Regulations for Online Assessments Taken During COVID19 Pandemic Situation

Approved by the Pro- Vice Chancellor acting on behalf of Academic Quality and Standards Committee December 2020

1. Principle

These Regulations are time limited and relate to assessments taken online during the COVID 19 pandemic situation.

2. Expectations

2.1 Any assessments must still provide the necessary opportunities for students to evidence the associated learning outcomes and should still be identified as a type of exam in the module specification.

2.2 Whilst it will not be possible for most programmes to complete assessments under traditional exam conditions during the Covid-19 pandemic it is still possible to provide exam type assessments, the details of which are outlined in this policy.

3. Definitions

This policy outlines three common assessment types that would still be considered as exams in the context of Covid-19.

3.1 Timed Online Exam

This is defined as a timed online exam with the following key attributes:

- A time limited assessment with exam style questions that are completed within a specific constrained timeframe (similar to a scheduled exam).
- Students are required to be virtually present for the exam at the specific time.
- The exam times are scheduled, and this information is published in advance.
- The exam / test is available only at the published times and will begin and end in a similar way to more traditional face to face exams.

3.2 Open Book Exam (Standard)

This is defined as an open book exam (standard) and has the following key attributes:

- A time limited assessment with exam style questions (as appropriate for the subject).
- A release and submission window of up to 24h.
- Clear guidance for students on the timeframe available for the completion of the assessment (to enable them to make sure that have a suitable space for undertaking the assessment).
• An indication of the amount of time that is expected to be spent on the exam task itself (e.g. 3 hours).
• Guidance on the notes / information and resources that they would normally be expected to access during the exam period.

3.3 Open Book Exam (Extended)

This is defined as an open book exam (extended) and has the following key attributes:
• Normally a release and submission period of more than 24h but no longer than 5 working days.
• A clear indication of expected time to be spent on the activity (or word count where appropriate)
• Consists of exam style (essay) questions.
• Guidance on the notes / information and resources that they would normally be expected to access during the exam period.

4. Further considerations

4.1 These exam style assessments would take place during the University assessment period in a similar way to traditional face to face exams.

4.2 The reassessment of these exams would therefore be subject to the exam resit policy and would need normally be scheduled during the resit period.

4.3 Any assessments (including essays) that have a release and submission period of more than 5 days would not be considered as exams and as such should therefore be identified as coursework and subject to the appropriate regulations for coursework.
The table below identifies the links with the above definitions and other sections of the Code of Practice on Assessment, to make it clear to students which other regulations apply to their assessments.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Time controlled (seen/unseen) exam</th>
<th>Open Book Exam (Standard)</th>
<th>Open Book Exam (Extended)</th>
<th>Coursework</th>
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<tbody>
<tr>
<td>Normally takes place online and is limited to a specific time to complete the exam (in a similar way to an on-campus exam).</td>
<td>A period of time within which students must complete an exam style assessment. Although the exam task might be designed for a small time period (e.g. 2 hours) the students will have 24h to complete the assessment.</td>
<td>This assessment type extends the amount of time for the completion of the task but is usually still time limited. These are often used for essays which give students time to undertake additional research but where longer than 24 hours in required for the release and submission window.</td>
<td>This is an assessment whereby the students are provided with the details of the assessment usually from the start of the module so that they can begin working on it immediately and have a longer period to complete it. These are traditionally identified as coursework and would remain as such.</td>
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<td>Identified as an examination for the purpose of extenuating circumstances. (Appendix M)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>The time for the exam will vary but usually between 1-2 hours. More specifically the time period will be started and stopped based on the exam settings and specifications.</td>
<td>The release and submission window is up to 24h although expected time allocation for completion is likely to be 2-3 hours. (This should be clearly defined for students).</td>
<td>Release and submission window should be longer than 24 hours (typically 48-72h with up to 5 working days) allowing flexibility for the student; there will nonetheless be clear expectations set about the</td>
<td>Assessment details are usually given early on in the module to allow students to begin planning and preparing for the assessment as they progress through their module.</td>
<td></td>
</tr>
</tbody>
</table>

**Duration**

- **Time controlled (seen/unseen) exam**: The time for the exam will vary but usually between 1-2 hours. More specifically the time period will be started and stopped based on the exam settings and specifications.
- **Open Book Exam (Standard)**: The release and submission window is up to 24h although expected time allocation for completion is likely to be 2-3 hours. (This should be clearly defined for students).
- **Open Book Exam (Extended)**: Release and submission window should be longer than 24 hours (typically 48-72h with up to 5 working days) allowing flexibility for the student; there will nonetheless be clear expectations set about the.
- **Coursework**: This is an assessment whereby the students are provided with the details of the assessment usually from the start of the module so that they can begin working on it immediately and have a longer period to complete it. These are traditionally identified as coursework and would remain as such.
| Focus | Summative – real time processing and evidence of retained knowledge. | Summative – real or near real-time processing, designed to assess student’s retained knowledge in a time limited way and with limited opportunity for detailed research or editing. | Summative paper requiring responses within a word limit; researching additional knowledge areas and editing of the paper would be expected. May often include a set of questions covering the breadth of the module or a single large question which requires some additional research and critical analysis. Differs from coursework in not requiring any deep/original research as time is still limited and it is still considered to be exam based. Therefore students should not share draft versions with tutors or expect feedback prior to submission. | Submission date is clearly indicated and the window between release and submission is usually a number of weeks. Summative activity that shows a deep level of understanding (relevant to level of study). A word limit will usually be associated with the submission, but writing will be expected to be well structured, well researched and showing extended critical thinking and higher quality referencing than in exam settings. It is likely that students will also have received feedback on a draft version before they submit for assessment and so are able to share work with tutors prior to submission. |
| Access to resources | In a proctored environment there is usually no access to additional resources. Non-proctored environments may permit access to minimal notes and information (but this should be clearly communicated to students). These will be open book, so design needs to reflect this. Where possible, build in application of knowledge, criticality, reflection. Information about the types of resources and information students may access should be identified and clearly communicated. Access to a range of resources and information would normally be permitted and expected although word limit and criteria will make clear how resources should be used. Students will be able to draw upon the teaching resources provided by the tutor as well as any of their own notes and additional resources to inform their submission as would be the case for coursework assessments. Any word count would normally be higher than time-limited assessments. | | Usual responsibility for scheduling. | SAS Timetabling Team | SAS Timetabling Team | Schools to ensure staggering where possible | Schools to ensure staggering where possible | | Anticipatory reasonable adjustments | Additional time in line with exams, different versions of the online exam will need to be set up to take this into account. If a support worker is needed arrangements to be made with Disability Advice and Guidance. Additional time not normally required as the 24hrs allowed for the task provides sufficient flexibility for students to take the additional time they need. Additional time not required. Student may require flexible deadlines. This will be addressed in a Support Plan. | | Academic Integrity Policy Applies | No Appendix D: Regulations for the Conduct of Examinations apply. (in relation to Academic Integrity). Yes | Yes | Yes | Yes |