

Examples of Faculty Covid mitigations to exams and assessments

Arts, Design and Humanities (ADH)

All assessments immediately due for physical delivery have been switched to online alternatives. All students in ADH have been invited to School meetings to discuss the situation. These school meetings are happening every two weeks. The programme teams have now briefed the students with the changes to delivery and the adjustment of assessments, as we had planned for in relation to a national lockdown. This includes a review of practice-based delivery and assessment; materials have been sent out to students (materials in a box); Virtual Labs access to software extended to groups who now need this for their adjusted assessments.

We've also adjusted access to a service making for manufacturing programmes (Bureau Service); planned catch-up periods for skills acquisition on specific programmes for when/if we are allowed to open for face-to-face delivery. Programme Teams have briefed student groups as the above relates to their specific studies, modules, level and assessments.

Business and Law (BAL)

The Faculty was able to move teaching and learning online smoothly following plans designed earlier in the year. Assessments have been written to be completed in a Covid environment ensuring all learning outcomes will be met. Where teaching and assessments require specialist software, we have rewritten teaching material and assessments to utilise software that is freely available to students and allows the stated learning outcomes to be met. In some modules, where it is appropriate, assessments have been changed from exams to coursework and this has been communicated to students.

Consideration has been given to the length of online, open book exams to ensure students have adequate time to complete the assessments. The Faculty will be launching a 'Revision and Support Week' during week 22 which will help provide advice and guidance to students for their online exams, aid employability and provide additional advice and support hours.

Computing, Engineering and Media (CEM)

Across the faculty, assessments have been modified to ensure that they can be completed, while meeting the learning objectives. In the School of Computer Science and Informatics, assessments involving student presentations were replaced by online presentations or recorded presentations. Also, assessments that required access to specialised software that students could not access were replaced by alternative assessments evaluating the same learning outcomes, typically using different software. In the School of Engineering and Sustainable Development, home lab kits were utilised to support design element in relevant assessments. These have been distributed to students to aid their learning and ensure they could meet learning outcomes without access to the specific spaces. This has really helped with delivery, while also supporting assessment. In Leicester Media School, exams have been

removed and replaced by equivalent coursework or tests. Home packs are also being prepared to support students who cannot access facilities at the moment.

Prior to the lockdown, practical assessments were modified and 'Covid-proofed', looking at using mobile technology, for example, to make and produce content. Programme teams are looking at a planned catch-up period to allow for development of skills in specific spaces if/when we are allowed to open. All students have been invited to forums with the PVC Dean and Programme Teams are running regular sessions to answer student questions.

Health and Life Sciences (HLS)

Since the start of lockdown, 196 changes have been made to either assessments or teaching delivery. Throughout the Summer of 2020 staff prepared for a flexible model of learning and teaching delivery for the current academic year. All programme teams have reviewed their assessments within programmes and modules to ensure that students are able to meet their learning outcomes. For example, changing exams to coursework or making amendments to assessments such as presentations, OSCEs or VIVAs to ensure that these can be assessed online. Some programme teams have seen the benefits following temporary assessment changes due to Covid-19, and as such, have decided to change an assessment on a permanent basis. Such changes have been discussed with students as well as external examiners and are currently being processed through the usual university quality mechanisms. For example, in response to positive student feedback from Postgraduate Students some assessments will remain online.

A lot of assessments in the Faculty of Health and Life Sciences are based on practice, or students need to attend a placement to be able to complete their assessment. The Faculty has worked hard with programme teams, placement providers and students in developing and communicating plans for undertaking and completing clinical placements. For example, the Faculty have implemented a risk assessment process to allow students to continue or recommence their placements wherever possible and where safe to do so.