Dear Amanda Brereton,

Firstly, we wish you well during these demanding and unparalleled times and hope that you, and members of the department, are keeping safe. Secondly, we would like to sincerely give our thanks to you and your colleagues for the thoughtful and considerate correspondence regarding current events.

We are writing in response to the email sent by Prof. April McMahon on 27/03/2020, which outlined the changes to the end of year assessment and examinations.

We, as students of this school, would like to formally appeal for the changes to go further in mitigating the disruption caused to us by the Covid-19 pandemic. Whilst we are grateful for the time spent rearranging our May/June assessments, as well as any extensions to our assessed deadlines, we firmly believe that a "safety net" policy must be applied to the marking of our assessments following Tuesday 17th March.

A "safety net" policy refers to a 'no-detriment' approach during the marking of our assessments. Such policies have been enacted and enforced by other Russell Group Universities, namely the University of St. Andrews, the University of Exeter, and the University of Southampton. Thus, our request is not an exceptional case. Such a policy would be as follows: as long as students would progress/graduate based on our marks obtained this year (including those in the summer assessment period), it is ensured that our final academic year average is the same as, or higher than, the average we have attained up to Tuesday 17th March. As it stands it appears that the safety-net policy only applies to 'assessments that replace on-campus exams'. This, however, is not in line with approaches taken by other Russell Group Universities and will disproportionately effect those students who are primarily assessed via coursework. As such, we are asking for the safety net to be applied to all assessments undertaken after Tuesday 17th March.¹

If we achieve higher marks in assessments and examinations undertaken after Sunday 15th March then these marks will raise our average for the year. To reiterate, as long as our work qualifies us to pass the year, completing further assessments can only raise our grades not hinder them. This is because the extraordinary circumstances of the pandemic should not negatively affect our grades. Transcripts will be annotated to explain the application of the 'safety net' policy where our assessments achieve less than our average on Tuesday 17th March.

The reasons for this request are as follows:

(1) Continuation of disruption following UCU strikes:

¹ The date that the University of Manchester closed.

We understand the importance of the strikes and expressed solidarity with our lecturers and tutors. But, we have missed out on a significant amount of contact and office hours throughout our final year. This, in conjunction with the termination of face-to-face teaching, means that we have missed a remarkable proportion of our teaching for Semester Two.

We are grateful that SOSS have promised to consider the effects of the strikes and the covid pandemic whilst grading our assessments. We strenuously ask for a stringent 'safety net' policy to be put in place for these summer exams.

(2) Ongoing disruptions due to COVID-19:

So far, two weeks of standard learning has been lost on account of the confusion, panic, and uncertainty as a result of the current pandemic. We are appreciative of the decision to move lectures and seminars online and commend those involved in this task.

We are grateful to SOSS for digitalising much of the teaching, however, we must admit that it is not the same standard as face-to-face seminars because of a variety of factors. To name a few, decreased 'attendance' of online seminars, lower participation by students due to the awkwardness of online seminars, inability for the lecturer to circulate physical resources, inability to complete seminar presentations.

Given that seminars take approximately up two-thirds of our contact time, and that face-to-face seminars cannot be imitated in digital form, the UCU strikes and the covid pandemic, students have only received three full weeks of normal teaching. It is likely that the requirement to work-from-home will negatively impact the quality of work produced during this time as we are trying to adapt to a new work environment.

Moreover, for students who have returned home, they may be relied upon to provide care to younger siblings or family members thus hindering their ability to study. We are aware that this is not a phenomenon unique to students and we extend our support and solidarity to staff members who are now having to work from home and also care for their loved ones.

Furthermore, given recent developments regarding the closure of schools and the cancellation of A-Level and GCSE examinations. We believe that the University ought to reflect the same policy on assessment given that both schools and universities have followed the same procedures.

Likewise, we are aware that such a 'safety net' policy has been introduced in other Russell Groups universities. The University of Exeter, the University of St. Andrews, and the University of Southampton have all introduced and enforced a no-detriment approach to

marking this year's summer assessments.² This gives <u>adequate precedent</u> for the University of Manchester to follow suit and introduce a 'no-detriment' approach. As such, our appeal to implement such a policy ought not to be considered an exceptional request.

(3) Lack of access to materials & facilities:

Following the University's sudden, but necessary, decision to close the Libraries we have no access to certain materials and facilities. This will significantly affect the quality of work produced for future deadlines and dissertations. Despite the extent of online resources, there will be times when students need to access texts which are only available as physical copies in the library.

Furthermore, many students may not have a reliable high-speed internet connection required for online-teaching. Students may also not have the required resources to continue working to the standard that is expected. This, in addition to the fact that students may necessarily rely on University facilities to produce coursework, will result in negative consequences for those who are materially disadvantaged.

(4) Stress, mental health, and well-being:

Once again we are aware that these issues are not unique to the student body and we hope that all members of the department are well.

All of the aforementioned factors can, and will, contribute to an immense level of stress. For those with underlying mental health conditions, this current period of time may be detrimental to students' well-being and to their education. Whilst these students may be registered with DASS, one can only assume that DASS are also under an enormous strain with regards to ongoing events. In general, having to remain indoors and not being able to socialise severely impacts mental-health and the motivation to continue studies as normal. Many students heavily rely on the external structure implemented by their timetable, as well as the division of university and home settings, to maintain a routine vital to their well-being.

Furthermore, for those who do not suffer from underlying mental-health conditions the current atmosphere of panic, terror, and uncertainty may prove to be overwhelmingly

The University of St. Andrews' policy: https://www.st-andrews.ac.uk/coronavirus/students/

The University of Southampton's Policy:

https://www.wessexscene.co.uk/news/2020/03/26/breaking-university-implement-no-detriment-policy-for-assessments/

² The University of Exeter's policy: http://www.exeter.ac.uk/coronavirus/communications/students25march/

distracting. Whilst all of our thoughts turn to loved ones and those most at-risk, it may prove difficult to continue to produce work of high-quality. This is on top of the extra stress that is caused by the possibility that the disruption of this semester will cause our grades to drop, and the stress of potentially falling into a lower grade bracket.

We recognise that there is ongoing administrative complexity and uncertainty. We understand and appreciate that University staff are also working under the same constraints which result in an unimaginable pressure and emotional strain; by no means do we want to further contribute to this. This letter is written in a positive and faithful manner; it is an expression of our determination to produce work to a standard which has become expected of us throughout our time in Manchester.

Thank you for considering the contents of this letter. We are aware that key assessment may be determined by the University, as opposed to specific schools. In this case, we ask that you forward the contents of this letter to whom they may concern. We also ask that the School of Social Sciences fight our corner for amended assessment criteria this summer. In achieving this, we hope to provide relief to students and staff who are worried about achieving their targets during this extraordinarily confusing academic year.

Warm wishes, the students of the University of Manchester undersigned;

<u>Click here to sign</u> (signatories will be added hourly - current no. of signatures: <u>215</u>)

Please click here to see/sign a change.org petition regarding the issues discussed above.

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