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KAREN FOLEY: In this next session, we're going to take a look at resits and resubmissions with Peter Taylor and Liesl Finlay-Clifford. Now, some students need to research. Because they don't pass the end of module assessment or the examinable component. Now, we started today saying, actually, if you get through the end of something, you've achieved something phenomenal just by getting through.

I was talking to one of my students the other day who hadn't passed. And she'd done some brilliant work. She just hadn't answered the question that was set. As I recall, she didn't pass despite that being very good. But needless to say, resits and resubmissions can be accompanied by a sense of failure, understandably so for students. And some students may not really want to submit. So Peter, what are some of the key issues around this whole area? And why is it important that we have this session here to talk about some of these things?

PETER TAYLOR: Well, I think, if you do fail an exam or fail an EMA submission, it's not the end of the world. So you do have this opportunity to resubmit, to resit the exam. But there is a six or seven week gap, which you've got to improve your performance. So you're going to need to think about how am I going to improve my performance compared to last time.

So one obvious thing is to phone up the SST and say, how can you help me? Is there some way in which I can have access to somebody who can talk me through, I can talk through some of the things I think I did well or things I didn't do so well and ways in which I can improve? Another thing is, if it's an exam, the past exam papers are available free on the OUSA website.

So you can download some past papers. You've taken one. And you've got a feel for what it looks like. So you can now try a few more others. And often, there are module resit forums. So there will be some discussion around how to approach the resit for a particular module. Sometimes, there are resit tutorials. So make sure you engage and find out what support there is for you in that space.

KAREN FOLEY: I just find it interesting that we are so terribly British about this whole thing, and the failure associated with it, and sometimes the shame. But ultimately, it's a piece of assessment. And you're not going to pass if you don't answer the question. And no matter how brilliant some of

the stuff you put into it is, if you don't answer the question, it's just not going to get there. But yet, there's so much accompanying that. And Liesl, for students, how do they tend to react to this? And do you find that they just say, OK, fair enough, I'm just going to answer the question this time and take all the support? Or do they shy away from it?

**LIESL FINLAY-
CLIFFORD:**

No, when you-- recall, we've just had the exam results come out, and obviously, unfortunately, some students haven't been successful in the element of their EMA or their exam. And they're normally really distressed and quite upset or really quite shocked, actually. It's quite a shock. Because they're planning on their future studies and coming back in our next presentation in October to restudy their module.

So it's lots of guidance and careful support around what they're going to do now. So the impacts, if they're on some of the framework of our qualifications that we use and currently they're being withdrawn, the implications to that, and how we can support them going forward. So once we've supported them, we've looked at what their module thinks, if they're entitled to resit or they're going to resubmit that EMA, then we'll talk them through that process, going through to the module web page, when they get the advice when that will be open.

We've just mentioned about the tutor group forums that students access. We could possibly look at an individual study support session to help the student, if that's applicable to them to find their tutor or a tutor to support them with things where they went wrong. If there's any particular circumstances that have impacted them on the way to their exam, we have special circumstances, they're strict criteria that students need to meet, but they can access that through their web page. But our job in the Student Support Team as Advisors and Education Advisers is to support the student through that process, identify what the problem is and how we can support them moving forward.

KAREN FOLEY:

There are two things that tends to happen. If you're resitting something, that will be the examinable component. And you will need to retake an exam. And as you say, Peter, you can get a lot of support from the past papers. And then, there's the resubmission, which is often EMA, the End of Modular Assessment. And often but not always, that will be worked on based on the previous feedback that you get some from the EMA. So you're reworking something that you've already started on.

PETER TAYLOR:

It depends. It's not like that all the time. A lot of the EMAs, where there's a particular project element, there will be some feedback. And then, you will need to rework the piece and re-

submit it. And paying attention to the feedback, which may seem an obvious thing, is something that often I see gets ignored. So I'm seeing students resubmitting an EMA. And the things that were highlighted, they've not really dealt with. So that feedback is really quite crucial for them.

KAREN FOLEY: But it's difficult to take a step back, especially when something is so heartfelt and you've put a lot of heart into something, to be able to take a step back and say, how have I not answered this question ultimately?

PETER TAYLOR: It is. But it's important feedback. It's there to do exactly what it says, to feed back to you where the markers thought your weaknesses were. And therefore, you need to address those weaknesses.

KAREN FOLEY: So there's a lot of support out there. And you mentioned this time period as well. And the OU are getting very good at offering these, in certain circumstances, rapid resits or rapid resubmissions of things, so that it doesn't have too much impact. It's not going to mean another year out necessarily. There are ways of catching up and resubmitting whilst continuing with your studies. And many students are aware of that. And are they still registering then on their next modules?

LIESL FINLAY-CLIFFORD: Yeah, the students, if they're eligible for what we call a Fast Track Resit-- so if they're eligible to pick up and if they get the results in June and they're eligible for the resit in September, they will get that link on their Student Home Page. And all the information will be on there. And that will take them to the link. And they need to look at their Module Home Page, if they have to resit their EMA.

And it's very important, like you've just said, to look at the feedback that you've been given, actually look on the home page for the module to make sure the information for resubmitting the EMA is the same. So yes, students will get a resit. They do have the option to, if they feel that they can't do it at that time, they can ask to postpone it to the next taught presentation of the module. But they can phone in and speak to us about that.

PETER TAYLOR: So the reason it's called a Fast Resit is because we try to handle it as quickly as possible to ensure that the student gets a result before they start their next module. So it has to all be handled very quickly, whilst giving the student sufficient time to do that revision or reworking. So literally, in about a week or so from you actually taking your resit exam, you should get a result, which will be to inform your next study.

KAREN FOLEY: Excellent. And I guess, in terms of what we were saying before with the Assessment Banking, things will be fresher in your mind if you did it. So even if you had an option, it would be better, if you could, to take the rapid option, wouldn't it?

PETER TAYLOR: It is. And it's often a problem that a student will get a resit and think, oh, I can't do the resit. Because I'm studying this other module. And therefore, I'll postpone it. And then, when they come back to it, it's a year ago. They've forgotten all that stuff. And they have to then re-revise it all. It's hard work. So if you can get it done within the six or seven weeks while it is still fresh in your mind, then that's the best option.

KAREN FOLEY: Excellent. Could we take some questions on postponement?

PETER TAYLOR: Yeah.

KAREN FOLEY: HJ.

HJ: So Sarah has a great question. She's paused her study due to her health and is thinking about doing a 30 credit module next as maybe something suitable, going from a 60 credit to get back in to study from that pause. Is that possible? Is that something you recommend?

PETER TAYLOR: It depends on whether there are 30 credit modules available that you can handle in that way. Because some of the named degrees have particular orders in which you may need to study. And they may just be 60 credits. So you might not have that flexibility. But if, say you are doing an open programme, where you could choose, then, depending upon how you feel about how well you're going to cope with the study, then maybe coming back and doing 30 credits would be a good idea.

HJ: In that case then, is there a limit to how long you can bank the assessments for? Do you have to do it in the next presentation? Or can you do it for a bit longer, if someone wants to do something else in the meantime just to get back up to speed?

LIESL FINLAY-CLIFFORD: If you want to use Assessment Banking, you have to return within 13 months to that module to complete the [? TUSA ?] scores.

HJ: I think that's it. I think Sarah's happy. We'll check if there's any more questions.

KAREN FOLEY: Oh, poor Sarah, you haven't even mentioned her problems with our space bar, which I noticed you were frowning at. And the various suggestions and support out there to get your keyboard

back on track. Although, we've all agreed in the studio the mallet is definitely not the best option, certainly not for the next 10 minutes or so, Sarah, so stay with us.

OK, one thing I did want to just briefly talk about was penalties in terms of grades. Is there ever an extent to which things can be capped or a penalty, if you have to resit?

LIESL FINLAY-CLIFFORD: Yeah, with module results for resits and resubmissions, they're normally capped. So if you do successfully in your resubmission, you're normally awarded the lowest grade to pass, which is normally a Grade 4 Pass.

KAREN FOLEY: So what does that mean then? Do you still get feedback and a grade?

LIESL FINLAY-CLIFFORD: Yes, it will be capped at a Grade 4. So depending on however well you've done, it's capped.

KAREN FOLEY: So you still know how well you've done. You just won't get the grades for it.

LIESL FINLAY-CLIFFORD: Well, in the feedback, you get the description. But the grade of the resubmission is capped at the Level 4, which is the basic grade of pass in a resubmission.

PETER TAYLOR: However, if there are extenuating circumstances, so something may have happened which led you to do a poor exam or a poor EMA and you send those special circumstances into the Award Board, they might say, well, we can't give you a pass based on this. But we can see that this has had a severe effect on your performance. And therefore, we'll let you resit or retake the exam. And you don't have to have it capped. But that's why it's important to have sent in the special circumstances early on, so that the Award Board can make that decision.

KAREN FOLEY: And someone said, is a lack of biscuits categorised as an extreme circumstance?

PETER TAYLOR: That would be quite a tricky one.

KAREN FOLEY: Especially if it was hobnobs.

PETER TAYLOR: Yes.

KAREN FOLEY: OK, excellent. So Peter, just to end then, what would your advice be to students who may be in this position right now?

PETER TAYLOR: So if you've been sent a letter saying, you've not quite passed, you've got a resit or you've got

to resubmit the EMA, I think the important thing is to make the initial contact, to maybe contact the SST to find out what's available, to look on the module site, just to engage. And what you said earlier what about this way that we British would be, well, I'm too embarrassed to tell people about it. But know that the resources are there to try and help you.

One particular area which does worry me is around students who do really well with the continuous assessment, but don't take exams very well. They may get exam nerves or whatever. So maybe there are some things that we can do, in terms of helping people to stay calm in exams, to be able to prepare themselves for the exam, which has nothing to do with the academic side, the revision. It's just about how you cope with the process. So make sure you engage with the SST to find out what's available.

KAREN FOLEY: What about you, Liesl?

LIESL FINLAY-CLIFFORD: I think, like you've just said, it's really important for students to talk to us about any needs they have. There's lots and lots of support and tips that we can give to students, if they're worried about retaking their exam, if they want some advice and guidance into how they can best prepare. There's, obviously, the forums are open. Some of the modules will have revision forms that they can engage in, the past papers.

But to talk to us, if they're particularly about a particular element. If there's disabled students out there-- I mean, obviously, this has to be planned well in advance. But we do have alternative arrangements that can be put into place. But obviously, that has to be done in plenty of time before the exam. And we have cutoff dates for those. But it would be really good for students to contact us and let us know if they have any worries at all. We're always happy to speak to them.

KAREN FOLEY: Excellent, well, Liesl and Peter, thank you so much for that session. That's been really, really useful. I hope we've answered all of your questions. And that's all we've got time for, unfortunately, today. It's been a summer of love in the chatroom. I'm glad that you've been enjoying it. Stewart says, it's been fun and helpful, too. Jane says, thank everyone on and off screen for being so inspiring. Sarah, I'm glad you're happy with all the support that you've had and good luck sorting your keyboard out. And Bruce says he feels all warm, and cosy, and motivated by Student Hub Live. Well, that's the spirit.

I see that all of you have enjoyed the event and all of you are going to come back in September. So make sure that, if you haven't already, you subscribe to our mailing list on the

website. We'll then email you and tell you about the next events, which are going to come up around the 18th to 20th of September. We've got our Refreshers and Orientation event for new and continuing students on the 3rd and 4th of October and lots of other sessions to gear you up and start getting ready for study. It's also good to see that the thing that's been most useful has been learning about progressing. I've really enjoyed listening to all your comments in the chat and seeing how much you're supporting and caring for each other out there. HJ, final words.

HJ: I just think, overall, it's been fantastic. It's nice chatting with everyone. Everyone's been so lovely in sharing their tips and experience. And what I would just love to see is see everyone next time and just catch up with how everyone's doing. So yeah, I really enjoyed it, and thanks for coming.

KAREN FOLEY: Lovely. So as I said, make sure you subscribe to our email. Also, there's a feedback form on the website, which is very quick and easy to fill out. If you've got an idea about something you'd like to see, then do let us know. Also, if you're interested in coming to a Student Hub Live event, then drop us an email, StudentHub@open.ac.uk. We welcome everyone at these events. And we're currently working on our programme for the Refreshes and Orientation event. And it'd be great to have a couple of students coming along to. So if you'd be interested in coming to the studio in Milton Keynes, then do let us know about that.

You can also keep in touch with us on Twitter and look at the Catch Up on the website, that I hope will inspire you. Lots of maths stuff out there, Sue's been telling me to promote. So plenty to keep you busy and active over the summer. I'd like to thank all our guests who've been on the show today. We've had so much great content. So I hope you found it useful. But unfortunately, that's all from us for today from the Student Hub Live team. So bye for now, and see you soon in September.

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