- The overall performance of students on individual modules;
- The overall performance of students across entire courses; and
- The historic data from previous years, at a module and course level if available.

In addition, APB will where

- There is sufficient evidence that the specified course learning outcomes have been met or sufficient progress towards the course learning outcomes has been made taking into account modules still to be taken at subsequent stages of the course; and
- The weighted average for the current cohort of the stage does not overtly advantage the current cohort when compared to past cohort's achievement.

use the weighted average stage mark calculated from the weighted average marks for the stage for all assessments (whose submission dates were up to and including midnight on Friday 20 March) as the minimum benchmark for the average stage mark or overall degree classification.

For the application of the provision above students must submit all summative assessments including resits for the academic year. For some courses, subject to additional course specific and/or PRSB requirements, it may not be possible to apply this provision. The minimum benchmark will ensure that students to whom this regulation applies will receive an average stage mark or degree classification which is not lower than this benchmark.

#### Award of credit for a stage

Students who are deemed to have passed all the modules in a given stage will complete that stage and be awarded the total credits for that stage.

Students who complete the requirements for a qualification will through the application of the degree classification model automatically complete the final stage and be awarded the total credits for that stage, unless the relevant course specification contains additional requirements for completion of the final stage.

Students who fail one or more modules, may where permissible, still complete that stage subject to the application of condonement and compensation regulations, and so be awarded the total credits for that stage. Where courses are subject to additional regulations, such as PSRBs, additional criteria for condonement and/ or compensation may apply.

Where a module is failed and cannot be compensated or condoned, the APB may award an exceptional third attempt at the module which may be capped at 40% for undergraduate

courses and 50% for postgraduate courses or uncapped depending on whether or not previous attempts have supported extenuating circumstances.

### Incomplete Modules

These are modules where LSBU has been unable to provide assessment opportunities in full or in part and as a result there are no marks or are missing marks, and where alternate assessment have not been possible and module learning outcomes cannot be demonstrated.

Where a module is considered to be incomplete, APBs are empowered to allow students to progress or be awarded based on their performance in already submitted module assessment components to the extent that any are available.

For the purpose of awards this can be applied where in the judgement of the APB the learning outcomes for the course have been met. For the purpose of progression this can be applied where in the judgement of the APB sufficient progress towards the course learning outcomes has been made taking into account modules still to be taken at subsequent stages of the courses.

### Adjustment of marks by Subject Area Boards (SAB)

The SAB may recommend that marks for assessments are adjusted to take into account the impact of the COVID-19 pandemic.

### Additional work to demonstrate achievement of course learning outcomes

The APB can also require that additional work is completed to demonstrate whether the course learning outcomes are achieved or sufficient progress towards the course learning outcomes has been made taking into account modules still to be taken at subsequent stages of the course.

### Powers of the University's Exceptional Awards and Progression Board

In circumstances where the APB is either unable to apply the above exceptional regulations, and/or where the application of these regulations as described would be demonstrably in conflict with principles regarding the protection of student interests and/or protecting the integrity of our awards, the APB may put a case to the University's Exceptional Awards and Progression Board to determine a student's progression or award. This would require a rationale and evidence which demonstrates that the student has achieved the course learning outcomes.

### University Exceptional Awards and Progression Board

The University's Exceptional Awards and Progression Board is chaired by the Pro Vice Chancellor Education and is attended by the chairs of the University's APBs, and the Director of Teaching Quality and Enhancement.

The role of the University Exceptional Awards and Progression Board is:

- approve recommendations from APBs for progression and award decisions where the application of the exceptional regulations contained in this addendum was not possible;
- ratify the application of these exceptional regulations by APBs