



Exceptional Circumstances Regulations

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1. Overview and Purpose

1.1 The University recognises that a student may experience temporary personal difficulties, including exacerbations of the impact of a disability or long-term health condition, which may have a detrimental effect on their ability to study for and/or complete an assessment by the set deadline. Such situations are referred to as 'exceptional circumstances' or ECs.

1.2 The submission and recognition of Exceptional Circumstances through these Regulations cannot be used to change a mark received, remove the need to complete an assessment nor change the relative weighting of any assessment item.

1.3 Any student who has documented Exceptional Circumstances relating to summative assessments should not be unfairly disadvantaged, but the remedies associated with Exceptional Circumstances must not disproportionately advantage the affected student over the rest of the student body.

1.4 These regulations are informed by the University's Reasonable Adjustments for Students Policy.

2. Scope

2.1 These Regulations apply to students who are registered for Undergraduate or Postgraduate Taught summative assessments at the University of East Anglia.

2.2 For students registered on Postgraduate Research Degree Programmes, only Exceptional Circumstances relating to assessment components reviewed by a Board of Examiners shall be subject to these Regulations.

2.2.1 Research degrees in this category are the Doctorate in Clinical Psychology (ClinPsyD), the Doctor of Education (EdD, MEd), the Professional Doctorate (ProfD) and the Doctorate in Educational Psychology (EdPsyD).

2.2.2 All other exceptional circumstances for PGR students (i.e. affecting the student's general registration and/or thesis element) will be managed via the postgraduate research student concessions process available in the Concessions, Appeals and Complaints section of the PGR Pages on MyUEA.

2.3 When students have Reasonable Adjustments in place, these take precedence over any limitations that might otherwise be implied in this policy. Where the University could reasonably have been expected to be aware of a disability, but reasonable adjustments are not in place or have not been implemented, it will exercise discretion in consultation with Student Journey and Support Services (SJS).

2.4 Adherence to approved policy and regulations is fundamental to the effective operation of the university. This policy has been developed in alignment with sector best practice to promote consistency, accountability, and compliance with relevant standards.

Observing the policy ensures that decisions and actions are informed, equitable, and aligned with institutional values.

2.5 The Regulations are consistent with the expectations, sector-agreed principles, and key practices set out in the UK Quality Code for Higher Education as maintained by the Quality Assurance Agency (QAA). The key principles addressed are:

2.5.1 Procedural Fairness: The policy must explicitly define what constitutes an "exceptional circumstance" so that the bar is transparent to all students.

2.5.2 Inclusivity and Equity: Processes must be designed so that vulnerable or digitally disadvantaged students are not penalised by overly bureaucratic evidence requirements.

2.5.3 Proportionality: The QAA expects early low-level interventions (e.g., self-certification or simple extensions) before forcing a student into a complex, high-level panel review.

3. Definitions

Term	Definition
Capped	When a mark is capped, the maximum mark that will be awarded is the minimum pass mark for the module i.e. 40% for Undergraduate modules and 50% for Postgraduate modules. A higher mark may be recorded but not awarded.
Close family	The following relatives are understood as 'close': partner, child, parent, sibling, grandparent, and grandchild. At the University's discretion on receipt of a statement explaining why, more distant relatives and significant friends may also be considered 'close'.
Deadline Submission	A student must upload a document to demonstrate their knowledge or understanding by a date specified in advance e.g. Coursework, Written Assignment, Dissertation, Project, Recorded Presentation. The date can be extended. The time due is always 15.00 at UEA, regardless of the time where the student is at submission.
Deferred Event	An approved date to make a further uncapped attempt at an Event Assessment.
Delayed Assessment	An approved later date to make an uncapped attempt at a Deadline Submission.

Exacerbation	Sudden, temporary, or unexpected worsening of a long-term health condition or disability.
Exceptional Circumstances Panel (ECP)	A group of Academic staff, appointed by the Head of School in each School of Study to consider complex requests and reconsider upheld Academic Appeals relating to complex requests.
End of Year request	A way to disclose ECs that have not already been mitigated by SCR, ECR, Delayed Assessment or Deferred Event but may affect progression or an award.
Exceptional Circumstances (EC)	Circumstances beyond the student's control which affect the student's academic performance or ability to complete assessments. Can be for medical and personal reasons
Exceptional Circumstances Request (ECR)	A request for an extension to a deadline where evidence is required and the reason is reviewed.
Extension	The assignment of a later submission date for coursework. Applied when students cannot meet deadlines for valid reasons
Event Assessment / Event Submission	A student must participate in a practical timed demonstration of their knowledge or understanding e.g. Examination, Live Presentation, Laboratory Demonstration, Objective Structured Clinical Examination (OSCE), Objective Structured Pharmacy Examination (OSPE), Practical Demonstration
Event Date	The specific date of completion of an Event Assessment, specified in advance. The date cannot be extended.
Evidence	Documentary proof of Exceptional Circumstances provided by students to support a request.
Faculty-level Exceptional Circumstances Panel (FECP)	A Faculty-level ECP comprised of the Chair from each ECP in the Faculty that meets to consider End of Year requests. They make recommendations to the Board of Examiners and advise on the development of the EC Regulations.
Formative (assessment)	Assessment which does not count towards a student's final grade, but is a requirement for progression on their course
Self-Certified Extension Request (SCR)	A request for a 7-day extension to a deadline where evidence is not required and the reason is not reviewed.

Summative (assessment)	A deadline assessment or event assessment that is considered by a Board of Examiners for the purposes of progression or an award. Summative assessments are subject to these regulations.
Uncapped	The student will be awarded the mark recorded, with the limit being the maximum mark possible

4. Roles and Responsibilities

4.1 In relation to Exceptional Circumstances (hereafter ECs), students at the University have the responsibility to do everything possible to meet deadlines, submit in time and complete assessments and only request consideration of ECs for temporary personal difficulties, including exacerbations of the impact of a disability or long-term health condition that interfere with being able to take or complete an assessment.

4.1.1 A student should request consideration of ECs as soon as they are able and not wait for the result of the assessment.

4.1.2 An EC request is not a way of improving a mark through a second chance if the student does not achieve the expected mark.

4.1.3 Submitting an EC request will not automatically result in contact from the University or the initiation of support services. Self-certified extensions (SCR), in particular, are automatically approved and are not routinely reviewed or followed up

4.1.4 Be aware that students providing false or misleading information relating to ECs will be referred for a potential breach of the University's General Regulations.

4.2 Academic staff teaching, assessing or advising students who disclose Exceptional Circumstances to them have a responsibility to refer students to this Regulation or the student-facing guidance on this regulation in preference to making informal arrangements.

4.3 Exceptional Circumstances Panel (ECP) make recommendations to the Board of Examiners and advise on the development of the EC Regulations.

4.3.1 The Chair designated by the Head of School will also participate in the Faculty Exceptional Circumstances Panel (F-ECP).

4.3.2 The Chair of the ECP shall be a member of a/the Board of Examiners within the School of Study.

4.3.3 Chairs of Boards of Examiners are not permitted to act as ECP Chairs but may be members of the ECP.

4.3.4 A minimum of 2 members of the ECP pool are required to engage in the consideration of cases, with the Chair available to break any tied decision.

4.4 All staff at the University have the responsibility to ensure that consideration of ECs will be treated confidentially with disclosure made to the smallest number of people necessary to progress the application.

4.4.1 It may be necessary to make a referral to the University Safeguarding Team as a result of information provided in an EC request.

4.5 Student Journey and Support Services (SJS) are responsible for overseeing the process for disabled students who require or request Reasonable Adjustments, in accordance with the University's Reasonable Adjustments for Students Policy.

4.5.1 SJS works with disabled students to identify appropriate adjustments, which may include adjustments to assessment arrangements and deadlines. Adjustments are accessed by Academic and Professional Services staff via University systems, Evision and the Reasonable Adjustments Tableau Report.

4.5.2 Where a disabled student has Reasonable Adjustment RA03 – 'consideration of change to deadlines due to exacerbation of impact of disability', this is applied through the Exceptional Circumstances (EC) process. In such cases, the approved adjustment will normally inform the outcome of the EC request and additional supporting evidence will not usually be required provided the request relates to the Reasonable Adjustment.

4.5.3 Disabled students should also use the EC process where there is an indication that their adjustments are no longer sufficient or have not been fully implemented. Consultation with SJS should normally take place prior to submitting an EC request, where possible, to resolve the issue without recourse to the EC process.

4.5.4 Students who have formally approved reasonable adjustments should use these Regulations when there is an exacerbation or an indication that the adjustments are no longer sufficient or have not been provided in full, or when they have ECs unrelated to the reasons for their disability.

4.5.5 Where no formal Reasonable Adjustments are in place, but there is credible evidence of a disability, long-term condition, or emerging need, the University will exercise appropriate discretion. In such cases, decision-making will take account of the support that could reasonably have been in place, to ensure the student is not disadvantaged. Students who are disabled should seek support from SJS as additional consideration may be appropriate, over and above the provisions within the Exceptional Circumstances Regulations.

4.6 A student who has an approved SCR, ECR or Delayed Assessment Deadline may submit up to three versions prior to the original deadline, but any approved extension ends as soon as a submission is made, and no further submission can be made unless a formal invitation to Reassessment is issued.

4.7 The Academic Registry Exceptional Circumstances team shall apply these Regulations to ECR and Deferred Event requests.

4.7.1 They will normally reach a decision and notify the student of the outcome within 3 working days of the evidence being received by the ACR team. In some instances, such as University closure days it may take longer.

5. Exceptional Circumstances Regulations

5.1 To qualify as an Exceptional Circumstance each of the following conditions must be met:

5.1.2 The situation must have been unavoidable and/or beyond the student's control.

5.1.3 The situation must have a significant negative impact on the student's ability to undertake the assessment.

5.1.4 The situation should normally have occurred at a time close enough to the deadline submission or event date such that there was insufficient time to resolve the impact of the situation on the student. This is typically no longer than 3 weeks before the assessment.

5.1.5 Except in the specific case of self-certified requests (SCR) or 21-day extension requests from students with Reasonable Adjustments independent documentary evidence must be provided by appropriately qualified professionals, or a reasonable explanation given of why it is not available.

5.2 The following list of situations provides a guide to the common **reports that are likely to meet the conditions** in 5.1:

5.2.1 Bereavement: the recent death of a close relative or significant other.

5.2.2 A serious short-term illness, accident, or mental health crisis documented by a medical professional or resulting in a hospital stay.

5.2.3 A disability or long-term health condition (for which adjustments may already be formally in place) made significantly worse by the reported circumstances in the period covered by 5.1.4

5.2.4 A disability or long-term health condition where adjustments have been applied for but are not yet in place and where the responsibility for the delay in providing this support lies with the University

5.2.5 Being a victim of a serious crime where a crime number has been provided by the police and the impact can be demonstrated in the period covered by 5.1.4

5.2.6 Being required to attend an unavoidable appointment which might also permit an authorised Leave of Absence or LOA (as defined in General Regulation 13) which may include:

5.2.6.1 Compulsory attendance at a Court e.g. jury service

5.2.6.2 Medical appointments not covered by 5.2.2 or 5.2.3

5.2.6.3 Interviews for post-Graduation studies or employment.

5.2.7 Representative participation in a national or international cultural or sports event, or participation in University sporting activities as a UEA+ Sport Scholar or TASS Scholar.

5.2.8 Unavoidable transport difficulties, e.g. major transport incidents, cancelled flights or other forms of long-distance public transport without adequate notice, dangerous weather conditions where official advice was not to travel.

5.2.9 Significant adverse personal or family circumstances for which there is evidence of undue stress caused or the need to assume extra responsibilities.

5.2.10 Moving house where timing of move/completion of house sale is changeable or unknown or due to eviction.

5.2.11 A failure of UEA systems at the point of submission of coursework or during an event assessment.

5.2.12 Delays affecting placements, apprenticeships, or employment-based assessments, which are outside of the student's control, providing evidence is provided by the relevant member of academic staff or employer as appropriate, e.g.

5.2.12.1 Delays in approval of practice records e.g. Assessment of Practice documents (AOP); Practice Assessment Documents (PAD) due to placement mentor or work-place tutor being unavoidably unavailable.

5.2.12.2 Delays in collection of data or availability of equipment outside of the student's control.

5.2.13 Unavoidable commitments for part-time students, or students in paid employment, including but not limited to apprenticeships, where the commitment cannot be rescheduled and directly impacts their ability to complete assessments. This includes:

5.2.13.1 Compulsory employment or work-related activities that cannot be rescheduled

5.2.13.2 The unavailability of required workplace placement hours that are necessary to complete an assessment

5.2.13.3 Unplanned changes to work schedules outside the student's control, such as short-notice shift changes or geographic relocation.

5.2.13.4 Increased workload confirmed by the employer that directly conflicts with assessment deadlines.

5.3 The following situations are **common examples of requests that do not fall within the scope of 5.1**, and will usually be rejected, noting that no reason is required for a SCR:

5.3.1 Claim of any situation having a negative impact on the student which could reasonably be viewed as foreseeable and preventable.

5.3.2 Claim of a situation, the impact of which occurred more than three weeks before the relevant assessment unless it can be reasonably demonstrated that this longer period was insufficient time to resolve the impact of the experienced difficulties.

5.3.3 Claim of a situation having a negative impact without evidence that specifies the student was seen by a professional before or during the situation occurring:

5.3.3.1 Where the student has reported the situation to a professional after the date of the assessment and the professional does not or cannot specifically testify to a retrospective impact.

5.3.3.2 Where the situation was not disclosed before or during the assessment period, except where the non-disclosure was due to the nature of the EC e.g. the student was overseas without internet access.

5.3.4 Claim of a situation where the evidence provided does not refer to the ECs or the period where the student reports being affected.

5.3.5 Claim of a disability or long-term health condition for which the student is already formally receiving reasonable and appropriate adjustments, and which has not worsened temporarily or on an enduring basis and/or been exacerbated by the reported circumstances.

5.3.6 Claim of a minor illness or ailment which in a work situation would be unlikely to lead to absence from work.

5.3.7 Claim of pregnancy except where there are complications relating to the pregnancy documented by professional evidence or for a period of two weeks immediately following birth in accordance with Statutory Maternity Rules from GOV.UK

5.3.8 Claim of levels of assessment related stress typically experienced.

5.3.9 Claim of lack of knowledge of University Academic Regulations including claims that the student was unaware of (or misread) the dates or times of Deadline submission or Events.

5.3.10 Claim of financial issues, other than exceptional and unforeseen hardship or where significant impact is demonstrated.

5.3.11 Where a student is studying full-time, claim of commitments related to paid employment and non-course organised internships or activities.

5.3.12 Observance of a religious festival (including pilgrimage) or holy day. For Deadline submissions dates are typically set early enough for the student to be able to work around religious observance. If the observance conflicts with an Event assessment, the University will take all reasonable measures to accommodate the student but, where this is not possible, the student will be expected to attend at the set time and will not be permitted a Deferred Event.

5.3.13 Claim of a booked Holiday and/or other social occasion or commitments (including weddings and baptisms) unless these have been arranged prior to commencement to the programme and/or a prior agreement is in place with the School of study.

5.3.14 Claim of common every-day travel problems, such as traffic congestion which may be reasonably anticipated.

5.3.15 Claim of issues caused by inadequate academic practice (unless accounted for by ECs) such as poor time management and planning, especially in relation to bunched deadlines.

5.3.16 Claim of misunderstanding because the language of assessment was not the student's main language.

5.4 Students with Reasonable Adjustments should be aware of some specific differences to the Exceptional Circumstances process, summarised below and referenced throughout this document.

5.4.1 Students who have a specific type of approved Reasonable Adjustment for 'consideration of changes to deadlines due to an exacerbation of impact of a disability' do not need to provide further evidence to a 21-day extension request if the request relates to their reasonable adjustment. Further guidance can be seen [on the University's guidance page here](#).

5.5 A student must report ECs via Evision and incomplete requests or requests via other avenues will not be considered except where a bespoke plan is provided by Student Journey and Support Services.

5.6 A student must provide documentary evidence to support an ECR that relates to the period in 5.1.4, unless exempt as covered in 5.4, and:

5.6.1 Evidence must be provided by a professional third-party source. Third-party means the student cannot provide evidence from a professional family member or provide a professional testimony for themselves, even if qualified to do so for another person. Where professional third-party evidence is not available a full and reasonable explanation of why must be provided instead.

5.6.2 Evidence must clearly explain how the situation prevented the student from completing the assessment to the best of their ability and not just document that a situation occurred.

5.6.3 Where patient confidentiality is an over-riding concern for a professional e.g. Student Journey and Support Services or NHS Therapy Services; evidence may simply report that a student is engaging with appropriate support or treatment without supplying details of the reason why. The evidence must provide relevant dates including referral and the date of the appointment to ensure this correlates to the claim of ECs. A receipt for purchased appropriate support or treatment will not be accepted without a professional statement.

5.6.4 Where the student is not engaging with appropriate support or treatment but believes the situation is of a highly confidential nature, the student may report their circumstances to the Deputy Director of Student Journey and Support Services. The Deputy Director or their nominees (Heads of Service) shall either:

5.6.4.1 Confirm only the confidential nature of the circumstances and provide a statement of the severity and date(s) of their likely impact. The substantive detail of the circumstances shall remain confidential to Student Journey and Support Services

OR

5.6.4.2 Determine that the nature of the circumstances does not merit confidentiality of treatment and advise the student that they should provide evidence in the normal way.

5.6.5 In cases where documentary professional third-party evidence cannot be realistically provided, a personal statement should be supplied explaining why. This should be detailed enough that relevant University role holders are able to reasonably infer the ECs' likely detrimental effects.

5.6.6 An ECR or Deferred Event request submitted in advance of the assessment date may by necessity only report that a medical or other professional appointment to manage the situation has been made for a date after the assessment. The evidence provided should demonstrate the appointment has been confirmed and not just requested.

5.6.7 Any late claim for ECs submitted after the assessment date via a Stage 1 Academic Appeal must be accompanied by evidence that relates to the assessment

date and the period covered in 5.1.4 and cannot be supported by evidence of future appointments.

5.6.8 Bachelor of Medicine, Bachelor of Surgery (MB BS) students who are declaring that they are 'not fit to sit' are not required to submit supporting evidence.

5.6.9 Any evidence written in a language other than English must be provided with a translation as well as the original copy. For help finding a translator, the **Institute of Translation and Interpreting** provide a free search facility for finding professional translators.

5.6.10 Evidence from a third-party professional must be sent from their professional email account or, if provided as a picture of a document, must be signed and dated, on headed paper.

5.6.11 A student must provide documentary evidence and not submit a contact number, internet link or name of a person to verify their claim.

5.6.12 A student must provide their evidence at the same time as submitting an ECR for a deadline submission. Where provision of evidence to the student in time for this was unavoidably delayed, a Stage 1 Academic Appeal may be submitted with the delayed evidence. The delay will need to be documented.

5.6.13 A student must provide evidence for an ECR for an Event within 10 working days of their request. Where provision of evidence to the student in time for this was unavoidably delayed, a Stage 1 Academic Appeal may be submitted with the delayed evidence. The delay will need to be documented.

5.6.14 Students should use the option to upload photographs or videos only to provide documentary evidence or screenshots of University systems. Where students misuse the upload facility and provide pictures of injuries or other distressing subject matter they will be referred to their Head of School for guidance on this requirement.

5.7 Examples of the type and nature of expected evidence can be seen in Appendix 1.

5.8 Self-certified request (SCR). A student may self-declare ECs without the need to submit supporting evidence on an SCR. This will be automatically approved on receipt and will not be reviewed.

5.8.1 An SCR is to cover unavoidable, short-term problems which impact on a student's ability to submit their coursework by the deadline but where obtaining third party evidence is either unreasonable or impractical. SCRs are intended to cover minor illnesses, urgent family emergencies and other personal circumstances which only impact for up to 7 calendar days.

5.8.2 An SCR can only be applied once to each deadline submission and can be requested up to 7 days before or after the deadline. The deadline will be extended by 7 days from the original deadline and not 7 days from the date of the SCR.

5.8.3 An SCR cannot be applied to an Event date or Deferred Event date.

5.8.4 An SCR cannot be applied to a delayed assessment deadline unless the student has Reasonable Adjustments on record.

5.8.5 An SCR cannot be applied to a reassessment deadline or a reassessment event.

5.8.6 An SCR cannot be applied to a deadline submission for group work.

5.8.7 Where an SCR is requested and given in advance of the deadline, an ECR can also be requested, but the length of the ECR is not added to the end of the SCR, and the total extension will only be 21 days.

5.9 21-day extension request. A student may request an ECR of 3 weeks (21 calendar days) for each Deadline Submission. Any SCR requested previously will be included within the 21 days, and not added to the total extended deadline.

5.9.1 The opportunity to request an ECR will only be available for 21 days before the date of the deadline, unless the student has Reasonable Adjustments on record. A student with Reasonable Adjustments on record will also be able to request a 21-day ECR up to 21 days after the deadline.

5.9.2 If approved, the deadline will be extended by 21 days from the original deadline and not 21 days from the date of the ECR. Any SCR requested will be included within the 21 days and not added to the total extended deadline.

5.9.3 An ECR requested without suitable evidence as per 5.6 will be rejected.

5.9.4 If an ECR is approved but the extended deadline is not met, the student will be given a delayed assessment opportunity based on the evidence already provided.

5.9.4.1 For standard modules, there will be one date per semester when these delayed assessments will be due.

5.9.4.2 Module Information will confirm whether the first Deadline Submission task can be submitted for the Delayed Assessment or if a new task will be set.

5.9.5 An ECR approved for a Group Assessment will be applied to all members of the group.

5.8.6 An ECR rejected for a Group Assessment will normally be notified before the deadline, but where a late group submission is made based on the expectation of an ECR and this is rejected, then any late submission penalty will only be applied to the student with the rejected request. The other group members will not be penalised.

5.10 A student with ECs may request to defer an event (a Deferred Event Request) to the next available assessment period.

5.10.1 The request to defer must be made in advance or on the day of the event.

5.10.2 A student may make a Deferred Event request in advance with evidence that relates to the 3 weeks before the event. Students with Reasonable Adjustments must provide evidence of Exceptional Circumstances, as Reasonable Adjustments apply to Deadline Assessments. Students may have Assessment Adjustments for event assessments.

5.10.3 A student may make a Deferred Event request on the day of the event with evidence that relates to the day of the event. They will have up to 10 working days from the date of the request to provide evidence relating to the day of the event. A student who does not provide evidence within 10 days will have the Deferred Event request rejected. Where provision of evidence to the student in time for this was unavoidably delayed, a Stage 1 Academic Appeal may be submitted with the delayed evidence. The delay will need to be documented.

5.10.4 An approved Deferred Event will normally take place in the next assessment period.

5.10.5 A Deferred Event approved for one member of a Group assessment can be applied to all members of the Group if required.

5.10.6 Where a Deferred Event request is rejected after the event date, the capped reassessment attempt will only be applied to the student who made the request and the other group members will receive an uncapped attempt.

5.10.7 An approved Deferred Event request will cancel the first attempt scheduled and any mark originally awarded. The recorded mark shall be the mark for the Deferred Event and not the better of the two marks achieved. The Deferred Event mark will be used to calculate progression and final classification.

5.10.8 Where a Deferred Event request is approved, but the first attempt was given a passing mark, it will be assumed that the deferred attempt is no longer required and the student will keep the mark unless they request otherwise within 10 days of the mark being published. If a new attempt is requested and taken, the student cannot void the attempt and request to receive the original mark.

5.11 An End of Year request is available to students who can provide evidence that they had ECs that could not be mitigated by SCR, ECR or Deferred Events and that have affected their ability to achieve marks sufficient to remain on a course with a specific

threshold for progression or achieve marks sufficient to receive a higher degree classification where they are within 2% of the upper boundary.

5.11.1 An End of Year request cannot result in uncapped marks, removal of late Penalty Marks or further attempts at assessment. Where any of these were not requested via ECs in advance, a Stage 1 Academic Appeal can be submitted, with an explanation and evidence to explain why an advance request was not possible.

5.11.2 An End of Year request must be submitted on eVision with evidence no later than 15 working days before the pre-Board ECP or FECF meet. The Academic Registry will remind students of this requirement at least 4 weeks in advance.

5.11.3 When reviewing End of Year requests (F)ECPs should take into consideration the following factors when deciding on whether to make a recommendation to the Board of Examiners:

5.11.3.1 Experience of the student and their history of submission and use of other ECs - is this the student's first year of assessment at UEA or do they describe this is the first instance of this situation affecting them? Where a student has not experienced the reported situation before, the requirement to submit extensive evidence in support may be lessened.

5.11.3.2 Foreseeability of the incident/ difficulty - is the situation unanticipated/ and/or could the student have prevented or expected it? Foreseeability does not automatically mean that it is within the student's control and vice versa. For example, losing an assessment file with no back up is not foreseeable (I didn't know it was going to happen) but it may be argued that it might have been anticipated and the impact mitigated by having a backup, whereas the death of a terminally ill family member can be foreseen, but is outside of the student's control, and has an impact which cannot be mitigated for.

5.11.3.3 Expectations/ reasonableness of requiring evidence - is it likely that the student can readily obtain evidence to support their request? Where the circumstances preclude support and/or evidence is difficult to obtain then consideration and flexibility should be shown. Self-testimony / family accounts can be accepted as evidence in limited cases, with a detailed description of why this is the only evidence available. Where it is reasonable though, students should be expected to evidence their case with professional third-party evidence.

5.11.3.4 Proportionality of impact - if the request to recommend uplift is rejected by an ECP, would the outcome be unreasonably disproportionate to the situation? An ECP decision can have a variety of impacts upon the student depending on the particulars of the case. In some instances, the effect of ECs on overall marks may be insignificant, for example, if the item is just one of a number of assessments in a year as opposed to where there is just a single piece of summative work in a final year semester and the impact

significant. In some instances, a module fail may be compensated for and in others no compensation is available. In other words, the same decision can have different effects, and, in some instances, it is not unreasonable to conclude that the outcome might be disproportionate to the 'offence'. Where this is the case discretion may be necessary in formulating a recommendation to the Board.

5.11.4 Before any meeting of the Board of Examiners where decisions about progression or classification are taken, there shall be a Pre-Board (F)ECP meeting.

5.11.5 The Board of Examiners will normally follow the recommendations of the Pre-Board (F)ECP. If not, the minutes should record the justification for the rejection noting that the Board shall only approve any alternative arrangement if it is in the student's best interests. The recommendation must preserve the confidentiality of the case.

5.11.6 When making decisions, the Board of Examiners shall demonstrate and have recorded that it has fully considered the recommendations of the Pre-Board ECP.

5.112 A Request to Repeat the Year (with or without a Break in Studies) on medical grounds can be made by any student who can provide substantial medical evidence of the ongoing impact of ECs on their ability to study. This Request can be submitted at any point in the Year if the student has not already had an outcome confirmed by the Board of Examiners.

5.13 A Request to Repeat the Year (with or without a Break in Studies) can be made for other reasons and will be considered on receipt of suitable evidence. This will need to cover a longer period than expected for consideration of an ECR. This Request can be submitted at any point in the Year if the student has not already had an outcome confirmed by the Board of Examiners.

5.14 A Request to Break in Studies without any Repeat period can be made without evidence.

5.15 A student requesting any combination of Repeat and Break will need to confirm they understand the impact of their request on any Visa or Finance arrangements they have in place.

5.16 Student Journey and Support Services can make a Request to Break in Studies on behalf of a student where necessary due to incapacity. If medical evidence is outstanding, the reason may be specified as "other" but can be retrospectively updated on receipt of suitable evidence.

5.17 Any extension to the total period of study as a result of 5.12-5.16 can only be for a maximum of two years beyond the specified length of the course, or a Professional Statutory or Regulatory Body requirement on maximum period of study if shorter.

5.18 A Student when returning to study will normally return under any Award Regulation or requirements in place for their new cohort or new year of study, and not the Award Regulation or requirement in place when they initially commenced their studies.

6. Compliance and Monitoring

6.1 There will be an annual University-level meeting of Exceptional Circumstances Panel members, ACR Managers and other interested parties to review the application of these regulations across the University and make recommendations for amendments.

6.2 A Community of Practice will be maintained by the Academic Registry EC Team for online discussions between the annual meetings.

7. Related Documents

Reasonable Adjustments for Students Policy

Regulations for Undergraduate and Integrated Masters Awards 2026/27.

Regulations for Postgraduate Taught Awards 2026/27.

8. Revision History

Version number	Approval date	Approval mechanism	Details of change
1.0	May 2026	LTC	As documented in Change Log for conversion to new template format.

Appendix 1: Examples and Details of Evidence

A1. Where a student is unexpectedly acting as the legally or formally designated responsible person in a role they do not usually hold (e.g. Emergency Guardian, Next of Kin or Executor of a Will, or holder of Power of Attorney), they must provide documentation confirming the start and duration of this status. In such cases, the ongoing nature of the impact will be assumed as per 5.1.4.

A1.1 This is distinct from being a parent or other supportive family member or friend, when the 3-week timespan and evidence of impact on ability to complete the assessment remains the standard requirement.

A2. A student who suffers a bereavement of a close family member can provide any professional notice of this bereavement in support e.g. a memorial notice, invitation to a ceremony or other documentation of the circumstances of the death. A formal death

certificate is not required but will be accepted if available and dated within 3 weeks of the assessment. Where students suffer a bereavement that is not a close family member, or is more than 3 weeks before the assessment date, evidence of the impact on themselves should be provided rather than evidence of the bereavement itself.

A3. For medical or mental health ECs including pregnancy complications the evidence should show the student's name and confirm the impact on their ability to complete the assessment. It is unlikely that screenshots of the NHS App or prescriptions will be sufficient evidence on their own. Records of discussions at appointments accessed from within the NHS App may meet this criteria.

A4. A student who is admitted to hospital as an inpatient can provide their discharge summary dated within 3 weeks of the assessment to either extend or defer an assessment or event.

A5. A student who is the victim of a crime must provide official documents showing the crime number issued by the police, or insurance claim documents that specify when the crime occurred. Screenshots of calls to 999 or informal messages from police officers will not be accepted.

A6. A student who submits an ECR at the same time as a Leave of Absence or LOA request must submit evidence of the reason for the LOA Request and not simply confirmation of the LOA as leave may be granted for reasons that are not considered ECs.

A7. A list of students who hold 'Sport Scholar' status is provided to the Academic Registry annually and these students are individually provided with specific guidance on evidence provision depending on the nature of their sporting commitment. Simply referencing status will not be accepted.

A8. Students who are not 'Sports Scholars' but are representing their country at a cultural or sporting event should provide evidence of the date of the event, travel arrangements or preparation requirements.

A9. Long distance travel and transport difficulties can be evidenced by tickets with notifications of cancellation. If the student's name does not appear on the ticket a reasonable explanation must be provided.

A10. A student claiming adverse personal circumstances must provide a statement to explain what happened and when, who they are required to support, and the type of activities they are undertaking in support

A11. A student claiming they are being evicted or required to move accommodation except at the expected end of a prearranged contract should provide formal notification from the landlord or their agent. Where the student is not named as lead tenant, and the notification is in another name, other proof of address must also be provided.

A12. Failure of UEA systems should either be so widespread that ITCS or the School providing the system have notified Academic Registry or where only one student or group

is affected, should be documented by the student with screenshots of the failure showing the date or discussions with ITCS Livechat relating to the date of the failure.

A13.A student who has been unable to submit to the correct location due to a failure of UEA systems can demonstrate they have made a submission on time to an alternative comparable location eg an open formative submission point where the summative point is not available. Students who fail to make an on-time submission will need to provide evidence of the failure of the UEA system as per 5.6.12.

A14.Academic Adviser or Course Director statements in support of an ECR should be restricted to documenting the impact of the failure of University systems or processes or placements on the student unless they were counselling the student on the situation in absence of an appropriate third-party professional.

A15. Students who provide personal information relating to other people in support of their ECR should also provide written permission from any living subject of the evidence to use their personal information in this way. Students are reminded that evidence should relate to the effect on their own ability to complete the assessment and therefore documenting other people's circumstances is only rarely appropriate.