

Unforeseeable Circumstances Regulations (Force Majeure): Assessment of Students

Progression

These principles complement the sections of the Unforeseeable Circumstances Regulations that relate to progression from one year of programme to the next in the absence of assessment outcomes for one or more modules (or equivalent for non-modular programmes) and incomplete placement requirements.

These principles have been developed with taught programmes in mind including full time and part time programmes and taught postgraduate programmes within the SGUL educational portfolio. Where applicable, the principles will apply to continuing professional development modules and postgraduate research programmes.

Principles

1. St George's will strive to facilitate progression of students from one year of a programme to the next despite the disruption to its academic business. It will do so in a manner that is fair and equitable to all students.
2. Students will not be disadvantaged if SGUL is unable to schedule assessments that students would ordinarily be required to pass as a condition of progression to the next level or stage of the programme.
3. Students will not be disadvantaged if SGUL they are unable to complete placements (either placement hours and/or assessments) that students would ordinarily be required to complete as a condition of progression to the next level or stage of the programme. Our capacity to facilitate progression may be limited by professional body requirements.
4. If students are permitted to progress to the next level or stage of a programme carrying an additional requirement (either to make up placement time or complete assessments), the overall burden on students must be manageable. Any additional support needs must be considered.
5. The overall burden on staff (including placement staff) must also be manageable.
6. If students are permitted to progress to the next level or stage of a programme carrying an additional requirement, the way in which this will be managed must be articulated in a course or year plan. The plan will, in addition to the usual requirements, explain when assessments, reassessments and, where required, third attempts will be scheduled. Patient safety and module pre-requisites must be considered. The dates of examination boards must also be included.
7. The needs of students returning from interruptions of study must be catered for.
8. The implications of failure, should students ultimately fail carried assessments, must be made clear to students in advance by means of a student-facing communications plan. These implications will also include financial implications in terms of access to maintenance loans and tuition fee support.
9. There will need to be an addendum to the Scheme of Assessment that explains how the SoA has been amended to meet the challenge of coronavirus.