

# LAMDA

## Support for LAMDA Students During the Period Affected by Covid-19

### What Support Can I Expect?

LAMDA is working extremely hard to put in place extra resources and support so all our students can continue to study and participate in assessments successfully during this period.

LAMDA has a 'safety net' process to offer support and reasonable adjustments to enable all students experiencing difficulties related to Covid-19 to continue their studies with confidence.

LAMDA will be following the guidance outlined in the section entitled [Extensions/mitigation \(concessions\) in the University of Kent No Detriment Policy](#). However, LAMDA will not be following the University of Kent's 'safety net' process to calculate student results. Instead the LAMDA 'safety net' strategy as outlined in full in the **LAMDA COVID-19 Assessment Strategy 2020. This is available on the SSLC Page on Microsoft Teams/Zoom.**

This will allow:

- ✓ LAMDA students to be assessed using the original assessment weightings in programme specifications unless stated in classes and in in the Primary Alternative Assessment Strategy.
- ✓ LAMDA students to be assessed via the methods outlined in the Primary Alternative Assessment Strategy table below.
- ✓ LAMDA students can be supported to progress via a range of inclusive alternative assessment approaches outlined in this document if mitigating circumstances are identified.

Students may also discuss the practicalities of extensions, deferring modules/assessments and interruption of study with staff at any point to ensure that they understand their options in full.

### How Will I be Assessed? Primary Alternative Assessment Strategy

In Term Three of the Academic Year 2019-20 LAMDA has reviewed and presented alternative assessment methods for all your summative assessments across all the programmes. This is to ensure that LAMDA can offer a fair and consistent assessment opportunity for all students, including those who may need to re-sit, defer, retake a module, or interrupt study.

LAMDA is proposing no changes to weightings unless explicitly stated in the full Alternative Assessment Strategy document (tutors will also clarify this in classes and adjusted assessment briefs as required) and plans to deliver and assess all activities that would ordinarily run in Term 3 as scheduled. LAMDA will also try to offer assessments that mirror original formats as closely as possible (for example a module assessed usually by live performance and viva in person would still be assessed as a performance and viva expect they would be conducted online over Zoom or Microsoft Teams). In Term 3 the primary difference to assessment delivery will be as follows:

<p><b>Performances</b> which would have been assessed in live studio sessions/theatres will be assessed in Live Unedited Microsoft Teams/Zoom timetabled sessions. Where appropriate and required for moderation these will be recorded. If the specific nature of the performance requires certain aspects to be edited and pre-recorded this will be specified in the project brief and managed by the project Director/Senior Tutor delivering the work. For 'Public Performances' limited online audience capacity/video screenings may be made available.</p>
<p><b>Process</b> assessments which would have been primarily assessed from staff observation in timetabled classes will be assessed in the same way in Live Unedited Microsoft Teams/Zoom timetabled classes. Where appropriate and necessary supporting evidence from online tutorials, email exchanges, and process journals in a range of formats (audio/video/written) may be considered to arrive at a fair and consistent grade.</p>
<p><b>Written</b> submissions should be submitted and assessed by the published deadlines with no adjustments required to the designated online inbox. LAMDA will not expect students to hand in hard copies of assessed work during this period. Students who did not/cannot submit one or more pieces of assessed work due to COVID-19 circumstances will need to apply for a formal application for mitigation in the standard way. However, evidence in support of the application will need not be provided as outlined in the University of Kent's No detriment Policy. LAMDA students should note that LAMDA is only adhering to the section entitled Extensions/mitigation (concessions) within this policy and will not be adopting the 'safety net' approach specified by the University of Kent (<a href="https://www.kent.ac.uk/student/coronavirus/exams#no-detriment">https://www.kent.ac.uk/student/coronavirus/exams#no-detriment</a>)</p>
<p><b>Viva Voce</b> assessments which would have been assessed live will be assessed in Live Unedited Microsoft Teams/Zoom timetabled sessions. Where appropriate and required for moderation these will be recorded. If mitigating circumstances declared by the student identify that they cannot access Microsoft Teams/Zoom or a similar secure online video call system then as a reasonable adjustment a recorded phone call may be arranged to ensure that there is no detriment to the learner completing assessment in line with peers.</p>
<p><b>Placement</b> work which would have been primarily assessed from staff observation on placement and written submissions will be assessed via speculative projects. Tutors will assign a series of industry relevant tasks at the outset of the project. Students will be able to evidence their industry preparedness through a series of simulated/speculative task that match those which may be offered in the industry as closely as possible. Online software and tools can be utilised to demonstrate the requisite knowledge of lighting, sound and set design whilst viva and portfolio activity can evidence their emerging awareness of common and technical skills to fulfil the learning outcomes specified. The exact nature of the tasks will be specified at the outset of projects to ensure that they fulfil the demands of the specific module.</p>

## What if I Need Extra Help: Mitigating Circumstances Support?

The table above summarises the primary modes of alternative assessment delivery being offered as standard across all modules. However, in line with the principles of University of Kent's No Detriment Policy and to assure that LAMDA offers an inclusive and fair learning opportunity to all students, we have also developed a LAMDA specific 'safety net'.

There is a wider list of 'Alternative Assessment Activities' that can be consistently delivered if a student has to submit a Mitigating Circumstances claim. These alternative activities may be offered if a student identifies that they are able to undertake the learning activities that demonstrate their process and attainment against the learning outcomes but have circumstances which mean they need an adjusted form of submission to that listed in the table above.

Whilst LAMDA has drawn up a list of preferred alternative assessment methods we will also work with students on a case by case basis. If the proposed adjusted methods listed do not meet their needs and another appropriate alternative can be identified e.g. a differentiated written submission then LAMDA will make every effort to offer that in negotiation with the student, External Examiners and our Validating Partner, the University of Kent.

## Alternative Forms of Assessment for LAMDA Students Experiencing Mitigating Circumstances related to COVID-19

LAMDA will be able to offer a range of alternative forms of summative assessment that will enable staff and students to identify that learning outcomes have been met. The assessment which most closely aligns with the original summative method published should be preferred and every effort will be made to assess on the original published assessment dates. However, especially with process marking, LAMDA has identified a range of assessment methods that take into consideration the varying access to technology, resources, space, health conditions, time zone differences etc. that may impact on students' ability to engage with the primary adjusted assessment methods being delivered in Term 3.

All alternative methods can be moderated, checked by External Examiners and have been carefully considered to align with sector standards and offer a fair and consistent level of challenge appropriate to the credit weighting and level of study. (*Level 4 refers to the first year of a BA Degree, Level 5 year 2, Level 6 year 3, and MA students are Level 7 students within the University of Kent Framework*).

The list is not exhaustive, and in exceptional cases, LAMDA will work with individual students and External Examiners to approve other alternative forms in line with QAA guidance if necessary, to support progression.

Forms of Alternative Assessment to capture summative Process Grades	How will this meet requirements and ensure parity with other learners?
<p><b>Digital Portfolio</b></p> <ul style="list-style-type: none"> <li>Students may be summatively assessed on Video and/or Audio Folder/s, written notes to evidence process coursework.</li> <li>Proposed time/length to be assessed to be agreed when mitigating circumstances claim submitted (As a guide, students may submit 5 minutes/500 words of material each week to summarise their learning process across all Levels of study to capture the relevant learning outcomes. As the student is documenting a creative process the depth of reflection would develop at each Level of study rather than expecting more time/words to be presented to differentiate between Levels).</li> <li>Where/when to submit to be agreed: on Microsoft Teams/Zoom/directly to Tutor inbox to be confirmed on receipt of mitigating circumstances claim</li> <li>A video/audio/written sample can be stored/provided to external examiners for moderation</li> </ul>	<p>Rationale: If students cannot demonstrate the usual form of 'process grade' evidence specified in programme specifications/assessment briefs for the year then as a reasonable adjustment it may be agreed they submit audio folders on a weekly basis (length to be agreed) where they verbally summarise how activities undertaken meet learning outcomes, and discuss the research and rehearsal process which is supporting academic attainment.</p> <p>For students with limited access to audio/video recording equipment their Teams private page section for the relevant module/LAMDA email could be used for them to provide regular written process evidence.</p> <p>In exceptional cases recorded post submission may be considered.</p>
<p><b>Viva Voce</b></p> <ul style="list-style-type: none"> <li>Proposed time/length to be assessed to be agreed (as an indicative guide at Level 4 students may be asked to offer 10-15 minutes, at Level 5 15-20, minutes, and at Level 6 20-30 minutes depending on the length of the project).</li> <li>Where/when in the term to be agreed (usually it would be in the final weeks of term mirroring the original summative assessment dates published for parity with other learners)</li> </ul>	<p>Rationale: if a student has very limited access/unreliable access to internet, various online systems etc. but has managed to undertake independent activity that meets learning outcomes staff may agree to assess via a Viva (which can be done on Skype/Teams Meeting, phone call which can be recorded or documented for externals). This would allow students to work through an agreed set of questions with a module tutor to identify how their process has met learning outcomes.</p>

<ul style="list-style-type: none"> <li>Viva can be conducted over a range of platforms e.g. Microsoft Teams/Zoom, telephone etc. to be inclusive of the needs and digital resources open to the learner</li> <li>A video/audio sample can be stored/provided to external examiners for moderation</li> </ul>	
<b>Forms of Alternative Assessment to capture Summative Practical Grades</b>	<b>How will this meet requirements and ensure parity with other learners?</b>
<b>Solo Project</b> <ul style="list-style-type: none"> <li>Proposed time/length to be assessed to be agreed (as an indicative guide at Level 4 students may be asked to offer 5-10 minutes, at Level 5 10-15, minutes, and at Level 6 15-20 minutes depending on the needs of the project).</li> <li>Where/when to perform and submit to be agreed (submission may be via video/audio folder or on unedited Microsoft Teams/Zoom Live depending on the nature of the project)</li> <li>This would be a strategy avoid the need for deferral</li> </ul>	<p>Rationale: if a student has very limited access/unreliable access to internet, online systems etc. which means they can only access limited timetabled sessions but can agree with a tutor a solo brief that enables them to rehearse and perform an adjusted solo brief will be considered.</p> <p>Where possible the student should undertake rehearsal/prep activity which enables them to benefit from tutor/ensemble support, but the final assessed piece may be a form of 'self-tape'/live assessed showing via Teams etc.</p>
<b>Supplementary Viva Voce</b> <ul style="list-style-type: none"> <li>Proposed time/length to be assessed to be agreed (as an indicative guide at Level 4 students may be asked to offer 10-15 minutes, at Level 5 15-20, minutes, and at Level 6 20-30 minutes depending on the length of the project).</li> <li>Where/when in the term to be agreed (usually it would be in the final weeks of term mirroring the original summative assessment dates published for parity with other learners)</li> <li>Viva can be conducted over a range of platforms e.g. Microsoft Teams/Zoom, telephone etc. to be inclusive of the needs and digital resources open to the learner</li> <li>A video/audio sample can be stored/provided to external examiners for moderation</li> </ul>	<p>Rationale: if a student has managed to demonstrate most learning outcomes via a performative output but some of them have not been practically demonstrated live/in recording then staff may authorise a supplementary Viva Voce to cover any outstanding outcomes.</p> <p>This can be done on Skype/Teams Meeting, phone call which can be recorded or documented for externals.</p> <p>This would allow students to work through an agreed set of questions/practical demos with a module tutor to identify how they have developed the requisite practical skills and met learning outcomes.</p>
<b>Forms of Alternative Assessment to capture summative Placement Grades</b>	<b>How will this meet requirements and ensure parity with other learners?</b>
<b>Placement Coursework: 'Speculative Projects'</b> <ul style="list-style-type: none"> <li>In lieu of a live placement, students will be offered a 'speculative project'.</li> <li>In negotiation with the supervising tutor students will be able meet learning outcomes through a combination of digital portfolio/Viva Voce activities.</li> <li>In line with QAA guidance supervising tutors will support students to create and submit/verbally reflect on industry relevant activities which may include designs, production plans, risk assessments, and virtual research that provide demonstrate the technical and common skills needed in the industry without placement activity having to take place live.</li> <li>The supporting log element of placements will also be submitted without change to the weightings.</li> </ul>	<p>Rationale: students will be able to evidence their industry preparedness through a series of simulated/speculative task that match those which may be offered in the industry as closely as possible. Online software and tools can be utilised to demonstrate the requisite knowledge of lighting, sound and set design whilst viva and portfolio activity can evidence their emerging awareness of common and technical skills to fulfil the learning outcomes specified.</p>

Exceptional Cases: Mitigation for Students who have severely limited access to resources/significant health and/or technological issues at Levels 4 and 5	How will this meet requirements and ensure parity with other learners?
At LAMDA process and performance attainment is often demonstrated throughout Terms 1 -3 via a series of creative processes and industry relevant projects. Therefore, in exceptional cases staff will consider replacing Term 3 assessments with a reflective process Viva/Portfolio that takes into account previous performances and achievements, allowing students to demonstrate how they have met the learning outcomes in a diagnostic progression with tutors and examiners.	Rationale: students will be able to evidence their industry preparedness and their capacity to demonstrate core learning outcomes so that they can progress to the next level of study with no detriment.

## Frequently Asked Questions

### What support is available if I need extra equipment to carry out my studies?

LAMDA has created an [online booking form](#) and students can use this to report any technical issues and request a loan of essential equipment to continue their studies. LAMDA will respond to requests to try to resolve any difficulties as fairly and quickly as possible. Please contact Sean Sweeney for assistance with the booking form and loan requests [sean.sweeney@lamda.ac.uk](mailto:sean.sweeney@lamda.ac.uk)

### What will happen with assessments this year?

LAMDA is continuing to run all assessments and will be trying to deliver assessments as closely to the original format and original deadlines as possible. The primary change will be to the mode of delivery: online classes and assessments via Zoom and Microsoft Teams. The Primary Alternative Assessment Strategy list outlines in more detail how LAMDA will be delivering all your assessments in a fair and consistent way to allow you to achieve all the learning outcomes assessed with any minor amendments clearly flagged up.

### I am worried that I cannot make timetabled sessions due to circumstances related to Covid-19, what should I do?

LAMDA understands that there may be students who at this time are experiencing genuine, unavoidable difficulties that mean they may not always be able to attend a timetabled class. Please inform the Class Tutor of your difficulties in the first instance and report your difficulties to the Registrar. Staff will work with students on a case by case basis to arrive at a fair and consistent set of reasonable adjustments that still allow you to demonstrate how you can meet the learning outcomes at home and authorise any absences which arise due to mitigating circumstances. Students are asked to be patient and respectful of any concessions put in place to support peers and understand that staff will be working flexibly to arrive at fair and consistent adjustments for everyone at this time. You may be asked to complete a mitigating circumstances form and/or Learning Agreement just to document the adjustments agreed with staff.

### I am worried that I do not have access to an appropriate space at home to carry out all practical activities fully, what should I do?

LAMDA has issued guidance on how to manage risks to work safely in your home spaces during classes. If you are unable to move safely or participate in all practical tasks fully please inform the Class Tutor of your difficulties in the first instance and report your difficulties to the Registrar. Staff will work with students on a case by case basis to arrive at a fair and consistent set of reasonable adjustments that still allow you to demonstrate how you can meet the learning outcomes at home and authorise any absences which arise due to mitigating circumstances.

Students are asked to be patient and respectful of any concessions put in place to support peers and understand that staff will be working flexibly to arrive at fair and consistent adjustments for everyone at this time. You may be asked to complete a mitigating circumstances form and/or Learning Agreement just to document the adjustments agreed with staff.

## **I am worried that my performance in assessments will be affected. Do I need to apply for mitigation due to COVID-19?**

As outlined in the University of Kent's No Detriment Policy you do not need to apply for mitigation with regard to the impact of Covid-19 on your performance in your studies, except where:

1. You do not submit a piece of coursework or do not submit it in time for your School to accept work for marking before the Summer Assessment boards.
2. You do not submit assessed work.

In such cases you should contact the Student Support Team in your School in writing to explain the non-submission. Supporting evidence need not be provided. At LAMDA please contact your year group tutor and the Registrar as soon as you can for support, so that any necessary steps can be taken quickly.

## **Who can I get in touch with if I am feeling worried?**

Remember that LAMDA operates a personal tutoring system where all students are allocated a personal tutor. The provision of support to students by a named personal tutor is for their personal, academic and professional development and progress as appropriate. Students meet with their tutor at least once per term, whether on a 1-2-1 basis or as part of a group and can contact their personal tutor when needed.

LAMDA also has a Student Wellbeing Officer Rachel Cockerton [rachel.cockerton@lamda.ac.uk](mailto:rachel.cockerton@lamda.ac.uk) who can help to signpost you towards other sources of advice and support as required.

The Registrar is also a good point of contact for signposting you to sources of advice and support as required. The Registrar is Amy Richardson [amy.richardson@lamda.ac.uk](mailto:amy.richardson@lamda.ac.uk)

LAMDA students going through a tough time can now access free online support with Big White Wall. Whether you're struggling to sleep, feeling low, stressed or unable to cope, Big White Wall can help you get support, take control and feel better. You will have access to a 24/7 online community and professional support from trained counsellors. Big White Wall provides a safe space online to get things off your chest, explore your feelings, get creative and learn how to self-manage your mental health and wellbeing. Big White Wall is totally anonymous, so no one will know you've chosen to use it unless you tell them! Most members report feeling better and more able to cope with university life as a result of using the service and nearly 90% use Big White Wall outside of 9-5pm. To join BWW, simply go to [www.bigwhitewall.com](http://www.bigwhitewall.com) and sign up under 'organisation' with your LAMDA e-mail address.

## **Who should I tell if I am not able to study through illness?**

If any serious illness or other incident should occur, you must contact your year group tutor and the Registrar as soon as you can, so that any necessary steps can be taken quickly. This includes illness related to Covid-19 and any other general ailments affecting your ability to study. The Registrar is Amy Richardson [amy.richardson@lamda.ac.uk](mailto:amy.richardson@lamda.ac.uk) This will allow staff to discuss any adjustments or additional time, support or concessions that may need to be agreed for you to complete your studies.