

## LTC15D170

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**Author:** Michele Pavey  
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### Issue

1. A review of concessions, including individual arrangements, intercalations, SpLD stickers, overseas assessments and posthumous awards is on the LTC schedule of reviews for 2015/16.
2. An LTS Working Group was set up to review the current process for considering and approving concessions against the regulations for taught programmes and the appointment of Boards of Examiners.
3. A group comprising representatives from the Assessments and Quality and Dean of Students' Offices also reviewed the current policy and procedure relating to individual arrangements for students in examinations, course tests and other assessments and the use of SpLD stickers for both coursework and examinations and tests.
4. Finally the University's guidelines on the award of Posthumous degrees were considered and reviewed by the Head of LTS (Quality) in conjunction with some of the academic and administrative staff who have implemented the guidelines.

### Recommendation

Recipients are invited:

To consider the outcome of the reviews and endorse the recommendations below.

### Resource Implications

The proposals will streamline the process of considering and approving concessions and should result in a decrease in the number considered by the Academic Director of Taught Programmes and the LTS Managers.

### Risk Implications

N/A

### Equality and Diversity

There are no implications for equality and diversity in this proposal. Each concession is considered on its individual merits.

## **Timing of decisions**

The revised procedures and recommendations will be implemented from the 2016/17 academic year

## **Further Information**

Contact details Michele Pavey x2097 email [M.Pavey@uea.ac.uk](mailto:M.Pavey@uea.ac.uk)

## **Background**

As part of the LTC review of concessions an LTS Working Group was established in 2015 with the aims, objectives and scope outlined below:

### **Aims:**

To review the process and principles for the approval of concessions for taught programmes and to rationalise the process for approving them, whilst ensuring equity of treatment for students

### **Objectives:**

A more streamlined and efficient process that meets the needs of students, LTS, and Schools to be introduced from September 2016 fully taking into account other policies (e.g. extenuating circumstances regulations)

Increased clarity for stakeholders

To review existing 'blanket' concessions (ongoing agreements which apply without the need to seek approval in each individual case) to see if these are still appropriate

To rationalize the concession request form to require only that information that is central to making a decision

To introduce an electronic process for processing concession requests

To identify those concessions which occur frequently and might best be dealt with by amending University regulations

### **Scope:**

To introduce an improved streamlined process with approval being made at the most appropriate level of staff, retaining the requirement for academic input where appropriate; providing clearer instruction for those concessions which do not apply to individual students.

## **Attachments**

- 1) Report on the review of concessions and recommendations (below)
- 2) Revised guidance on the approval of undergraduate and taught postgraduate concession and appointment of Boards of Examiners (Appendix 1)
- 3) Guidelines on the award of Posthumous degrees (Appendix 2 )
- 4) Guidelines on taking examinations overseas (Appendix 3)
- 5) Report from the Review of SpLD stickers and Individual Arrangements (Appendix 4)

## Review of Concessions

- 1) As part of the LTC review of concessions an LTS Working Group was established to consider the current principles and processes relating to approving concessions against the regulations and appointing Boards of Examiners for taught programmes.
- 2) At the forefront of the group's considerations was whether any of the most frequently sought concession might in future form part of the relevant degree regulations.
- 3) A key principle throughout the review was that there should be academic input into any decision relating to academic matters, which may be at an early stage in the process and need not be at the decision stage. Consideration was also given to who was the most appropriate person to approve each particular type of concession and this has been clarified in a guidance document which also outlines the required documentary evidence to support concessions.
- 4) The group identified a number of ways in which the process for approving concessions could be streamlined. Also, in consultation with academic staff via Faculty Learning Teaching and Quality Committees or consultation with Teaching Directors, input was sought on a number of issues where concessions against the regulations were frequently sought. These were:
  - i. Variation to course profile: Currently under the Bachelors and Integrated Masters regulations there is no provision for students to go off profile. However this accounts for a large percentage of concession requests prior to the beginning of each academic year. See recommendation 2 below.
  - ii. Changing modules: Currently if an undergraduate or taught postgraduate student wants to change a module after week 2 then a concession must be sought. This is another significant reason for students seeking a concession. See recommendation 1 below.
- 5) Administrative procedures relating to the approval of concessions have been streamlined and a Blackboard site created where all concessions paperwork will be stored. This will be accessible to the School's nominated member of academic staff. The concessions form has been streamlined. This streamlining will obviate the need for long email trails and means that key academic and administrative staff have access to all relevant paperwork for a particular case in one place.

## 6) Recommendations

### I. Regulatory amendments

- i. To amend Regulation 5.5 of the Bachelors and Integration Masters Regulations and Regulation 6.2 of the Common Masters Framework to:

*A student seeking a late module enrolment, or change to enrolment, after Week 3 of the autumn or Week 2 of the spring semester must obtain the prior approval of the Learning and Teaching Committee of Senate, on the recommendation of the Head of their School or nominee.*

ii. To amend regulation 5.6 of BIM to add the following:  
*With the approval of the Course Director, confirming the learning outcomes of the course will still be met, a student may vary their course by maximum of 30 credits during their period of study. Such variation shall not apply to compulsory modules and must comply with regulation 3.4.*

II. **Nomenclature change**

To replace the word 'intercalation' which is not readily understood by students and is a UEA specific term, with 'interruption to period of study' which reflects the actual meaning of intercalation. This will involve updating of UEA policy and guidance documentation.

III. **Revised Concession Approval Guidance Document**

To replace the existing document 'Delegated Powers to Approve Concessions against the Regulations & Appoint Boards of Examiners (Taught Programmes)' with a streamlined process document 'Concessions Approval Guidance' (appendix 1).

The revised guidance sets out the most common types of concession, who is authorised to approve them, and the type of evidence required in support of the concession. The aim of this document is to ensure consistency of decision making at the most appropriate level of staff with only the most complex cases going to the Academic Director of Taught Programmes for consideration.

IV. **Concessions Handbook**

To create a short concessions handbook to guide staff involved in seeking student, course, module or examination concessions for taught programmes (Work in Progress).

V. **Posthumous Awards**

To retain existing guidance in its current form since it is fit for purpose (Appendix 2)

VI. **Assessment Overseas**

To retain existing guidance in its current form since it is fit for purpose (Appendix 3)

VII. **SpLD Sticker and Individual Arrangements**

To note that the systems for Individual Arrangements and SpLD stickers are working well in general but actions have been identified to enhance processes and these will be implemented or considered further in 2016/17. The recommendations from the working group are attached as Appendix 4

## Concessions Approval Guidance

## Appendix 1

### Guiding Principles

- o Concessionary powers and powers to appoint examiners are exercised on behalf of Senate.
- o A concession or the appointment of an examiner shall not be approved by the person recommending the concession or appointment.
- o There will be academic input into any decision relating to academic matters, which may be at an early stage in the process and need not be at the decision making stage.
- o All concession requests and recommendations for appointments of examiners must be supported by appropriate evidence.
- o The outcome of a concession request cannot be appealed. However, where a decision is made to reject a concession request the decision shall be reviewed by a second member of staff, whose decision will be final.
- o If any Team Leader or Co-ordinator has concerns or queries about a concession then advice MUST be sought from the relevant LTS Manager especially if the case is complex.
- o All concessions not supported by the School **or where the recommendation is reject** MUST be forwarded to the relevant LTS Manager for consideration and forwarding to the Academic Director of Taught Programmes
- o All concessions following an Academic Appeal outcome MUST be submitted to the relevant LTS Manager to consider

Admissions	Team Leader Approval	Co-ordinator Approval	LTS Manager/ADTP Approval	Evidence required
Direct admissions to Spring semester of Year/Stage One with APCL	n/a	Provided all documentation is in place and ARM and School are prepared to accept student		7
Direct admission to Year / Stage Two semester one with APCL	n/a	Provided all documentation is in place and ARM and School are prepared to accept student		7
Direct admission to Year / Stage Two semester two with APCL	n/a	Provided all documentation is in place and ARM and School are prepared to accept student		7
Direct admission to Year / Stage Three with APCL	n/a	n/a	Provided all documentation is in place and ARM and School are prepared to accept student- LTS Manager	7
Direct admission to any semester on basis of APEL	n/a	Provided all documentation is in place and ARM and School are prepared to accept student		8
Readmission following previous withdrawal (including Academic Failure) or completion of interim award e.g. – if student chose to withdraw or exited from University with an exit award	n/a	Provided ARM and School are prepared to accept student		6,12
Readmission following withdrawal for disciplinary offence, debt or academic fail	n/a	n/a	In liaison with ADTP/VCO	6,12

Course Transfers	Team Leader Approval	Co-ordinator Approval	LTS Manager/ADTP Approval	Evidence required
Transfer between full-time and part-time (either direction) version of a course at the end of a semester (PGT) / at the end of a Stage (UG)	Provided that student has taken/will take all core or compulsory modules and the CD confirms they will satisfy the learning outcomes			3,6,9
Transfer between part-time and full-time not at the end of a stage (UG)	n/a	Provided there is a written plan from the School outlining how the student will catch up on any missed work and the learning outcomes of the course will be met and semester split is in line with what is permitted by the School		3,4,6,9
Transfer between courses where the student does <u>not</u> meet the core/compulsory requirements of the new course	n/a	Provided there is written evidence from the School that the learning outcomes of the new course will be met and an action plan is in place to ensure the student is able to catch up. The student must confirm in writing that they will undertake to catch up on all work missed		3,4,6,9,10
Transfer between courses where module enrolments are required after the first two weeks of semester but before the end of Week 4 where modules are different	n/a	Provided there is written evidence from the School that the learning outcomes of the new course will be met and an action plan is in place to ensure the student is able to catch up. The student must confirm in writing that they will undertake to catch up on all work missed	If request is after week 4 of semester. LTS Manager	3,4,6,9,10

Amendments to Modules / Courses (Cohort) in Year	Team Leader Approval	Co-ordinator Approval	LTS Manager/ADTP Approval	Evidence required
Changes to the assessment weighting or mode of assessment for a module recorded in SITS where information published in handbooks / module outlines is different from that recorded in SITS	Provided that published documentation is provided and the MO confirms that students have been given the correct information in handbooks/module outlines. Module Organiser should confirm to students that information in the outline or handbook is the correct version			11
Changes to the assessment weighting or mode of assessment for a module where the changes fall outside those permitted by Regulations / Policies	n/a	Provided there is a viable academic reason for doing so, the learning outcomes are still met and students have been consulted and agree to the changes	If any students do not agree to the changes. ADTP	11
Inclusion of an additional optional module within the course profile prior to the start of the academic year	Provided that there is a viable academic reason for inclusion and students are informed of the additional choice and given the opportunity to choose the module			11
Substitution of an optional module within the course profile prior to the start of the academic year	Provided that there is a viable academic reason for inclusion and students are informed of the additional choice and given the opportunity to choose the module			11
Transfer from Foundation Year to Year 1 of an alternative programme where the Admissions requirements and learning outcomes are met		Provided the Admissions requirements for the new course are met and there is support from the <b>School in which the new course is based</b>		
Module clashes-maximum of 1 or 2 events during the course of the module where this is outside the student's control/More than two clashes are unlikely to be approved		Provided there is a written plan from the School outlining how the student will catch up on any missed work and the learning outcomes of the new course will be met. The student must confirm in writing that they will undertake to catch up on all work missed		

Amendments to Module Enrolments / Course Profiles (Individual)	LTS Team Leader Approval	LTS Co-ordinator Approval	LTS Manager/ADTP Approval	Evidence required
Amendment to module enrolment after week 2 but before end of week 4 of the semester.	n/a	Provided student confirms in writing that they understand it is their responsibility to catch up on any missed work, the Module Organiser is supportive , there is sufficient space in the teaching room and a support package is put in place	If after end of week 4.	4,6,10,13
Replacing a Year long module with (an) Autumn Semester module(s) or (a) Spring Semester module(s) after week 2 and before end of week 4 of the Autumn semester (including premature return from a Year Abroad / Year in Industry).		Provided student confirms in writing that they understand it is their responsibility to catch up on any missed work, the Module Organiser is supportive, there is sufficient space in the teaching room and a support package is put in place	If after end of week 4	4,6,10,13
Half-Semester Module - Amendment to module enrolment after week 1 and before end of week 2 of the module	n/a	Provided student confirms that understand it is their responsibility to catch up on any missed work, the Module Organiser is supportive and there is space in the teaching room	If after end of week 2	4,6,10,13
Substitution of (a) module(s) not specified within the course profile for (a) module(s) within the option range of a course profile more than 30 credits (UG) or 40 credits (PGT) out of the total number of credits required	n/a	Rationale and support of School must be provided and confirmation that the learning outcomes are still met		3,4,6,10,13
Substitution of (a) module(s) not specified within the course profile for (a) module(s) within the option range of a course profile in excess of 40 credits	n/a	n/a	Rationale must be provided by School	3,4,6,10,13
Substitution of (a) module(s) not specified within the course profile for (a) module(s) with the option range of a course profile (Masters degree or Postgraduate Diploma)	n/a	Rationale and support of School must be provided and confirmation that the learning outcomes are still met		3,4,6,10,13
Substitution of a module not specified within the course profile for a compulsory module	n/a	n/a	Rationale must be provided by School	3,4,6,10,13
Substitution of a module not specified within the course profile for a core module	n/a	n/a	Rationale must be provided by School	3,4,6,10,13
Replacing an Autumn Semester module with a Spring Semester module (after week 2 but before end of week 4 of the Autumn semester)	n/a	Provided there is support from the School and it does not cause the semester weightings to become too far out of line	If after end of week 4 or weightings of semester are too uneven	3,4,6,10,13
Substitution of a Masters level module with a module of a lower level within a course profile	n/a	n/a	This will not be approved	3,4,6,10,13

Repeat Periods of Study	Team Leader Approval	Co-ordinator Approval	LTS Manager/ADTP Approval	Evidence required
Repeat year of study	n/a	Provided there is well documented supporting evidence and full support of School or a recommendation from a Board of Examiners* and student does not exceed two additional years beyond the length of the course	If the length of course exceeds two additional years.	1,2,3, (6), (10)
Repeat semester of study	n/a	Provided there is well documented supporting evidence and full support of School or a recommendation from a Board of Examiners* and student does not exceed two additional years beyond the length of the course	If the length of course exceeds two additional years.	1,2,3, (6), (10)
Repeat of less than a semester of study	n/a	Such requests will normally be attached to Interruption to period of study / readmission requests	If request is not attached to Interruption to period of study or readmission or student has exceeded the two additional years permitted	1,2,3, (6), (10)

\*MP to discuss with Jon Sharp

Interruption to period of study (formerly known as intercalation)	Team Leader Approval	Co-ordinator Approval	LTS Manager/ADTP Approval	Evidence required
Interruption to period of study covering a whole academic year	Where the student is in good academic standing and the Interruption to period of study commences before week 2 of the first semester	Where the student is in good academic standing and the Interruption to period of study commences before week 4 of the first semester	If request is after week 4- LTS Manager	1,2,3,6
Interruption to period of study involving only one semester	Where the student is in good academic standing and the Interruption to period of study commences before week 1 of the semester.	Where the student is in good academic standing and the Interruption to period of study commences before week 4 of the semester.	If request is after week 4- LTS Manager	1,2,3,6
Interruption to period of study involving a repeat period of study (of more than 4 weeks) on return	n/a	Provided there is well documented supporting evidence and full support of the School which includes a rational for why a repeat is permitted and student does not exceed two additional years beyond the length of the course	If request exceeds the two additional years permitted	1,2,3,6

Assessment	AQO Co-ordinator Approval	AQO Manager Approval	Hub Co-ordinator Approval	LTS Manager/ADTP Approval
Individual arrangements.	Following receipt of recommendation from Student Support Service.			
Alternative mode of assessment / reassessment for an individual.			Provided there is appropriate evidence and support otherwise refer to LTS Manager.	Case where Co-ordinator feels evidence is weak
Reassessment mode for the cohort that varies from original assessment mode.				Michele to confirm if she has been dealing with these and if this should move to AQO.

Appointment of Board of Examiners	Faculty Associate Dean on behalf of LTQC	AQO Manager Approval	Hub Co-ordinator Approval	
Appointment of Board of Examiners (including new appointment of external examiner)	CV and external examiner record forms must be provided along with the Recommendation for the appointment of Board			
Appointment of a new external examiner where the proposed external examiner has joint research activity in the past three years with a member of the School or where a member of the School has acted as an external examiner at the proposed appointees institution within the past three years.		CV and external examiner record forms must be provided.		
Appointment of an external examiner for a fifth year		CV and external examiner record forms must be provided.		
Amendments to the internal membership of the Board of Examiners in year			Rationale provided by School - Co-ordinator must ensure AQO are notified as signature sheets are checked against Board membership.	
Amendment to the external membership of the Board of Examiners in year	CV and external examiner record forms must be provided along with the Recommendation for the appointment of Board			

Note:

- 1 Where a concession relates to the School of Study in which the Academic Director of Taught Programmes (ADTP) is based and Teaching Enhancement or the Academic Director of Partnerships
- 2 Requests from students to drop an autumn semester module and replace it with an additional spring semester module will not normally be approved after Week 4 of the autumn semester

### **Course Transfers**

The key consideration in the following grid is that where a course transfer is requested and the student has met the core and compulsory module requirements of the new course, the transfer can be considered and approved under existing course transfer processes (and without a concession); where the student has not met the core and compulsory module requirements of the new course a concession from the Director of Taught Programmes is required.

The following are the key tests

- Does the student meet the core and compulsory module requirements of the new course profile?
- Are amendments to module enrolments required after week four of the semester?
- Are other module concessions required?

Schools / Faculties are asked to check that students will have met the prerequisite requirements of the new course.

The above guidance in respect of concessions for individual module changes should also be taken into account.

Transfers from IM to BSc and vice versa where modules are the same can be dealt with under the course transfer process and do not require a concession.

Transfers from Year in Industry prior to commencing year out to BSc or BSc to Year in Industry version can be dealt with under the course transfer process and do not require a concession.

### **Amendments to Modules / Courses (Cohort) in Year**

The annual quality assurance and enhancement cycle provides Module Organisers, Course Directors and Schools with an opportunity to make amendments to the assessment weighting, content and structure of modules and to amend course profiles. In some instances amendments to course profiles may require approval through the new course proposal process. There are, however, occasions where a request is made to amend a module or a course profile once information has been published to students or once students have commenced the module / course and this will normally require a concession

Any amendments to modules and courses must be consistent with University Regulations and policies regarding module assessment.

### **Amendments to Module Enrolments / Course Profiles (Individual)**

Some concession requests may be complex and involve a number of different concessions. Where this is the case, the request should be referred to the highest level of decision making.

There are three types of module within the standard academic structure: year-long modules, semester-long modules and half-semester modules.

**Interruption to period of study**

Where an interruption to period of study represents a temporary interruption of study, with a start and end date that involve no repetition of study and that do not require a student to fall outside the normal academic cycle, and where the student is in good academic standing, the request can be considered and approved in the Faculty or School.

Where the interruption is more complex and a detailed return to study plan is required, the approval of the Academic Director of Taught Programmes should be sought.

**Appointment of Board of Examiners**

All documentation prepared by LTS Hub Grade 7 (Coordinator) in liaison with School and Faculty Associate Dean. AQO MUST be notified of all changes.

**Extensions and Delayed Attempts**

These are dealt with by the Extenuating Circumstances Panels.

Number	Evidence	Notes
1	Request from the student (ECs form) Third party evidence, which could be a range documents such as - medical evidence - statement from family member - statement from councillor - statement from a friend - financial statement - police statement - fire brigade statement - landlord statement - statement from employer	
2	- statement from overseas institution Academic support, which could be: - statement from Adviser - statement from Senior Adviser - statement from Course Director - statement from Teaching Director - statement from Head of School	Basically, evidence if needed to support what the student is asking for
3		
4	Statement from student confirming that he/she will catch up on missed work (re late changes to enrolments)	
5	Document from School explaining their rationale for amending a course profile. Must include confirmation that learning outcomes will be met by the students, in light of the proposed change.	
6	Marks statement	
7	APCL document	
8	APEL exemptions document	not granted for more than 60 credits of the total number of credit points required for an award
9	Transfer form	
10	Document from the School outlining the plan to help the student catch up on missed work and confirmation that if the student engages in the School's plan, they will still meet the learning outcomes of the programme (if they are allowed to transfer)	This will also include statements relating to transfer concessions (where the student has not taken all (or any) of the pre-requisites or co-requisites).
11	Document from the School outlining the viable academic reasons for making a change to the assessment weighting or mode of assessment, where the change is outside the regulations. They must demonstrate that the learning outcomes of the programme will still be achieved by the student. They must also show that current students have been consulted about the change.	
12	Readmission documentation	
13	Module change form	

**THE AWARD OF POSTHUMOUS DEGREES – GUIDELINES FOR SCHOOLS/HEAD OF SCHOOL OF STUDY****Procedure**

- 1 The Head of the School of Study in which the deceased had been registered as a student needs formally to make a request that:
  - 1.1 The Learning and Teaching Committee allow the Board of School/Board of Examiners to recommend the award of a posthumous degree stating:
    - (1) the name of the deceased
    - (2) the registration year of the deceased
    - (3) the qualification aim of the deceased
    - (4) the stage of the programme of study reached at the time of death
    - (5) the date of death (and where necessary the circumstances)
    - (6) any examination/coursework marks obtained prior to death
    - (7) the level/number of credits obtained prior to death (where a credit bearing course)
    - (8) any outstanding academic requirements according to University degree regulations (credit/marks etc.)
  - 1.2 Where there are outstanding academic requirements, on the Head's recommendation:
    - (1) that they be waived by the Committee.
    - (2) that approval be given to take further action as necessary to assist the award of the qualification (i.e. the typing up of thesis notes).
    - (3) that a lesser award than that for which the deceased was registered be awarded, should this be more appropriate.
  - 1.3 The Board of Examiners, including the external examiners, be allowed:
    - (1) to exercise their discretion in deciding the classification of degree to be awarded .
    - (2) to consider the award of an unclassified honours degree where there is evidence beyond reasonable doubt that the deceased would have obtained a degree, provided that the volume of study exceeds that normally associated with the Diploma of Higher Education.
    - (3) to recommend a lesser award than that for which the candidate was registered.
- 2 Where the deceased has an outstanding debt to the University, either the School may determine to clear the debt; or it may request that the Registry seek from the estate of the deceased/next of kin the clearance of the debt before the degree can be conferred.
- 3 The term 'Posthumous' must appear on all official documentation issued post death, including (where relevant) pass list; parchment; conferment lists; and student record. Where relevant, it must be made clear on official documentation that the qualification awarded is non-registrable with a Professional Statutory and/or Regulatory Body.
- 4 Awards will not be conferred on the next of kin in person but the name of the deceased and the award achieved will be announced at the relevant Congregation, if the next of kin so desire. The parchment may be presented at a private meeting after the degree congregation normally by the Head of the relevant School or at some other time by arrangement or sent by post as soon after conferment as is practicable.

**Academic Registrar****17 May 1996****Amended: May 2004; October, 2008**

**University of East Anglia  
Learning and Teaching Service  
Guidance on Students Taking Exams Overseas**

We expect students to return to UEA to take their delayed assessments, delayed reassessments or reassessments scheduled for August. There are a number of reasons for this, not least the additional administration involved in organising and couriering exam papers around the world and the security of the exam itself where separate locations and time zones are concerned.

If an international student is unable to return, however, the University will consider a request to take the examinations overseas, subject to conditions:

(a) The reason(s) for not being able to return to the UK must be exceptional and usually beyond the student's control. We advertise the dates of the assessment periods in the Student Handbooks and on the Learning and Teaching Service portal and we expect students to be available for them. The cost of travel and/or accommodation in returning early is not normally considered a valid reason for sitting overseas. The usual reasons behind a successful application are medical issues, although we can consider other ones.

(b) Students must submit an application form to the UEA Assessments Office by 31 July, accompanied by independent evidence confirming that they are unable to return to UEA to sit examinations. The form is available on the LTS website:

<http://www.uea.ac.uk/learningandteaching/students/forms>

(c) The Student must make an application to an office of the British Council in their country of residence to be accepted as an examination candidate (<http://www.britishcouncil.org/>). If there is no British Council Office offering an examinations service in their country, an application to sit examinations at another higher educational institution will be considered.

The fee for overseas reassessment is £175.00 for the first module and £70 for each additional module. The fee for overseas delayed assessment or delayed reassessment is £100 regardless of the number of modules. Students are also required to pay any fees and charges that the British Council or other overseas examination centre may set.

**UEA Charges**

Number of Modules Reassessment Delayed (re)assessment

1 £175 £100

2 £245 £100

3 £315 £100

4 £385 £100

If the Assessments and Quality Office are satisfied with the proposed overseas arrangements, they will advise the student and the Overseas Examinations Officer of the date and time of the

## LTC review of concessions

### - Individual arrangements and SpLD Stickers

#### Context

As part of the review of University concessions, a mini review was undertaken to look at the system of individual arrangements and SpLD stickers. The review group was required to submit a report for consideration by LTC in June. This report outlines the findings of the review.

#### Task Undertaken

LTS (Assessment and Quality Office) and DOS colleagues considered

- SpLD stickers and how they are issued, used etc
- examinations and use of lap tops and pcs and individual arrangements
- how the systems operate from a student perspective, from DOS perspective and LTS perspective
- whether amendments are necessary for implementation in 2016-17

#### Findings

Generally, it was found that the process for individual arrangements and SpLD stickers was operating satisfactory. There was a perception from AQO that numbers of individual arrangements (for individual invigilation in particular had increased). Statistics below show the total number of exam sittings, and total number of individual arrangements that were made for the past two years.

	Total number of exam sittings	Total number of individual arrangement exams	Percentage Difference
Main series 2015/6 - five week series - less modules with exams - less students taking exams - slightly less individual arrangements	23,950	2,051	11.6%
Main series 2014/5 - six week series - more modules with exams - more students - more individual arrangements	26,636	2,012	13.2%

A number of proposals were suggested to be implemented with immediate effect so as to improve the experience of students, DOS and LTS colleagues during the main examination series. These proposals were:

#### 1. Stickers for exams

These are issued to students prior to the commencement of exams. The stickers are yellow and they have the student number printed on each of the stickers issued to the particular student. During an exam, the expectation is that the student will add a sticker to their exam booklet, if they choose to

use their sticker. Some students do not want to make it known to the marker that they have an individual arrangement so they choose not to use the sticker.

There are various scenarios when a student forgets their sticker:

Scenario	What currently happens as a result	<b>Proposal/action (for main series onwards)</b>
During an exam or course test, the student forgets their stickers	Invigilator should write a note on the invigilator's report from which will be sent to the School (Module Organiser) for consideration	Invigilator to check that student is entitled to sticker (phone AQO to check). If yes, then invigilator to add student number and add the number to the yellow sticker, and then give sticker (or stickers) to student for them to add to their booklets
After an exam or course test the student reports to AQO that he/she should have used his/her sticker but didn't and now wants to have the sticker added to the booklets	AQO acknowledges the report from the student, send an email reply to the student, copying in Hub team and Adviser and informing the student that by way of the email the Hub team will be asked to report the situation to the Module Organiser	As across, but to also include information in the LTS newsletter from AQO to inform hub staff about what this should do in such cases, if the student directly reports to them. Also this will be mentioned in the forthcoming training sessions for main series for LTS staff.

## 2. Printed work and use of computer

Often when individual arrangements students have the use of a lap top or a pc in the IT Room, they use the facilities and produce typed answers, alongside their answer booklet. In the past, the printed work has been misplaced, and not properly linked up with the answer booklet(s).

### **Proposal/action:**

- AQO to ensure that all "typed work" will be printed on cream coloured paper
- IT Rooms will be stocked with cream paper by AQO staff prior to an exam series
- For all typed work, it will be linked together with the exam booklet(s) where necessary.
- If there is an exam booklet(s) to be linked together with typed work, an orange coloured sticker will be stuck to the front of the booklet which says:

"Assessments & Quality Office  
Please note that this student  
Has printed exam work for  
marking, in addition to hand-  
written answer booklets"

- This will make it obvious to the marker that the answer booklet(s) also have printed material
- AQO to add some additional information to the announcements for IT rooms and lap top use, along the lines of: "if you are a student that has SpLD stickers and you wish to use these stickers, please add them to each of your exam booklets. If you have saved your work to USB, please give a sticker to the invigilator when they save your work to USB at the end of the exam/course test"

#### 4. Announcements to students before exams/course tests.

Agreed to send AQO's announcements to Jane Abson for consultation within DOS.

No comments were received from DOS, so AQO assumed that the announcements were satisfactory and have been using them at exams/course test events.

#### **Proposal/action**

To use current AQO announcements in exams and course tests.

#### 5. Individual arrangements and use of SITS screens

Noted that DOS use AAM screens on SITS to record individual arrangement information. It would be useful if the AAM screens could be better utilised between DOS and AQO, perhaps with a view to having a more paperless system, and reporting directly from AAM screens, and perhaps having a SITS letter for notifications to students of approved individual arrangements. This letter could also be sent automatically to stakeholders (Hub Teams, Adviser etc)

Agreed that this would be useful subject to pursue, but it would be a job of work. Jane Abson will be meeting with SITS team colleagues soon about another matter, but would mention the AAM screens project again and DOS and AQO would talk about this again to Jean/Lisa in due course.

#### **Proposal/action:**

For further consideration as a future development / working group between AQO and DOS.

#### 6. EX codes displayed on SPR screen on SITS

AQO had amended the EX codes used on SITS to be more user friendly and easier to understand.

The fifth character of the EX code is now being used as follows:

S – small group invigilation	e.g. max 10 other students (exact number will be stated on the IA spreadsheet)
W – room requirements	e.g. this could be natural light/ wheelchair users/ those with room category needs
M – multiple other requirements	
E – equipment needs	e.g. ergonomic chair/ writing slope
P – paper requirements	e.g. papers to be in a particular font size/ printed on coloured paper
O – other	e.g. written exam instructions/ prompts to be given by invigilator

#### 7. **Formative course tests**

Noted the difficulties associated with formative course tests, namely:

- reliance upon module organiser to organise the correct arrangement for the individual arrangements
- there is mixed practice across Hubs about how formative course tests are organised
- should reasonable adjustments be made for every aspect of assessment?
- suggested that Module Organisers should think about alternative assessments during the curriculum design phase - think about assessment types at the outset of designing a module
- suggested that formative course test organisation should be more streamlined

#### **Proposal/action:**

For further consideration as a future development / working group between AQO and Hubs.