

**Emergency Situation: Trimester 2 2025/26:
Policy & guidance developed in response to disruption to learning and
teaching activities due to EIS industrial action**

1. Background

- 1.1 This policy is to set out guidance for staff at Edinburgh Napier University in response to disruption caused by EIS industrial action. Edinburgh Napier recognises that the emergency situation is of no fault of the students and will ensure that students are not disadvantaged academically.
- 1.2 The policy and guidance have been informed by the principles set out in Academic Regulations: Section A9.4 and will:
- a) ensure the integrity and value of the awards of Edinburgh Napier University;
 - b) prioritise graduating and awarding students and levels of study that count toward award outcomes;
 - c) ensure that decisions taken are informed by evidence available;
 - d) in the absence of sufficient baseline evidence being available, enable a holding decision to be made, pending further evidence becoming available;
- 1.3 Unless stipulated within this document, standard regulations and University policy continue to apply. It is intended that the scope covers all university provision, delivered on-campus, overseas or online, if it has been affected by the industrial action.
- 1.4 This Guidance will remain under review throughout this academic year to ensure that it fully takes account of any industrial action undertaken. The disruption within 2025/26 trimester two, and the guidance set out within this policy will continue to be considered in future Programme Assessments Boards for continuing and progressing students.

2. Principles

- 2.1 The EIS industrial action has taken place during Trimester 2 of 2025/26 academic session. Data gathered to monitor the impact of the industrial action confirms that for the majority of students, there was no disruption to scheduled learning, teaching and assessment activity due to the industrial action. For the majority of students, on the majority of modules standard regulations and business as usual should apply.
- 2.2 Throughout the industrial action, guidance to students has continued to be that they should utilise Moodle and draw on supplementary materials, notes and reading lists – this is in recognition that scheduled teaching is an important aspect of University education, but that University students should also be engaging in learning independently throughout their module studies,

and that this guided independent study makes up the most significant amount of module learning and teaching hours.

- 2.3 Throughout the period of industrial action, the Fit to Sit Regulations have continued to apply as normal, with students on both unaffected and affected modules being able to ask for extensions, deferrals, etc as a means of carefully managing their student lifecycle.
- 2.4 However, it is recognised that a number of Edinburgh Napier students will have been impacted by the disruption caused by the EIS industrial action, including but not limited to, missed delivery of threshold content/skills development; missed formative feedback opportunities; missed in-class summative assessments; other disruption to formative and summative assessment; interruption and delay to marking and moderation tasks which may result in incomplete information being available to programme assessment boards. It is also acknowledged that this may have placed additional anxiety upon impacted students. Edinburgh Napier University is committed to ensuring that students affected by the disruption should not be academically disadvantaged.

3. Mitigations to Ensure No Academic Disadvantage

In Session Assessment Changes

- 3.1 Typically changes to assessment task, method, weighting or timing should not be made once students have enrolled on the module in accordance with the Terms and Conditions of the University.
- 3.2 Where the module has been disrupted and where practicable, module leaders are permitted to make temporary and minor amendments to teaching and/or assessment to offer necessary mitigations in the best interests of students, while continuing to safeguard academic standards. These changes could include rearranging dates for in-class assessments, in consultation with students or amending the specifics of assessment tasks if they are reliant on key concepts not taught.
- 3.3 A record must be retained of all temporary changes and the details of any such mitigation should be presented to inform Programme Assessment Board processes alongside the marks submission process (see item 3.7b).
- 3.4 All students retain their right to submit an Academic Appeal if they believe it meets the criteria.

Assessment and Marking Mitigation

- 3.5 Where possible, mitigations will be made to prevent assessment disruption. This may include, but is not limited to, requesting non-striking colleagues: to cover summative assessments (of any type) that are planned, to ensure that

they proceed as anticipated; to act as the internal examiner for centrally timetabled examinations, to resolve queries that may arise with the examination paper; cover marking for specific modules (prioritising assessments contributing to final awards, typically at level 10 and 11). Only staff with relevant skills and knowledge would be requested to take on these responsibilities and only where their existing workload can be reprioritised.

- 3.6 To protect the integrity of assessment board processes, including publication of results dates, the deadlines set out within the University Student Lifecycle will be retained. In doing so it will be recognised that this may have an impact on the University's ability to agree award outcomes ahead of the scheduled graduation ceremonies in July. As a consequence, the University will need to make contingency plans to ensure that students can attend their planned ceremonies, even if awards cannot be conferred at the time.

Mitigations through Programme Assessment Board (PAB)

- 3.7 At the point of marks submission module leaders will be required to declare the following:
- a) If the module was, or may have been, impacted by disruption due to industrial action
 - b) If any temporary mitigations were put in action by the module leader/teaching team (as per 3.3)
 - c) If there are missing element or component marks/anomalous distributions in the marks profile, or if the module includes different groups of students impacted differentially by the disruption (drawing on [cognos data](#))
 - d) If moderation processes were impacted as a result of disruption
 - e) Where appropriate, propose a recommendation for the mitigation to be considered through Programme Assessment Board processes.

Associate Deans for Learning and Teaching (acting on behalf of Deans of School) and Heads of School Support will retain oversight of notifications of impact and will alert the University Head of Quality & Enhancement and Deputy Vice-Principal to identified risks.

- 3.8 Where a module has been impacted, the following mechanisms may be permitted for consideration as part of Programme Assessment Board preparation process:
- a) Scaling of component/module outcomes and applied consistently to all students impacted by the disruption.
 - b) Review and adjusting component marks to take account of impacted elements, including adjusting weighting to mitigate against missing element marks, assuming learning outcomes are met elsewhere.
 - c) No action, but recommend students who fail entitled to uncapped reassessment (possibly where there are PSRB requirements)

- d) The consideration of modules contributing to graduating students and final award outcomes should be prioritised (modules at levels 9,10 and 11).

Other mitigations may also be considered and will be evidence-informed and context specific. Where these mitigations happen, these must be recorded centrally and reported to the University Head of Quality & Enhancement. They should also be reported to the PAB and highlighted in the School's PAB Period Report.

- 3.9 Mitigations will be taken to ensure that Programme Assessment Boards operate fairly and consistently in their approach to mitigation, University-wide. Only experienced academic staff, identified by the Associate Deans for Learning & Teaching, who have completed additional training will be permitted to convene Boards.
- 3.10 Programme Assessment Boards will be required to determine recommendations and outcomes based on the evidence available. In the absence of baseline evidence being available, a holding decision will be made pending further evidence being available. Where decisions have been made based on this policy, this must be clearly captured within the Programme Assessment Board minutes.

4. Advice on the application of this Guidance

- 4.1 This guidance has been approved by the Vice Chancellor as Convenor of Academic Board.
- 4.2 Advice on the application of the guidance, particularly if there is any doubt about how it should be interpreted in specific circumstances, should be addressed to the relevant School Associate Dean (Learning & Teaching) or to the Head of Quality & Enhancement, whose decisions will be final.

Version & Date	Notes
Version 1.1 (1/4/2026)	Approved by Academic Board via Convenors Action
Version 1.2 (13/5/2026)	Updated following EIS-ULA commencement of 16 days of discontinuous strike action from Monday 4 May