

Ensuring students aren't disadvantaged in relation to assessment owing to strike action

The following guidance is for undergraduate and taught postgraduate students and concerns assessment that is due to be undertaken between now and June, including both examinations and coursework. Please note that this is general guidance and that detailed practice may differ according to the type of assessment and subject area.

1 - Assessments scheduled during the period of industrial action

- a. Wherever possible, assessments scheduled to take place during the period of industrial action will go ahead as planned.
- b. If a staff member is taking part in the strike action, assessments such as in-class tests may go ahead using alternative invigilators, and where an assessment involves a practical or presentation/performance-based element, the assessment may be recorded for marking later.
- c. In cases where an assessment cannot go ahead, the Subject Examination Board (SEB)* may request that it be discounted from the calculation of the module mark. Queen Mary will ensure that the intended learning outcomes for the module can be adequately tested across the remaining assessments.
- d. Assessments with submission deadlines during the affected period should be submitted as usual. If delays to marking mean that feedback will not be given within the usual timeframe then Schools and Institutes should inform students.

2 - Assessments affected by the non-delivery of parts of the curriculum

- e. Queen Mary continues to work with schools and institutes to minimise, as far as possible, the impact of industrial action on student's studies. If it should nonetheless arise that elements of the curriculum are not delivered, and it is not possible to provide students with the missed content in other suitable forms, schools and institutes have been asked to make adjustments to the assessment so as not to disadvantage students.
- f. Wherever possible the SEB will oversee the adjustment to assessments so that students are not required to answer on content that has not been delivered. This may include (for example) changes to questions, or the rubric, on examination papers, in-class tests, and essay titles.
- g. Where an assessment has already been set and/or it is not possible to amend the assessment design, schools and institutes will ensure that markers are fully aware of what content was missed. Markers will use their academic judgement to take this information into account so that students are not disadvantaged.
- h. There shall be no automatic compensation of marks for missed content. In order to maintain academic standards, marks shall only be given for attainment.
- i. SEBs may conduct benchmarking of module(s), where there has been a serious impact on the performance of the cohort as a whole that cannot be attributed to other factors. The SEB may consider a degree of mark scaling in accordance with section 5.36 of the [Assessment Handbook](#). In such cases, schools or institutes will present detailed justifications for changes to the Degree Examination Boards, which will ensure that all proposals are appropriate and in accordance with the maintenance of academic standards.

**Subject Examination Boards*

A role of the Subject Examination Board is to 'take an overview of the assessment processes that operate for the programmes and modules in the subject area, with a particular view to ensuring

fairness and impartiality, including: setting examination papers, essay titles, and other assessment tasks, marking processes (including double marking and moderation), application of regulations, and the conduct of oral examinations (where used as part of the approved module assessment)'.
(Source: Academic Regulation 1.29.1, [Academic Regulations 2017/18](#), page 17)

Further information and guidance.

If you have any queries or concerns please refer to the [FAQ](#) pages of the Student Enquiry Centre website or contact your school or institute.

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