

Higher Education Assessment, Extenuating Circumstances and Support Guidelines, Policy and Procedure

Owner: VP HTE	Related Strategies: N/A
Relevant to: VPs, APs, HQTLA, HOA, Teachers	

Office Use only:

Corporate Intranet Family: Curriculum and Quality (CQ)	Approval Board/Committee/Group: ELT Executive Owner: DCEP	Approval/Re-approval Date: June 2021	Implementation Date: July 2021	Next Review Date: June 2022
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New Policy or Substantive Policy Review

Version	Date	Policy Development Agreed by (Executive Owner)	Policy Development Author	Draft Policy Verified by	Policy Approval	Impact Assessment (if applicable)
1	June 2021		VP HTE			N/A

Rationale for new or substantive policy review	
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Please make explicit if change/review relates to procedures, guidelines and associated documents only

Periodic Policy Review / Change History

Version	Date of Review / Revision	Description of Change	Reviewed By	Approved By (Executive Owner)
2	June 2021	Added section 8 – Word Count and Time Limit Penalties & Amended Section 6 (EE appointments for OU)	VP QEM	RWJ
3	August 2021	Amended timescales for OU provision	QEM	HM
4	Sept 2021	Amendments – Section 8 of RESD form	QEM	HM
5	Nov 2021	Amendments - RAP system, RESD/RRAA flowchart & central email address 1.3 language changed to reflect QAA advice and guidance	QEM	HM

Communication

To be agreed by Executive Leadership Team

Announcement on hub <input type="checkbox"/>	SLT email <input type="checkbox"/>
College newsletter <input type="checkbox"/>	All staff email /
SLT meeting <input type="checkbox"/>	Cascade brief <input type="checkbox"/>
External website /	Training needed (HE Staff) /

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Purpose

The purpose of this policy is to ensure quality, consistency, accuracy and fairness in all assessment and student support practices.

Audience

Although this information is for all stakeholders, it is particularly relevant for students and for those involved in teaching and learning with a responsibility for supporting students.

Scope

This document contains a step-by-step process of student withdrawals, break in studies (BIS), extenuating/mitigating circumstance (EC/MC) and Request to Repeat Assessment (RRAA) for Higher Education (HE) at The Sheffield College. The purpose of the document is to outline expectations for assessment, extenuation and supporting students, including withdrawals. Throughout this document, where appropriate, reference is made to specific awarding partners in line with collaborative assessment regulations. Furthermore, it is important to note which College team processes procedures (e.g., finance, HE office, faculty) – this is outlined throughout each procedure for clarity.

Note: working days are defined as all days other than weekends, public holidays, and College closure periods

Please see below assessment regulations related to TSC HE Provision

- **Sheffield Hallam University**
https://students.shu.ac.uk/regulations/assessment_awards/Standard%20Assessment%20Regulations%202020-21.pdf
- **Pearson (HN)**
<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-higher-nationals-centre-guide-to-quality-assurance-and-assessment.pdf>
- **Open University**
<https://www.sheffield.ac.uk/media/editor/HE%20Documents/OU%20Validation%20Regulations%202018-19.pdf>

Glossary

Defer – Uncapped (re)submission - A deferral in an assessment task means that due to extenuating circumstances accepted by the EC panel, students will take the assessment task affected as if for the first time because they have not achieved the minimum overall pass criteria in a module. The mark is not capped unless the task is already referred.

EC – Extenuating Circumstances

RAP – Reasonable Adjustment Plan

RRAA – Request to Repeat Assessment Attempt, resulting in the deferral of an assessment

Refer – Capped at 40% submission - If a student does not achieve the minimum pass criteria for the module overall, they are entitled to a referral at the end of the module. This may also require the passing of specified assessment task(s) at a minimum pass mark.

RESD – Request to Extend Submission Deadline, resulting in additional time to undertake an assessment

VLE – Virtual Learning Environment

Linked Documents

EV/IV Policy

HE Exam Board Guidelines, Policy and Procedure

Positive Engagement Plan Policy

Awarding Partner Assessment Regulations

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1 Higher Education Assessment Procedure Statement

All students are entitled to experience the benefits of effective, reliable, valid and accessible assessment.

- 1.2. Assessment includes all activities that check and validate student's work or skills, including:
 - formative assessment (assessment for learning)
 - summative assessment (assessment of learning)
- 1.3. The College will ensure that all HE students have access to assessment:
 - that is consistent with the national qualifications framework and provides the opportunity for students to achieve standards both at and beyond the threshold level.
 - that is appropriate, consistent, reliable and fair, and inclusive.
 - that supports students to take responsibility for their own learning
 - that meets the requirements of the College Charter and relevant regulatory bodies, including:
 - The Office for Students/QAA Quality Code Theme on Assessment <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>
 - [Sheffield Hallam University Assessment Regulations](#)
 - [Edexcel regulations relating to assessment](#)
 - The Regulations for validated awards of The Open University– [Available on the College website](#)
 - decisions that are valid and reliable and meet external standardisation and verification requirements

2 Types of Assessment

2.1 Assessment may be formative or summative. Formative assessment allows students to receive developmental feedback on their work. Summative assessment is marked work which forms part of student's grade/mark profile

3 The Sheffield College Exams Process:

- Exam papers written internally are sent confidentially to the relevant External Examiner or Link tutor for approval;
- Some Awarding Bodies send the papers to the exam teams at the appropriate centre via courier;
- The exam team keep the papers in a secure locked file/cupboard in a room to which only they have the access;
- The exams team appoint invigilators and give the papers to them and a room is set up with the Awarding Bodies regulations on display;
- At the end of the exam the invigilator collects the papers and returns them to the exam team;
- The exam team puts the papers back in the secure file/room;
- If the papers are to be marked by the awarding body the papers will be sent back to them via a courier;
- If internal staff mark the papers for an OU award they are not allowed to remove the papers from the college but must mark them on site in a secure location, after which they will be returned to storage for moderation by the External Examiner at an appropriate time.
- Staff are trained annually on the procedures.

3.1 Examination Accommodations for exam absence and rescheduling due to an emergency

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A student may request a rescheduling of an exam(s) if he or she falls under any of the below categories.

- A student who needs special accommodations;
- A student who is ill and can provide medical evidence for the day of the exam or a period around it (refer to Extenuating Circumstances);
- A student who has an examination(s) that is scheduled to take place on a religious holy day that the student observes.

The Programme Leader should be consulted for advice, along with the HE office.

4 Access to Fair Assessment

- 4.1. All HE students are entitled to have access to fair assessment.
- 4.2. The College follows OfS/QAA and Awarding Body guidance regarding reasonable adjustments and special considerations.
- 4.3. Central and local Exams staff will ensure that teachers, trainers and support staff know and understand this guidance and the procedures relating to it.
- 4.4. Teachers, trainers and assessors will follow the procedures, and design assessment instruments that give all candidates the fairest possible opportunities to show attainment.
- 4.5. Internal verifiers will check that assessments give all students equal opportunities to show attainment, and that there is no discrimination or bias in the design or format.
- 4.6. All assessment instruments are approved by the External Examiner before being distributed to students.

5 Assessment Feedback

- 5.1. All HE students are entitled to be given feedback that:
 - is timely: within 3 weeks of the hand-in date
 - points out and praises what students have done well
 - shows students where they have gone wrong and explains how they can improve
 - is tailored to meet the needs of the individual
 - is directly linked to observable evidence and to the learning outcomes and assessment criteria
 - is specific, with clear action points and targets for next time
 - is usually written, as well as verbal
 - shows the progression and development of learning during the course.

6 External Examiner

- 6.1. Awarding Bodies are responsible for the appointment of External Examiners.
- 6.2 However, QAA require HE providers to manage the assessment standardisation and verification process, including the procedure for dealing with External Examiner (EE) recommendations. This includes regular liaison with EEs from Programme Leaders,
- 6.3 EE recommendations are included in the annual review action plan and monitored through the year.
- 6.4 The role of the External Examiner is to ensure that justice is done to the individual student and that the standard of award is maintained

7 Summative Assessment Submission

- 7.1 Where practical and appropriate students are required to submit work electronically through Turnitin, or another approved system.
- 7.2 Students will receive the deadlines for assignment submission at the beginning of the academic year. Whilst every effort will be made to plan the assessment schedule to avoid

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bunching towards the end of the module/unit, this may not always be possible. Therefore, it is essential that students organise their time appropriately

7.3 Students are required to meet deadlines unless they have been granted Extenuating Circumstances (RESD or RRAA)

8 Assessment Word Count and Timing Penalties

8.1 Word limits/time limits are set on assignments to ensure students are aware of the required amount of work and expectations in line with the level of study they are undertaking. Limits are set to reflect the level of detail and/or provide a clear indication of expectations. Limits are set and approved as part of a programme validation and/or moderation of assignment briefs (depending on awarding partners).

8.2 Students will find wordcounts/time limits on their assignment briefs.

8.3 In written assignments, wordcounts include all aspects of the main text (e.g., body of work, tables, headings); Excluded are tables of contents, reference/bibliography lists, footnotes and appendices only. Appendices are for supplementary material in the main body of text only.

8.4 Unless otherwise specified by awarding partner assessment regulations (or as part of collaborative/franchise provision arrangements), the following penalties will apply:

Over or Below Word count/Time limit	Penalty
0-10%	No penalty applied
11-20%	10% deducted from original mark
21- 30%	15% deducted from original mark
31%+	Refer

8.5 The above penalties will also apply to any timed assessment including, but not limited to, presentations, audio recording, performances etc.

8.6 The above does not apply to wordcount equivalents (e.g., posters)

8.7 Students will not be permitted to revise or resubmit their work if, following a penalty, work is graded at a pass or above

8.8 If a wordcount/time penalty is applied and an assessment marks falls below a pass, students will be required to resubmit a piece of work, in the refer/defer period only, which will be capped at a pass (e.g., 40)

8.9 Should there be a pattern of assignment submissions which are above or below the stated wordcount/time limits set in assignment briefs, students may be placed on a [Positive Engagement Plan](#) or be assessed in relation to Fitness to Study

9 Late Submission of Assessment

9.1 Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the awarding partner regulations/tariff:

9.2 The Open University (OU)

9.3 Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark (for UG) and 50% pass Mark (PG awards) and no further.

9.4 Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined at the start of this policy and submission after the deadline will be assumed to be the next working day.

9.5 Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0. – [Available at OU Assessment Regs](#)

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9.6 Sheffield Hallam University & Pearson

- 9.7 Coursework submitted within one working day (i.e. 24 hours) after the deadline date and time without an authorised extension, will receive a mark capped at the minimum pass mark.
- 9.8 Coursework submitted over 24 hours late without an authorised extension, will be considered a non-submission - [Available at SHU Assessment Regulations](#)
- 9.9 The submitted work should be assessed and recorded 'without penalty' in the first instance. The late submission should be recorded, and the student should be made aware that the lateness of submission may have an impact on their grade (e.g., capped). In addition, the student should be informed that they may wish to submit ECs; if there are circumstances that have related to the late submission.

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Procedures

10. HE Student Concerns – Attendance/Engagement (Linked to withdrawals)

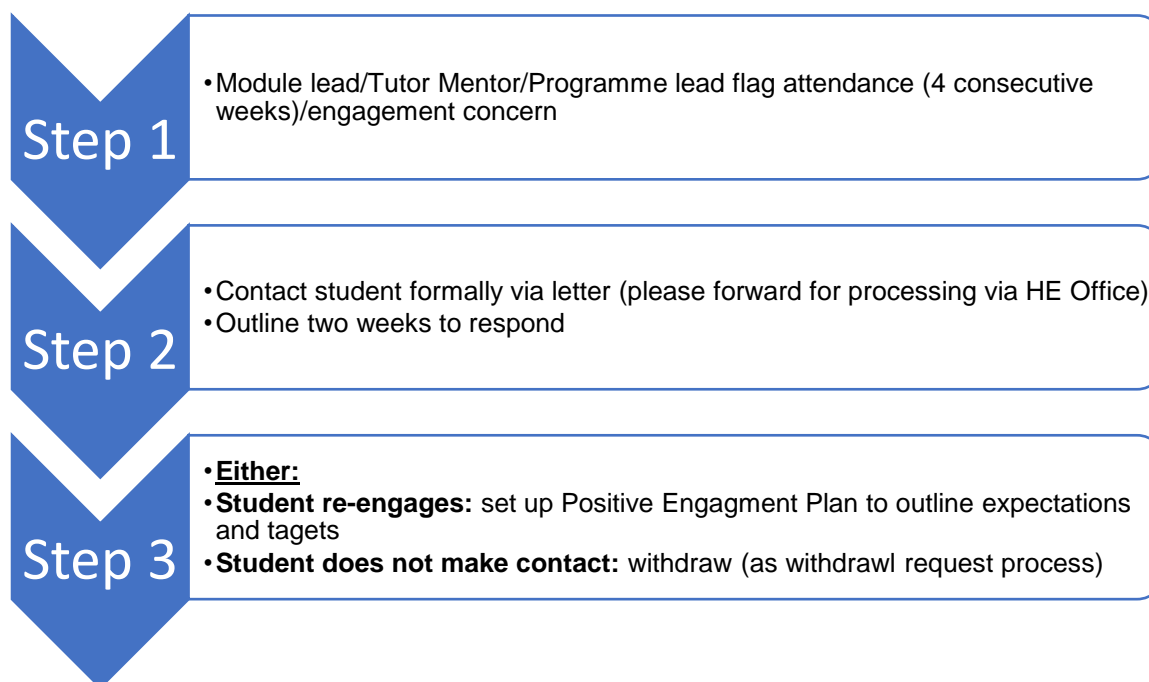
Processed by Faculty – HE Office Informed

Staff will need to update the HE office of any student concerns and/or potential withdrawals. Withdrawals are undertaken at Faculty level – **the HE office (e.g., Vice Principal, HE Quality & Enhancement Manager and HE Administrator) does not process these requests**. However, it is important to keep the HE Office informed, as withdrawals will be discussed at internal review and Exam Boards.

- **Attendance/Engagement Concerns:** If a student has not been in contact for 4 consecutive weeks, Programme Leaders need to contact them formally via writing (it is advised that PLs send a draft for approval to HE Office)
- Correspondence should outline that staff have not seen/heard from then student and TSC will, therefore, be withdrawing them by a given date (usually two weeks to respond) if no contact is made from the student
- Should a student reengage, it is recommended that they are placed on a positive engagement plan (PEP) – to monitor their progress
- Withdrawal information is below – should staff need to take this action

- **NOTE:** Tutor mentors (faculty, not HE TM) will also receive a report outlining that a student has not attended for 4 weeks – they should notify Programme Staff of this

HE Attendance/Engagement Concerns Procedure



11. Withdrawal Requests

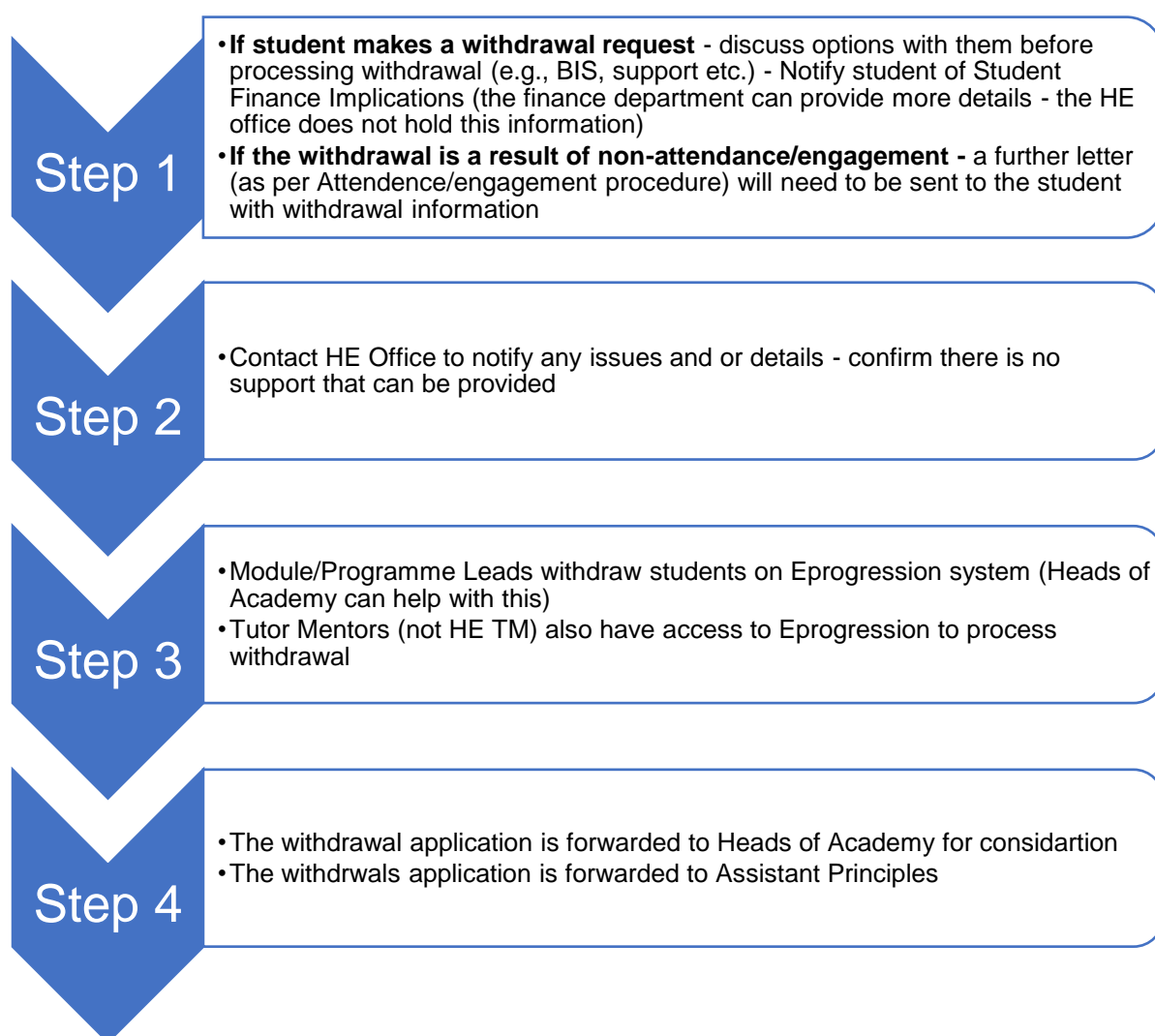
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Processed by Faculty – HE Office Informed

Withdrawal requests: If a student requests to withdraw, it is advisable to write to them to discuss options – this may include a Break in Study or exploring Extenuating Circumstances.

- Staff will also need to outline any implications for Student Finance should students withdraw (more info from finance), e.g., if another liability period is due, especially if they'll be liable to pay anything back themselves (**Staff to seek further information from Finance, the HE office does not have access to this information**)
- Should the withdrawal go ahead, teaching staff will need to withdraw the student on the E-progression system
- This will be sent electronically to Heads of Academy (who accept or deny)
- If accepted, the application will go to Assistant Principals (who will accept or deny)
- If accepted, the student will be withdrawn
- Withdrawn students need to be presented on Marksheets at Exam board, and a withdrawal date provided

Withdrawal Procedure



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12. Extenuating Circumstances (EC)

There are various forms of Extenuating/Mitigating Circumstances – with a selection of associated processes (e.g., RESD, RRAA and BIS). Exceptional circumstances request must be completed if a student feels they have legitimate factor which may affect their ability to complete the assessment in the time frame provided. Mitigating/exceptional circumstances are often acute, severe, unforeseen which significantly affect the student and are out of their control.

Example of circumstances which might be accepted;

- Exceptional family emergency.
- Crisis affecting your ability to work properly.
- Exceptional stressful life events (homelessness burglary, assault; relationship break-down)
- Unusual work pressures if you are a part time student.
- Sudden illness during the week prior to deadline.
- An emergency event happening on the evening before/morning of the submission.

Examples of unacceptable reasons.

- IT and printing problems at home or organisation.
- Not being able to get hold of books/resources.
- Child care or other routine family/career commitments.
- Coughs, colds, minor chest infections, other minor illnesses.
- Moving house or house sale.
- Planned GP, dentist or other health appointment.
- Pressures of employment.

All applications must include the appropriate exceptional circumstances form (e.g., Request to Extend a Submission Deadline - RESD, Request to Repeat Assessment – RRAA or Break in Studies - BIS) and related evidence.

Individual EC cases are reviewed by Programme Leaders, named Heads and/or Managers as they are received across the year. ECs will also need to be reviewed by the Programme Team, prior to Exam Board, as per the Exam Board Guidance, Policy and Procedure. There may be implications of ECs which affect student assessment type and/or timing for resubmission (e.g., defer, refer etc.). All applications will be stored by Programme Leader with a clear audit trail, undertaken in line with the relevant procedure.

Please see Appendix 1 for circumstances related to RESD, RRAA or BIS.

Please note: All student EC documentation should be made available on students' VLE at the beginning of each academic year. Programme Leaders should request this annually from the HE Office, via the HE Administrator, as there may be updates.

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13. Disabled Students Allowance (DSA)/Reasonable Adjustment Plan (RAP)

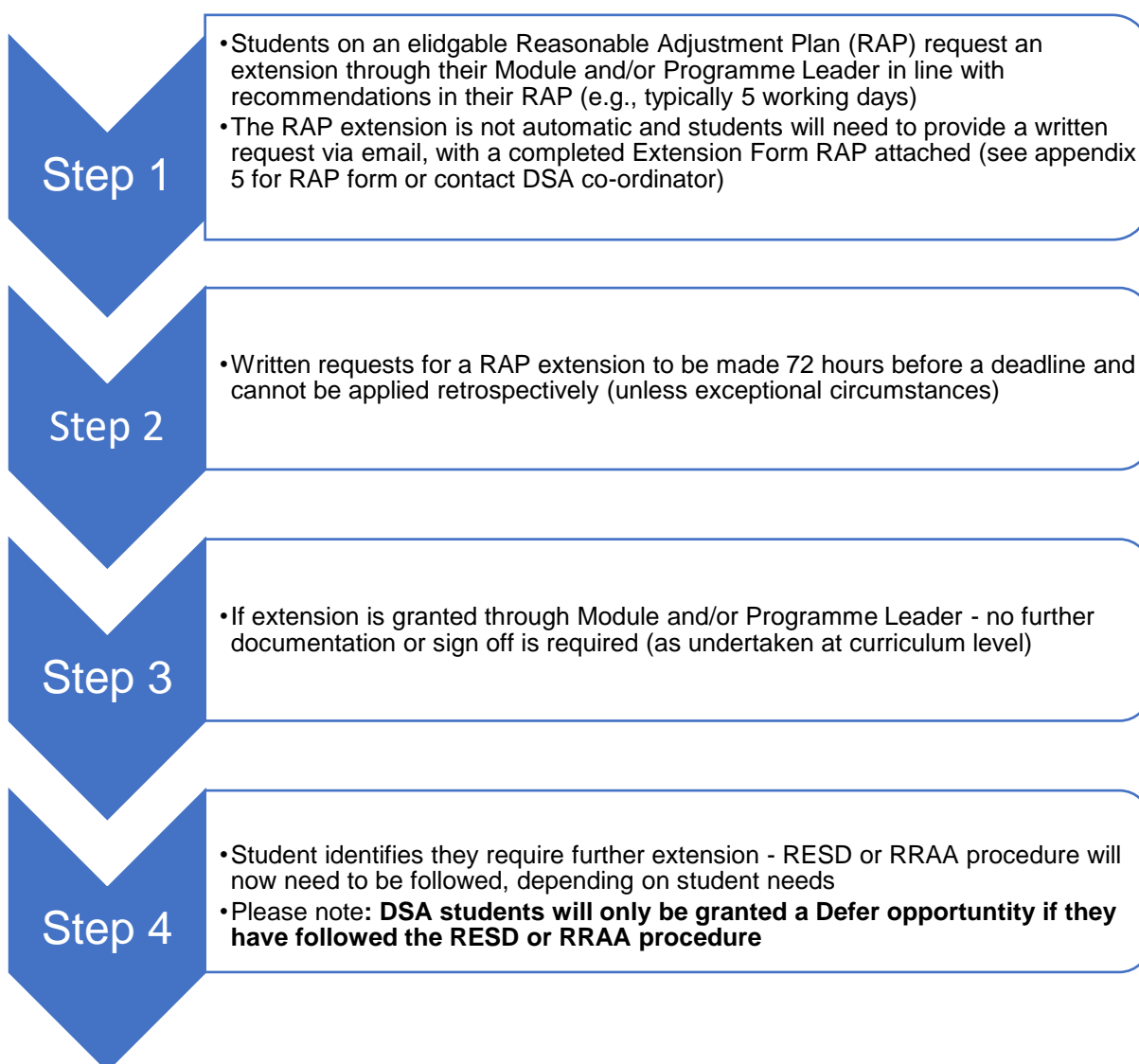
It is important to note that students on a Reasonable Adjustment Plan will also need to apply for, and are eligible for, RESD or RRAA - following any DSA/RAP extensions granted in their plan.

It is the Module Leaders responsibility to act in accordance with students' RAPs. Further support on this is available from the DSA co-ordinator.

Should a student wish to Appeal the outcome of any extension as outlined on their RAP, they should access the Appeals Policy – information is available in Course Handbooks and on the College website.

The guidance for RAPs can be found in Appendix 5.

Extensions for DSA/RAP Students



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14. Request to Extend Submission Deadline (RESD)

**Processed by the Programme Team
Forwarded to the HE Office by Programme Team**

RESD's are a type of EC which relate to the extension of a deadline. **Students can request 5 working days extensions** (note; if students need longer, they will need to fill out a Request to Repeat Assessment Attempt).

Student RESD requests must be made 72hours (unless there is a legitimate reason why this is not possible – please outline on documentation) prior to the assessment deadline with accompanying satisfactory evidence*

***Please note, for the Open University:** If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days (24.3 OU Regulations)

Mitigating/exceptional circumstances are often acute, severe, unforeseen which significantly affect the learner and are out of their control.

Example of circumstances which might be accepted;

- Exceptional family emergency.
- Crisis affecting your ability to work properly.
- Exceptional stressful life events (homelessness burglary, assault; relationship break-down)
- Unusual work pressures if you are a part time student.
- Sudden illness during the week prior to deadline.
- An emergency event happening on the evening before/morning of the submission.

Examples of unacceptable reasons.

- IT and printing problems at home or organisation.
- Not being able to get hold of books/resources.
- Child care or other routine family/career commitments.
- Coughs, colds, minor chest infections, other minor illnesses.
- Moving house or house sale.
- Planned GP, dentist or other health appointment.
- Pressures of employment

Module/Programme Leaders are not permitted to fill out RESDs for students.

If supported by Programme Leaders, RESD forms should be submitted to their Head of Academy for sign off and forwarded to the HE office (HEoffice@sheffcol.a.uk) for monitoring and review. **An extension request signed by a Programme Leader is considered provisional.**

Please see Appendix 1 for circumstances related to RESD or RRAA and Appendix 3 for RESD documentation. Should students wish to appeal the RESD decision, they will need to reference the Appeals Policy.

If a student is unable to complete work within the 5 working day time frame of an RESD, they will need to notify their Module Leader/Programme Leader and will then be Deferred (uncapped reassessment attempt) to the reassessment period. Students will need to complete the relevant paperwork to do this (e.g., RRAA). **If a student fails to hand in work for their new RESD deadline and does not notify the Programme/Module Leader, they will be capped in accordance with Late Submission of Marks (as per submission assessment regulations).**

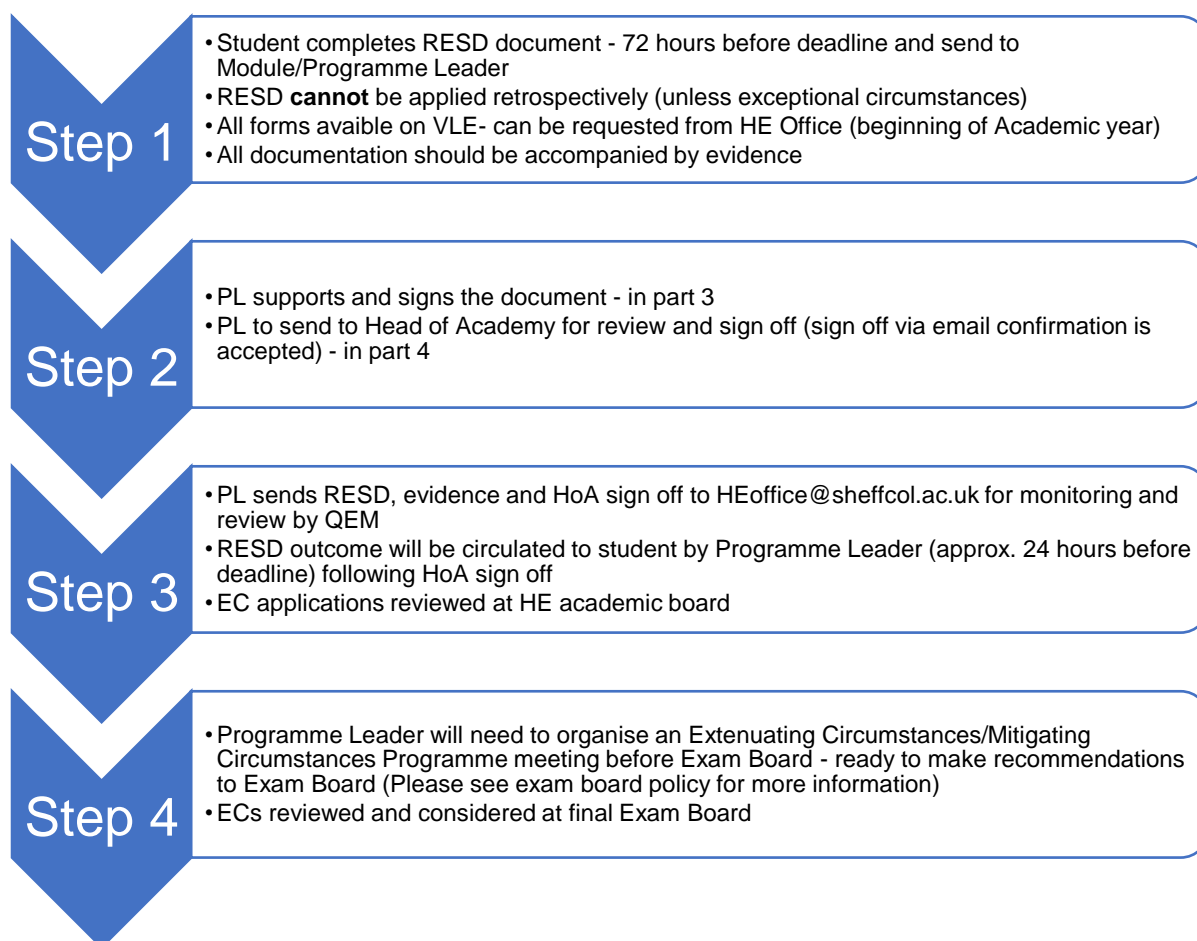
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Should a student wish to Appeal the outcome of any Extenuating Circumstance submission, they should access the Appeals Policy – information is available in Course Handbooks and on the College website.

Please note

- Should a student’s submission, following their RESD extension, be awarded below a pass mark and work be handled as though first submission, they will be provided an opportunity to Defer their assessment (e.g., uncapped re-sit) in the reassessment period (approximately July). This would happen automatically, with no paperwork necessary, and be communicated to the student (by the Programme Leader) following Exam Board approval.
- Students are not permitted to submit prior to the reassessment period (excluding SHU provision, where marks have been approved by Departmental Assessment Boards, DABS)
- All ECs are reviewed by the Board of Examiners

RESD Procedure



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15. Request to Repeat an Assessment Attempt (RRAA)

Processed by the HE Office (as considered at Exam Board)

If a student is experiencing difficulties which have a significant impact on their ability to complete an assessment and a short extension will not help (e.g., RESD), it may be advisable to **Request to repeat an assessment attempt (RRAA)**. This is a request to undertake the assessment at a later date during the reassessment period (usually in July) and will count as a 'Defer' (e.g., mark uncapped). Please see Appendix 1 for circumstances related to RESD or RRAA and Appendix 4 for documentation.

- **Note:** Students are not permitted to submit prior to the reassessment period (excluding SHU provision, where marks have been approved by Departmental Assessment Boards, DABS)
- Module/Programme Leaders are not permitted to fill out RRAA for students.

If supported by Programme Leaders, RRAA forms should be submitted to all the following named persons (e.g., EC Panel), and the final approval is only permitted when accompanied by **at least two signatories** of support (e.g., email approval is acceptable):

- Heads of Academy (Programme/Curriculum Area)
- Heads of QTLA (Programme/Curriculum Area)
- HE Quality & Enhancement Manager

If any of the above are not available, due to unforeseen circumstances, Heads of Academy from other Faculties can be approached and/or Assistant Principals (Programme/Curriculum Area)

Should a student wish to Appeal the outcome of any Extenuating Circumstance submission, they should access the Appeals Policy – information is available in Course Handbooks and on the College website.

Student RRAA requests must be made 72hours (unless there is a legitimate reason why this is not possible – please outline on documentation) prior to the assessment deadline with accompanying satisfactory evidence*

***Please note, for the Open University:** If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the College as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days (24.3 OU Regulations)

RRAA are processed by the HE Office – as these will go to Exam Board

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RRAA Procedure

Step 1

- Contact HE Office to discuss student of concern
- Issue documentation to student and inform them of implications of RRAA (e.g., module(s) completion post summer exam board)

Step 2

- Student completes RRAA and provides evidence - forwarding to Module/Programme Leader 72 hours before deadlines*
- RRAA **cannot** be applied retrospectively (unless exceptional circumstances)

Step 3

- PL supports and signs the document
- PL to send to HEoffice@sheffcol.ac.uk for circulation to EC Panel (e.g. VP HTQ&AS, HEQEM, HoA Academic Studies & VP Student Experience)

Step 4

- HE Office circulates panel outcome to PL
- RESD outcome will be circulated to student by Programme Leader, 24 hours before deadline
- EC applications reviewed at HE academic board

Step 5

- Programme Leader will need to organise an Extenuating Circumstances/Mitigating Circumstances Programme meeting before Exam Board - ready to make recommendations to Exam Board (Please see exam board policy for more information)
- ECs reviewed and considered at final Exam Board

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16. Break in Study (BIS)

Processed by the HE Office (as considered at Exam Board)

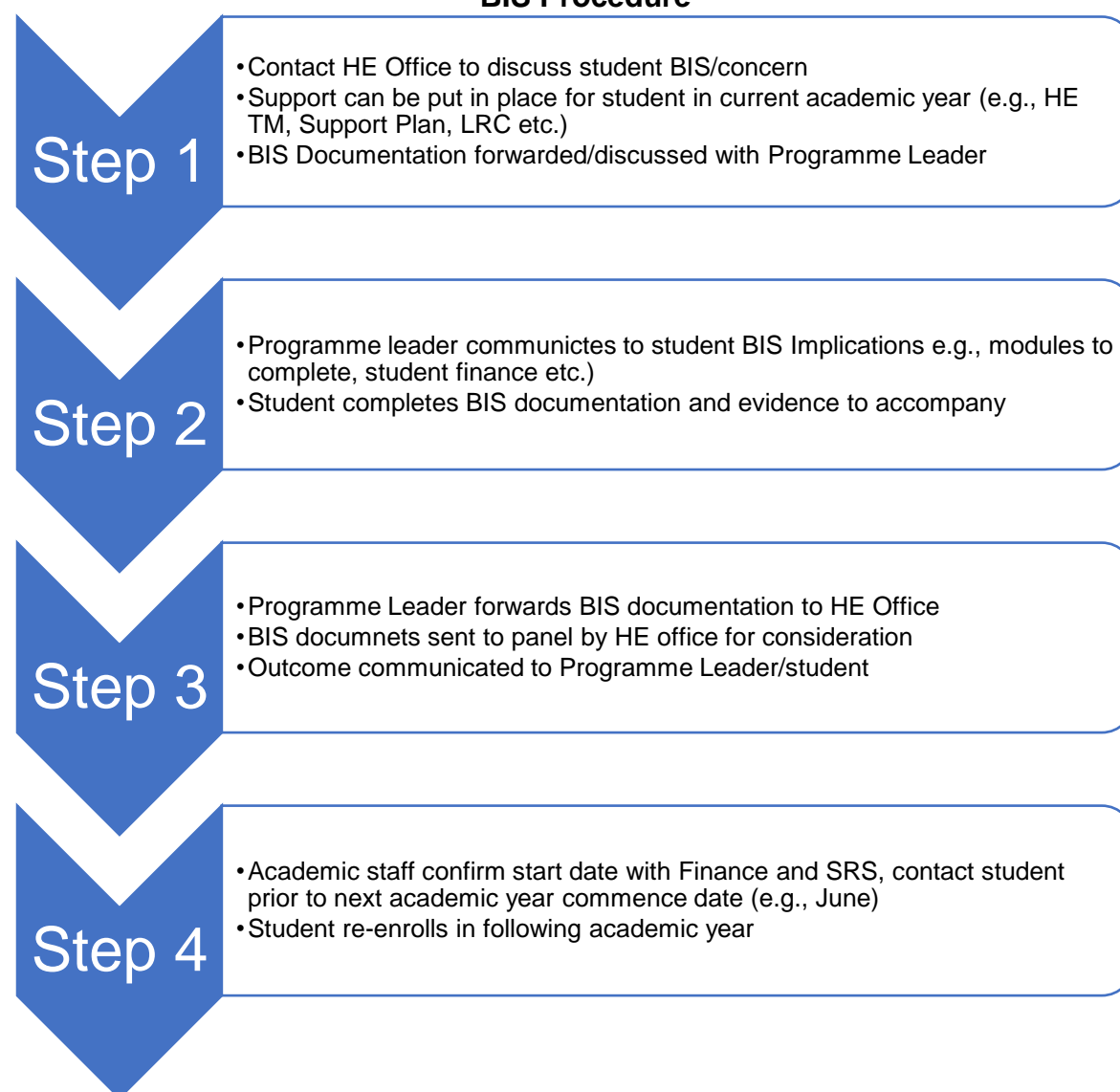
Please reference Appendix 2 for documentation

Students are able to apply for a Break in Study where their circumstances have change significantly and they are no longer able to complete their programme within the current time-frame/academic year.

A BIS will pause students' study from their last date of attendance, this includes student finance. Ordinarily, they will remain enrolled as a 'break' on the course for one year and will be expected to attend from the given date, as related to their previous date of attendance. Students are not usually permitted to apply for BIS after the start of term three or after March (dependant on term dates), rather, advised to explore RESD or RRAA options.

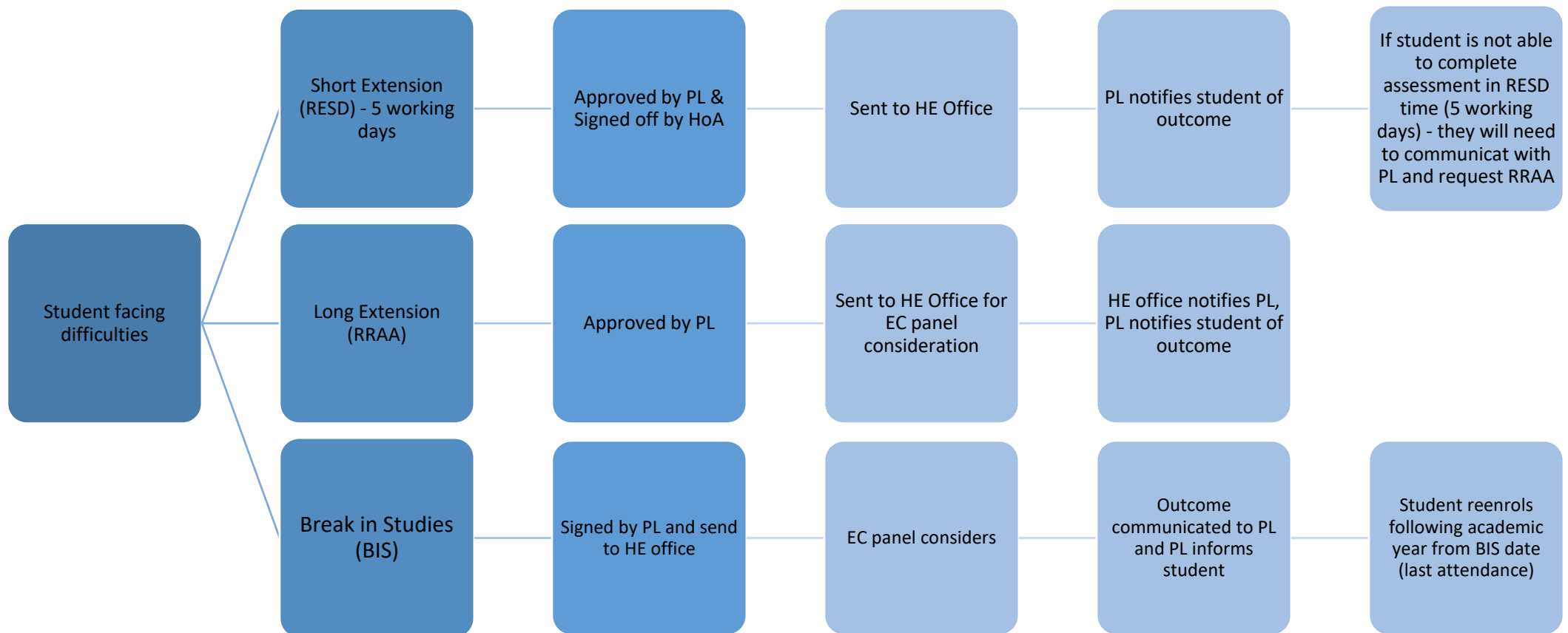
For queries regarding student finance, programme teams are required to contact the finance team – the HE office does not hold details of this.

BIS Procedure



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Appendix 1 – Flow Diagram: Request to Extend Submission Deadline (RES D) or Request to Repeat Assessment Attempt (RRAA)



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Appendix 2 – Break in Studies

THE SHEFFIELD COLLEGE BREAK IN STUDY FORM

Request for break in study: Guidance notes and request form

1 Introduction

If you are considering a break in study from your course, you **must** contact your Programme Leader immediately for advice. This is because there is no automatic right to take time out from your course, and the consequences of this can be severe. For example, there could be implications for your tuition fees and funding, or you could fail the course if the College does not know your intentions. There could also be alternatives which might be better for you. Therefore, it is essential to notify your Programme Leader about your situation promptly. The Sheffield College will not normally approve a break in study unless it is satisfied that it is justified in your situation.

2 Sources of advice

You can discuss your situation with and receive advice from the following:

Academic

Academic staff in your course team, for example your course leader or personal tutor; this may be particularly helpful if you require course-specific advice

Administration level

The HE office will be able to discuss The Sheffield College's regulations with you
HEoffice@sheffcol.ac.uk

External Bodies (e.g. Student Finance England, Employer, Sponsors, or other funding bodies)

Before making your final decision you are advised to contact any external bodies which are relevant to your funding as you may jeopardise your future entitlement to financial support if you leave your course early.

3 What you should consider

If you are considering a temporary break in study from your course, you should particularly consider the following points and discuss them with your Course Leader.

Funding and tuition fees

- What would be the effects on any bursary, grant, sponsorship or loan you receive, eg, would you have to pay money back or would your action prevent or reduce any future funding? Withdrawal can have a serious impact on your current and future student funding as well as any benefit entitlement.
- What would be the effects for any tuition fees you have paid or are due to pay in future? You are strongly advised to read the College's policy on Tuition Fees.
- International students should also note that the College is obliged to report all periods of absence from the College to the UK Borders Agency.

Accommodation Contract

What would be the effects for any accommodation contract, eg, it is possible that you would have to pay for the year's accommodation. Withdrawal from your course does not release you from any accommodation contract. You should contact your Landlord to discuss your situation. Independent advice can be sought from a Citizen's Advice Bureau or local Advice Centre.

Return to study

If the College agrees to your request, what date would you resume study, and what would be the effects for assessments you have taken, or ought to have taken?

Alternatives to break in study (temporary or permanent)

Can the College provide more academic support, counselling, or other support to help you continue? If not, are there better options for you, eg, transfer to another course?

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REQUEST FOR A BREAK IN STUDY

If you are considering a break in study from your course you **must** contact your Course Leader/HE Senior Administrator immediately for advice. This is because you need to consider all your options and understand the possible implications for your tuition fees, and funding. Please read the information on the previous page particularly Sources of Advice.

If after taking these factors into account you wish to request a break in study, please complete your details in the form below and submit it to your Course Leader. This form will be used when College staff discuss your situation with you.

Please note there is not an automatic right to a break in study from your course. Students must have authorisation to do this which is normally dependent on circumstances that are acceptable by the College.

Student Name:	
Student Number:	
Date of Birth:	
Current Course Title:	
Level of Study:	
Contact Number:	

Reason for your request for a break in study (please tick appropriate box)

- I cannot attend for health reasons
- I cannot attend for personal / domestic reasons
- I cannot attend for financial reasons
- Other (please specify) _____

Please attached evidence to support your request

Please specify your intended date of return:

To re-join level: 4 5

Semester 1 2

Request accepted

If accepted Part 2 below needs to be completed in conjunction with relevant members of staff in your Department.

Request not accepted

Brief reasons for not accept

.....

PART 2 - To be completed by College Staff in conjunction with the student if a temporary break in study is agreed

1 Agreed withdrawal date:

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.....
If you are unable to return on the date agreed please contact the HE Senior Administrator as soon as possible

2 Modules currently being studied:

Please state whether first sit or re-registration and also note any modules that may have been partly assessed.

3 Trailing Modules from a previous academic year:

4 Study upon return

Please note: This is subject to change due to module revalidation and timetabling

Until your form is signed by both the Course Leader and the HE Senior Administrator you will be deemed to be still attending your course and charged fees accordingly. Please see the notes above about accommodation and tuition fees in the guidance notes.

I confirm that I understand the academic and financial implications of a break in study from my course.

Student's Signature _____

Date _____

Level Leader /Course Leader's Signature _____

Date _____

HE Senior Administrator's Signature _____

Date _____

For Office use only: Date form is submitted:

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Appendix 3 - Request to Extend Submission Deadline

THE SHEFFIELD COLLEGE

Form EER1

Requesting an extension to a coursework submission deadline

1 Before completing this form, it is important that you read the College's/Awarding Body Assessment Regulations (inc. HE Assessment, Extenuating Circumstances and Support Guidelines, Policy and Procedure). This is available on the Google Classroom for your course, your Module Leader is able to provide a copy or contact the HE Senior Administrator.

It is also strongly recommended you seek advice from the HE Senior Administrator or Representative.

2 Please ensure that you understand the different options that are available within the Policy particularly the differences between requesting an extension to a coursework submission deadline (RESD) and requesting to repeat an attempt at an assessment task (RRAA).

3 This form should be completed and submitted to your Module and/or Programme leader, if due to exceptional authenticated reasons you are unable to submit your completed coursework by the deadline date and you wish to request an extension to complete the work - **This will normally be for 5 working days only**. However, exceptionally you may be given additional time if the assessment task is a dissertation or similar large project.

4 For an extension to be granted you need to demonstrate that you have a valid reason which is acceptable to the College why you cannot complete your coursework by the deadline date. Please see the HE Assessment, Extenuating Circumstance and Support for examples of situations which would normally be accepted as a valid reason and situations which would not normally be accepted as a valid reason for approving or rejecting your request.

5 Normally you need independent evidence to support your claim. Medical notes will normally only be considered if they are issued at the time of illness or indisposition and if they contain a clear medical opinion.

6 This form normally must be submitted to your Module and/or Programme Leader **at least 72 hours* before the coursework deadline, and uncompleted work must normally be attached**. Please continue to work on your assignment in case your request for an extension is not accepted and you therefore need to submit your work by the original deadline date. RESD **cannot** be applied retrospectively (unless exceptional circumstances).

***Please note, for the Open University:** If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days (24.3 OU Regulations)

7 You will normally be informed of the outcome following review by the Extenuating Circumstances Panel. If your extension request is not accepted, you will need to submit your coursework by the original deadline date or work will be referred to the reassessment period.

8 If you have a **Reasonable Adjustment Plan (RAP) or Learning Contract (LC)** which recommends that you may require additional time for course work **this is separate from the RESD process**. If an extension is required for an extenuating circumstance, following a RAP or LC extension, an EER1 form must be submitted.

9 Who can give advice on whether to submit an Exceptional Extension Request

You are strongly advised to read the HE Assessment, Extenuating Circumstance and Support Policy before deciding whether it is appropriate to submit an extension request. It is also advised that you seek further advice from your Module/Programme Leader.

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THE SHEFFIELD COLLEGE

**REQUESTING EXTENSION TO COURSEWORK SUBMISSION DEADLINE
(2021/22)**

FORM EER1

Extension Requests will normally only be considered if:

- they are submitted to your Course Leader on the correct form (Form EER1)
- they are submitted at least 72 hours* before the deadline (*see OU Assessment Regulations 24.3 for OU timescales)
- uncompleted work is attached

Unless there are exceptional circumstances where evidence can be provided (such as if a student is unexpectedly confined to hospital for medical treatment) which prevents these requirements being met.

PART 1 – STUDENT DETAILS

Student Name:.....

Student ID Number:

Course:Year/Level:

Contact Telephone Number:.....

PART 2 – EXTENSION REQUEST DETAILS

Module:..... Module Leader:.....

Title of Coursework Assignment:.....

Date Assignment was set:

Original Deadline Date:.....

Reason for Extension:

List of documentary evidence attached:.....

PART 3 – CHECK YOUR FORM AND EVIDENCE

Before you submit this form and your work, have you:

- **Correctly** given the name of the module, title of your assignment, and its due deadline date? (see part 2)
Tick here when you have checked
- **Explained clearly** your reasons for requesting an extension? Do they show why you could not meet the deadline? (see part 2)
Tick here when you have checked
- **Attached and listed documentary evidence** to support your request? (see part 2)
Tick here when you have checked
- **Attached the coursework** which you have completed so far?
Tick here when you have checked
- **If you have a learning contract** (please read Point 8 above in the Notes for Completion)
*Tick here to confirm that your extension request **does not** relate to your learning contract.*

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CERTIFICATION OF FORM

Student’s signature:..... Date:

Course Leader’s signature: Date:

HE Senior Administrator or Representative signature: Date:

For Office use only	Date form was submitted
----------------------------	--------------------------------

PART 4 – DECISION ON YOUR EXCEPTIONAL EXTENSION REQUEST
(Completed by The Sheffield College authorised staff)

This form must be attached to your coursework when you submit it

Extension Request ACCEPTED: New Deadline Date and Time:

You must hand in your work no later than the new deadline otherwise you will receive a mark of zero and may fail the module- see the Standard Assessment Regulations.

Extension Request NOT ACCEPTED (see reasons below) – *this means that you must submit your coursework by the deadline date even if it is not fully completed otherwise you will receive a mark of zero and you may fail the module – see the Standard Assessment Regulations.*

Signature of authorised person:..... Date:

Name of authorised person:

REASONS WHY YOUR EXTENSION REQUEST HAS NOT BEEN ACCEPTED	
<input type="checkbox"/>	NOT ACCEPTED - 1 The full information required by Form EER1 is incomplete
<input type="checkbox"/>	NOT ACCEPTED - 2 You have not provided independent documentary evidence to support your request
<input type="checkbox"/>	NOT ACCEPTED - 3 The timing of the circumstances cited would not have adversely affected the submission of your coursework
<input type="checkbox"/>	NOT ACCEPTED - 4 The nature of the circumstances you have cited are not over and above the normal difficulties experienced in life and do not meet the College’s definition of things which would have adversely affected the submission of your coursework
<input type="checkbox"/>	NOT ACCEPTED - 5 Your Extension Request Form was not submitted within the permitted timescale (at least 24 hours prior to the deadline for the submission of coursework)
<input type="checkbox"/>	NOT ACCEPTED - 6

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An Extension Request has previously been taken into account or other concessionary treatment granted.

NOT ACCEPTED - 0

Other reasons - (reason as specified)

.....

IMPORTANT INFORMATION

If your Extension Request has not been accepted this means that you must submit your coursework by the original deadline date even if it is not fully completed otherwise you will receive a mark of zero and you may fail the module – see the Standard Assessment Regulations.

If you believe that you have additional problems that have arisen during the extended deadline period which you consider are over and above the normal difficulties experienced in life and have prevented you from submitting your work by the extended deadline date you should consider whether you ought to submit Extenuating Circumstances. Please refer to the Extenuation Policy.

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Appendix 4 - Request to Repeat Assessment Attempt

THE SHEFFIELD COLLEGE

Form RRAA

Requesting to Repeat and Assessment Attempt

1. Before completing this form you should read the Assessment Regulations (inc. Extenuating Circumstances). This can be found on you VLE and is also available from Programme Staff.
 2. It is particularly important that you are aware of the different types of help provided in the Extenuating Circumstances Procedure and that you use the ones that are best suited to your particular situation. The options are:
 - Requesting an Extension to a Submission Deadline
 - Requesting a Planned Break in Studies
 - Requesting to Repeat an Assessment Attempt
 3. You can request to repeat an assessment attempt if you believe that:
 - Your circumstances have prevented you from making a valid attempt at the assessment task. A valid attempt is where you demonstrate engagement with the assessment task (for example, your coursework is capable of carrying a mark or you have taken your place at the examination venue, completed the attendance slip and remained in the room for the time period specified in the Examination Regulations).
 - Or, whilst you have made a valid attempt, you believe your circumstances may prevent you from achieving the overall pass mark for the module, or the specific pass mark for the task (where this is a requirement)
 4. To submit a request to repeat an assessment attempt you should complete the attached RRAA form in full. If you are unsure about anything or require help in completing the form then please contact a member of the Programme Team. Completed forms should be submitted to the Module/Programme Leader.
 5. **Your request should be submitted within 72 hours* of the submission deadline** (for coursework) or date of examination or other assessment event. We define working days as all days other than weekends, public holidays and the Christmas closure period. Requests received after this time will not be considered unless you can demonstrate that you were incapable of meeting our deadline. You will need to explain the reasons for the late request and give evidence where appropriate. RRAA **cannot** be applied retrospectively (unless exceptional circumstances)
- *Please note, for the Open University:** If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days (24.3 OU Regulations)
6. Your request must include:
 - A clear and concise explanation of your circumstances and the impact they have had on your performance in the assessment.
 - Details of whether you have previously reported your circumstances
 - Relevant independent documentary evidence to support your claim where it can be provided.(see section 3 of the RRAA form for more details)
 7. We appreciate that the information you disclose to us will often be of a personal, private and sensitive nature. We assure you that it will be securely stored and only seen by those members of staff responsible for processing and considering your request. If you have concerns about disclosing information because you believe it to be exceptionally sensitive in nature you must raise those concerns with a member of the Programme Team.
 8. Your request will be considered by an Extenuating Circumstances Panel (ECP) - The EC Panel make a recommendation to the Board of Examiners and there are a number of options that would

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be considered. ECPs membership includes Heads, Assistant/Vice-Principals and Mangers. You will receive the decision of the ECP via e-mail shortly after the Panel has made a decision; where your request is considered in a timely manner (e.g., usually within 7 working days from receipt).

- 9 If the your request is approved you will be able to repeat your attempt at the assessment task if:
- You have not made a valid attempt at the assessment task or
 - You have made a valid attempt but you have not achieved the overall pass mark for the module (normally 40%) and there is a valid reason for extenuation/reassessment

If you have passed the module then you will not be able to repeat any task in that module.

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FORM RRAA

REQUEST TO REPEAT AN ASSESSMENT ATTEMPT (RRAA) 21/20

You must submit your RRAA form no later than **5 days** after an examination/deadline date for coursework assessment. We define working days as all days other than weekends, public holidays and the Christmas closure period. Forms received later than this will only be considered in exceptional circumstances if there is a valid reason for the late submission of the form supported by documentary evidence.

I am submitting my RRAA form late YES / NO

My RRAA form is late because

.....

REPORT ON EXTENUATING CIRCUMSTANCES

1 PERSONAL DETAILS	
Name	
Student ID Number	
Faculty	
Course Title and Year (eg 1,2)	
Course Code	
Mode of Attendance	(eg Full-time/part-time/sandwich/distance learning)
Academic Year	
Semester	
Contact telephone number	

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2 MODULE/S AFFECTED AND SUMMARY OF CIRCUMSTANCES

Name of Module(s) and Module code(s) (only listed modules will be considered)	Assessment task affected (eg name of assignment, presentation, examination)	Deadline date of coursework, date of examination (as appropriate)	Course work only Have you had an extension? Please tick as appropriate	Dates when these circumstances applied e.g. for ill health, the date when you first became ill to the date when you felt you had fully recovered	Please indicate non-attendance/non submission or underperformance which may have prevented you from achieving the overall pass mark for the module by ticking appropriate box. PLEASE ONLY TICK ONE BOX
			No <input type="checkbox"/> Yes <input type="checkbox"/> If yes date of extension		<input type="checkbox"/> Non-submission/non- attendance <input type="checkbox"/> Underperformance (please only tick one box)
			No <input type="checkbox"/> Yes <input type="checkbox"/> If yes date of extension		<input type="checkbox"/> Non-submission/non-attendance <input type="checkbox"/> Underperformance (please only tick one box)
			No <input type="checkbox"/> Yes <input type="checkbox"/> If yes date of extension		<input type="checkbox"/> Non-submission/non-attendance <input type="checkbox"/> Underperformance (please only tick one box)
			No <input type="checkbox"/> Yes <input type="checkbox"/> If yes date of extension		<input type="checkbox"/> Non-submission/non- attendance <input type="checkbox"/> Underperformance (please only tick one box)
			No <input type="checkbox"/> Yes <input type="checkbox"/> If yes date of extension		<input type="checkbox"/> Non-submission/non- attendance <input type="checkbox"/> Underperformance (please only tick one box)

DETAILS OF THE EXTENUATING CIRCUMSTANCES

Explain how the circumstances affected your ability in the assessment task. The key information to include is what the circumstances are, how the relevant assessments have specifically been affected, what support you have sought/received and include dates where relevant. Please be as clear and concise as possible. Remember that the panel are impartial and will therefore only reach a decision based on the information provided on the form. If you have a Learning Contract, please also complete the box at the end of section 3. Please continue on a separate sheet if necessary.

4 DOCUMENTARY EVIDENCE

You should support your request with evidence to corroborate the nature and timing of the circumstances reported. Evidence from any accredited therapist or medical practitioner will be considered.

- Where your circumstances are such that we believe evidence can reasonably be obtained then we expect you to provide it. It is unlikely your request will be accepted otherwise. In some cases this evidence should relate specifically to the assessment period (for example time in hospital or an accident).
- In other cases the evidence should confirm the circumstances reported even if not relating directly to an assessment period (for example you may be able to give medical evidence that confirms you are being treated for a particular condition).
- Where your circumstances relate to the death of a close relative, certification of the death will be sufficient evidence to support your request.
- There are some circumstances where we understand that you will not be able to provide much or any corroborative evidence. This particularly applies to personal issues. In such situations we will expect you to have raised the issues with a member of University staff who will be asked to provide a statement about what you have told them. Normally this member of staff will be a module leader, member of the Disabled Student Support Team, Student Wellbeing, Tutor Mentor or any member of academic or professional services staff you have spoken to about the matter.

Please state the documentary evidence you have included with your request.

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5. STAFF COMMENTS

For use by staff e.g., Module Tutors, Course/Programme Leaders, Student Support, Counsellors, Academic staff:

Students are not obliged to discuss extenuating circumstances claims with staff, but if a student has discussed this claim with you and has asked you to comment in writing, and if you have sufficient knowledge to do this, please write any comments below and return this form to the student. Please note that the EC Panel will take factual information and evidence into account but will not normally take account of statements which only offer support but give little or no factual details.

Signature of staff member Date

Name (please print)

6 CHECK YOUR FORM AND EVIDENCE

Before you submit this form to your Faculty, have you:

- **Correctly** listed all the assessments you believed were affected and their dates (see section 2)? *Tick here when you have checked*
- **Fully** completed the boxes under each of the headings in section 2? *Tick here when you have checked*
- **Linked** the timing of the circumstances with the assessments you listed (see section 2)? *Tick here when you have checked*
- **Clearly** explained what your extenuating circumstances were and how they affected assessment (see section 2 and 3)? *Tick here when you have checked*
- **Attached** documentary evidence about your extenuating circumstances? If not, have you explained why? (see section 3) *Tick here when you have checked*

7 CERTIFICATION OF FORM

I certify that:

- the information I have given on this RRAA form is correct to the best of my knowledge
- I have attached to the RRAA form all the documents listed in 3 above
- I understand that appropriate staff will have access to the information provided on this form

Signed

Date:.....

Date

BEFORE YOU SUBMIT THIS FORM, PLEASE READ CHECKLIST ABOVE AND CHECK THAT YOU HAVE COMPLETED FORM CORRECTLY

For Office use only

Date form was submitted:

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Appendix 5 – DSA and Reasonable Adjustment Plans

Purpose

This guidance outlines the types of support available to students who may have an additional support need. The document intends to guide staff and students in application of student support, and the three levels which are offered at TSC.

Key Information

If a student or member of staff believes there is grounds for making a Student Support claim, they are advised to contact the Disabled Students Allowance (DSA) Co-ordinator at the College (charlotte.hope@sheffcol.ac.uk).

The DSA co-ordinator will be able to send out a query form, where students' will be asked to outline why they may need additional support. This information will be used to advise the student and send out information. In order to notify staff of any type of reasonable adjustment, information will be kept confidential until the student has agreed to share with Faculty.

There are three levels of additional support at Higher Education, which can be written into a Reasonable Adjustment Plans and/or make recommendations to Faculty – see RAP Support Levels below.

Evidence

Evidence to support a RAP or recommendation would ordinarily be a letter from a GP or other healthcare professional (e.g., Educational Psychologist). If a student does not already have medical evidence, they can take a Medical Evidence Form to their GP or other health professional to complete. These forms are available from the DSA Co-ordinator.

Reasonable Adjustment Plan 1 (RAP1) – RAP1 support level is applied for via Student Finance England. Students are responsible for notifying SFE of their DSA claim, either by applying online via their SFE account, or completing an application form, available from the DSA Co-ordinator. SFE States: "You can apply for Disabled Students' Allowance (DSA) if you live in England and have a [disability](#) that affects your ability to study, such as a:

- specific learning difficulty, for example dyslexia or ADHD
- mental health condition, for example anxiety or depression
- physical disability, for example if you have to use crutches, a wheelchair or a special keyboard
- sensory disability, for example if you're visually impaired, deaf or have a hearing impairment
- long-term health condition, for example cancer, chronic heart disease or HIV

You must also:

- be an undergraduate or postgraduate student (including Open University or distance learning)
- qualify for student finance from Student Finance England
- be studying on a course that lasts at least a year"

Whilst the College can support students with applications, TSC does not assess or allocate funding. More information about eligibility and how to make a claim is available at: <https://www.gov.uk/disabled-students-allowance-dsa/eligibility>

If a student claim for DSA is successful, as assessed by SFE, their needs will be written into a Reasonable Adjustment Plan 1 (RAP1) and added to their record (providing students agree to share this information with teaching staff). The RAP1 will outline details of support and any extensions or additional time for exams.

Reasonable Adjustment Plan Recommendations for Faculty (RAP 2/3)

Reasonable Adjustment Plan recommendations for Faculty are written onto a RAP 2 or 3 proforma (based on evidence from student) and will consist of recommendations to Faculty and teaching teams. It is the responsibility of Programme and Module Leaders to review and implement recommendations, where it is deemed necessary and reasonable to teaching, learning and assessment – with the aim of providing support for students. Heads of Academy are responsible for ensuring programme teams review recommendations and all teaching staff are responsible for

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enacting any Reasonable Adjustment Plan recommendations in accordance with college procedures (e.g., Extenuating Circumstances).

Reasonable Adjustment Plan (2) (RAP2) – There are a number of reasons students may wish to apply for a RAP2. For reasons such as, but not limited to, a student is deemed not eligible for DSA (as per SFE assessment or claim) or their DSA application is under consideration. A further example may be a student who has previously been assessed for support needs at lower levels of education. For this level of support (e.g., RAP2), a student **MUST** have evidence of their claim (e.g., assessment by Educational Psychologist or GP evidence) and their claim will be reviewed by the DSA co-ordinator and recommendations provided to Faculty. Teaching teams are responsible for reviewing and implementing recommendations. This level of support may also be available to HE students studying on courses which are not supported by SFE (e.g., apprenticeships).

Reasonable Adjustment Plan (3) (RAP3) - A RAP3 is the lowest level of additional support, written into a support plan, available at TSC. A student may be facing difficulties in studying for a number of reasons (e.g., mental health) and may wish teaching staff to be aware, or there is a suspected claim for support RAP 2 or 1 (e.g., awaiting GP evidence or assessment). No evidence is needed for Support plan 3's. Teaching teams are responsible for reviewing and implementing recommendations. This level of support may also be available to HE students studying on courses which are not supported by SFE (e.g., apprenticeships).

RAPs and Extenuating Circumstances/Extension Requests

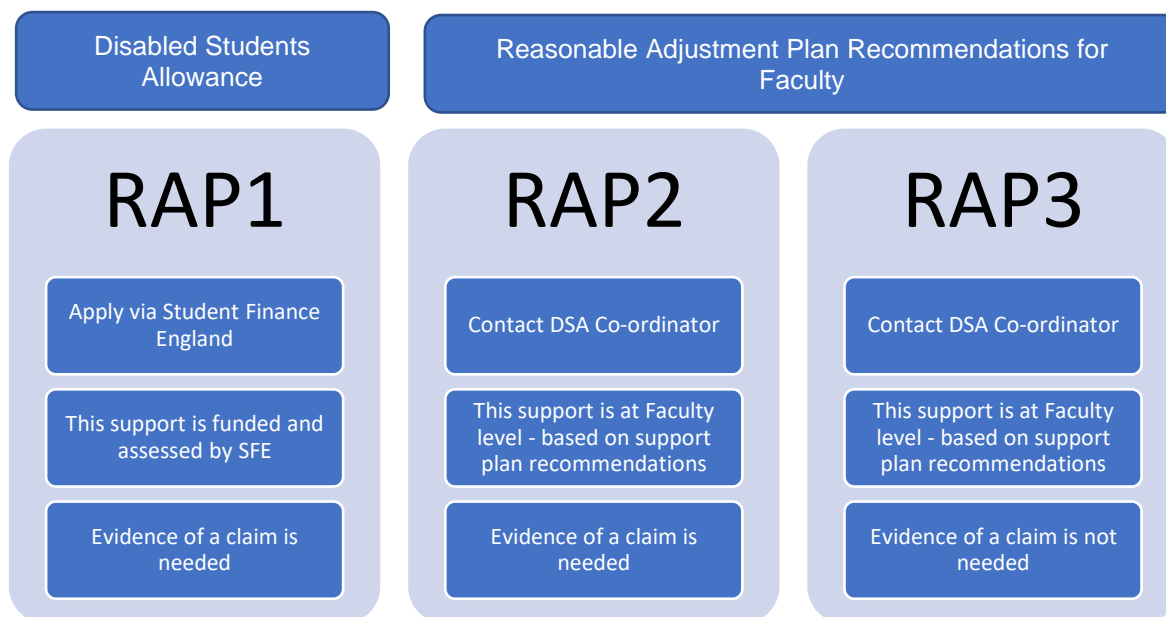
If a student is eligible for an extension, as outlined in their RAP/evidence assessment, this will be identified within RAP documentation. If applicable, it is usually 5 working days only and requires the completion of an Extension form RAP, to be sent via email to the Module and/or Programme Leaders.

Students with a RAP will need to make their requests to programme and module leaders no later than 72 hours prior to their initial deadline. Students should seek support, if necessary, from Programme Teams across this procedure.

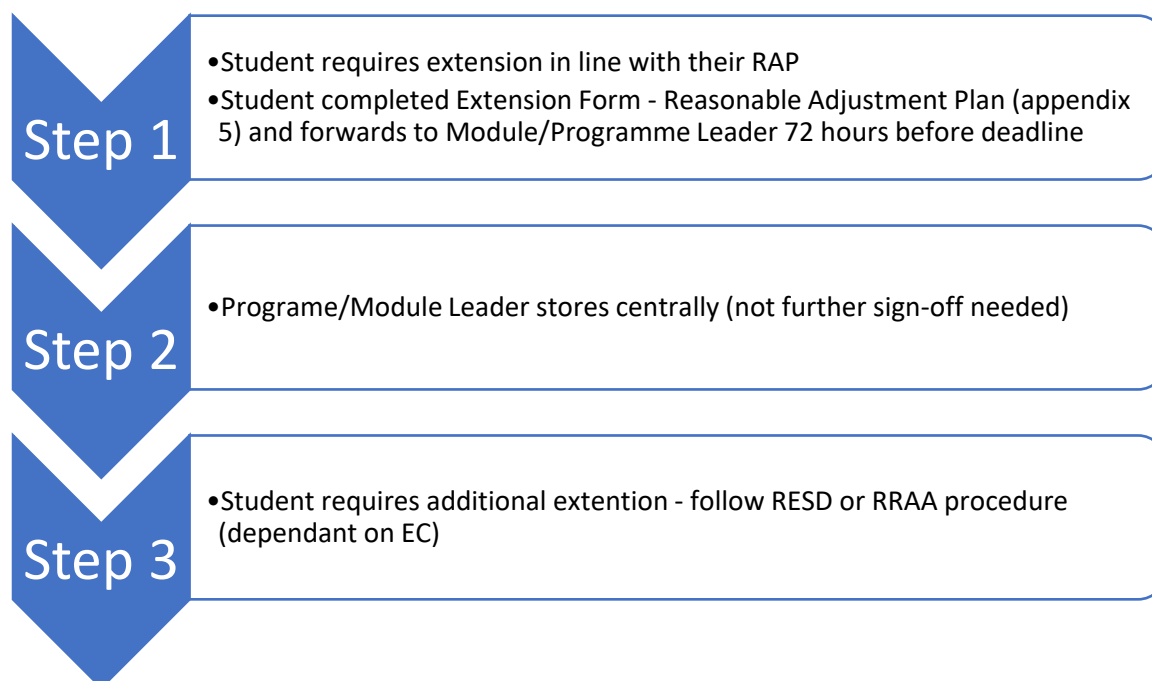
If a student needs additional time on top of a RAP extension, they will be able to apply for this using the Request to Extend a Submission Deadline (RESD) or Request to Repeat Assessment Attempt (RRAA) – as per the HE Assessment, Extenuating Circumstances and Student Support Policy (available on TSC website and from the HE Office). Students RAP (if eligible for RAP extension only) can be used as evidence for the RESD or RRAA, and additional evidence to support their claim will not be needed.

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RAP Support Levels – Overview & Procedure for RAP Extension



Reasonable Adjustment Plan Extensions (e.g., if in RAP1 or from Reasonable Adjustment Plan Recommendations for Faculty)



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EXTENSION FORM - REASONABLE ADJUSTMENT PLAN



This form is for use by students who have been issued with a RAP (Reasonable Adjustment Plan), where there is eligibility for RAP extension, and wish to request a first extension to an assignment or module. Other students should use an RESD form – as per the information set out in the Higher Education Assessment, Extenuating Circumstances and Support Guidelines, Policy and Procedure.

Once you have completed this form, please submit to your Programme Lead **72 hours before the module/assignment deadline** to give time for your request to be considered. Please include a copy of your RAP. No additional evidence is required.

STUDENT DETAILS

Student Name	
Student ID	

COURSE DETAILS

Course Title	
Name of Programme Lead	

EXTENSION REQUEST DETAILS

Name of Module/Assignment	
Original Deadline Date	

Completion of this form in line with The Sheffield College procedures will, if eligible, entitle you to an additional **5 working days** (excluding weekends and college holidays) to submit your work.

A member of the programme team will keep a copy of this document and communicate the outcome within approximately 42 hours of receipt.

The RAP extension can only be applied, if you are eligible, and have requested your RAP extension via module and programme leaders, using this form

New Deadline Date	
-------------------	--

TO BE COMPLETED BY PROGRAMME TEAM (e.g., Module or Programme Leader)

Approved by _____

Date _____

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