

Exceptional Circumstances (Taught Programmes) - 2025/26

1. Preamble

1.1 The University recognises that a student may experience temporary personal difficulties outside of their control, which may have a detrimental effect on their ability to study for and/or complete an assessment [1] by the set deadline. Such situations are referred to as “exceptional circumstances” (ECs).

1.2 These Regulations are designed to ensure that, as far as possible, no student subject to ECs is unfairly disadvantaged whilst maintaining the academic standards of the University. The Regulations specify the University’s core principles relating to ECs (§2), a definition of “exceptional circumstances” (§§3 and 5), potential remedial outcomes for students experiencing ECs (§7) and the procedural framework within which ECs are managed by the University (§§4 and 8).

1.3 These Regulations apply to Undergraduate and Postgraduate Taught summative assessment. There are separate Regulations for Research Programme assessment.

1.4 The Regulations do not cover ongoing medical conditions/disabilities (including learning disabilities or mental health conditions) for which the student is already receiving formally approved adjustments agreed by Student Services unless there is an exacerbation of the condition/disability or an indication that the approved adjustments are no longer sufficient or have not been provided.

1.5 The Regulations are consistent with the precepts and expectations contained in the Quality Assurance Agency’s (QAA) Chapter B6 – Assessment of Students and the Recognition of Prior Learning of the UK Quality Code for Higher Education (2013) and the recommendations and guidance contained in the Academic Registrars’ Council’s (ARC) A Reference Document on Academic Appeals and Exceptional Circumstances for University Practitioners (2011). [2]

1.6 It is important for students to understand the following:

(a) That they should do everything possible to meet deadlines, submit work on time and complete assessments and only apply for exceptional circumstances as a last resort if there is something genuinely out of their control, which they could not expect to happen, that interferes with being able to take or complete an assessment. EC requests are not a way of managing multiple deadlines or the day-to-day complexities of life.

(b) That EC requests are not a way of improving a mark through a second chance if the student does not achieve what they had hoped. The recognition of ECs also cannot be used to change a received mark or remove the need to complete any necessary assessment since students still need to demonstrate that they have achieved the required learning outcomes of the course /module(s).

(c) That applying for exceptional circumstances gives students the opportunity to request more time to complete an assessment. It is not a means of requesting or obtaining support.

(d) That students seeking to gain an advantage or benefit through the provision of false or misleading information relating to ECs are liable to action being taken against them under the University's Disciplinary Procedures.

(e) That consideration of ECs will be treated confidentially with disclosure of details only made to the smallest number of people necessary to progress the application; [3]

1.7 Students are advised to read this policy and the associated guidance early in the academic year. This means that if something happens to cause worry about an assessment, students will know what they can do and where to find information.

1.8 Students should read the University's regulations for Submission of Work For Assessment which explains rules about submitting coursework late with or without exceptional circumstances. Students can submit coursework late up to 72 hours after the deadline even if there are no exceptional circumstances. This will affect the final mark awarded, but it may still be possible to achieve a pass.

1.9 Terms of Reference

(a) Capped: means that the maximum mark that can be awarded is the pass mark for the module (i.e., 40% for UG or 50% for PGT).

(b) Deadline Submission: is the deadline for 'deadline' assessments e.g., Coursework, Written Assignment, Dissertation, Project.

(c) Delayed Assessment: is a delayed attempt (uncapped) for a Deadline Submission.

(d) Deferred Event: is the deferred attempt (uncapped) of an 'event assessment' e.g., Laboratory Demonstration, Objective Structured Clinical Examination (OSCE), Objective Structured Pharmacy Examination (OSPE), Presentation, Course Test and Examination).

(e) EC: is an exceptional circumstance which is defined as a temporary personal difficulty outside of your control, which may have a detrimental effect on your ability to study for and/or complete assessments.

(f) ECP: Is the Exceptional Circumstances Panel. Each School of Study has an ECP appointed by the Head of School.

(g) ECR: is a request for exceptional circumstances where evidence is required.

(h) Event Date: is the date of an 'event assessment' e.g., Laboratory Demonstration, Objective Structured Clinical Examination (OSCE), Objective

Structured Pharmacy Examination (OSPE), Presentation, Course Test and Examination).

(i) SCR: is a self-certified request for exceptional circumstances where evidence is not required.

(j) Uncapped: means that you will retain the mark you are awarded (the mark will not be capped at the pass mark).

[1] The Regulations only apply to summative and not formative assessments. A summative assessment is defined as work that is considered by a Board of Examiners for the purposes of progression and/or for an award. Formative coursework is defined as work that is not considered by a Board of Examiners for the purposes of progression and/or for an award. Extension requests for formative assessments are at the discretion of the Module Organiser.

[2] <https://curo-arc.triadclients.com/storage/documents/OSCRorCCa9JdL2NAInQigakW0PMwpFcGZjUVJJbZ.pdf>

[3] The Student Privacy Notice explains what to expect when the University collects and uses your personal information: <https://portal.uea.ac.uk/information-services/strategy-planning-and-compliance/regulations-and-policies/information-regulations-and-policies/data-protection/students>

2. Principles

2.1 The following principles underpin the Regulations on and management of exceptional circumstances (ECs):

(a) That any student who has demonstrated ECs relating to either Deadline or Event summative assessments [4] should not be unfairly disadvantaged.

(b) That the remedies associated with ECs maintain the University's integrity and academic standards and do not disproportionately advantage the affected student over the rest of the student body.

(c) That the treatment of ECs across the University should be equitable and consistent, with the use of discretion only used where necessary.

(d) That, notwithstanding (c), a degree of discretion is preserved in the management of ECs since similar circumstances may have different impacts on individual students. Discretion should be exercised in accordance with principles / considerations outlined in §10.6.

(e) That where discretion is used, it should be applied (i) consistently as a form of established precedent and (ii) only in exceptional cases.

(f) That it is the responsibility of the student to apply for a remedy or adjustment based on an EC (including the provision of supporting evidence) at the earliest opportunity possible and before the Deadline Submission or Event Date.

(g) That all EC processes will be expedited as quickly as possible.

(h) That there will be an annual University-level meeting of Exceptional Circumstances Panel members, ACR Managers and other interested parties to review decisions and problematic cases, suitably anonymised, to facilitate consistency of decision making across the University.

[4] 'Deadline' assessments include Coursework, Written Assignments, Dissertations, and Projects. 'Event' assessments include Laboratory Demonstrations and other forms of practical, Objective Structured Clinical Examinations (OSCE), Objective Structured Pharmacy Examinations (OSPE), Presentations, Course Tests and Examinations.

3. Exceptional Circumstances

3.1 For the purposes of these Regulations, an exceptional circumstance (EC) is narrowly characterised by the negative impact of the reported event or state of affairs on the student's capacity to perform to the best of their ability with respect to an individual assessment or assessments rather than the effect on other aspects of the student's life.

3.2 To qualify as an EC each of the following conditions must be met:

(a) The situation must have been unforeseeable, i.e., untypical of customary day-to-day experience, and/or beyond the student's control.

(b) The situation must have been such as to be reasonably judged to have had a significant negative impact on the student's ability to undertake the assessment(s) to the best of their capabilities.

(c) The situation should normally have occurred at a time close enough to the assessment(s) Deadline submission or Event date such that there was insufficient time to resolve the impact of the experienced difficulties. The precise length of this time will depend upon the nature and severity of the ECs and the type of assessment but would usually be expected to be no longer than 3 weeks before the assessment Deadline submission or Event date.

(d) The reporting of the situation must, where it can be reasonably acquired, be corroborated by independent evidence provided by appropriately qualified individuals.

4. Circumstances Eligible for Consideration

4.1 The following **non-exhaustive** list of examples provides a guide as to the type of cases that are **likely** to satisfactorily meet each of the criteria listed in §3.2:

(a.) Bereavement – the recent death of a close relative or significant other (of a nature which, in the employment context, would permit compassionate leave). The following relatives are understood as ‘close’: partner, child, parent, sibling, grandparent, and grandchild. At the University’s discretion, more distant relatives and significant friends may also be considered ‘close’ upon the receipt of a personal statement / self-testimony.

(b.) A serious short-term illness, accident, or mental health crisis (of a nature which, in an employment context, would have permitted a sick-leave absence).

(c.) A disability or long-term health condition (for which adjustments may already be formally in place) worsening either temporarily or on a more enduring basis, or which has been exacerbated by the reported circumstances.

(d.) A long-term health condition where reasonable adjustments have been applied for but are not yet in place and where the responsibility for the delay lies with the University.

(e.) Being a recent victim of a serious crime.

(f.) Situations of the type where a student might be granted a Head of School’s authorised leave of absence (cf. General Regulation 13.2) and where the date cannot be changed. These may include:

(i) involvement in legal processes (e.g., jury service, court summons).

(ii) health appointments (not covered by (b) or (c) above).

(iii) an interview for a graduate-level job or further academic studies.

These circumstances should be assessed with caution since they must be of such a nature as to significantly detract from the student’s ability to fulfil the assessment to the best of their ability. It should be noted that applications for authorised leave of absence are not automatically granted.

(g.) Representative participation in a national or international cultural or sports event.

(h.) Exceptional and unforeseeable 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.

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

(j.) Moving house (e.g., where timing of move/completion of house sale is changeable or unknown) or eviction.

(k.) Technical problems attributable wholly to a failure of UEA systems at the point of submission of coursework or during an event assessment

(l.) Delays affecting placements, apprenticeships, or assessments, which are outside of the student's control, providing evidence is received by the relevant member of academic staff or employer as appropriate, e.g.

(i) Delays in approval of Assessment of Practice (AOP) (i.e., placement mentor / work-place tutor unavailability)

(ii) Delays in collection of data or availability of equipment

(m.) Commitments related to paid employment or other non-course related activities for part-time students whose primary commitment is not limited to studies, e.g. employment related activities, which are unavoidable or cannot be rescheduled will be considered if third party evidence is provided by the employer/work-based supervisor confirming that the work related activity is impacting on the student's studies. A supporting statement from the Course Director (CD) will be accepted on the basis that the CD can verify the work-related circumstance and is in contact with the employer/work-place supervisor about the students' progress. Examples include:

(i) inability to accrue required work-place hours that contribute to assessment (for professional courses).

(ii) unplanned change in work requirements (e.g., shift changes for professional courses).

(iii) additional workload e.g., requirement to attend a business trip or undertake a significant workplace course or project.

5. Circumstances not considered under this policy

5.1 The following **non-exhaustive** list of examples illustrates instances of the type of circumstance that are **unlikely** to meet each of the criteria in §3. 2.

(a.) 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.

(b.) Claim of any event or state of affairs having a negative impact on the student which could reasonably be viewed as foreseeable and preventable.

(c.) Claim of an event or state of affairs having a negative impact on the student:

(i) without corroborating evidence from an appropriate source where such evidence may be reasonably assumed to be available.

AND/OR

(ii) only supported by unsubstantiated evidence, e.g. a doctor's note which states that the student was seen after the illness occurred, that the student had only self-reported the illness and where they might have reasonably be expected to seek help at that time; (excludes circumstances whereby the nature of them precludes disclosure/ help seeking at the time but for which support is now being sought)

AND/OR

(iii) the evidence provided does not make reference to the circumstances or time when the student reports to have been affected by the declared ECs.

(d.) Claim of an event or state of affairs, the impact of which occurred more than three weeks previous to the relevant assessment event or submission deadline unless it can be reasonably argued that this longer period was insufficient time to resolve the impact of the experienced difficulties.

(e.) A minor illness or ailment which in a work situation would be unlikely to lead to absence from work.

(f.) Pregnancy except:

(i) where there are complications relating to the pregnancy which medical evidence can substantiate; and

(ii) for a period of two weeks immediately following the delivery in accordance with Statutory Maternity rules at: <https://www.gov.uk/maternity-pay-leave/leave>;

(g.) Levels of coursework and/or examination stress typically experienced.

(h.) 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 Event sittings.

(i.) Financial issues, other than exceptional hardship or where significant impact is demonstrated.

(j.) Where a student is studying full-time, commitments related to paid employment and non-course related internships or activities.

(k.) Planned appointments including health and legal appointments which can be readily rescheduled.

(l.) Planned appointments with Student Services or equivalent external services that can be readily rescheduled.

(m.) Observance of a religious festival (including pilgrimage) or holy day. With regards to 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 Delayed Assessment.

(n.) Holidays and/or other social occasions and 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 Course/ School of study.

(o.) Instances of common every-day travel problems, such as traffic congestion which may be reasonably anticipated.

(p.) Inadequate academic practice (unless accounted for by ECs) such as poor time management and planning, especially in relation to bunched deadlines.

(q.) The language of assessment was not the student's main language.

6. Exceptional Circumstances Requests and Supporting Evidence

6.1 Students should report any exceptional circumstances (ECs) by submitting an Exceptional Circumstances Request (ECR). The request should include an indication of what consideration or adjustment the student is seeking (e.g., an extension to a Deadline Submission or to defer an Event Date). If the ECR is not complete, the request will not be considered.

6.2 An ECR must be supported, wherever reasonably possible, by appropriate documentary evidence (aside from the specific case of self-certification; see §6). This evidence must be relevant to the event or state of affairs claimed and to the appropriate time period. It is important that the evidence should, where reasonably

possible, speak to the negative impact on the student's ability to work to the best of their capabilities and not just record that a certain set of circumstances occurred.

6.3 The evidence supporting the ECR ought to, wherever reasonably possible, be provided by independent, professional third-party sources. Statements provided by family, friends and Academic Advisers can count as "evidence" for a Deadline submission depending on the nature of the circumstances.

6.4 Due to professional and legal requirements relating to the protection of patient confidentiality, evidence from the University Talking Therapist Service (or similar services) may simply report that a student is either currently in or about to start a talking therapy without supplying details of the nature of the student's condition (although there is an expectation that relevant dates (including referral) will be reported to ensure that they correlate with the claimed ECs). This should be taken as appropriate supporting evidence of the student's claims.

6.5 Where a student believes that the relevant circumstances are of a highly confidential nature, they may report the circumstances to the Director of Student Services. The Director, or their nominee, who shall normally be a Head of Student Services shall either:

(a) Confirm the confidential nature of the circumstances and provide the Exceptional Circumstances Panel with a statement of their severity and the date(s) of their likely impact. The substantive detail of the circumstances shall remain confidential to the Director of Student Services, OR

(b) Determine that the nature of the circumstances does not merit confidentiality of treatment and advise the student that they should report their ECs in the normal way.

6.6 In those exceptional cases where supporting evidence cannot be realistically provided, that which is supplied should be detailed enough that relevant University role holders (e.g., Exceptional Circumstances Panels, and ACR Managers) are able to reasonably infer the ECs' likely detrimental effects.

6.7 The type and amount of supporting evidence should, wherever possible, be proportionate and appropriate to the nature of the adjustment being requested by the student.

6.8 MB BS (MED) students who are declaring that they are 'not fit to sit' are not required to submit supporting evidence.

6.9 Any submitted evidence written in a language other than English must be provided with a certified translation. [5]

6.10 Evidence from a third party must be signed and dated, preferably on headed paper or, alternatively an email from the third party sent from their professional email account (if evidence is being sent in a professional capacity).

6.11 It is expected that the student will provide all relevant evidence at the time of their EC application for a Deadline submission or within 10 working days of a request to defer an Event Date.

6.12 The types of evidence which are likely to be supportive for various types of EC are outlined within Appendix 1.

6.13 In the case of a late ECR or rejection of an ECR, the student can consider options outlined in §9.

[5] For help finding a translator, the **Institute of Translation and Interpreting** provide a free search facility for finding professional translators.

7. Self-Certification of Exceptional Circumstances Before the Deadline Submission or Event Date

7.1 A student may self-declare exceptional circumstances (ECs) without the need to submit supporting evidence. These “self-certification” requests (SCRs) will be automatically approved on receipt of an Exceptional Circumstances Request (ECR).

7.2 The purpose of an SCR is to cover unforeseen, 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 (e.g., the common cold), urgent family emergencies and other personal circumstances which only impact for up to 7 calendar days.

7.3 SCRs can only be used with respect to Deadline Submissions (e.g., Coursework, Written Assignment, Dissertation, Project); SCRs do not apply to:

(a) Event Dates or Deferred Events (e.g., Laboratory Demonstration, Objective Structured Clinical Examination (OSCE), Objective Structured Pharmacy Examination (OSPE), Presentation, Course Test and Examination).

(b) Delayed assessments for Deadline Submissions

(c) Reassessments for Deadline Submissions or Event Dates.

(d) Any assessments (Deadline and Event) involving group work. A standard ECR along with supporting evidence and names of group members is required. If an ECR for a group assessment is rejected, then the late submission penalty will only apply to the group member that asked for the extension and not to other group members.

7.4. The following conditions relate to the use of SCRs:

(a) SCRs may be applied for between 7 calendar days in advance of the submission deadline.

(b) There is no requirement to submit supporting evidence with an SCR.

(c) SCRs result in an automatically approved 7-calendar day extension; for example, a submission deadline set for 3pm Monday will be extended to 3pm the following Monday. The submission time is no later than 3pm on the day of the new deadline.

(d) A student is permitted to apply for one SCR for each assessment (Deadline).

(e) If an extension beyond 7 days is necessary, an additional request (standard ECR) must be submitted in advance of the submission deadline along with supporting evidence.

8. Other Exceptional Circumstances Before the Deadline Submission or Event Date

8.1. The permitted mitigating adjustments allowed, with suitable evidence, are:

(a) One Extension of 3 calendar weeks (21 calendar days) to the submission date for items of assessment classified as 'Deadline' (i.e., Coursework, Written Assignment, Dissertation, Project).

(b) One deferral of an assessment classified as 'Event' (i.e., Examination, Course Test, Objective Structured Clinical Examination, Objective Structured Pharmacy Examination, Practical, Presentation).

(c) A repeat of a period of study or a break to studies.

8.2. The following conditions relate to extensions of 3 calendar weeks (21 calendar days) for items of assessment classified as 'Deadline' (i.e., Coursework, Written Assignment, Dissertation, Project):

- (a) The ECR must be applied for in advance of the submission deadline. No retrospective requests are permitted.
- (b) The ECR must be accompanied by evidence and will be rejected if evidence is not supplied at the same time as the ECR.
- (c) A student is permitted to apply for one extension for each assessment (Deadline).
- (d) When an Extension is granted, the submission time is no later than 3pm on the day of the new deadline.
- (e) If the Extension is granted but the new deadline is not met, then students will automatically have an (uncapped) delayed assessment opportunity based on evidence already provided.
- (f) The delayed assessment will normally take place during the next assessment period.
- (g) The module blackboard site will indicate to students if they can continue working on the same first assessment task.
- (h) Late submission penalties will be applied to assessments submitted after the agreed deadline or where requests are rejected, and students will be referred to (capped) reassessment where applicable.
- (i) If an ECR for a group assessment is rejected, then the late submission penalty (or capped reassessment) will only apply to the group member that asked for the extension and not to other group members, who will have an (uncapped) assessment.

8.3. The following conditions relate to the deferral of items classified as 'Event' (i.e., Examination, Course Test, Objective Structured Clinical Examination, Objective Structured Pharmacy Examination, Practical, Presentation):

- (a) The ECR must be applied for in advance or on the day of the Event. No retrospective requests are permitted.
- (b) Where the request for a Deferred Event rests on medical circumstances, the student must seek medical evidence in advance or on the day of the assessment, unless they are reasonably prevented from doing so.
- (c) It is expected that the student will provide all relevant evidence at the time of their EC application or within 10 working days of a request to defer an 'Event' assessment.
- (d) The ECR will be rejected if evidence is not supplied within 10 working days of the EC application, unless permission is granted for longer (depending on nature of evidence).
- (e) An approved Deferred Event will normally take place during the next assessment period.
- (f) Where a request is rejected, students will be referred to (capped) reassessment where applicable during the next assessment period.
- (g) A Deferred Event cancels the assessment that it replaces and the mark, if any, originally awarded. The recorded mark shall be the mark received for the Delayed Assessment and not the better of the two marks achieved. The mark for the Delayed Assessment will be used to calculate progression and final classification.
- (h) In the case where a Deferred Event is approved at a student's request, but the initial assessment has been attempted and passed, it will be assumed that the deferred attempt is no longer required and that the student will keep the mark unless they request otherwise. If a new attempt is requested and taken, the student cannot void the attempt and request to record the original mark.
- (i) Where a student had not requested a Deferred Event, but this is recommended by an ECP, a student may choose whether or not to attempt the Deferred Event. If they elect not to take the Deferred Event the original mark obtained will stand.
- (j) If an ECR for a group assessment is rejected then the (capped) reassessment attempt will only apply to the group member that asked for the deferral and not to

other group members, whose deferral will be uncapped.

9. Exceptional Circumstances After the Deadline Submission or Event Date

9.1. The following options are available to students: [6]

(a) To request another attempt where a student has submitted a Deadline assessment or attended an Event but believes that they did not have a fair attempt due to the effects of their ECs. The following conditions apply:

(i) A request must be submitted, with supporting evidence, within 10 working days of the Deadline Submission or Event Date.

(b) To request that a late submission penalty is removed where lateness is due to the effects of ECs. The following conditions apply:

(i) A request must be submitted, with supporting evidence, within 10 working days of the Deadline Submission.

(c) To submit an 'end of year' request relating to progression and/or final classification where overall performance has been affected by ECs not previously reported. The following conditions apply:

(i) A request must be submitted, with supporting evidence, no later than 10 working days prior to the meeting of the Pre-Board ECP. ACR will send students an email before an Examination Board to confirm the deadline date.

9.2. In the case of a late ECR or rejection of an ECR, a student will normally have a reassessment opportunity. A student may challenge a rejection decision through the University's Appeals and Complaints Procedure although normally not on the basis of the originally submitted ECR and supporting documentation.

9.3. In the case that a student is unable to engage with reassessments due to ECs already reported and evidenced, then a concession for a repeat of year can be considered. The following conditions apply:

(i) Extension to a period of study, by interruption to or repetition of, to a student's period of study is permitted up to a maximum of two years beyond the specified length of the course, as per **UG and PGT award regulations 4.2**.

[6] Note that 9.1 (a) and (b) will be available when technologically possible. In the interim, students must instead submit a Stage One Academic Appeal as outlined in 9.2.

10. Consideration of Exceptional Circumstances Requests and Exceptional Circumstance Panels

10.1 The decision to approve an Exceptional Circumstances Request (ECR), where required, will be determined by either the relevant ACR Manager or nominee or the School's Exceptional Circumstances Panel. Approval depends upon:

(a) the ECR meeting the exceptional circumstances criteria outlined in §3.2 (and consistent with the types of examples in §3.3).

(b) the requested mitigating adjustment being permitted under §7 and §8.

(c) the requested mitigating adjustment being reasonable.

10.2 Self-Certification Requests will be automatically approved as detailed in §6.

10.3 Where an ECR clearly meets the criteria in §3.2 (and is consistent with the examples in §3.3) and the mitigating adjustment is permitted by §7 and §8 and is reasonable (i.e., a request where no discretion in the decision making is required), the relevant ACR Manager or nominee may approve the ECR.

10.4 In the case that:

(a) the ECR does not clearly meet the criteria in §3.2, OR

(b) the submitted evidence, if any, does not clearly support the application, OR

(c) the request is complex or borderline for approval.

(d) The School's Exceptional Circumstances Panel will determine approval.

10.5 In the case that:

(a) the ECR has been provisionally approved by the ECP subject to receipt of a specified type of evidence, OR

(b) the requested type of evidence is not received, OR

(d) the evidence is not received by the agreed deadline.

an outcome for the student will normally be determined by the ACR Manager.

10.6 In all EC requests, an expectation of integrity and consideration of likelihood should be applied when considering an appropriate outcome. ACR Managers and ECPs should therefore take into consideration the following factors and considerations when reaching an outcome:

(a) Experience of the student and their history of submission and use of ECs - is the situation atypical, or novel for the student? For example, where a situation is unfamiliar, we might accept human error, however where a student has been in a

similar situation previously, we may reasonably expect them to avoid a repeat of such accidental/ avoidable errors.

(b) 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.

(c) Expectations/ reasonableness of requiring evidence - is it likely that the student can readily obtain evidence to corroborate their request? Where the circumstances of the student preclude help-seeking behaviours and/or evidence is difficult to obtain then consideration and flexibility should be shown. Self-testimony / family accounts can be accepted as evidence in such cases. Where it is reasonable though, students should be expected to evidence their case.

(d) Proportionality of impact - if the request is rejected, would the outcome be unreasonably disproportionate to the offence? An ECP decision can have a variety of impacts upon the student depending on the particulars of the case. In some instances, the effects on overall marks may be insignificant, for example, if the item is just one of a number of assessments in a non-counting 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.

10.7 Each School of Study shall have an Exceptional Circumstances Panel (ECP) appointed by the Head of School which will consist of a pool of at least 4 academic members to draw upon (one of whom will act as Chair).

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

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

10.10 A minimum of 2 members of the ECP pool are required to engage in the consideration of cases, except for the Pre-Board ECP meeting where at least 3 members must be in attendance.

10.11 The consideration of ECRs by an ECP need not involve a physical meeting of members if alternative methods of discussion and mutual deliberation are available.

10.12 ACR Managers and ECPs shall normally reach their decision and the student will be advised of the outcome within 3 working days of the ECR and evidence being received by the ACR team. In some instances, it may be necessary to extend this deadline.

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

10.14 The Pre-Board ECP shall receive all ECRs relating to progression and/or final classification along with the record of relevant student marks to be considered by the Board of Examiners.

10.15 The Pre-Board ECP shall consider whether any adjustments relating to progression or final classification may be appropriate and make a recommendation to the Board of Examiners on how the impact of the ECs should be accommodated. Recommendations may include:

(a) Award of a higher degree classification (for students that have an award mark within 2% of a degree boundary).

(b) Where progression requirements have not been met, recommend repeating the year or a part of the year, with or without an interruption in a period of study or assessment, Reassessment, or further Reassessment.

(c) For students in Stages 0, 1 or 2, provisional progression pending the successful outcome of the Delayed Assessment or Reassessment. This adjustment is available only where a student has failed a single module and has approval for a further attempt in the failed item(s). Assessment must be completed by the deadline set annually by ACR.

(d) That the student be transferred to an alternative course.

10.16 The Board of Examiners will normally follow the recommendations of the Pre-Board 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 record should preserve the confidentiality of the case (cf. §2.1(i)).

10.17 When making decisions regarding appropriate adjustments, the Board of Examiners shall demonstrate (and have recorded) that it has fully considered the recommendations of the Pre-Board ECP.

10.18 Any adjustments must comply with any applicable Professional, Statutory and Regulatory Bodies' (PSRBs) requirements (e.g., maximum length of registration).

Appendix 1 - Evidence for Exceptional Circumstances

Events

e.g., Exam, Laboratory, Presentation, Course Test and OSCE/OSPE.

Deadlines

e.g., Coursework, Written Assignment, Dissertation, Project.

Do's

Submit your request before or on the day of the event.

Contact the urgent doctor clinic at **UMS** on the same day as the event (even if you are not registered).

Submit appropriate evidence within 10 working days of your request.

Submit evidence from an appropriate independent third-party or someone who knows you in a professional capacity and can verify your circumstances.

Ensure evidence relates to the date of the event and states an opinion as to the nature and duration of any impact.

Ensure evidence is written in English. If it's originally in another language, it's your responsibility to ensure a certified translation is supplied.

Seek permission from third parties before sharing confidential or sensitive information about them.

Submit your request before 15:00 on the deadline day.

Submit evidence with your request.

Ensure evidence relates to the date of the deadline and is provided by someone that you have reached out to at the time of the circumstances and who can therefore verify your circumstances. Impact will be implied.

Ensure evidence is written in English. If it's originally in another language, it's your responsibility to ensure a certified translation is supplied.

Seek permission from third parties before sharing confidential or sensitive information about them.

Dont's

Do not send photos of people, injuries, or illness – these may cause offence and relevance to your circumstances cannot be verified. Evidence should be written not visual.

Do not send photos of people, injuries, or illness – these may cause offence and relevance to your circumstances cannot be verified. Evidence should be written not visual.

Events

Examples of evidence to defer an Event.

Deadlines

Examples of evidence to extend a Deadline.

Health

Correspondence (including e-mails) from UEA Support Services or staff:

Wellbeing team

Student support staff

Correspondence (including e-mails) or statements from third party professionals or support services:

NHS

External councillors

External mental health advisors

Official documents:

Medical Certificate

Bereavement

Correspondence (including e-mails) from UEA Support Services or staff:

Wellbeing team

Student Services

Student support staff

Correspondence (including e-mails) or statements from third party professionals or support services:

NHS

External councillors

External mental health advisors

Funeral director

Official documents:

Death certificate

Personal

Correspondence (including e-mails) from UEA Support Services or staff:

Wellbeing team

Student Services

Student support staff

Agreed reasonable/assessment adjustments.

Sportspark staff (TASS student-athletes and UEA Sport Scholarship students)

Correspondence (including e-mails) or statements from third party professionals or support services:

Police

Victim support

Social services

Charities (e.g., Citizens Advice MAP)

External councillors

Landlord

Care providers

Disability Access Plans

Official national or international sports event body (TASS student-athletes and UEA Sport Scholarship students)

Official documents:

Court documents

Employment

Requests for deferred events will not normally be considered based on reasons relating to paid employment as event dates are known in advance and can be planned for.

Other

Other types of evidence:

Outage from your internet service provider

The following examples of evidence can be provided for all types of EC (Health, Bereavement, Personal, Employment, Other):

Correspondence (including e-mails) from UEA Support Services or staff:

Appointment confirmation

Adviser

Module organiser

Course director

Student Services

Wellbeing team

Student support staff

Student Union

Student support officers

Residential Life team

Security

IT support desk

Agreed reasonable/assessment adjustments.

Sportspark staff (TASS student-athletes and UEA Sport Scholarship students)

Workplace tutor (for courses that include employment-based work or placements)

Correspondence (including e-mails) or statements from third party professionals or support services:

Police

Victim support

Social services

NHS

Charities (e.g., Citizens Advice MAP)

External councillors

External mental health advisors

Landlord

Funeral director

Care providers

Disability Access Plans

Official national or international sports event body (TASS student-athletes and UEA Sport Scholarship students)

Official documents:

Death certificate

Medical Certificate

Court documents

Correspondence (including e-mails) or statements from friends or family:

Screenshots of text messages or message Apps

Statements of events

Other types of evidence:

Screenshots of NHS notifications

Order of service

Scan of prescriptions

Screenshot of IT issues with submission

Outage from your internet service provider

Work rota