



INDEPENDENT  
HIGHER  
EDUCATION

# Covid-19 Update: 22 April

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# IHE Covid-19 Information Hub

## **IHE Covid-19 Information Hub**

<http://independentthe.com/activities/covid-19-hub>

Bringing together information and resources from across government, sector and commercial partners

## **FAQs**

<http://independentthe.com/activities/covid-19-hub/faq>

Collated from questions at Weekly Update and Member Drop-in sessions

## **Themed information and resources**

- Admissions and recruitment
- Finance and Human Resources
- International students and visas
- Regulation and the OfS
- Student welfare and support
- Teaching and learning



## IHE Drop-in schedule

*IHE will be changing the way we communicate with you*

- Monday will be a general update and drop-in
- Wednesday will be a short general update and a specialist webinar with Q&A
- On Fridays we will send a weekly email with all the essential information from the week
- As before we will continue to update the IHE COVID-19 Information Hub with all the latest information.



# Free Student eTextbook Programme

## *Free Student eTextbook Programme webinar*

**Thursday 23 April 2020, 12:15-13:00.**

Kortext has partnered with leading textbook publishers to provide a sector wide support programme for students during this period of campus closures.

Join us to hear how Kortext are offering a number of pathways to access the content.

Representatives of Jisc and Kortext will be on hand to answer your questions about what is a relatively straightforward and free opportunity!

[https://www.eventbrite.co.uk/e/webinar-free-student-etextbook-programme-tickets-103122028764?aff=odeimcmailchimp&mc\\_cid=c83a231c44&mc\\_eid=bbd4c6bd5e](https://www.eventbrite.co.uk/e/webinar-free-student-etextbook-programme-tickets-103122028764?aff=odeimcmailchimp&mc_cid=c83a231c44&mc_eid=bbd4c6bd5e)



# Finance and Human Resources

## *Coronavirus Job Retention Scheme (CJRS)*

HMRC portal opened on Monday 20 April

185,000 businesses applied by midnight on Monday

- 1.3 million employees
- £1.5 billion in wages claimed

## *New HMRC Webinars on the CJRS*

New webinar on making a claim via the CJRS:

<https://register.gotowebinar.com/rt/87281838429017601>

General introductory webinar about the CJRS:

<https://register.gotowebinar.com/rt/5375741452699706882>



# Finance and Human Resources

## *Key workers in higher education*

Department for Education have provided additional clarification on identifying **key workers** in higher education

Allows children to attend school and 'essential travel'

Letter and authorisation template sent to IHE Nom Reps

Three broad categories of work outlined:

- Activities to mitigate effects of COVID-19, other essential research, activity necessary to meet regulatory requirements
- Providing services for students who remain in halls/on campus
- Staff critical to the safety and security of the campus and business-critical operations.

More information

<http://independentthe.com/wp-content/uploads/2020/04/200421-COVID-19-Keyworkers-Letter.pdf>



# International Students and Visas

UKCISA has updates for:

- Students applying in the UK when this is not usually possible.
- Accommodation: No student should be made homeless.
- No recourse to public funds: New clarification from the House of Commons.



# International Students and Visas

## *From the British Council*

- All Chinese provinces have now announced dates for the staggered reopening of schools and universities.
- All provinces and regions have also rescheduled their Gaokao university entrance exams to 7 - 8 July.
- Strict security and health and safety measures remain in place for all students and staff.

<https://education-services.britishcouncil.org/news/market-news/all-chinese-provinces-have-now-announced-dates-staggered-reopening-of-schools-and>



# Teaching and Learning

SQA released [new guidance](#)

- Results will be estimates followed by a validation process.
- Appeals done by colleges and schools.
- Results released 4 August.



# Regulation and the OfS

## *Accommodation briefing note*

- Clear, up-to-date information about how accommodation is being maintained, cleaned and kept safe.
- Detailed information about how to self-isolate and the support available.
- What students can expect to pay for the summer term.
- Regular contact with vulnerable students.
- How you are working with private landlords and student accommodation companies.
- How students will be helped if they are unable to pay their rent.
- How to maintain well-being, physical health and mental health.
- Ensure students are aware of the new protections against evictions.

<https://www.officeforstudents.org.uk/publications/coronavirus-briefing-note-student-accommodation/>



# Student Welfare and Student Support

## *NUS' Coronavirus and Students Survey April 2020*

10,000 students across all age ranges,  
learning experiences and nations and regions of the UK

- 81% expressed concerns about their job prospects, and
- 71% worried about the impact the pandemic will have on their employability.
- 75% of students are worried about the impact of COVID-19 on their final qualification
- 79% of students on vocational courses believe that the pandemic is having a negative impact on the vocational elements of their course



# Student Welfare and Student Support

## *NUS Student Safety Net Campaign*

**A student safety net including a £60 million national hardship fund, accessible to all students who are currently in further and higher education.**

**Redo, reimburse, write off:** The option for every student, in every part of education, to redo this year at no further cost.

**Reimbursement or write off of one year's course, college or tuition fees.**



# Quality, Teaching and Learning

22 April 2020



# Ministerial Comments

Universities Minister Michelle Donelan has put out [FAQs](#)

- “Students should still receive good quality teaching and support in whatever form it is delivered.”
- Students are entitled to make a complaint, and take it to the OIA

Minister for Further Education and Higher Education Richard Lochhead writes to students in Scotland

- Their educational futures are being protected
- “Despite the disruption, students will quite rightly have their achievements recognised, and gain the qualifications and awards that they deserve after so many years of hard work.”



# Office for Students Guidance

Providers should make “all reasonable efforts to provide alternative teaching and support for students that is broadly equivalent to the provider’s usual arrangements”

- Providers should make all reasonable efforts to enable students to complete their studies, for achievement to be reliably assessed, for qualifications to be awarded securely, and to enable a fair and robust admissions process for entrants to courses in 2020-21

Take into account students who are most vulnerable to this disruption.

Case studies included in guidance

Temporarily suspending regulatory activity in relation to Quality and Standards Reviews that were undertaken for some providers after their registration

Temporarily suspending other regulatory activity including some specific conditions

HESA Student Return and HESA Alternative Provider Student Return will be suspended (but will go ahead at a future date)

Adherence to guidance will be monitored through reportable events and student and third party complaints.



# OfS Guidance: Partnerships and Awarding Bodies

Partnerships: The awarding body remains responsible for quality, regardless of validation, sub-contract or TNE. OfS will expect each OfS registered body to maintain the quality of the courses they deliver, but will ultimately hold the awarding body responsible.

Pearson: Providers should have a policy for dealing with extenuating or mitigating circumstances and assessment regulations, which can be applied flexibly during this period



# OfS Guidance: Assessments

## Assessments:

- Where possible, use normal practices for marking and moderation, external examining etc
- Be flexible where needed, in assessments and ways to make up overall assessment requirements for module, unit, course.
  - Communicate everything
- ‘No detriment’ or a ‘safety net’ are “likely to be appropriate.”
- Have safeguards against contract cheating
- Relevant case studies: UAL: Creative solutions for creative subjects including low-tech solutions and digitised sketchbooks or mock-ups.



# QAA Guidance

## Securing Academic Standards Guidance:

- Guidance for Degree Awarding bodies
- Emergency academic regulation examples
- Impact of location on student success
- International Students access to online learning
- Adjusting credit and workload; modes and timings of assessments
- No detriment or safety net approaches – examples
- External examiners attending modification meetings
- Resits and appeals
- \*Academic integrity
- Graduation ceremonies
- Great resources

## COVID-19 Quality Hub



# QAA: Accelerated Degrees

- Mitigate delays to marking and assessment to allow students to progress to next term with confidence
- Delaying deadlines and start dates can have a particular detrimental impact for accelerated degrees- remember why many students chose this delivery model
- Making changes to Level 5 now, to delay modules or practical elements
- Supporting the final semester of Level 6 – consider part-time or a blended learning model
- Consider how delays would impact those going into PGT courses; Both the accelerated degree provider and admission teams on the new course.
- Re-sits and Re-submissions – consider stretching periods for re-sits out, be aware of assessment fatigue, and stay as close to original assessment as possible.



# QAA: Work-based-learning

(including placements /partnerships/apprenticeships / study abroad)

## Placements:

- Overview of PSRB plans and government arrangements for critical areas of work
- Where possible provide alternatives to placement: working from home, still in physical setting; always consider students situations may have changed
- Draw on all available evidence to judge learning outcomes for a placement. Teacher Training using trajectory.
- Use videos, exploration of written case studies or other models to allow students to complete assessments based on placements
- Study and Work Abroad Placements:
- Do not go abroad; make alternatives for going abroad in the coming year. Seek replacements based on culture and replicating experience.
- For students here who cannot go home, make alternative arrangements to continue their learning

## Apprenticeships

- Refers to guidance from government, Institute of Apprenticeships, and AELP

## Partnership Working

- Tips for working with employers, especially where whole programmes are delivered in employers



# QAA: Practice and Lab-based assessment

## Creative Arts, Music and Performance

- Assess via video recordings, sound files, online portfolios and written assessments that test the same learning outcomes (case study examples provided)
- ‘Speculative projects’ – uses material like designs, production plans and virtual research to show what could happen.
- Reflective work, alternative evidence of work (storyboards, scripts, and designs)
- For assessment of objects, garments, exhibitions and 3D models consider online degree shows, online vivas and presentation, or reflective work which tests the learning outcomes
- No detriment where assessment cannot be done or must be pushed back

## Laboratory and simulated clinical environments

- Consider if skill focused learning outcomes were met earlier in course
- Use remote simulations – asking for critical commentary on experiment or situation

## Very useful resource list



# Professional Standards Bodies

Do you work with a professional standards body? Are they working with you to change accreditation requirements that won't work in COVID-19?

Universities Minister would like an update.

OfS has guidance from some PSRBs here:

<https://www.officeforstudents.org.uk/for-students/student-guide-to-coronavirus/healthcare-students/>

New guidance from the [Health and Care professions Council](#)



# Pearson Qualifications

Pearson have released guidance on how they would like centres to calculate grades for Level 3 awards but not yet 4+:  
<https://qualifications.pearson.com/en/campaigns/rest-of-world-covid-19-coronavirus-update.html>

They will be using the Ofqual method and principles for all their qualifications – centres should provide an assessment grade for each student and a rank order of students within each grade.



# Resources

- JISC: Continuity of Learning guide:  
<https://www.jisc.ac.uk/guides/ensuring-continuity-of-learning-during-enforced-absence>
- Jisc Drop-in: Planning for the end of lockdown:  
<https://www.jisc.ac.uk/training/planning-for-coronavirus>
- [Advance HE Connect](#) – Online Teaching and Learning Network
- AUA webinar [Making Home Working Work](#) and



# Contact IHE

- Email [info@independenthe.com](mailto:info@independenthe.com)
- Phone 020 3929 3370



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