



HARTPURY
UNIVERSITY CENTRE

UNIVERSITY CENTRE HARTPURY

VARIANT REGULATIONS

2017/18

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¹ The naming of the variant regulation is composed of a number and then a reference to direct the reader to the section of the UWE regulations that this is a variant for.

1 Module Examination Boards and Programme Examination Boards

In the interests of clarity for staff and students, and to more accurately represent the scope of the meetings, Hartpury has taken the decision to rename the current Field and Award Boards as follows:

Field Board	Module Examination Board
Award Board	Programme Examination Board

External Examiners for Hartpury provision will be renamed as follows:

Field External Examiner	Module External Examiner
Award External Examiner	Programme External Examiner

These changes are in line with those entailed by the approved adoption of the Hartpury Quality Enhancement Framework to replace the UWE Quality Management and Enhancement Framework.

2.A Quality Management and Enhancement

UWE Regulation

A8.1 Academic Board has delegated responsibility for the management of Quality and Standards and the procedures can be found within the [Quality Management and Enhancement Framework](#) (QMEF). These internal processes reflect the QAA UK Quality Code for Higher Education.

Hartpury variant regulation (in place of the above)

Academic Board has delegated responsibility for the management of Quality and Standards and the procedures can be found within the Hartpury Quality Enhancement Framework (HQEF). These internal processes reflect The Standards and Guidelines for Quality Assurance in the European Higher Education Area and the QAA UK Quality Code for Higher Education.

Following this all reference to the Quality Management and Enhancement Framework can be replaced with the Hartpury Quality Enhancement Framework (HQEF).

3. C Top-up award credit requirements

UWE Regulation

C4.1R The following table shows the minimum credit requirements for eligibility for the stated University award.

Hartpury variant regulation (in addition to the above)

Where a programme has been designed and validated for top-up entry directly into Level 3 (FHEQ level 6) then its credit requirements are defined only as 120 credits at level 2 or above with minimum of 100 credits at Level 3 (FHEQ level 6) with 240 credits at Levels 1 and 2 (FHEQ levels 4-5) comprising a previously achieved Level 5 qualification.

4.D Withdrawal from modules

UWE Regulation

D12. Withdrawal from modules

D12.1R Irrespective of any fee liability, students may withdraw from a module without academic penalty (e.g. loss of the attempt) on that module if withdrawal occurs within one quarter of the module’s delivery period or before the deadline for submission of the first assessed element, whichever is the sooner. Student and Academic Services will specify the exact date to students. Students may still withdraw from a module after this point but will incur an academic penalty.

Application of the regulation

D12.2 Students should be aware that withdrawing from a module at any stage may have implications for their funding and fee liability.

D12.3 The outcomes of transferring or withdrawing from individual modules:

Scenario	Outcome
Transfer/change a module before 14 calendar days have elapsed from the start of the teaching period.	Module is removed from the student’s record – the attempt is not lost
14 calendar days after the start of the teaching period	No more transfers permitted
Withdrawal before one quarter of the delivery period or the date of the first assessment	Module is removed from the student’s record – the attempt is not lost
Withdrawal after one quarter of the delivery period or the date of the first assessment	Module remains on the student’s record and its status is ‘withdrawn’ – an attempt is lost unless another is granted on the basis of accepted personal circumstances.

D12.4 Students may not withdraw from an individual module after the module completion date.

Hartpury variant regulation (in addition to the above)

4.D.1 Clarification that UWE D 12.1 to D12.4 applies to undergraduate students only.

4.D.2 Students on taught postgraduate modules only, can withdraw from a module in writing without academic penalty (e.g. loss of the attempt) within a given time period determined by the timetabled contact time:

Module’s timetable	Scenario	Outcome
All module delivery types	Withdraw from a module before 14 calendar days have elapsed from the start of their programme enrolment for the academic year	Module is removed from the student’s record – the attempt is not lost

Timetabled contact time over a single period of consecutive days	Students can withdraw from the module before 17:00 of the second day of contact time	Module is removed from the student's record – the attempt is not lost
Timetabled contact time over more than a single period of consecutive days but less than 6 weeks	Students can withdraw before 17:00 on the fifth (5) working day after the first date with timetabled contact time.	Module is removed from the student's record – the attempt is not lost
Timetabled contact time over a 6-8 week period	Students can withdraw before 17:00 on the tenth (10) working day after the first date with timetabled contact time.	Module is removed from the student's record – the attempt is not lost
Timetabled contact time over at least a 9 week period	Students can withdraw before 17:00 on the fifteenth (15) working day after the first date with timetabled contact time.	Module is removed from the student's record – the attempt is not lost
All module delivery types	Anything except the above	Module remains on student's record and its status is 'withdrawn' – an attempt is lost unless another is granted on the basis of accepted personal circumstances.

The Module Enrolment Change Form should be submitted by e-mail to the student advisor and the programme manager, or submitted in person to the student advisor.

4.D.3 Students should be aware that withdrawing from a module at any stage may have implications for their funding and fee liability.

5.E Pass/fail components

UWE Regulation

E2.5R Component marks and the overall module mark are expressed as percentages, however, at levels 0 and 1 only (FHEQ levels 3 and 4); standard modules may include one component assessed as passed or not passed. Students must pass this component and obtain a pass mark in the other component in order to pass the module. The overall mark for the module is the percentage awarded for the other component. In order to pass this must be a minimum of 40%. These criteria must also be met in order to pass a resit or retake.

Hartpury variant regulation (in place of the above)

Component marks and the overall module mark are expressed as percentages, however, at all levels (Levels 0-M; FHEQ Levels 4-7), standard modules may include one component assessed as passed or not passed. Students must pass this component and obtain a pass mark in the other component in order to pass the module. The overall mark for the module is the percentage awarded for the other component. In order to pass this must be a minimum of 40% (50% for modules at Level M). These criteria must also be met in order to pass a resit or retake.

6.E Online submission

UWE Regulation

E14.2 Further information is available in the online assessment policy and guidance: uwe.ac.uk/aboutus/policies.

Hartpury variant regulation (in place of the above)

Hartpury's processes for managing online submission of work in its provision are articulated in the University Centre Hartpury Online Submission Policy, available from the Hartpury College website at www.hartpury.ac.uk/about-us/governance-and-policies/

7.F Assessment Cycle

UWE Regulation:

F4.2 The University's processes for moderating marks in its taught provision are articulated in the *Assessment Cycle*.

Hartpury variant regulation (in place of the above)

Hartpury's processes for moderating marks in its provision are articulated in the Hartpury College Higher Education Assessment Cycle, available from the Hartpury College website at www.hartpury.ac.uk/about-us/governance-and-policies/

8.G Assessment Offences

UWE Regulation

G2.3 The penalties which shall be applied where an offence has been committed are set out in the [Assessment Offences policy and process](#)

Hartpury variant regulation (in place of the above)

Hartpury's processes for managing suspected assessment offences in its provision are articulated in the University Centre Hartpury Assessment Offence Policy, available from the Hartpury College website at www.hartpury.ac.uk/about-us/governance-and-policies/

9.H Calculation of the Foundation Degree

UWE Regulation:

H9.1R A foundation degree with **merit** shall be awarded when an average of 55% or more is achieved across any combination of modules at level 2 or above (FHEQ level 5 or above) which are valid for the award and total 100 credits or more. The award of foundation degree with merit is not available for the following named awards: FdA Professional Acting, FdA Professional Stage Management, and FdA Costume for Theatre, Television and Film.

H9.2R A foundation degree with **distinction** shall be awarded when an average of 70% or more is achieved across any combination of modules at level 2 or above (FHEQ level 5 or above) which are valid for the award and total 100 credits or more. The award of foundation degree with distinction is not available for the following named awards: FdA Professional Acting, FdA Professional Stage Management, and FdA Costume for Theatre, Television and Film.

Hartpury variant regulation (in place of the above)

The calculation of the Foundation Degree shall be based on the best marks achieved for 90 credits awarded at Level 2 or above (FHEQ Level 5 or above) which are valid for the award. This credit amount must include the designated module or modules incorporating the work placement or work based learning.

- A foundation degree with **merit** shall be awarded when an average of 55% or more is achieved across any combination of modules at level 2 or above (FHEQ level 5 or above) which are valid for the award, as indicated above, and total 90 credits.
- A foundation degree with **distinction** shall be awarded when an average of 70% or more is achieved across any combination of modules at level 2 or above (FHEQ level 5 or above) which are valid for the award, as indicated above, and total 90 credits.

10.I Achievement of 80% of the award credit total

UWE Regulation:

I. 18.4R Where a student has accepted an award on the basis of achieving at least 80% of the required credit and has personal circumstances accepted for the unachieved credit, in the event of their return to register on a higher level award, they must make up the outstanding credit in order to meet the minimum credit requirements of that award.

Hartpury variant regulation (in place of the above)

Where a student progresses to top-up following the completion of an appropriate Level 5 qualification as detailed in the top-up programme specification, and where they have previously accepted such a qualification under the 80% rule, they will not be required to make up the outstanding credit.

11.I Award uplift methodology

UWE Regulation

I. 19.1R Having regard to a student’s overall profile of assessment outcomes, an award board may award one class (or other differential level of award) higher than that resulting from the methods for determining classification for honours or other differential level of award. In doing so the Board must use the criteria on raising the classification / differential level of an award provided by Academic Services prior to each exam board period.

Hartpury variant regulation (in place of the above)

Having regard to a student’s overall profile of assessment outcomes, the Award Board will use the following factors in order to consider students whose final award aggregate falls within 1.5% of a classification boundary:

- 50% or more of final year credits in the upper boundary and/or for the dissertation, research project or work based learning module(s) to be in the upper boundary.
- Accepted Extenuating Circumstances
- Accepted Adverse Group Circumstances.

Where a student profile meets one or more of these factors, and following due discussion and careful consideration, the Award Board shall consider awarding them their degree with the higher classification.

12.I Condonement: consideration

UWE Regulation

I.20.1R Except where statutory or professional bodies require otherwise, any marginal failure (i.e. a module outcome with a mark of 37% or greater at levels 0 – 3 / FHEQ levels 3-6; 47% or greater at M level / FHEQ level 7) may be condoned by Award Boards as follows, provided students have passed modules worth a minimum of 90 credits at the same level or above:

a maximum of 30 credits at level 0	But overall a maximum of 30 credits can be condoned at levels 0 and 1.
a maximum of 30 credits at level 1;	
a maximum of 30 credits at level 2;	
a maximum of 30 credits at level 3;	
a maximum of 30 credits at M level.	

Hartpury variant regulation (in place of the above)

Except where statutory or professional bodies require otherwise, any marginal failure (i.e. a module outcome with a mark of 37% or greater at Levels 0 – 3 / FHEQ Levels 3-6; 47% or greater at M Level /FHEQ Level 7) may be condoned by programme examination boards as follows, provided students have passed 50% of the modules attempted at the same level or above.

a maximum of 30 credits at level 0	But overall a maximum of 30 credits can be condoned at levels 0 and 1.
a maximum of 30 credits at level 1;	
a maximum of 30 credits at level 2;	
a maximum of 30 credits at level 3;	
a maximum of 30 credits at M level.	

We will apply this variation by asking for confirmation at the Programme Examination Board that this decision will not prevent a student meeting the programme learning outcomes before any decision to condone will be made.

13.AppE3 Off-site examinations

UWE Regulation

Appendix E3 1.2 Permission to take an examination off campus may be granted only in the following circumstances (and is subject to the criteria set out in 2.1):

- a. where the assessment is the resit and where it can be arranged at a British Council Office;
- b. where the assessment is the resit for students participating in an academic exchange, and it can be arranged at one of the other institutions participating in the exchange; or
- c. where a student is involved in national or international elite / high performance sporting / or other activities at that level, or a unique career enhancing opportunity approved by the University and where the assessment may be invigilated by responsible individuals approved by the University (e.g. staff from the national governing body of the sport)

Hartpury variant regulation (in addition to the above)

Permission to take an examination off campus may be granted only where the assessment:

- a. is for students participating in an academic exchange, and can be arranged at one of the other institutions participating in the exchange;
- b. is for students involved in national or international elite / high performance sporting / or other activities at that level, or a unique career enhancing opportunity approved by the University and where the assessment may be invigilated by responsible individuals approved by the University (e.g. staff from the national governing body of the sport); or;
- c. is for students on an approved period of work placement or similar programme-related activity e.g. presentation of research at an international conference, either in the UK or abroad, contributing towards the achievement of their award, to the College's strategic mission or to the development of the student experience.

14. Additionally to the variant regulations the following is a list of programmes with programme specific variant regulations included within their definitive programme specifications.

Diploma in Professional Studies Veterinary Nursing

FdSc Veterinary Nursing Science (SW)

FdSc Equine Veterinary Nursing Science (SW)

BSc (Hons) Veterinary Nursing Science (SW)

BSc (Hons) Sports Therapy

MSci Sports Therapy (Equestrian)

MSc Veterinary Physiotherapy

Appendix E2: Extenuating Circumstances: Students experiencing difficulties which impact on their ability to meet assessment deadlines

APPE2.1 Applications relating to personal circumstances for postgraduate research candidates are managed separately (although the list of acceptable and non-acceptable grounds for application does apply). Further information is available in Part 7 of the Postgraduate Research Degree regulations. Taught modules which are part of professional doctorate programmes do fall under the regulations as described in this document.

APPE2.2 The processes outlined in this appendix should not be used to mitigate against ongoing or chronic conditions or illnesses. Instead students should contact HE Learning Support if they have a long-term illness, medical/mental health condition or disability or if they have a temporary disability, severe illness (likely to last less than a year), are in a period of pregnancy or maternity or are a primary adopter. Reasonable adjustments or a pregnancy support plan (as appropriate) may be put in place to meet the students' educational support needs.

Undergraduate, Postgraduate Taught and Taught elements of Postgraduate awards only.

APPE2.3 It is each student's personal responsibility to undertake the required assessments for their programme of study on the dates set by the Institution. However, the Institution recognises that at times students may encounter personal difficulties or circumstances outside of their control which affect their ability to sit an exam or submit a piece of work on or by the required date.

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
Serious personal accident or injury of self or close family member: <ul style="list-style-type: none">• car (or other transport) crash;• an acute episode within a longer term medical condition.	Medical certification of serious accident (doctor's note, hospital letters, hospital appointments).
Serious illness of self or close family member (including mental health): <ul style="list-style-type: none">• an incapacitating illness or unexpected deterioration in an ongoing illness or medical condition;• an assault where the student is the victim;• breaks and sprains of the normal writing hand/arm.	Medical certification of serious illness (doctor's note, hospital letters, hospital appointments, copy of prescription or medication, letter from a counsellor).

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
<p>Death of close family member The definition of 'close' is not confined to partner, parent or child and might reasonably include significant others (e.g. primary carers, grandparents, or friends) where the relationship between the student and the deceased can be proven to be demonstrably close. Regardless of the type of relationship it is the impact of the death on the student that needs to be clearly explained.</p> <p>It is recognised that the anniversary of a death might trigger a claim for personal circumstances – again it is the impact on the student's ability to undertake assessments that needs to be evidenced.</p>	<p>Death certificate, order of service, newspaper announcement or corroboration from a member of the student's family. Death certificate, order of service, newspaper announcement or corroboration from a member of the student's family (e.g. a supporting letter).</p> <p>In cases of death relating to 'significant others', or where the student's family name does not correspond to that of the deceased, the claim should be accompanied by a brief explanation of the student's relationship to the deceased.</p> <p>Where appropriate, additional information on the location of a funeral, and any requirements for religious observance may be helpful.</p>
<p>Death of close family member The definition of 'close' is not confined to partner, parent or child and might reasonably include significant others (e.g. primary carers, grandparents, or friends) where the relationship between the student and the deceased can be proven to be demonstrably close. Regardless of the type of relationship it is the impact of the death on the student that needs to be clearly explained.</p> <p>It is recognised that the anniversary of a death might trigger a claim for personal circumstances – again it is the impact on the student's ability to undertake assessments that needs to be evidenced.</p>	<p>Death certificate, order of service, newspaper announcement or corroboration from a member of the student's family. Death certificate, order of service, newspaper announcement or corroboration from a member of the student's family (e.g. a supporting letter).</p> <p>In cases of death relating to 'significant others', or where the student's family name does not correspond to that of the deceased, the claim should be accompanied by a brief explanation of the student's relationship to the deceased.</p> <p>Where appropriate, additional information on the location of a funeral, and any requirements for religious observance may be helpful.</p>
<p>Major household problem: fire, burglary, requirement to appear in court. All must be relevant to the date of the assessment event or the period leading up to it.</p>	<p>Independent (third party) evidence of serious personal disruption e.g. fire officer, police officer, court or tribunal officer.</p>

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
<p>Serious personal disruption: victim of a crime, court attendance, relationship breakdown, unanticipated or non-negotiable commitment to duties associated with an elected office, membership of a voluntary organisation or service with reserve forces. Examples of relationships include husband/wife, civil partner; long term relationship.</p>	<p>Independent (third party) evidence of serious personal disruption e.g. letter of corroboration from the relevant organisation, solicitor's letter, letter from courts or member of the student's family, written evidence from the police (including a crime reference number) counsellor, social worker, victim support, etc.</p>
<p>Unplanned or unexpected circumstances during pregnancy or for a parent with a baby under six months old: in cases where a student or infant becomes unwell during pregnancy or post-birth or something unplanned or unexpected happens and the student needs additional support beyond that outlined in their pregnancy support plan.</p>	<p>Medical certification (doctor's note, hospital letters, hospital appointments).</p>
<p>Impact of natural disaster: severe weather which prevents attendance or submission, civil disruption or other major hazard (including major breakdown in transport system).</p>	<p>A letter from the police or other authority depending on the nature of the incidence confirming its nature and severity; evidence of flight cancellations, evidence of local conditions (e.g. travel web pages), evidence from local web pages of road closures.</p>
<p>Major, unplanned and verified changes in work commitments.</p>	<p>Employer letter providing evidence of significant change of employment circumstances (not valid for full time students).</p>
<p>Highly contagious illness: for example swine flu/norovirus/gastroenteritis where the medical advice is to stay at home and not visit a doctor.</p>	<p>An application may be submitted without evidence if it is not possible to obtain any. However, if evidence is available to the student it should be submitted and cover the period of absence from the Institution.</p>
<p>Students who are the primary carer for a disabled person and something unexpected has affected their ability to submit.</p>	<p>Medical certification (doctor's note, hospital letters, hospital appointments). Independent evidence of serious personal disruption e.g. letter of corroboration from the relevant organisation, counsellor, social worker, etc.</p>
<p>Students with Disabilities where:</p> <ul style="list-style-type: none"> • they are affected by other illnesses or events disproportionately because of their disability; • the condition is fluctuating or episodic; • the disability, mental health condition, medical condition or Specific Learning Difficulty (e.g. dyslexia) has been diagnosed within the last six months. 	<p>Medical certification (doctor's note, hospital letters, hospital appointments).</p>

Personal circumstances which may prevent submission of, or attendance at assessments on the required date	Example of appropriate evidence
If evidence of a requirement for reasonable adjustments is provided too late to be taken into account in the delivery or assessment of a module.	Corroboration from a Dyslexia Adviser or Disability Adviser.
<p>Religious observance Scheduled examinations only: where a student misses an examination due to participation in collective worship, abstinence or a ritual.</p> <p>Applications may not be made for any other form of assessment</p>	<p>One or more of the following:</p> <p>a. a letter from a religious leader (giving their title and role) explaining the nature of the obligation and how it impacts on the student;</p> <p>b. a personal statement by the student explaining the nature of the obligation and the way in which it impacts on their examination timetable supported by independent evidence such as a published timetable of festivals or events showing the date, time and nature of the observance.</p>
<p>Commitment at a national/international level (e.g. sporting); the student is selected to compete at national or international level or attend a training camp which requires absence from the Institution on the date that the assessment was due to be submitted or the assessment sat or for at least a week during the period she/he might reasonably have been expected to give time to the production of work for assessment.</p>	<p>Official correspondence from the relevant organization or sporting body confirming the requirement to be available on specified dates. Letter from organiser or team manager (or appropriate equivalent source) confirming representation and relevant dates.</p>
<p>Unique career enhancing opportunity: this should be linked to practice based learning and/or contribute to regional development and entrepreneurialism. It should be relevant to the programme of study and supported by the programme team and apply to required absence from the Institution on the date that the assessment was due to be submitted or the assessment sat.</p>	<p>Official correspondence from the relevant employer/programme team confirming the requirement to be available on specified dates.</p>
<p>Verifiable Institution-wide, site-wide, nationally or internationally-wide failures of equipment.</p>	<p>As appropriate to the situation.</p>

APPE2.4 Examples of circumstances which are **not** acceptable reasons for failing to submit or undertake an assessment:

- **Colds or known conditions such as hay fever.** Sore throats, sprains (other than in the writing hand/arm).
- **Accidents/illness affecting relatives or friends** unless serious or if the student is a sole carer / has a

disability so is disproportionately affected.

- **Normal examination stress or anxiety experienced during revision or the assessment period:** unless corroborated by medical evidence as a chronic condition and the student is undergoing treatment.
- **Stress in practice placement.**
- **Non-serious domestic, social or personal disruptions:** moving house, change of job, holidays, weddings, normal job pressure, failed travel arrangements, financial difficulties, oversleeping.
- **Study related circumstances:** equipment failure including computing/printer difficulties (unless they occur in the examination itself), failure to have taken back up copies for work stolen or corrupted, bunching of deadlines/examinations, missing books, poor time management, misreading the examination timetable, taking the wrong examination.
- **Cultural adjustment/assimilation.**
- **Difficulty with the English language.**
- **Different teaching methods in the United Kingdom to a home institution.**
- **Examination conditions:** disruption in the examination room, excessive noise, behaviour of other students. Normally such conditions will have been reported to the invigilators who will pass the reports onto the faculty to be dealt with as appropriate.

Evidence requirements

APPE2.5 Students applying under any of the processes outlined in this appendix, must provide original, independent documentary evidence. This must show that their personal circumstances were out of their control and could not be prevented. The evidence must be dated and correlate with the dates of the assessment.

Evidence must be original and on headed paper and signed and dated by the author. Evidence presented by email may be acceptable if the email has been sent by the author from the official address of the relevant organisation. It is accepted that any evidence submitted electronically is a copy of the original documentation, however, the Institution reserves the right to request to see the original document if required.

Evidence must be in English with any translation of supporting documentation organised and financed by the student and undertaken by an authorised translator, for example, a local authority translation service.

Evidence relating to medical conditions must be written by appropriately qualified professionals who are independent to the student.

APPE2.6 The Institution will deem any documentation that has been amended either by the original author or by the student for any reason as inadmissible. If there is concern that a student may have fraudulently presented documentation to the Institution, the matter will be investigated and considered under the Institution's procedures for investigating alleged assessment offences or under the terms of the procedures for the suspension and expulsion of students for academic reasons.

APPE2.7 Evidence presented by students must meet the standards required to provide the Institution with the necessary assurances to satisfy Institution regulations. The Institution reserves the right to take such steps as deemed necessary to verify the evidence submitted without prior notification to the student. Where the Institution is unable to authenticate the material to its satisfaction, it will not be accepted.

Self-certification

APPE2.8 In exceptional circumstances a student may use self-certification as evidence to accompany an application if they cannot provide any other form of evidence.

APPE2.9 Self-certification may only be used **once during each academic year** (a period determined by the programme start date). It may be used to cover one or more assessments

A student cannot submit on time due to the impact of a significant and serious event arising shortly before the deadline.

Five working day extension process.

APPE2.10 Students are expected to plan their workload to avoid being impacted upon by a minor illness or other cause. However, if a **significant** and **serious** event arises shortly before the published hand-in deadline for an individual coursework assessment which may prevent submission and for which a student can provide original, independent documentary evidence, they may apply for a five working day extension.

APPE2.11 The normal extension period of five working days is required to avoid delaying the provision of feedback to the rest of the cohort, to allow for sufficient marking time and to facilitate the efficient processing of student work, particularly prior to examination boards.

To note: Dates when the Institution is closed do not count as working days. For example, the Institution is closed on public holidays so these do not count as working days.

APPE2.12 A student applying for an extension of longer than five working days must provide original, independent evidence as to why the additional time is necessary to support them in completing and submitting the work. Where providing an extension of longer than five working days cannot be granted without the student gaining an unfair advantage or the work be unable to be processed prior to examination boards then the maximum extension given may be less than the requested period.

The process for applying for an extension

APPE2.12 A student making a request for an extension must be directed in all cases to the Student Advisor Helpdesk. Extensions may not be agreed between an individual tutor and the student.

APPE2.13 If an extension to a deadline is granted the assessed work will be marked as if on time.

APPE2.14 The extension request must normally be submitted at least two full working days (48 hours) before the deadline.

APPE2.15 An extension request will normally only be considered if:

- a. the request is submitted within the permitted timescale;
- b. relevant third party documentary evidence is attached to the request.

APPE2.16 If upon discussion with the student it is discovered that it is not realistic for them to submit, or they chose not to submit, they will still be eligible to use the missed assessments process if appropriate.

Assessment types and extensions

APPE2.17 Due to the type and timing of some forms of assessment it will not be possible for an extension to be given or the maximum extension may be less than five working days. Where the nature of the assessed work is such that an extension cannot be granted, or where the student cannot undertake the task at a different time from the other students without gaining an unfair advantage, and they do not submit or undertake the assessed work, a ‘non-submission’ will be recorded. The student will still be eligible to use the missed assessments process if appropriate.

A. Five working day extensions are normally available for the following assessment types	B. Five working day extensions are <u>not</u> normally available for the following assessment types
An individual piece of work, for example: <ul style="list-style-type: none"> • coursework; • an individual presentation; • an individual viva. 	Group work, for example: <ul style="list-style-type: none"> • jointly assessed group work; • a group presentation; • group design review; • a group report for which the same mark is assigned to all contributors.
<ul style="list-style-type: none"> • a poster; • an individual poster presentation. 	Assessments limited by logistical constraints, for example: <ul style="list-style-type: none"> • assessments to be completed whilst on a field trip; • time-constrained examinations and other assessments; • assessments submitted for marking by a group of staff at a fixed time (including practical assessments involving time-constrained resources); • Objective Structured Clinical Examinations (OSCEs).
Work associated with practice but only if it is a portfolio or a written submission which includes professional practice evidence (but is not the practice element of a professional practice module).	Practice elements of professional practice modules.

APPE2.18 Additional points to note:

- as the work is submitted after the deadline a student may receive their mark later than the rest of the cohort;
- it is not expected that a student would require repeated changes to deadlines;
- repeated requests for extensions to deadlines would normally activate a detailed review of a disabled student’s current support, or to consider whether a student who does not have reasonable adjustments in place, requires them;
- it must be possible to provide parity for all students registered on the module. Granting an extension must not disadvantage other students, or unduly advantage the student who is applying for the extension;
- a student is permitted to submit the work earlier than the expiry date of the extension period if they

wish;

- there should be no further extension upon an already granted extension.

Late five working day extension requests

APPE2.19 Requests made after the assignment deadline will normally not be considered. Only if an incident occurs during the two full working days (48 hours) before the deadline and the student provides independent documentary evidence of a situation which demonstrates they cannot meet one or more of the requirements above, a late request may be considered. An example of such a situation may be an emergency event on the evening before/morning of the hand in. For example, if a student was unexpectedly confined to hospital for medical treatment. However, there is no guarantee that such a request can be considered.

A student is unable to submit or attend an assessment due to their personal circumstances : Missed assessments process

APPE2.19 If a student has chosen to submit an assessment or attend an exam, it will be assumed that they have made a judgement they were fit to do so and so they cannot apply under the missed assessments process.

APPE2.20 A student may use the missed assessments process if they do not submit an assignment or do not attend an examination or other controlled conditions assessment such as a presentation due to the impact of their personal circumstances. Students must ensure they have read regulation [E1.5R](#) before submitting an application for a missed assessment. **Applications for missed assessments will be rejected if a student goes onto submit their work after making an application.**

Using the missed assessments process.

APPE2.21 Applications for missed assessments should be made via the Student Advisor.

APPE2.22 Students are strongly advised to obtain guidance or advice from the Student Advisor prior to submitting their form. Such advice will be limited to the procedures to be followed and the required evidence. The responsibility lies with the student to make the final decision. Staff should avoid attempting to judge the likely outcome of an application submitted under the procedure.

APPE2.23 Where a student is studying with an academic partner they should contact their local administration office for guidance

APPE2.24 It is the student's responsibility to ensure that the form is completed and that all relevant information and supporting documentary evidence is made available to the Institution. A verbal notification regarding personal difficulties is not sufficient.

APPE2.25 When filling out the form, students must ensure they record exactly which assessments have been affected and link this to the modules they relate to. They must clearly state why the circumstances adversely affected their ability to attend or to submit the assessment. The reasons given must be linked to the dates of the assessment.

APPE2.26 All the following pieces of information are essential:

- personal details - name, student number, programme title;

- details of how the circumstances affected the student’s studies / assessment and relevant dates and details;
- documentary evidence.

Electronic submission is authentication of the signature and confirmation of the date.

APPE2.27 A student’s application will not be carried forward between assessment opportunities. A new form, and new up to date evidence, will need to be submitted which demonstrates that the circumstances are continuing and affecting the student’s ability to submit or attend assessments. For longer term circumstances please see the sections on ‘ongoing conditions, disabilities or pregnancy and maternity’ or ‘suspension of studies’.

Final deadline for submission of an application

APPE2.28 A missed assessments application should be made in advance of an assessment (see [E1.5R](#)).

However, if the student’s situation prevents this, it must be made as close as possible to the deadline of the affected assessment(s).

APPE2.29 Where this is not possible, there are final deadlines for applying once module teaching and assessment has been completed at the end of each term.

For the 2017/2018 academic year these are:

Modules completed by the end of assessment period 1	14:00 9 February 2018
Modules completed by the end of assessment period 2	14:00 8 June 2018
Modules completed by the end of assessment period 3	14:00 3 August 2018

APPE2.30 If a student encounters any problems which might prevent them from applying or providing evidence by the relevant deadline, they should contact a Student Advisor as soon as possible.

APPE2.31 If the evidence is still not available when the application is considered and no other independent corroborating evidence is available, it will be rejected.

Late applications

APPE2.32 Applications received after the final deadline will not be considered unless a student can demonstrate that circumstances beyond their control prevented the disclosure of the relevant factors at that time. Applications must be received no later than ten working days after the formal notification of the examining board’s decision. In addition to providing evidence of their circumstance, students must also provide evidence showing why they did not apply at the appropriate time.

APPE2.33 In exceptional circumstances, where a student can demonstrate, with the support of independent documentary evidence, that they could not reasonably have been expected to have complied with the Institution’s regulations owing to the specific nature of the issues involved, a claim which has been submitted beyond this time frame may be reviewed.

APPE2.34 Where appropriate, if the late claim is upheld after the relevant examining board has met, the Chair of the Examining Board will be notified and a sub-Award Board convened to reconsider the student’s academic profile.

Third party applications

APPE2.35 The Institution or a third party may not make a submission on behalf of a student unless in very exceptional circumstances where a student is unable to submit a request on their own behalf. For example, if they are unexpectedly confined to hospital for medical treatment. For such an application to be accepted the Institution requires that the submission states why the student was unable to make the application themselves; the name and contact details of the third party and their connection to the student; and that the application is supported by evidence.

A student requests the exceptional removal of a mark due to personal difficulties affecting an assessment they have attempted

APPE2.36 Exceptionally, a student may apply to have their mark for an assessment removed **after** attempting the assessment. This is permitted on only two grounds and there are specific requirements for the evidence which **must** be provided.

1. The student's circumstances affected their judgement to the extent they were unable to determine that they should not have done the assessment.

The evidence must cover the period of assessment and explain the impact on the student's judgement at that time.

2. The student attended an examination but was taken ill during the event and was unable to complete the assessment.

The application must be supported by written, verifiable, and independent evidence of the medical condition. The medical evidence would usually be corroborated by an institutional record of the student leaving the assessment (for example, a report of the examination invigilator or academic staff responsible for supervising the assessment).

The process for applying for the exceptional removal of a mark

APPE2.37 The application process and all deadlines and guidance around late applications are the same as for the missed assessments process. Applications for the exceptional removal of a mark should be made by the student **as soon as possible** after the assessment.

The process for considering missed assessment or exceptional mark removal applications

APPE2.38 The Institution operates a two-stage process which has full delegated authority from Programme Examination Boards to make decisions whether to accept or reject applications.

Stage one

APPE2.39 Designated staff will consider cases following the submission of the application. Depending on the nature of the circumstances and evidence provided, the staff member may be able to consider the application or will consult with an academic reviewer before a decision is made.

Stage two

APPE2.40 Where staff are unable to reach a decision at stage one, the application will be considered by a Panel. The panel will convene at intervals during the year, meeting formally or virtually. The panel may, if appropriate, request and receive reports from tutors. The panel will comprise at least three members of staff, including the Chair and an academic.

Confidentiality

APPE2.41 All cases and evidence provided must be treated as confidential and a panel may decide to assess cases anonymously.

APPE2.42 If a student subsequently appeals or makes a complaint any relevant paperwork may be accessed as part of the investigation.

Notification of outcomes

APPE2.43 The decisions to accept or reject missed assessments applications will be recorded and entered onto the Student Record system. Students will be notified of the outcome via email and any subsequent Programme Examination Board decision will be available following the publication of results.

What happens when a missed assessments or exceptional mark removal application is accepted?

APPE2.44 If an application for the removal of a mark is accepted, the mark will be removed and replaced by a non-submission.

APPE2.45 Decisions about the impact of individual personal circumstances upon a student's progression or eligibility for an award will be made by a Programme Examination Board. Where a missed assessments application has been accepted or where a mark has been removed due to a student's personal circumstances, the Board can use its discretion to take account of these and may:

- allow a resit or retake of a failed module;
- allow the mark for a resit or retake to be uncapped;
- accept failure of a module/s when recommending eligibility for a named award.
- recommend an aegrotat award (an unclassified award granted to a student who is unable for reasons of illness or similar incapacity to complete or be assessed).

Please note:

- these decisions are subject to the assessment regulations (including professional body requirements) for the award;
- some of these outcomes may have visa implications for those students who require one.

APPE2.46 Acceptance of an application does **not** permit the following:

- an adjustment to the marks for individual modules;
- to allow students who have passed a module to retake it;
- to waive the fees for a retake unless in very exceptional cases which are markedly different from the usual run of cases;

- to allow marks for elements of assessment within a failed component to be carried forward;
- if a mark is removed for an assessment where an assessment offence has been proven to have taken place, the record of the assessment offence will remain.

Adverse circumstances affecting a whole student cohort or sub- cohort.

APPE2.47 A Module Examination Board will take account of any circumstances relating to the delivery or assessment of a module adversely affecting the performance of a whole cohort or a sub-group of students on a component of assessment or the module (for example, an incident affecting an examination). The Board may consider such matters when requested to do so by members of staff, students enrolled on the module or because of a report received from examination invigilators.

APPE2.48 In the case of submissions from students, normally the details should be provided in writing to the designated person responsible for the module not less than five working days before the meeting of a Module Examination Board. However, the Board will have discretion to consider submissions received after this date, provided they are received prior to the Board meeting. In such cases students should **not** submit an individual application for personal extenuating circumstances or for the exceptional removal of a mark.

APPE2.49 Instances where there is a known material irregularity affecting an individual or group of students or where an exceptional incident is acknowledged by the Institution (for example, the death of a student, a critical systems failure) may be dealt with at the time at which they arise through existing policies, procedures and protocols. In some cases there will be no requirement for students to make their own personal extenuating circumstances submission.

APPE2.50 Actions available to Module Examination Boards in such circumstances may comprise scaling of assessment marks.

APPE2.51 Actions available to Programme Examination Boards in such circumstances may comprise the following:

- Following due discussion and consideration, a classification uplift.
- allow a resit or retake of a failed module;
- allow the mark for a resit or retake to be uncapped.

A student has experienced serious but temporary circumstances which have impacted upon their learning or ability to complete or attend assessments: Suspension of studies

APPE2.52 A student may suspend their studies with the intention to return to the programme within an agreed period. The date of the suspension is the date that the Institution receives written notification of the student's decision.

APPE2.53 A request to suspend studies during the current academic year must be received no later than seven months after enrolment.

For example:

Programme start date	Suspension of Studies
September 2017	06 April 2018
January 2018	03 August 2018

APPE2.54 After the deadline if the student does not withdraw and they are experiencing serious but temporary personal circumstances preventing them from doing their assessments they should refer to the regulations on submitting a missed assessments application.

APPE2.55 If a student does not engage with any of their assessments but remains enrolled on the modules, this may have significant academic and funding implications.

APPE2.56 Students suspending their studies should note the following:

- academic progression may be affected;
- there may be fee implications;
- there may be academic consequences for a programme accredited by a Professional, Statutory and Regulatory Body;
- there may be implications on immigration status and for completion of studies for students who require a visa;
- they cannot submit work for assessment or sit examinations;
- no marks for work submitted after the suspension of studies commences will be recorded, but credit for modules which have been passed prior to the suspension of studies will be awarded;
- withdrawal from modules will remove access to view them on Blackboard;
- it will only be possible to return to the same programme if it is still running; Reference should be made to the tuition fee policy for further information.

APPE2.57 On a student's return:

- all assessments for all modules will need to be taken, even if work was submitted previously and / or the examination/s were sat, unless the whole module has been passed;
- the form of module assessment may be different;
- they may be required to change their mode of attendance depending on the number of modules they have already passed e.g. from full-time to part-time.

Appendix A

List of programmes with existing variant regulations

FdSc Veterinary Nursing Science (SW)

FdSc Equine Veterinary Nursing Science (SW)

BSc (Hons) Veterinary Nursing Science (SW)

BSc (Hons) Sports Therapy

MSc Veterinary Physiotherapy

Change Log

2017/18

- Removal of A1.3 Extenuating circumstances; international sporting representation
Due to the introduction of a variant Appendix E2, which covers this area this variant is not longer required.
- Removal of A1.7 Adverse Group Circumstances
Due to the introduction of a variant Appendix E2, which covers this area this variant is not longer required.
- Amendment of A1.10 Condonement: consideration
Updating the title of the examination board, and placing the emphasis of the Programme Examination Board to ensuring that the condonement does not prevent any Programme Learning Outcomes being achieved.
- Amendment of A1.11 Calculation of the Foundation Degree
Removal of the 'of more' at the end of the description of calculation of differential awards, so that it is clear that the calculation takes place over 90 credits.
- Amendment of A1.12 Assessment Offences
The UWE regulation has changed from G8.8 to G2.3 and the UWE wording has been amended. The information has been updated.
- NEW Quality Management and Enhancement
To note the establishment of the Hartpury Quality Enhancement Framework as a recognised variant to the UWE Quality Management and Enhancement Framework.
- NEW Appendix E2
Following UWE Bristol's removal of Extenuating Circumstances and development of Appendix E2, the variant appendix has been written.
- Addition to List of programmes with programme specific variant regulations within their definitive programme specification
MSci Sports Therapy (Equestrian)
- Renumber all Variant Regulations to place them in the order of the UWE regulations to assist general understanding.