

Assessment Adjustments (where exceptional or unavoidable circumstances have impacted on study)

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Purpose

1. Students are expected to take responsibility for organising their academic work, their personal lives and their participation in the University community in line with the Reading Student Charter and the Statement of Learner Responsibilities.
2. Assessment deadlines are carefully planned to ensure effective progress of learning and are set with an awareness of operational deadlines and the possible impact of self-certification (see paragraphs **20-28** below).
3. Students are required to submit assignments by the published deadlines. Work which is submitted late, without an agreed extension, will be penalised in accordance with the University's Penalties for late submission policy.
4. However, the University recognises that students may be faced with situations or difficulties that are outside their control (either due to 'exceptional circumstances' or to a disability) and which may negatively affect their academic performance and/or ability to undertake assessments.
5. This policy sets out the range of 'adjustments' that are available to students when they experience such difficulties, and is based on the following principles:
 - Fairness
 - Compassion
 - Student autonomy
 - Assessment integrity and the maintenance of academic standards
6. Details of what is meant by 'exceptional circumstances' can be found in Annex 1.

Scope

7. This policy applies to students studying on a University of Reading programme, including at branch campuses, with the following exceptions:
 - Henley Business School (HBS) post-experience programmes, the Army Higher Education Pathway (AHEP) and Apprenticeships programmes which have their own distinct policy on exceptional circumstances
 - All Postgraduate Research (PGR) programmes (the policy does apply, however, to taught modules taken as part of a PGR programme)
 - NUIST-Reading Academy programmes (the exceptional circumstances policy, together with processes detailed in the NUIST Operational Handbook, applies to students studying on Academy programmes)
 - Offshore delivery of programmes at Neapolis University Pafos (NUP)

- Where a student is studying modules at a partner institution as part of their University of Reading award, such as study abroad programmes or embedded modules studied at the partner, local regulations (i.e. at the partner) will apply.
8. This policy is focussed primarily on assessment adjustments for reasons other than disability, long-term health conditions or specific learning differences. A brief summary of 'reasonable adjustments' for students with disabilities is provided in paragraphs **10-13** but further information on the University's approach to reasonable adjustments is provided for disability representatives and other staff).
9. The provisions relating to self-certified short extensions (see paragraphs **20-28** below) apply to UK and UoR Malaysia-based students only, including students on the Foundation Degree in Children's Development and Learning (FDCDL).

Reasonable Adjustments for Students with Disabilities

10. Reasonable adjustments are measures taken by the University to ensure that students with disabilities are not disadvantaged in their learning or assessment. The aim is to create an inclusive learning environment that upholds the principles of equity and complies with legal obligations under the Equality Act 2010, without compromising academic standards.
11. Reasonable adjustments are normally identified in advance when a student registers with the Disability Advisory Service (DAS). Recommendations for how assessment should be adjusted to reduce disadvantage is disseminated to teaching staff. Module Convenors are responsible for confirming the most appropriate form of reasonable adjustments given the learning outcomes of the assessment and module. There may be assessments where reasonable adjustments cannot be applied due to the requirement to assess a professional competency. Examples of reasonable adjustments in relation to assessment include:
- Deadline extensions for all coursework
 - Extra time and/or rest breaks in examinations
 - Provision of an alternative form of assessment
 - Examinations taken in a smaller venue
 - Use of assistive technology
12. This policy is focussed primarily on assessment adjustments for reasons other than disability. (Further information for staff on the University's approach to reasonable adjustments.)
13. Where a student already has reasonable adjustments relating to assessments in place this does not preclude accessing assessment adjustments under this policy. See

paragraphs **47-52** for how this policy on assessment adjustments is operated for students who may also have reasonable adjustments in place.

Assessment Adjustments Framework

14. The assessment adjustments outlined in this policy are designed to provide support to help students navigate their studies alongside unexpected events or challenges they may encounter. The self-certified short extensions, in particular, recognise the everyday challenges experienced by many students and afford a substantial level of flexibility and autonomy to allow students to responsibly manage their deadlines.
15. There are three categories of assessment adjustments, all of which require students to take different steps, depending on the nature of the adjustment. These categories, covered in further detail in the Policy Statement section below, are:
- Self-certified short extensions of 1 week (which is 7 calendar days)
 - Standard adjustments
 - Non-standard adjustments
16. For the avoidance of doubt, where '1 week' is used in relation to the length of an extension, this means 7 calendar days.

Adjustment	Request	Evidence required
Self-certified short coursework extensions (not applicable at BIT, or for AHEP and Apprenticeship programmes)	1 week coursework extension for eligible assessments (paragraph 27 of this policy has further information on the types of coursework not eligible for self-certification)	No evidence required. Automatically granted upon completion of online form.
Standard adjustment	1 week coursework extensions for assessments not eligible for self-certification (see paragraph 24 for further details)	Impact statement from student, explaining what difficulties they are experiencing and how these are impacting on their academic performance and/or ability to
	Coursework extensions longer than 1 week (provided that they do not go beyond the School's ability to meet the Mark Entry Deadline and/or the student's period of registration. See paragraph 18 for further information on extensions which go beyond the date on which feedback will have been provided for on-time submissions.)	

	Removal of penalty for late submission of coursework	complete assessments.
	Repeat Year of Part 0 or Part 1 (first request only)	
Non-standard adjustment	Extension – beyond student’s period of registration	Supporting evidence. Further details of the supporting evidence which can be provided is available in Annex 3 .
	Deferral of the allocated timing for an event assessment (e.g. in-class test, assessed presentation, or practical)	
	Variation of the form of assessment from one type of coursework to another type of coursework, where students are prevented (for reasons other than disability) from completing the assessment in its original form. This will normally only be permitted where the variation is ‘like-for-like’ ¹ , with all other cases being referred to the USCSC.	
	Repeat Year of Parts 2, 3, 4 or PGT, or at Part 0/Part 1 where a repeat year has already been taken	
	Marking of a Semester 1 online exam, which was submitted late	
	Retake examination, as if at first attempt, with no capping of mark (also known as Deemed Not to have Sat – DNS. Students will not normally be eligible to be DNS on more than two occasions per Part.)	
	Exemption of assessment from overall module mark	
	Authorised Absence (contributing to an assessment or programme requirements)	

Table 1: Assessment adjustments listed by category

17. In addition to the requests noted in Table 1, in **very exceptional circumstances**, the University (via the University Standing Committee on Special Cases (USCSC)) may decide to grant other adjustments, for example:

- Exemption of modules from progression or classification calculation

¹ For examples of ‘like-for-like’ assessments see the [Staff Guidance on Implementing the Assessment Adjustments Policy](#) or speak with your Associate Pro-Vice-Chancellor (Education and Student Experience)

- Variation of the form of assessment from examination to coursework (or vice versa), where students are prevented (for reasons other than disability) from completing the assessment in its original form.
 - Variation of the weighting of Parts in the calculation of degree classification
18. Where the extended deadline goes beyond the date on which feedback will have been provided for on-time submissions, it may be necessary to provide a new assessment task alongside the new deadline.

Timing and deadlines

19. This policy is designed to provide as much flexibility and accommodation for students as possible while maintaining the integrity of assessments and safeguarding academic standards. However, in order to utilise these measures it is essential that requests are submitted within the specified time frames. It will not normally be possible to consider requests submitted outside these timeframes and this may result in students having to postpone subsequent years of study or graduation.

Policy Statement

Self-Certified short extensions

20. Self-certified short extensions provide students with the flexibility to independently manage their deadlines alongside other aspects of their lives.
21. Students may, for any reason, notify the University that they need an extension from the date of the original deadline (up to one week/7 calendar days in length) for a coursework assessment. See paragraph **27** below regarding ineligible coursework types.
22. Students do not need to provide evidence to support the reason for the extension, and the extension will be granted immediately on notification.
23. There is no limit on the overall number of short extensions that a student can use, though only one can be used per assessment.
24. Where a student has in place an automatic extension as agreed by the Disability Advisory Service (DAS), this will apply before the self-certified short extension period.
25. Students should submit the self-certification notification form online before the deadline for submission of the coursework. The option to do this will be available from two calendar days before the submission deadline. Further information on this process can be found in the [Assessment Adjustments guidance](#).

26. Self-certified short extensions are only available to students registered at the UoR Whiteknights and UoR Malaysia campuses. They are not available to students taking the AHEP or Apprenticeship programmes
27. The following coursework types are not eligible for a self-certified short extension:
- In-class tests
 - Performances
 - Presentations
 - Live practicals (including fieldwork, laboratory work and oral/sign language exams)
 - Computer-marked Blackboard tests
 - Group work
 - Assessments where late submission for a mark is not permitted (i.e. where late submission automatically incurs a mark of 0. See the 'Variant from standard penalty' section in the [Penalties for late submission](#) policy)
 - Coursework which has rolling deadlines
 - Coursework submitted as a re-assessment/resit, or as an academic misconduct penalty
 - Coursework where a previous extension has been agreed
28. Self-certified short extensions cannot be used for any assessments or tasks completed during the placement element of a student's programme.

Standard Adjustments

29. Standard adjustments are those where learning outcomes continue to be assessed according to the same academic criteria and standards, but where timing or the precise format of the assessment is amended (e.g. longer than 1-week extensions).
30. These adjustments can be requested if students have been subject to 'exceptional circumstances' (please see [Annex 1](#) for details of what is meant by 'exceptional circumstances'). Students are asked to explain what difficulties they are experiencing and how these are impacting on their academic performance and/or their ability to complete assessments, via an impact statement. No further supporting evidence is required. Please refer to the [Assessment Adjustments guidance](#) for more information.
31. Students should submit their standard adjustment request online before the deadline for submission of the coursework or the deadlines set out in the [Assessment Adjustments guidance](#).
32. Students will be notified of the outcome of their request via an email notifying them that the outcome is available to view on RISIS.
33. Details on the range of standard adjustments are outlined in the table below:

Adjustment	Information
1 week coursework extensions for assessments not eligible for self-certification	Only for assessments not eligible for self-certified short extensions, where applicable. See paragraph 27 for further details.
Coursework extensions longer than 1 week	<p>Provided that the extension does not go beyond the School's ability to meet the Mark Entry Deadline and/or the student's period of registration. Extensions which do go beyond either of these points are covered in Non-standard adjustments below.</p> <p>See also paragraph 18 for further information on extensions which go beyond the date on which feedback will have been provided for on-time submissions.</p>
Removal of penalty for late submission of coursework	Where students have an exceptional circumstance and were unable to apply for an appropriate extension within the prescribed time period.
Repeat Year of Part 0 or Part 1 (first request only)	<p>This only applies to students at Part 0 or Part 1. For students in later years of study a 'repeat year' request is a non-standard adjustment.</p> <p>Only one repeat year is permitted per Part as a 'standard adjustment'. If a further repeat year is needed this will be treated as a non-standard adjustment regardless of which Part of study is repeated.</p>

Table 2: Range of standard Assessment Adjustments

Non-standard Adjustments

34. Non-standard adjustments are those where the level of academic intervention is more significant than for standard adjustments and the adjustment goes beyond a matter of timing or format of assessment, such that it has a potentially significant impact on progression or classification outcomes e.g. where students are being provided with additional assessment opportunities or an assessment is exempted from the overall mark of a module.
35. These adjustments can be requested if students have been subject to 'exceptional circumstances' (please see [Annex 1](#) for details of what is meant by 'exceptional circumstances'). Requests should normally be submitted before the relevant assessment due date. Please refer to the [Assessment Adjustments guidance](#) for more information.

36. Students are asked to explain what difficulties they are experiencing and how these are impacting on their academic performance and/or their ability to complete assessments, via an impact statement. Please refer to the [Assessment Adjustments guidance](#) for more information.
37. To request a non-standard adjustment, students will be required to provide evidence of their circumstance to support their request. Further information on the types of evidence required can be found in [Annex 3](#).
38. Some requests will be escalated to the University Standing Committee on Special Cases (USCSC) for a decision. [Annex 2](#) details the membership and responsibilities of the USCSC.
39. Students will be notified of the outcome of their request via an email notifying them that the outcome is available to view on RISIS.
40. Details on the range of non-standard adjustments are outlined in the table below:

Adjustment	Information
Extension – beyond student’s period of registration	Where the extension goes beyond the student’s period of registration and the individual assessment is up to and including 20 credits, the maximum period of extensions is restricted to 6 months from the original deadline. Where the individual assessment weighting is greater than 20 credits, the maximum period of extensions is restricted to 12 months from the original submission deadline.
Variation of assessment from coursework to coursework.	Where students are prevented from completing the assessment in its original form the coursework may be substituted on a ‘like-for-like’ basis ² . ‘Like-for-like’ variation should ensure Where substitution is not on a ‘like-for-like basis then the case will be referred to USCSC. This differs from DAS reasonable adjustments (see 41 below)
Deferral of the allocated timing for an event assessment (in-class test, assessed presentation, or practical)	Where students are prevented from attending on the originally allocated date/time. Note that it may be necessary to

² For examples of ‘like-for-like’ assessments see the [Staff Guidance on Implementing the Assessment Adjustments Policy](#) or speak with your Associate Pro-Vice-Chancellor (Education and Student Experience)

	schedule a rearranged assessment in the August/September reassessment period.
Repeat Year of Parts 2, 3, 4 or PGT, or at Part 0/Part 1 where a repeat year has already been taken	
Marking of a Semester 1 online exam which was submitted late	For information on Semester 2 online exams submitted late, please see paragraph 44 below.
Retake examination, as if at first attempt, with no capping of mark (also known as Deemed Not to have Sat – DNS. Students will not normally be eligible to be DNS on more than two occasions per Part.)	Where a student’s performance in an examination was negatively impacted by an exceptional circumstance and they wish to retake the exam without penalty (i.e. as if for the first time). These requests must be submitted during the designated four-working day window immediately following the publication of results. See paragraphs 42-46 .
Exemption of assessment from overall module mark	Where an assessment(s) contributes to more than 20% of a module, this will be referred to USCSC
Authorised Absence (contributing to an assessment or programme requirements)	Where students are authorised to be absent and where attendance contributes towards an outcome or is, in itself, a requirement (e.g. from a session(s), attendance at which contributes towards an assessment; from a proportion of the placement hours required to complete a placement (i.e. as required by a PSRB); and are unable to complete their Study Abroad period)

Table 3: Range of non-standard Assessment Adjustments

41. In respect of adjustments requesting to vary the form of assessment, either from coursework to coursework or from coursework to examination and vice versa, these are separate from DAS-approved variations agreed as a reasonable adjustment for disability. Further information on DAS reasonable adjustments can be found in paragraphs **47-52**, below.

Post-Results Exceptional Circumstances (PREC)

42. Following the publication of results at the end of the academic year or at the end of their programme of studies, students may request adjustments in relation to examinations (both Semester 1 and Semester 2).

43. These requests must be submitted in the designated timeframe i.e. during the four working days immediately following publication of results.
44. The available adjustments are:
- Retake examination(s), as if at the first attempt, with no capping of mark (known as DNS (Deemed Not to have Sat). Students will not normally be eligible to be DNS on more than two occasions per Part.). This request requires supporting evidence.
 - Repeat year. As detailed in Tables 2 and 3, supporting evidence is required for Parts 2, 3, 4 and PGT (and for any subsequent request, beyond the first request, for a repeat year at any Part).
 - Marking of a Semester 2 online exam which was submitted late, after the deadline. Supporting evidence is required.
45. Requests for Post-Results adjustments are made via RISIS and students will be required to provide evidence of their circumstance to support their request. Further information on the types of evidence required can be found in [Annex 3](#).
46. Students will be notified of the outcome of their request via an email notifying them that the outcome is available to view on RISIS.

Students with disabilities

47. Students with disabilities or specific learning difficulties should register with the Disability Advisory Service (DAS), which will advise on reasonable adjustments in light of a student's disability. The reasonable adjustment will take account of any normal fluctuation in a student's condition (for example, by making provision for a limited-period extension for submission of coursework for some assessment types). Further adjustments needed to meet students' needs relating to disability (e.g. modification of assessment format) are normally considered at the module level and no formal assessment adjustment request should therefore be required in respect of a student's condition and its normal fluctuation.
48. In the event that a student's condition worsens beyond the range of its normal fluctuation, they should contact, in the first instance, their Academic Tutor to discuss alternative assessment adjustment requests. Where a longer term adjustment is required, the student should be advised to contact DAS for amendments to their Individual Learning Plan (ILP).
49. Where a student has in place an automatic extension as agreed by the Disability Advisory Service (DAS), any further extensions given in line with this policy will be in addition to, not in place of, that extension.
50. Where a student's reasonable adjustments include extensions for coursework, these reasonable adjustment extensions should be used first and, if needed, followed by the self-certified 1-week extension, where the coursework is eligible.

51. Where students with disability request either standard or non-standard assessment adjustments (as outlined in this policy), decision makers are not expected to liaise with DAS unless the student's circumstance is both specifically related to their disability and the decision is particularly complex in nature, requiring specialist disability knowledge to judge the appropriateness of the requested assessment adjustment.
52. Students with disabilities or specific learning difficulties who are not registered with DAS are still able to access or apply for the assessment adjustments outlined within this policy. Where possible, the students should be encouraged to register with DAS in order to receive the most appropriate support and advice on possible reasonable adjustments in light of their disabilities.

Guidance for students and staff

53. Students should refer to the [Assessment Adjustments guidance](#) and [FAQs](#) with any queries. The online tool will direct students to the most appropriate source of support.
54. Students may also seek guidance from their Support Centres or Henley Helpdesk or ISLI Admin Office who can provide advice and assistance.
55. Staff should refer to the [Staff Guidance on Implementing the Assessment Adjustments Policy](#) and the online tool in order to advise students.
56. Assessment adjustment decision makers should refer to the supplementary guidance in the [Staff Guidance on Implementing the Assessment Adjustments Policy](#) to ensure they are following the process correctly and making appropriate decisions.

Support services available to students

57. The University offers support and guidance for students who are facing difficult circumstances, independent of any request made for assessment adjustments. Guidance is available from a student's Academic Tutor, who can also signpost them to the support available from support services including:
- Student Welfare team
 - Counselling and Wellbeing Service
 - Disability Advisory Service
 - University Study Advisers
 - Student Financial Support
 - International Student Advisory Service
 - International Study and Language Institute
 - Chaplaincy
 - RSU Advice Service

58. Staff should, as appropriate, encourage students to consult relevant support services and/or a medical practitioner.
59. For a list of services and advice centres, refer to the Essentials website. Information on support available from the RSU Advice Service is available on the Students' Union website.
60. Repeated requests for adjustments may indicate that a student is struggling to study and may trigger the Academic Engagement and Fitness to Study procedure (or Fitness to Practise procedure, where appropriate) in order to formally monitor and support the student.
61. For details of the entitlement of suspended students to access support services, please refer to the Policy on and procedures for suspensions.

Implementation/Compliance

62. Assessment adjustment requests are considered at School level. Some requests will be escalated to the USCSC for a decision. Annex 2 details the membership and responsibilities of the USCSC.
63. The University will undertake regular reviews of the implementation of the policy through stakeholder feedback, alongside data summaries.
64. The Sub-Committee on the Delivery and Enhancement of Learning and Teaching (DELT) will consider data relating to the administration of the policy (as supplied by the USCSC and Student Services).
65. In drafting this policy, the University had in mind, the Office of the Independent Adjudicator's (OIA) guidance on evidence and self-certification.
66. In order to ensure that we can process assessment adjustment requests, and also provide appropriate support to students, information provided as part of any assessment adjustment shall be shared with individuals on a need to know basis and in accordance with our student privacy policy.
67. Where new evidence is available post-decision, this should be highlighted to the University via the mechanisms highlighted in guidance Assessment Adjustments guidance. The request will be reviewed in light of the new evidence.
68. Requests submitted after the relevant deadline will not normally be considered. If, however, students were not able to submit the form due to physical or mental incapacity, hospitalisation or equivalent serious circumstances out with their control, then a statement which details the reason for the lateness must be submitted. Statements must be substantiated with evidence.

69. Where an assessment is submitted late (i.e. after the original submission deadline), as the result of an agreed extended deadline, the 15-working day turnaround time for feedback applies from the revised deadline as stated in the Policy on Feedback.
70. This policy should be read alongside:
- Policy on and procedures for students returning to or repeating study
 - Policy and procedures for suspensions
 - Policy on and procedures relating to student academic engagement and fitness to study
 - Policy on and procedures for the determination of 'fitness to practise'
 - Disability information
71. Where a conflict arises between an assessment adjustment as a result of an exceptional circumstance and a penalty imposed for academic misconduct, the penalty for academic misconduct takes precedence.

Appeals

72. Where a student feels that their request has not been properly considered under the terms of this policy they may appeal a decision via the Exceptional Circumstances (EC) Appeal Board.
73. Where, following the notification of an overall result for a Final or Part Examination, a student wishes to appeal against their overall result on a combination of (a) permissible grounds for an appeal to the Senate Standing Committee on Examination Results and (b) permissible grounds for an appeal against a decision taken under the terms of this policy, the appeal will be considered under the procedures of the Senate Standing Committee on Examination Results.
74. The permissible grounds for an appeal are against a decision taken under this policy:
- The procedures for considering an assessment adjustment request were not properly followed;
 - The decision reached, or the outcome, was unreasonable;
 - The request was not properly considered, for example, relevant information included by the student was overlooked;
 - The student was not given reasons for the decision;
 - There is new material evidence which the student, for good reason, was unable to submit earlier in the process. In order to appeal on this ground you must have submitted any additional evidence within 14 calendar days of notification of the decision, alongside an explanation as to why the evidence was not previously available;

- There was a reasonable perception of bias during the consideration of, and/or decision on, the request.
75. If the student chooses to appeal a decision they must follow the process detailed in the Assessment Adjustments guidance.
76. The EC Appeal Board will consider the case as submitted with reference to the grounds for appeal given in paragraph 74. The EC Appeal Board will not re-investigate or re-hear the case.
77. The Board will have the power to:
- a. Confirm the decision which has been made
- or**
- b. Alter the decision which has been made, and determine such outcomes as, acting reasonably, it considers appropriate without referring the matter back to the USCSC or the School Director of Academic Tutoring.
78. Appeals shall be considered by a panel of the Board, comprising: one Associate Pro-Vice-Chancellor (Education and Student Experience), one Director of Academic Tutoring, one RSU officer and a Secretary (to be appointed by the Head of Governance). Panels of the Board will have a rolling membership (i.e. any post-holder for the designated roles can serve on a Panel). The Panel shall not include any member who has had any previous involvement in consideration of the assessment adjustment request. An appropriate member of the Support Centres may be invited by the Chair to attend consideration of a case to advise the panel on matters of fact.
79. The Panel will consider the case according to the procedures detailed in the Assessment Adjustments guidance.

Version	Section	Keeper	Reviewed	Approving authority	Approval date	Start date	Next review
1.0	CQSD	DDS	3 years	UBTLSE	01/09/25	2025-26	Summer 2028

Annex 1 – Definition and examples of ‘exceptional circumstances’

What is meant by ‘exceptional circumstances’?

1. An exceptional circumstance, under the terms of this policy, is a circumstance outside the control of the student which negatively affects their academic performance. When requesting standard or non-standard adjustments, students must describe the impact which their circumstances have had on their studies. When requesting non-standard adjustments, students will also be required to provide supporting evidence of their circumstances.
2. The University considers the following to be exceptional circumstances:
 - a. The death or serious illness of a close family member or friend
 - b. Significant personal or family crisis directly affecting the student
 - c. Serious short-term illness or injury that is impacting a student’s ability to study
 - d. Worsening of an ongoing illness, or a worsening of a disability--including mental health conditions-- beyond the fluctuation of the condition recognised by DAS and accommodated within the agreed reasonable adjustments
 - e. Diagnosis of disability during a student’s programme of study in accordance with the policy on Retrospective allowance in assessed work for students diagnosed with a disability during their programme of study.
 - f. Pregnancy related illnesses including morning sickness or complications relating to the pregnancy or a period of three weeks immediately preceding the due date;
 - g. Statutory parental leave (more information can be found in the Students with Parental Responsibilities Policy);
 - h. Witnessing or involvement in a traumatic incident;
 - i. Severe financial difficulties impacting a student’s ability to study;
 - j. Applicable only where the student is not able to access a campus of the University: unforeseen problems with network facilities, personal computers or printers. Faults associated with the VLE, Turnitin or University maintained network facilities preventing online assessment submission will be managed in line with policy outlined in the Online Submission Protocols;
 - k. Court attendance, jury service, other public duty or obligation;
 - l. Competing in sport, or participation in other activity, at national or international level;
 - m. A University of Reading Sports Scholar competing or engaging in a specific training event as part of their scholarship and with the recommendation of the Programme Lead;

- n. Job interviews related to the student's career (only in respect of examinations, in-class tests, presentations and other assessments which take place at a specified time);
- o. Mandatory religious observance for a given religion as confirmed by relevant faith leaders/chaplains and which happen over a restricted time period. See paragraphs 5i and j below for exclusions and the Code of practice for supporting students relating to religion, belief and teaching and learning for more information;
- p. Religious observance that are unforeseen/unforeseeable, e.g. the death of a relative that requires particular forms/times of mourning.

This list is not exhaustive and other circumstances are considered appropriate provided the circumstances meet the definition above (paragraph 1).

3. See Annex 3 for information about evidence requirements, which should be read in conjunction with the Assessment Adjustments guidance. If you are unable to provide evidence, you must clearly explain why you are unable to do so. Where a student has not provided evidence, the person(s)/committee responsible for considering the case is also responsible for determining whether the explanation given for not being able to provide evidence is reasonable and sufficient to justify the adjustments being requested.
4. If a student's academic performance has been adversely affected by a material shortcoming in the University's provision, the student should inform their School of the issue immediately. The School will decide on appropriate action. Circumstances appropriate to this process will include disruption to examinations e.g. due to fire alarms. If students wish to appeal the decision of the School, they can raise a Stage 1 formal complaint. Please refer to the Student Complaints Procedure for further information.

What are not considered 'exceptional circumstances'?

5. The following circumstances are normally not considered "exceptional" under the terms of this policy and would therefore not be appropriate reasons to request either standard or non-standard adjustments:
 - a. Any circumstances for which appropriate adjustments have already been made by the University and where there is no evidence of a worsening of the condition which requires further consideration;
 - b. An illness occurring after an examination/in-class test/presentation or other 'event' assessment or the deadline for submission of coursework;
 - c. A minor illness that has no or limited impact on the student.
 - d. Coursework and examinations scheduled within a short period;

- e. Poor working practice such as:
 - Failure to back up electronic documents regularly and securely;
 - Failure on the part of the student to acquaint themselves with the times, dates, and places where assessments were to be submitted or examinations to be sat;
 - Poor time management;
- f. Problems with network facilities, personal computers or printers, except in cases where the student is unable to access campus. Faults associated with the VLE, Turnitin or University maintained network facilities preventing online assessment submission will be managed in line with policy outlined in the Online Submission Protocols;
- g. House moves, renovations or other routine accommodation activities;
- h. Holidays, pilgrimages, holy visits and attendance at family or other celebrations including marriages;
- i. Religious observance which spans a significant period of time and where day-to-day activities are expected to continue as normal;
- j. Circumstances claimed to be unforeseen which would reasonably be viewed as foreseeable or preventable.

Please note that this list is not exhaustive.

Annex 2 – Membership and responsibilities of the University Standing Committee on Special Cases

1. The University Standing Committee on Special Cases (USCSC) has a rolling membership (i.e. any post-holder for the designated roles can serve on a panel). Each meeting shall be attended by:
 - An Associate Pro-Vice-Chancellor (Education and Student Experience) (who may vary from meeting to meeting) (Chair)
 - Two Directors of Academic Tutoring (which, for the avoidance of doubt, includes the Academic Director of Teaching and Learning at branch campuses)
 - A member of Student Services nominated by the Director of Student Services
 - Director of Administration or the Teaching and Learning Officer for HBS (or delegate with the approval of Chair)
 - Secretary to be appointed by the Director of Student Services
2. The Committee shall, in accordance with its procedures, consider assessment adjustment requests (formally exceptional circumstances requests) submitted by students which have been appropriately submitted via sanctioned systems and within the relevant timescales.
3. A Director of Academic Tutoring on the panel will not contribute to the discussion or decision in respect of cases from their own School or Department.
4. Advice from a professional from the University Medical Practice, Counselling and Wellbeing Service, the Disability Advisory Service (DAS), or other relevant professionals will be available to the panel at its request.
5. The USCSC will normally meet fortnightly during semester one and early semester two, and weekly later in semester two, during the reassessment period and in the week immediately following examination periods.
6. The following requests will be in the remit of the USCSC to decide upon. These requests should be considered by S/DDATs and referred with a recommendation to the USCSC
 - Extensions or re-scheduling of assessments beyond programme registration end date
 - Variation of the method of assessment from examination to coursework (or vice versa)
 - Variation of the method of assessment where it is not 'like-for-like'
 - Exemption of an assessment where it contributes more than 20% of the module mark
 - Permission for examiners to vary the weighting of Parts in the calculation of degree classification (exemption of modules from progression or classification calculation)

- Award of an Aegrotat degree.
 - Retrospective allowance, for students diagnosed with a disability during their studies
 - Where a student requests that previously awarded adjustments be rescinded
 - In addition, requests for the following which are not accompanied by the appropriate impact statements or evidence, or received outside the designated submission windows
 - Deferral of exams (request made before examinations)
 - DNS after results
 - Deferred coursework assessment requests (including coursework, in-class tests, presentations, assessed presentations etc.)
7. Where the student has requested that a decision be made without the circumstances being disclosed to the Director of Academic Tutoring, the USCSC will determine such cases.

Annex 3 - Evidence

The nature of the evidence required includes, but is not limited to:

For bereavement

- A signed and dated letter from a minister of religion; or medical practitioner, solicitor, or a relative or friend; or
- An announcement in a newspaper; or
- An order of service; or
- A death certificate

For illness

- A signed and dated letter from a medical professional practitioner (e.g. GP, clinical specialist, registered professional in psychiatric practice, or nurse practitioner) that states the dates when the illness affected the student and how, without breaching confidence, the circumstances affected or are likely to affect the students' ability to prepare for an assessment, submit or attend for an assessment or recognise and deal with the circumstances
- A signed and dated letter from a medical practitioner that states the dates when the student attended for treatment, when tests were undertaken, and when a diagnosis is expected

For students awaiting a diagnosis of an illness or condition

For accident or injury

- A copy of an accident report provided by a police officer, or confirmation from an appropriate professional. In all cases where a letter is provided it must state the dates when the accident or injury occurred, how the student was affected, the position and qualification(s) of the person providing the letter and their contact details
- A signed and dated letter providing information on the time when the circumstance occurred, whether they are continuing and an opinion on the severity and effect the circumstances are having on the student from one or more of the following:

For significant adverse personal or family circumstances encountered by a student

- A medical practitioner,
- A social worker (stating their position in respect to the student),
- A registered psychological therapist,
- A registered professional in psychiatric practice,
- An officer of the law,
- A minister of religion

For students who are competing in sport (or participate in other activity), at the national or international level

- A letter from the supporting sports/organising body indicating the dates when the student is required for training, competitions and/or attendance

For part-time and distance learning students in full time employment only, who have experienced an increase in their workload due to circumstances beyond their control, or have been required by their employer or client to work through normal periods available for study/assessment

If in employment

- A signed and dated letter from their employer, or employer's authorised representative, stating that the student has been required by them to undertake work in the interests of the employer and that this was in time that had previously been agreed would be available to the student to study, prepare for assessment or take an assessment;

If self-employed

- Evidence from their client or the client's authorised representative, stating that the student has been required by them to undertake unforeseen work that was necessary in the interests of the client's business, together with the dates and times when the student had been required to attend the client or undertake the previously unforeseen work
- The individual's call-up papers (translated where necessary) together with evidence to show that the service cannot be deferred.

For military service