SERIOUS ADVERSE CIRCUMSTANCES

The new name for extenuating circumstances..........

THE NEW RULE

- A student who sits/submits an assessment deems themselves to be sufficiently fit and well to undertake the assessment

- CONSEQUENCE the student cannot later claim to have extenuating circumstances in respect of the assessment

- D5.1.3 will be removed from the 2011/12 regulations
EXAMPLE 1

- Student A sits the Programming examination and later the same day visits her doctor who gives her a certificate saying that she is suffering from shingles.
- A **cannot** request a deferral.
- But if student A chooses not to sit the Programming examination and visits her doctor on the day of the Equity examination and is issued with a certificate stating that she is suffering from shingles, the Faculty/School Assessment Panel is likely to grant her a deferral.

Example 2

- Student B **sits** the Programming examination and later the same day visits her doctor who gives her a certificate saying that she is suffering from a common cold.
- B **cannot** request a deferral for **two reasons**.
- If student B **chooses not to sit** the Programming examination and visits her doctor on the day of the Equity examination and is issued with a certificate stating she is suffering from a common cold, the Faculty/School assessment panel is **unlikely** to grant her a deferral.
TWO EXCEPTIONS TO THE FIT TO SIT RULE

1. where at the time of sitting/submitting the relevant assessment, it is established that the student is not capable of understanding that their performance was likely to be affected seriously by ill health and/or its treatment and this view is supported by a medical doctor or psychiatric practitioner.

2. where a student suddenly becomes unwell during an examination or in-class test and they decide to leave without completing the assessment. In this event, they must notify the invigilator before leaving the examination room of the serious adverse circumstances which necessitate their leaving unless it is impractical to do so e.g. the student is unconscious, being violently sick etc).

... not capable of understanding that their performance was likely to be affected seriously by ill health and/or its treatment........

☐ This ground will be a very rare occurrence

☐ Examples may include, death of a close family member within a day or so of the examination/in class test etc; being involved in a serious car accident on the way to an examination and suffering post traumatic stress; or being unaware of the likely effect of a serious mental illness on assessment performance

☐ The student will be required to lodge a claim of serious adverse circumstances using the normal procedures

☐ If the claim is upheld the original mark will be null and void. If the claim is not upheld the mark recorded will stand.
Example 3

- Student C is hit by a falling branch on his way to the examination. He realises he has a bad cut on the back of his head and feels a bit dizzy. C, nevertheless, sits the exam despite having a bad headache. After the exam he makes his way to Accident and Emergency who confirm that he has bad concussion.

Example 4

- Student D suffers from depression and has missed many classes during the academic year. D sits the examinations but then claims that he was not capable of understanding that his performance was likely to be affected seriously by ill health and/or its treatment......
Where a student suddenly becomes unwell during an examination or in-class test AND they decide to leave without completing the assessment

- The student must notify the invigilator before leaving the examination room of the serious adverse circumstances which necessitate their leaving unless it is impractical to do so e.g. the student is unconscious, being violently sick etc).

- If, having left the examination room, the student decides to rely on serious adverse circumstances and they submit a form requesting a deferral, and their circumstances are approved, the original mark will be null and void.

- If the claim is not upheld the mark recorded will stand.

Example 5

- 40 minutes before the end of a two hour examination, Student E hands in his script to the invigilator and leaves the examination room. Later that day he visits his doctor who provides a certificate to say he has tonsillitis. He submits the evidence to a FAP requesting a deferral opportunity.
Example 6

40 minutes before the end of a two hour examination, Student F hands in his script to the invigilator saying he feels too ill to continue. The invigilator records the student's statement and he leaves the examination room. Later that day he visits his doctor who provides a certificate to say he has tonsillitis. He submits the evidence to a FAP requesting a deferral opportunity but when he discovers that he in fact passed the examination, he requests that his mark should stand.

Non-submission of coursework and non-attendance at an examination

The rules operate in the same way as under the ‘old system’ and the guidance set out in the table should be followed.....

The guidance is now the same for students and for staff except the table of religious festivals will not be sent out to students
How will you ensure that all students know and understand the new rules?

- Amend your programme handbook;
- Notification on Studynet from the start of the year;
- Ensure all existing students are told about the changes at induction (sign to the effect they know about the change?);
- Amend the cover sheet for coursework submission to include a statement to the effect the student understands that, in submitting the work, they are declaring themselves fit.

And make sure all staff members know about the changes............