11. Extenuating Circumstances

11.1 Scope and Definition

Principles
The consideration of Extenuating Circumstances will be managed through consistent, fair, and transparent procedures.

Regulations
11.1.1 For the purpose of these Regulations, Extenuating Circumstances are those that are:

- severe and exceptional; and
- unforeseen or unavoidable; and
- close in time to the Assessment, or where the student can demonstrate that the circumstances continued to have an impact on their academic performance in the Assessment.

Such circumstances may be considered to have had an adverse impact on the student’s academic performance in Assessment and/or have prevented a student from submitting a Coursework Assessment and/or attending a scheduled Assessment.

Guidance

Students should be encouraged to report any circumstances that they believe have impacted negatively on their performance in an Assessment or Examination. They should be advised that any information they submit will remain confidential, where possible, and will be considered with due sensitivity.

The list below illustrates the kinds of circumstances that may affect a student’s performance. The list is not exhaustive and other circumstances may arise that will have a significant impact on a student’s performance.

- Serious short-term illness or accident;
- Bereavement - for example the death of a close relative or friend, partner or significant other;
- Evidence of a long-term health condition worsening or a change in symptoms;
- Significant adverse personal/family circumstances;
- Being a victim of a serious crime;
- Disability or impairment where it has not been possible to put required adjustments in place.

The list below illustrates the kinds of circumstances that are unlikely to be accepted as Extenuating Circumstances. The list is not exhaustive:

- Statement of a medical condition without reasonable evidence (medical or
otherwise) to support it;

- Medical circumstances that occur outside the relevant Assessment or learning period for which appropriate adjustments have already been made (e.g. Extensions, Specific Provision);
- Minor illnesses or ailments which, in a work situation, would be unlikely to lead to absence from work;
- Long-term health conditions for which the student is already receiving reasonable and appropriate adjustments to Assessments;
- Computer, printing or other IT-related problems;
- Poor time management;
- Holidays, weddings or other family-related events;
- Paid employment or other financial issues;
- Attendance at, or participation in, sporting, musical or other events;
- Where there is a reasonable case that the circumstances reported were foreseeable or preventable.

Data Protection and Confidentiality

Students should be advised that completed University Extenuating Circumstances Forms and evidence will be kept confidential and will be treated as sensitive data in line with the Data Protection Act 1998. The form and supporting information will be shared only with appropriate University staff (including the student's Personal Tutor(s)) and authorised members of the Examining Board / Extenuating Circumstances Group, to allow formal consideration of the impact of the circumstances on the student’s academic performance. If a student submits an academic appeal, under the Verification and Appeals Procedure, the information may be considered as part of this process where appropriate.

For students who are on a Programme leading to professional accreditation the Extenuating Circumstances may be considered when assessing whether a student is ‘Fit to Practise’.

11.2 Information to be Provided to Students

Principles

Schools will provide clear, timely, and relevant information related to the procedures that will be followed to manage Extenuating Circumstances.

Regulations

11.2.1 Students shall be provided with clear information at the start of the academic year about Extenuating Circumstances procedures.

Guidance

Schools shall provide students with information in handbooks at the start of the academic year about Extenuating Circumstances. This should include both the process to be followed in requesting an Extension to a scheduled coursework deadline, and the procedure that is used by Examining Boards to manage requests for consideration of Extenuating Circumstances. Schools should use the information available on the Registry website. It is good practice to remind students of this information at key points throughout the academic year.

This information should be supplemented in the School by:
• Session-specific deadlines for reporting Extenuating Circumstances;
• Guidance as to where to find the University’s Extenuating Circumstances Form and how it should be completed;
• Information on sources of available independent advice (e.g. the Advice and Representation Centre in the Students’ Union);
• Information on where students should hand in completed forms (e.g. the School Office);
• The name of the Chair of the relevant Extenuating Circumstances Group(s), and;
• The name of the member of staff who is responsible for the co-ordination of the support to this area within the School.

In some Programmes, discipline-specific or professional requirements may mean that the options available to an Examining Board are restricted. In such instances students must be informed of this clearly and unambiguously in handbooks.

11.3  Reporting Extenuating Circumstances

Principles

Requests for consideration of Extenuating Circumstances must be submitted in writing using the University’s Extenuating Circumstances Form and be supported by independent evidence.

Regulations

11.3.1  A student shall report any Extenuating Circumstances which may have an effect on his/her ability to submit an Assessment to the Chair of the relevant Extenuating Circumstances Group (or nominee). A student shall complete the University’s Extenuating Circumstances Form providing a written account and evidence of the circumstances, which should meet the criteria as detailed in 11.1.1 above.

11.3.2  On receipt of a completed University Extenuating Circumstances Form, the Chair of the Extenuating Circumstances Group shall determine whether:

.1 it is a request to submit assessment(s) subsequent to the stated deadline due to Extenuating Circumstances, which shall be managed in accordance with the Regulations in section 11.4 below, OR

.2 it is a request to have Extenuating Circumstances considered by the Extenuating Circumstances Group, which shall be managed in accordance with the Regulations in sections 11.5 and 11.6 below.

11.3.3  If any Extenuating Circumstances arise in an Examination, the circumstances shall be reported by the student to an invigilator. The Senior Invigilator shall report such circumstances in writing to the Superintendent of Examinations who shall inform the Chair of the relevant Extenuating Circumstances Group. Any student who believes that they
have been affected by Extenuating Circumstances in an Examination shall be required to complete and submit the University’s Extenuating Circumstances Form.

**Guidance**

The University’s Extenuating Circumstances Form should be used to support applications for both:

- **Extensions to a Coursework Deadline**, which should be submitted, where possible, in advance of the deadline for that Assessment;

- **Consideration of Extenuating Circumstances by an Extenuating Circumstances Group**, which should be submitted as soon as the circumstances arise, where possible, before the Assessment is due to be taken or submitted, and by the deadline published in handbooks. The Examining Board may not be able to consider circumstances that are submitted after this deadline or where the student has failed to provide evidence in verification of the circumstances. Applications that are received after the School deadline, i.e. the date published in relevant handbooks, will normally be considered under the Verification and Appeals Procedure. Students will need to demonstrate good reason why the Extenuating Circumstances could not have been made known to the Examining Board in advance of this deadline.

Completed University’s Extenuating Circumstances Forms must be accompanied by independent supporting evidence. This may include a:

- Medical/health certificate which confirms illness for a defined period;

- Photocopy of a death certificate;

- Letter of support/explanation from a support service at the University (for instance, a statement from the Disability and Dyslexia Service);

- Letter of support/explanation from a third party (such as a police report, counsellor’s letter, local authority report, etc.).

Such supporting evidence must be submitted on documentation that is recognisably authentic (e.g. on headed paper) and be signed and dated by the relevant authority. It must be unaltered and not annotated by students. Translated evidence should similarly be authentic and can normally be obtained from the facility issuing the certificate (e.g. hospital, official body).

Completed forms, together with supporting evidence, must be in either English or Welsh. Where necessary, students should arrange for information in other languages to be translated. Forms, together with scanned copies of any supporting evidence can be submitted electronically from either the student’s Cardiff University email address or from their designated email account registered with the University (i.e. the account recorded on SIMS).

**Disability**

Students who have Specific Provision in place may still be eligible to raise Extenuating Circumstances in some situations as described below. While the Extenuating Circumstances procedure is not designed to be the mechanism by which students disclose disabilities to the University for the first time, some students
may only disclose disabilities in this way. Students who believe they have a
disability should be counselled to seek advice from the University’s Disability and
Dyslexia Service. The Disability and Dyslexia Service will advise students on how
to apply for Specific Provision and reasonable adjustments to support them during
their studies.

The Extenuating Circumstances Regulations can be used where disabled students
need to raise circumstances that have impacted on their academic performance, for
instance:

- Where it has not been possible to put reasonable adjustments in place in
time for the assessment, or where the adjustments have not been effective;
- Where a student has a fluctuating condition which suddenly worsens, such
  as depression or arthritis;
- Where a student’s condition involves sudden episodes of symptoms, such as
  seizures or migraines.

While it is normal practice for Extenuating Circumstances Groups to receive
medical evidence to verify ill health, in the case of disability this may be varied to
students with fluctuating conditions who are in receipt of Specific Provision. As a
reasonable adjustment the Extenuating Circumstances Group may require a
student to provide evidence of the fluctuating condition once a semester in the form
of a medical note, a letter of support from the University’s Disability and Dyslexia
Service or the University Health Centre as appropriate.

In the case of a student who discloses disability for the first time, the School should
seek the student’s consent to refer the information to the University’s Disability and
Dyslexia Service using the form at
www.cardiff.ac.uk/dyslx/inforstaff/disclose/index.html. Students should be
encouraged to seek advice from the Disability and Dyslexia Service if they believe
they may have a disability and wish to request that reasonable adjustments are put
in place.

Personal Tutors

Students may, in the first instance, raise possible Extenuating Circumstances with
Personal Tutors. Tutors should be clear that they do not play an official role in the
process but may provide support to students as appropriate. Tutors should make
clear that it is the student’s responsibility to complete the University’s Extenuating
Circumstances Form and supply supporting evidence. Personal Tutors must not authorise requests for Extensions or approve applications
for Extenuating Circumstances.

Personal Tutors should ensure that students have a realistic understanding of the
range of actions and remedies that are available to deal with their circumstances
and be aware that students from some cultures may be reluctant to report
Extenuating Circumstances and may consider this a sign of weakness or failure.
While Personal Tutors may refer students to the University Student Support Centre
and/or University Counselling Service where appropriate, staff at these services will
not be able to provide supporting evidence of Extenuating Circumstances if
students have had no prior engagement with them. Tutors should not refer
students to these services solely to collect further supporting evidence of
Extenuating Circumstances.
Fitness to Practise

In some Schools student requests for consideration of Extenuating Circumstances may raise Fitness to Practise issues. These Schools need to ensure that procedures are in place to identify where such issues may arise, and that they are dealt with in an appropriate manner.

11.4 Extensions and Supplementary Assessments

Extensions Requests

If a student is unable to submit an Assessment by a due date, and Extenuating Circumstances have been reported in accordance with 11.3 above, the Chair of the relevant Extenuating Circumstances Group, or nominee, shall either:

.1 approve an Extension to a submission date which shall be set such that the Assessment may be marked prior to the meeting of the Examining Board; or

.2 not approve the extension to a submission date and refer the matter to the Extenuating Circumstances Group on the grounds that:

• there is insufficient time to permit the Assessment to be marked by the Examining Board; or

• the Extenuating Circumstances as reported are not sufficient to warrant an extension or insufficient evidence was presented.

The Chair of the Extenuating Circumstances Group shall inform the student in writing of his/her decision as soon as possible, and normally within 10 working days of the request. The Chair will formally report any extensions granted to the Extenuating Circumstances Group.

Extension Requests – Master’s Dissertation

Extensions to submission deadlines for Master’s dissertations shall be considered in accordance with the Extension to Time Limit Procedure – Postgraduate Research and Master’s Degree Stage Postgraduate Taught Candidates.

Supplementary Assessments

If a student:

• is absent from all or any part of an Examination; or

• has been present at an Examination:

and Extenuating Circumstances have been reported in accordance with section 11.3 above, the Chair of the Extenuating Circumstances Group may either:

.1 seek the approval of the Chair of Academic Standards and Quality
Committee, for the setting of a supplementary Assessment which shall be held before the meeting of the Examining Board concerned; or

2 report the matter to the Extenuating Circumstances Group on the grounds that:

- the holding of a supplementary Assessment before the meeting of the Examining Board is inappropriate or impractical; or
- the Extenuating Circumstances as reported are not sufficient to warrant the setting of a supplementary Assessment or insufficient evidence of the circumstances has been presented by the student.

11.4.5 The Chair of the Extenuating Circumstances Group shall inform the student in writing of his/her decision as soon as possible, and normally within 10 working days of the decision. The Chair will report his/her actions to the Examining Board as set out in 11.5.6 below.

**Guidance**

**Extension Requests**

Requests for Extensions shall be considered by the Chair of the Extenuating Circumstances Group, or nominee. Schools should seek to ensure that the processes used enable quick decisions to be made and communicated to students. It is good practice to use a generic email account to manage such requests.

Applications for Extensions from students on joint honours Programmes must be submitted to the school responsible for the affected assessment and shared with partner schools, where appropriate. Chairs of Extenuating Circumstances Groups shall make arrangements for summaries of the number of applications received, and a breakdown of the number of successful and unsuccessful applications, to be made available to the relevant Examining Boards.

**Extension Requests – Master’s Dissertation**

The procedure governing requests for Extensions to a Master’s Dissertation time limit is included within Senate Assessment Regulations. Students wishing to apply for an Extension shall complete the form on the Registry website.

**Supplementary Assessments**

Supplementary Assessments should only normally be held in the latter stages of a student’s Programme, to enable students to graduate with their cohort and to not delay them from being able to continue their career. Where Supplementary Assessments are to be held, staff should liaise with Registry staff to access help and support, and to ensure that this can be accommodated within the available time.
11.5 Extenuating Circumstances Groups

Principles

Information provided by students will remain confidential, where possible, and will be considered with due sensitivity.

Regulations

11.5.1 Heads of School shall establish one or more Extenuating Circumstances Group(s) to support the School’s Examining Boards;

11.5.2 Each Extenuating Circumstances Group shall have:

.1 a Chair who shall be appointed by the Head of School (or nominee) and shall be a member of the Examining Board to which it reports (a Group Chair shall not serve as Chair of the Examining Board);

.2 between three and eight members of staff from within the School, including academic and administrative staff and Disability Contacts.

11.5.3 External Examiners shall not serve as members of Extenuating Circumstances Groups.

11.5.4 There shall be a minimum of three members of the Group in attendance at any meeting to consider student’s Extenuating Circumstances, at least one of whom shall be a member of academic staff.

11.5.5 Extenuating Circumstances Groups shall:

.1 consider whether Extenuating Circumstances, as reported in accordance with section 11.3 above, have impacted on the student’s academic performance in Assessment(s);

.2 ensure that, in conducting their work, they integrate consideration of equality and diversity issues into their deliberations, with a view to valuing and promoting equality and diversity and eliminating discrimination;

.3 disregard reports of Extenuating Circumstances if appropriate supporting evidence is not supplied.

11.5.6 The Chair of the Extenuating Circumstances Group will report to the Examining Board(s):

.1 circumstances that have impacted on the student’s performance in the Assessment that are supported by appropriate evidence; and

.2 circumstances that have impacted on the student’s performance in the Assessment affected, but have already been taken into account by supplementary assessments and/or the student has been granted an extension and therefore no further action is warranted; and

.3 a summary of the Extenuating Circumstances applications that were considered by the Group to have not impacted on the student’s
performance at the time of the Assessment.

Guidance
The Operation of Extenuating Circumstances Groups

Schools should consider whether they should have a single group to cover all Extenuating Circumstances submissions, or whether they would prefer to have separate groups to manage requests related to undergraduate and taught postgraduate programmes of study. In a small number of professionally-related programmes it may be appropriate for the Group to be specific for a single programme and/or group of programmes.

The Extenuating Circumstances Group should be chaired by a member of the Academic Staff, but not by a Chair of any of the Examining Boards to which it reports, to remove any perception of bias and avoid any potential conflict of interest. The Chair of the Extenuating Circumstances Group should be appointed by the relevant Head(s) of School.

Extenuating Circumstances Groups should include a minimum of three and no more than eight members of staff, including staff who have lead responsibility for disability and/or student support matters. Extenuating Circumstances Groups should be serviced by a member of staff appointed to co-ordinate the work in this area. Meetings of the Extenuating Circumstances Group must be chaired by and have at least one member of the Academic Staff in attendance.

In Schools in which students submit a number of pieces of summative assessment during the academic year it is good practice for the Extenuating Circumstances Group to meet at regular points throughout that year. This will help Schools to manage the workload in this area more effectively.

Schools that offer joint honours Programmes must ensure that any applications received from students following such Programmes are shared between the relevant Schools, where appropriate. This information should also be shared between the staff who co-ordinate this area in the relevant Schools. Schools should consider inviting Group members from partner Schools to be members of Extenuating Circumstances Groups. Schools should seek to ensure that simple and clear procedures exist to share information as appropriate. Students are advised to email a copy of the completed University Extenuating Circumstances Form to both Schools.

When considering applications for Extenuating Circumstances, Groups should:

- Ensure they consider relevant evidence-based information only;
- Respect student anonymity and confidentiality;
- Exclude any additional information that may be known to and provided by staff, particularly when this cannot be supported by evidence, and;
- Consider ways of redacting names and other personal identifiers from evidence;
- Disregard reports of Extenuating Circumstances if appropriate supporting evidence is not supplied.
The Role of Extenuating Circumstances Groups

The role of Groups is to determine whether or not there is evidence that a student’s academic performance has likely been impacted upon by their circumstances and to make a recommendation to the Examining Board to that effect. Groups should not make adjustments to student marks. They should record the following information in a manner consistent with Examining Board guidelines.

- Details of the relevant Assessments and/or modules;
- Confirmation or otherwise that the student submitted verifiable evidence;
- Confirmation or otherwise that the Extenuating Circumstances occurred close to or during the Assessment period;
- Confirmation or otherwise that the Extenuating Circumstances impacted on the student’s performance at the time of Assessment;
- Details of any adjustments that may have already been made to take account of Extenuating Circumstances.

Schools should seek to review the range of decisions taken in this area on an annual basis. This will help to ensure that a consistent approach in this area is maintained.

11.6 Action to be Taken by Examining Boards

Principles

The consideration of Extenuating Circumstances will be managed through consistent, fair, and transparent procedures.

Students who have had Extenuating Circumstances shall not be disadvantaged unfairly.

Students within protected characteristic groups [1], that have had Extenuating Circumstances that clearly relate to that characteristic, shall not be disadvantaged unfairly by the presence of a lower mark on their transcript.

Examining Boards shall not change, amend or estimate marks where Extenuating Circumstances have been reported.

Regulations (General)

11.6.1 A Head of School may seek the approval of the Academic Standards and Quality Committee to vary these Regulations in respect of one or more Programme(s) where they are able to demonstrate, to the Committee’s satisfaction, that such variance is required to meet the requirements of one or more Professional, Statutory or Regulatory Bodies.

11.6.2 Examining Boards shall ensure that the actions they take where a student’s performance is likely to have been affected by Extenuating Circumstances

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are recorded clearly.

**Guidance**

**Programmes leading to a professional body qualification**

Where professional body regulations require that different remedies to the below must apply, Schools can seek ASQC agreement that programmes be exempted from specific aspects of the below Regulations. To do so, they should write to the Secretary of ASQC to request an exemption, setting out which parts of the Regulations that they cannot apply.

Where an exemption is granted, Schools must provide clear information to students (e.g. in programme handbooks and on Learning Central), which sets out the remedies that will be applied where it is found that a student's performance is likely to have been affected by Extenuating Circumstances.

**Record keeping**

Extenuating Circumstances Group(s) shall provide a report to the relevant Examining Board(s) that sets out the following:

- Information related to students that are likely to have had their performance affected by Extenuating Circumstances; *(student names and numbers, details of Assessment(s) affected, and details of the relevant Module / Unit of Study decisions)*;

- Summary details of any students that are likely to have had their performance affected by Extenuating Circumstances for which an adjustment (e.g. an extension) has already been made; *(student names and numbers, details of Assessment(s) affected, and period of extensions granted)*; and

- Summary details of any applications for Extenuating Circumstances that were not accepted as having likely affected on the student's academic performance; *(student names and numbers, Assessment(s) against which Extenuating Circumstances were claimed, and the reason for the decisions [e.g. not serious, lack of evidence etc.])*.

It is primarily the responsibility of the Examining Board to agree the action that will be taken where Extenuating Circumstances have likely affected a student’s performance (see 11.4 above for the procedures to be followed when granting an extension to a coursework deadline). Decisions should be minuted clearly by the Examining Board. Examining Boards should not receive or discuss the details of individual Extenuating Circumstances cases, should not consider possible Extenuating Circumstances where these have not been reported through appropriate channels, and should not seek to review or overturn decisions made by Extenuating Circumstances Groups. To do so would risk compromising confidentiality and lead to judgements being made on the basis of partial and/or incomplete information.

Students who request information about the outcomes of the consideration of their application for Extenuating Circumstances should be notified of the dates on which the Extenuating Circumstances Group and Examining Board considered the application and of the decision made. This should include whether the circumstances were accepted or rejected, and if accepted, what actions were taken.
Support within Schools

It is good practice for Schools to nominate a member of staff to co-ordinate the management of Extenuating Circumstances across a School, to be responsible for:

- Making the relevant information available to students;
- Providing procedural advice to staff and students;
- Receiving submissions on the University’s Extenuating Circumstances Form;
- Liaising with Chairs of Examining Boards;
- Servicing Extenuating Circumstances Groups.

Schools should also seek to nominate another member of staff to deputise for the nominated contact should they be unavailable, and should designate a place for submissions to be made within the School (e.g. the School Office or by email to a designated email address).

Regulations (Remedies available to Examining Boards In Modular Taught Programmes)

11.6.3 Module results and the award of Credit at Progression Examining Boards

Where the Extenuating Circumstances Group is satisfied that a student’s performance has been affected by Extenuating Circumstances, Examining Boards shall:

i. Where the student has not reached the pass mark in an Assessment affected by Extenuating Circumstances and has not reached the pass mark in that Module; permit the student to retake the affected Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously) at the next occasion on which the Assessment(s) is scheduled to take place.

ii. Where the student has not reached the pass mark in an Assessment affected by Extenuating Circumstances BUT has reached the pass mark in that Module; offer the student the opportunity to:

   - EITHER retake the affected Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously) at the next occasion on which the Assessment(s) is scheduled to take place;

   - OR be awarded Credit for the Module without further Assessment.

iii. Where the student has passed a module and all of the Assessment components affected by Extenuating Circumstances, AND where the student’s Extenuating Circumstances relate to a Protected Characteristic; offer the student the opportunity to:
- EITHER retake the affected Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously) at the next occasion on which the Assessment(s) is scheduled to take place;

- OR be awarded Credit for the Module without further Assessment.

iv. Where the student has passed all of the Assessment components affected by Extenuating Circumstances AND reached the pass mark in that Module; award the student Credit for that Module (except as provided under 11.6.3.iii above).

v. Where an adjustment (e.g. an extension) has been made previously; take no further action.

11.6.4 Where the Extenuating Circumstances Group is not satisfied that a student’s performance is likely to have been affected by Extenuating Circumstances; take no further action.

11.6.5 Module results and the award of Credit at Final Examining Boards

Where the Extenuating Circumstances Group is satisfied that a student’s performance has been affected by Extenuating Circumstances, Final Examining Boards shall:

i. Where the student has not reached the pass mark in an Assessment affected by Extenuating Circumstances, has not reached the pass mark in that Module; AND has not achieved sufficient Credit for their target award; permit the student to retake the affected Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously) at the next occasion on which the Assessment(s) is scheduled to take place.

ii. Where the student has not reached the pass mark in an Assessment affected by Extenuating Circumstances, has not reached the pass mark in that Module, BUT has obtained sufficient Credit to be eligible for the target award; offer the student the opportunity to:

- EITHER retake the affected Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously); at the next occasion on which the Assessment(s) is scheduled to take place;

- OR be awarded the qualification without further Assessment.

iii. Where the student has not reached the pass mark in an Assessment affected by Extenuating Circumstances BUT has reached the pass mark in that Module; offer the student the opportunity to:

- EITHER retake the affected Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously) at the next occasion on which the Assessment(s) is scheduled to take place;

- OR be awarded Credit for the Module without further
Assessment.

iv. Where the student has passed the Module and all of the Assessment components affected by Extenuating Circumstances, AND where the student’s Extenuating Circumstances relate to a Protected Characteristic; offer the student the opportunity to:

- EITHER retake the affected Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously) at the next occasion on which the Assessment(s) is scheduled to take place;

- OR accept the Board’s recommendation that Credit be awarded for the Module without further Assessment.

v. Where the student has passed all of the Assessment components affected by Extenuating Circumstances) AND reached the pass mark in that Module; award the student Credit for that Module (except as provided under 11.6.5.iv above).

vi. Where an adjustment (e.g. an Extension) has been made previously; take no further action.

11.6.6 Where the Extenuating Circumstances Group is NOT satisfied that a student’s performance has been affected in a Module by Extenuating Circumstances; take no further action.

11.6.7 Award classification at Final Examining Boards

The following shall apply where a student has sufficient Credit to be eligible for their target award and where they have passed both the Module and the Assessment components affected by Extenuating Circumstances or have elected to be awarded Credit for the affected Module without further Assessment. In such circumstances, Examining Boards shall, where it benefits the student, discount Module Marks that have been affected by Extenuating Circumstances from the calculation of the award classification subject to the following limits:

i. Discounting shall be permitted in up to a maximum of $\frac{1}{6}$ of the Credits that contribute to the Final Award;

ii. Discounting shall not apply to any Credit awarded for the Dissertation and/or research stage of a Modular Taught Postgraduate Programme.

11.6.8 In exceptional circumstances, where a Head of School believes that discounting affected Modules (within the prescribed limits) is an insufficient remedy, the Head of School (or nominee) may write to the Awards and Progress Committee to request that the Examining Board be permitted to discount further Credits from the award’s classification. The decision of the Awards and Progress Committee shall be final.
Guidance

Module results and the award of Credit at Progression Examining Boards

Where a student is permitted to be re-assessed in components affected by Extenuating Circumstances

Where a student retakes affected Assessment(s), the method of assessment shall, where possible, be the same as used previously. Where it is not possible for the same assessment method to be used (e.g. in a group task or in an assessment that requires access to facilities or equipment that will not be available), an assessment task should be designed to allow the student to demonstrate the same learning outcomes tested in the original assessment. If it is not possible for a student to pass a module by retaking the affected component(s), the student should be advised that they will fail the module, and will need to retake it, the mark for which will be capped.

Where a student is granted a resit as a first attempt the transcript will show they have been deemed 'absent with good cause' for this assessment. Where a student who has retaken an assessment achieves a lower Module mark than that achieved in their first attempt, the higher mark shall be recorded on transcripts and used in any subsequent award calculations.

Where the student is offered the opportunity to be re-assessed in Assessment components affected by Extenuating Circumstances

Where a student has passed affected components, but their performance has been affected by Extenuating Circumstances, and where the Extenuating Circumstances are related to a Protected Characteristic as defined by the Equality Act 2010, students shall normally be given an opportunity to be re-assessed in that component. This is to ensure that students are not disadvantaged unfairly by the presence of a lower mark on their transcript. Where a student has been absent from, or failed, a component that has been affected by Extenuating Circumstances and where the student has reached the pass mark in that Module, students should also be given an opportunity to be re-assessed in that component.

Extemating Circumstances and Condonement

Extemating Boards shall not normally apply condonement rules to Modules affected by Extemating Circumstances. The exception to this is where the award of credit will give a student sufficient Credit to be eligible for their target award. Students must be advised of the full implications of the different courses of action available to them, and be made aware of the impact their choice will have on transcripts and degree outcomes.

Consultation with Students

Where a student is given a choice as to whether they retake an assessment or be awarded credit, the student must be made aware of all of the options available to them. Chairs of Extemating Circumstances Groups (or nominee) should seek to consult with the student and ascertain whether they intend to retake Assessments. Students should be made fully aware, as far as possible, of their provisional mark, of the effect of their choice, and of the impact their choice may have on other parts of their programme.
Where credit is awarded in a module in which Assessment(s) have been affected by Extenuating Circumstances

Where a student is awarded Credit in Module(s) that have been affected by Extenuating Circumstances, this information must be recorded and reported to the Final Examining Board to allow Discounting, where appropriate, to be undertaken.

Where no further action shall be taken

Where a remedy has already been applied (e.g. an Extension has been granted), Examining Boards should take no further action, provided that sufficient adjustment has been made. Should the student have further Extenuating Circumstances that extend beyond the adjustment made, the student will need to submit a new Extenuating Circumstances Form for further consideration.

Module results and the award of Credit at Final Examining Boards

In the majority of cases, Final Examining Boards shall take the same action as Progression Examining Boards. The exception to this applies where a student has failed a Module, but has otherwise achieved sufficient Credit to be eligible for their target award.

Where this occurs, the Examining Board shall offer the student the opportunity to resit that Assessment, but also make the student aware that they are eligible for their award and can receive it without retaking the Assessment. Where a student chooses to be recommended for an award, the classification shall, where permitted, be determined by removing the affected Module result from the award calculation (see ‘Discounting’ below).

Award classification at the Final Examining Board

Discounting

Where a student is eligible for an award, but has passed a Module(s) that has been affected by Extenuating Circumstances, the Board may remove affected Credits from the calculation that determines the classification of that award (Discounting), provided that a sufficient remedy has not been applied previously. A Board may discount failed Credit that has been affected by Extenuating Circumstances, provided the student has achieved sufficient Credit to be eligible for that award.

The Board shall discount Module(s) from this calculation, where it benefits the student, up to the following limits:

Three-year Undergraduate Degree Programmes (with 240 Credits at Levels 5 and 6)

up to 40 Credits

Three-year Undergraduate Degree Programmes (with 300 Credits at Levels 5 and 6)

up to 50 Credits

Four-year Undergraduate Degree Programmes (with 240 taught Credits at Levels 5 and 6 – and a further 120 Credits from a Year of Experiential / Placement Learning)

up to 40 Credits

Four-year Integrated Master’s Degree Programmes (with 360 Credits at Levels 5, 6 and 7)
up to 60 Credits

Five-year Integrated Master’s Degree Programmes (with 360 taught Credits at Levels 5, 6 and 7; and a further 120 Credits from a Year of Experiential / Placement Learning)
up to 60 Credits

One-year Undergraduate Programmes (with 120 Credits e.g. Graduate Diplomas, Intercalated awards)
up to 20 Credits

Postgraduate Diploma (with 120 Credits at Levels 6 and 7)
up to 20 Credits

Postgraduate Certificate (with 60 Credits at Levels 6 and 7)
up to 10 Credits

Postgraduate Master’s Degree Programmes (with 120 taught Credits at Levels 6 and 7, and a 60 Credit dissertation)
up to 20 Credits

Discounting shall not apply to unclassified awards (e.g. Certificate of Higher Education, Diploma of Higher Education).

Application to Awards and Progress Committee to vary the Discounting permitted

A Head of School (or nominee) may make an application to the Awards and Progress Committee to vary the amount of Credit that can be discounted from the final award calculation. In such cases, a written application that outlines the reasons for this request should be submitted to the Student Cases Service. It is anticipated that in order to maintain academic standards, these applications should be made in exceptional cases only. When students have a high proportion of Modules affected by Extenuating Circumstances, the normal advice to the student should be to take an Interruption of Study until the issue has been resolved and they can focus on their studies again. An exceptional case where it may not be possible for the student to take a break from study could be experienced in the case of terminal illness. Such a case could then be put forward by the Head of School for consideration by the Awards and Progress Committee.

Regulations (Remedies available to Examining Boards In Non-Modular Taught Programmes)

11.6.9 At Examining Boards:

1. The Board shall, in the case of failed Assessment(s), offer the student the opportunity to resit the Assessment(s) as a first attempt (or second/third attempt as appropriate where the student has failed previously) at the next occasion on which the Assessment(s) is scheduled to take place.

Guidance

Where possible (i.e. unless professional body regulations state otherwise), the processes adopted by non-modular programmes to manage Extenuating Circumstances should reflect the Regulations used in modular programmes, as set
out above. These should normally include:

- Provision for all students to resit Assessments that are likely to have been affected by Extenuating Circumstances that have not been passed;
- Provision for students to resit Assessments where their performance has likely been affected by Extenuating Circumstances, and where the Extenuating Circumstances are related to a Protected Characteristic as defined by the Equality Act 2010;
- Provision for students whose performance was likely to have been affected by Extenuating Circumstances to carry marks forward where the student has passed that Assessment; and
- Provision for marks affected by Extenuating Circumstances to be taken out of the calculations used to classify awards.

Full details of the rules adopted by non-modular programmes to manage the outcomes of students who are likely to have had their performance affected by Extenuating Circumstances must be made available to students through programme handbooks.
Progression Examining Boards operate to make recommendations on the progression of students between levels, stages or years of study. When a Board receives reports from Extenuating Circumstances Groups of a student whose performance was affected by Extenuating Circumstances, the Board shall take action as outlined below. Progression Examining Boards shall NOT normally take any other actions, and must NOT discuss the nature of any student’s circumstances, or amend marks. Further advice is available from Student Cases in Registry, via tel. extension 76628 or 79429.
Final Examining Boards operate to make recommendations on final Awards and, where appropriate, their classification. When a Board receives reports from an Extenuating Circumstances Group of a student whose performance was affected by Extenuating Circumstances, the Board shall take action as outlined below. Given many students wish to complete their studies now and graduate with their cohort, where appropriate, students should be consulted to ascertain whether they wish to receive the award they are eligible for, or resit affected assessments that are parts of modules they have not received Credit for. Boards shall NOT normally take any other actions than those indicated below, and must NOT discuss the nature of any student’s circumstances, or amend marks. Further advice is available from Student Cases in Registry, via tel. extension 76628 or 79429.
To determine a student’s award classification, Final Examining Boards may remove affected credits from the calculation that determines the classification of the award (Discounting). This should only be undertaken where it benefits the student’s final mark. Discounting shall be undertaken only up to the limits prescribed in Regulations. In rare and exceptional cases, Examining Boards may apply to the Awards and Progress Committee for variation in the prescribed limits. Boards shall NOT normally take any other actions than those indicated below, and must NOT discuss the nature of any student’s circumstances, or amend marks. Further advice is available from Student Cases in Registry, via tel. extension 76628 or 79429.

Further information and advice on the Extenuating Circumstances procedure is available from the Student Cases Section in Registry (tel. ext. 76628).