



Supplement to the Emergency Academic Regulations Transition from Emergency to Standard Academic Regulations

Document Control

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EIA:	

1. Implementation

These regulations may be invoked as appropriate to a period of transition out of Emergency Regulations.

2. Revoking the Emergency Academic Regulations and Implementation of a transition back to the Liverpool Hope Universal Regulations and Conventions

2.1 The Vice Chancellor will advise the University Registrar of the need to revoke the Emergency Regulations, and Senate will be notified of this decision at the first available opportunity.

2.2 The Liverpool Hope Universal Regulations and Conventions will take precedent in the transitional year after the Emergency Academic Regulations have been revoked except in those aspects detailed in this Supplement.

2.3 Other operational processes, including but not exclusively, the Academic Misconduct Policy, Appeals Policy, Student Complaints procedure, Fitness to Study and Fitness to Practice policy will remain although changes to time frames may remain in place during the transitional

year. Policies in relation to Concessions for Students with an Illness, Disability, Injury and Other Circumstances may continue to be relaxed where necessary to enable extensions to be granted more flexibly including granting those made retrospectively and/or without evidence.

3. Teaching, Learning and Assessment

3.1 In the transitional year the University may continue to make alternative arrangements for teaching and assessment to ensure that transition from a period of emergency does not impact on student learning.

3.2 Where changes to assessment are required because of the residual impact of the emergency in the previous academic year the Head of School/Department will notify the University Registrar of the proposed amendment. These changes will be considered by the Deputy Vice Chancellor on behalf of the Chair of Senate. Once approval is granted the appropriate External Examiner will be notified of the amendment. The University will record all such changes for purposes of audit.

3.3 Where alternative arrangements in relation to learning, teaching and assessment may be required to aid the transition, they will be guided also by the principles of inclusion, fairness and accommodations for those students with additional learning needs including disability.

4. Internal Moderation and Externality

4.1 Internal moderation of assessment outcomes will remain as detailed in the University Conventions.

4.2 In the transitional year the University will adopt a flexible approach to Externality. External examiners will be asked to fulfil their full duties as detailed in the standard University Assessment Regulations and Conventions. However, if the external examiner reports to the University that they are unable to return to their full role because of the residual effects of the previous Emergency they will be required to focus their work on Levels H and M. In this situation, external scrutiny of students work at Levels F, C and I will not be required. Nevertheless, external examiners should be advised of all amendments to teaching, learning and assessment at these levels of study as detailed in 3.2 of these regulations. In all cases External Examiners will be expected to sample work as detailed in the University Regulations and Conventions and will attend the appropriate School level Examination Board (virtually or in person).

5. Decision making at Boards

5.1 In the transitional year the University Registrar may advise the Chair of Senate that the usual structure of Continuation and Award Boards agreed by Senate should be overridden by the Emergency Board structure detailed in the Emergency Academic Regulations. This will occur where the recommendation to the Chair of Senate is that an overview of student's outcomes

and an additional tier of scrutiny are required during the transitional year to avoid any residual impact on overall student achievement.

5.2 In such circumstances the University Registrar will seek approval for an appropriate timeline of Subject Meetings and School Boards to be convened.

5.3 Subject Meetings will include all internal examiners and will focus on student engagement and confirmation of moderated marks and grades. Outcomes must be accurately recorded and have resulted from the approved assessment processes detailed in the University Regulations and Conventions. All students studying in that Subject, including both Undergraduate Single and Combined Honours students, and Masters must be considered by a subject in this way.

5.4 The School Board will follow the Subject Meeting and will consider the overall profile of each student studying a subject in that School. For Single Honours and Combined Honours (where both subjects are taken within the School or Department), and for all Masters students the School Board will make a recommendation to the University Board for continuation and completion based on the standard Liverpool Hope University Assessment Regulations and Conventions.

5.5 The University Examination Board, consisting of the University Registrar and members of the University's most Senior Management Team, chaired by the Deputy Vice Chancellor, will confirm the award and continuation outcome for each student. The Chair of the Board may invite other colleagues to attend where specialist knowledge may be required, for example in relation to PSRB.

5.6 Quoracy and operation of these Meetings and Boards remains as specified in the Emergency Regulations.

6. Continuation within and Completion of Undergraduate and Postgraduate Taught Awards including Professional Doctorates Part 1

The University Regulations in relation to Continuation and Completion will be used in the transitional year without amendment. However, students whose continuation (from Level C, I or Level H for integrated Masters students) or completion (for Level H and M) is delayed from the year in which the Emergency Regulations were invoked will be considered according to the relevant detail in the Emergency Regulations.

7. Determination of Undergraduate and Postgraduate Taught Degree Classifications

7.1 The University will return to its normal dual algorithm in the transitional year for Undergraduate students, including those studying on an Integrated Masters award. The normal Postgraduate Taught classification system will return with the exception of Students whose award is delayed from the year in which the Emergency Regulations were invoked. These students will be considered according to the relevant detail in the Emergency Regulations.

7.2 During a year in which the University invokes its transitional regulations Continuation and Award Boards will ensure that any detriment relating to the Emergency is considered for individual students or cohorts as appropriate. A 'safety net' blanket approach to 'no detriment', guaranteeing outcomes against previous performance, will not normally be considered unless there is a clear rationale to do so.

8. Continuation and Completion of Postgraduate Research Awards

8.1 The University may elect to allow the final examination to be in the form of a *viva voce* conducted through online video conferencing, with the same constitution of internal and external examiners as planned. The University includes within its Code of Practice guidance in relation to the use of online video conferencing for the purpose of examination. Where a student is unable to participate by online conferencing and no other reasonable solution can be reached, there will be a deferral until such time as this is possible.

8.2 Interim reviews including Confirmation of Registration processes will proceed as normal or will be carried out using on line video conferencing. Where this is not possible a short delay will be negotiated.

8.3 The annual monitoring process for research students will continue as usual in order to support students and ensure progress is appropriate. Where progress has been negatively impacted by the emergency of the previous academic year supervisors in consultation with their head of School will consider how best to proceed. This is particularly pertinent for students undertaking research with human participants or in practical settings. A risk assessment must be carried out to establish whether research can resume during the transitional year. Where the risk assessment requires the research to remain suspended or significantly amended, the supervisory teams must make appropriate arrangements which may include interruption of studies or amendments to the project. Ethical considerations must be reviewed where significant amendments. Where significant amendments have been made in research post graduate degrees, the approval of the Pro Vice Chancellor for Research is required.