



Senior Rep Group

Monday 25th January 2021

Apologies:

Sophie Leggott (Geography)
Sam Blouri Far (Pharmacy)
Cameron Wiles (Architecture)
Charlotte Blackman (Fine & Performing)
Christian Foster (Design)
Jacob Vause (PGR)
Erin Mann (Marketing & Tourism)
Valeria Mendez Jaramillo (Management)
Emily Dale (PGT)

Attendees:

Georgia Petts (VPE)
Garry Clawson (Computer Science)
Alex Saunders (Film & Media)
Angela Harwood (Social & Political Science)
Angelica Dahil (Medical School)
Charles Wilson (Education)
Fiona Gillespie (History & Heritage)
Gabriela Clarke (Chemistry)
Grace Tompkins (Health & Social Care)
Holly Armitage (Sport & Exercise Science)
Katie Smith (College of Arts)
Millie Banner (Law)
Paige Rymer (English & Journalism)
Patrick Carty (Engineering)
Talia Adams (College of Social Science)
Jack Eames (College of Science)

Absent:

Charlotte Winspear (Life Sciences)
Ginevra Rata Pucciarini (LIBS College Officer)
Margaret-Ann Withington (Maths & Physics)
Daniel Fitzner (Accountancy & Finance)

NSS Update from Dave Prichard

Launch Date - 8th February. Aware this is a pressing time for many students as exams and assessments may still be taking place. University Launch will be 22nd Feb. OfS latest allowed launch date is 8th.

There is no rush to complete the survey this year. Do not feel pressured to complete during assessment periods, you can wait until you are invited to take part by your Programme Leader. IPSOS Mori will be contacting students to encourage them to take part. Usually 27 questions for overall experience, however, this year, there are additional questions regarding Teaching & Learning during COVID. Try to think quite broadly. 40 questions for Nursing and Health & Social Care students. It is estimated to take 5 minutes for most students, but potentially 10 minutes or more for Nursing students. School Rep suggested doing this over a coffee on Teams as students would be at NSS Central. First 27 Questions will be the same as previous years. 30th April is the end date, and students can only take part once each. Sessions as part of timetabled sessions set aside to complete the survey are voluntary. Once submitted, answers cannot be edited.

Module Evaluation update from Dave Prichard

Some modules will not be being evaluated at this stage, if they are 30 credits, staff may have opted to do this at the end of the module only. Programme Teams were able to decide when the surveys took place. Students can contact Dave Prichard (dprichard@lincoln.ac.uk) directly with questions or feedback on Module evaluations, especially if there are instances where opportunities to give feedback have not been given.

Professor Liz Mossop and Judith Carey

Information regarding the support on offer to students in Student Services and Wellbeing, and the Extenuating Circumstances process. We have not been able to get back to more face-to-face teaching as we had hoped. This is an opportunity to raise student feedback on safety nets and support on offer.

When referring to Safety Nets, it is not just marks that are referred to. Last term, there were pre-pandemic marks to use as a guide, this has not been possible this term.

Universities are not the same in terms of how they generate final degree classifications, Lincoln has a fairly generous system, giving you the best of three algorithms. Another algorithm has been added this year. We have been looking at outcomes at a module level, not just at a final outcomes point. There is some variation between colleges. Extensions should be being given for genuine reasons, please raise any feedback with Georgia.

Extenuating Circumstances (ECs)

Some elements must be checked with Professional Body regulations. If you have questions about your School's professional body regulations, please speak with school staff. If you get an approved EC, this generally means that you will be doing a reassessment later in the year. An extension may be better for some students, so that there is not additional pressure in the next assessment period. If you think that an extension may be beneficial to you, please do apply as

soon as possible, earlier applications are encouraged. If students know that they are going to have difficulties prior to an assessment, they can apply before the assessment, or up to 10 days after the assessment. ECs are not designed for after results are released, it is at the point of the assessment if circumstances hindered your performance. The University is trying to be as flexible as possible in terms of evidence. Students should explain to the best of their ability how the difficulties have impacted their ability to complete the assessment to their full potential. Personal Tutors are often the best place to go for support, Personal Tutors can provide a statement as evidence in an ECs claim. You can also seek support from SU Advice Centre, Student Support and Wellbeing. We do not count how many claims each individual makes. The sooner we are involved, the sooner we can offer support and assistance.

Senior Rep questions:

Do you expect there to be a difference in performance, and are you waiting for term A results to make further decisions? If there is a material difference, we would look at moderation. Considering the impact of COVID on assessments. We will only moderate upwards, not downwards. Moderation will happen before award Boards in July.

Third year marks can have a substantial weighting for overall grades. Modular level performance will be considered, if a full cohort has underperformed, the cohort will be moderated upwards. If students feel they have been impacted by COVID, they should apply for ECs. ECs would mean re-sits, but COVID could still be here in the Summer. Students should talk to Personal Tutors and support services. ECs are not just for people that feel that they have failed, they are for students who feel that they have not performed to the best of their ability. All students with successful ECs, even if they pass the assessment, will be offered the chance for reassessment, but they do not need to take it. If they are happy with their mark, they can keep this.

What will happen with new courses or modules that have no reference point? Where courses/modules have not been taught before, academic opinion will be taken into consideration. It will not be an exact science, but it will be fair and consistent across all modules and programmes. All policies will be kept under review as we do not know what is going to happen yet. Reviews will apply to all levels on taught programmes. We are trying to make sure every student gets the best possible outcome for them.

With ECs, are grades capped with re-sits? No, there is no cap for re-sits. Last year, only around 40% of students took the opportunity to take a re-sit. We used to allow people to only re-sit a certain number of modules, but now you can re-sit all that are needed. Many students have been looking into safety nets at other institutions. In the main, the University is in line with other institutions. The Year two grade model at UEA has been mentioned many times. Research shows that this would benefit a very small minority. Having too many algorithms could impact the quality of the degree. Most institutions had one algorithm before COVID, Lincoln now has four and we do not feel five would be beneficial.

How easy is it to switch between algorithms, students may say that we should take out one of the current options for the level 2 favoured one? These are regularly reviewed and these three of these have been in place for over 12 years. We can only change these at the beginning of

an academic year, so no changes would come in to place until then (September). Changing the algorithms is under our control, but is a very formalised process, that takes a large amount of consideration. Georgia is and will be involved in these conversations.

Staff are trying to be flexible and relaxed in their way of marking, is this official? All marks are moderated, and standards are considered. This is a formal process, but there is some flexibility and will take in to account academic judgment. Where there are new programmes and modules, staff have been able to amend assessments to take this into consideration. Thank you for allowing us the chance to pass all feedback on and get some answers.

Masters Applications requirements. If you think COVID circumstances could impact your grade, and your masters applications, you should put in an ECs application. ECs claims can be put in before assessments, but it has to be evidenced that it is impacting that assessment. Claims can be for multiple assessments in a similar time frame. You can apply for more than one module at a time.

Georgia's updates

So that Georgia is aware, please copy her into any questions sent to Dave.

Profile photo frames for Reps will be circulated this week

Badges are being designed and will be ordered soon

Updates to the website, particularly the Academic Representation section, are being worked on

Rep Dashboard - similar to activity dashboards - ability to send messages to Reps, access to resources. Access to Officer Reports link will be included.

Hoodies have arrived. We are working out the best way to get them to you, in a COVID secure way. This could be by bookable appointments.

Senior Rep updates

Arts:

Concerns raised over how close together deadlines are.

Good publicity of support services available and flexibility in extension requests

Concerns around individual support from School staff

Technology concerns, with Wi-Fi, software and outdated hardware used

Science:

Reps are raising a lot of feedback and signposting many students to support services for ECs and Extension help.

Some concerns have been raised around grades and the impact of COVID

Disappointment and concerns around cancelled and rearranged placements

Communication between staff and students needs improving, particularly where key staff members are absent

Some concerns around timetable issues

Drop-in sessions are being increased.

Deadlines have been moved to help students.

Communication between Schools that share modules has improved
TCAs are being scheduled with international students and time zones in mind to stop exams going into unsociable hours
Newsletters circulated to students in some schools
Increased use of Mentor Schemes to help with peer-to-peer support during the pandemic

Social Science

Tutors are being very supportive and accommodating
Open Forums have been held for students to ask questions
Concerns with assessments and technology not working while students are at home.

LIBS

Meetings and communications between Reps and Staff are going well
Some difficulties raised with consultancy projects

PG

Survey to gather student opinions
Working on some communication concerns between staff and students
Some concerns around late publishing of Turnitin links