

Individual Mitigating Circumstances & Assessment



**Principles & Procedures
within the New Framework for
Assessment: Assessment
Regulations for Postgraduate
Online Courses (NFAAR-PGOLC)**

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Individual Mitigating Circumstances and Assessment

Introduction

General description of Individual Mitigating Circumstances

1. Individual mitigating circumstances (IMCs) are the University's descriptions of conditions which temporarily prevent a student from undertaking assessment or significantly impair the student's performance in assessment: as such, the measure of their severity is not about impact on the student, but impact on the assessment.
2. With the aim of providing clear guidance for both students and staff, the University publishes a single-page summary document about IMCs (see Appendix 1: IMC guidance document). This is intended to guide by example, rather than to present a closely-prescribed list of that which will, or will not, be admissible. However, all users should note the shortness of the list of examples of events that would be likely to be considered as valid IMCs, if the timing were such as to have an impact on the student's assessment(s).
3. Full guidance on the University's principles and procedures for dealing with IMCs and assessment are set out in the document, Individual Mitigating Circumstances & Assessment — Principles & Procedures within & outside the New Framework for Assessment: Assessment Regulations, abbreviated as IMCA. This will be supplemented by targeted guidance and answers to frequently-asked questions for students and different groups of staff. This document — known as IMCA-PGOLC — is a variant of those wider provisions, designed to express the specific regulations applying to students studying through online provision and assessed under the assessment regulations for postgraduate online courses (NFAAR-PGOLC). This variant also facilitates part of a transition to new terminology and credits within the University:
 - Starting in 2019, the University is gradually changing its terminology from *programme* to *course*. This document uses *course*, but some contextual documentation and provisions will still describe *programmes*, meaning the same level of such structures.
 - Starting in 2019, the University is gradually changing its terminology from credit expressed according to the European Credit Transfer & Accumulation System (ECTS) to the Credit Accumulation & Transfer Scheme (CATS). This document uses CATS, but some contextual documentation and provisions will still describe ECTS. In general terms, one ECTS credit is equivalent to two CATS credits.

General description of related matters

4. This section compares IMCs with other potentially-related matters, including conditions or circumstances which might otherwise be confused with IMCs.
 - a. Normal life throws up difficulties and problems, and minor illnesses, that students have to cope with during study in just the same way as everyone does at home or at work: students are expected to take appropriate steps to minimize the impact of these, since such events are unlikely to be accepted as valid IMC claims.
 - b. Some assessments are susceptible to adjustment to avoid the need for IMC claims. Coursework submission deadlines can be varied for individual students who, for example, might fall ill shortly beforehand, whereas formal examinations are events which cannot have extensions to run a few days later for individual students. In relation to the submission of coursework, students are expected to seek an extension of the deadline for submission of coursework if affected by conditions or circumstances that would otherwise be likely to lead to the submission of a valid IMC claim after the coursework deadline. Timing, and the severity of the impact on the assessment, are both critical aspects here.

- c. The ability to study effectively might also be affected by IMCs, but any on-going or longer-term inability to study should lead to consideration of the need to suspend study.
 - d. On-going or longer-term conditions or circumstances are not IMCs, and may be handled by disability support and/or special assessment arrangements: they are likely to give rise to valid IMC claims only if they first come to light or are diagnosed, or become unexpectedly and markedly worse, at assessment time.
 - There may be times when a deteriorating on-going or longer-term condition gives rise to an IMC claim beyond the disability support and/or special assessment arrangements that have already been put in place. The student's department/school is expected to ensure that an appropriately balanced set of provisions will be used to assess the student fairly, in a way that neither advantages nor disadvantages the student compared with others.
 - Similarly, there may be times when a situation suddenly occurs that is serious enough to interrupt a student's study at the point when assessments are about to be undertaken. In such relatively rare cases, the student might apply to suspend her/his study and to take deferred assessments at the next normal opportunity for those assessments to be taken.
 - e. From time to time, a structural problem will occur with an assessment. For example, if a fire alarm disrupts an examination taking place in one venue but does not disrupt students taking the same examination in another venue, the Board of Examiners for Units should take appropriate steps to ensure that the results reflect common standards for all candidates. If something were to go wrong with one component of the assessment for a unit, but the rest was valid and those results could be relied upon alone, the Board of Examiners for Units would consider how best to judge the standards of performances achieved on the basis of the good evidence available.
5. A flowchart provided in Figure 1 summarizes how these conditions and circumstances can be distinguished from IMCs, and where other sources of guidance should be used instead of this document.

Summary of sources of guidance for students and staff

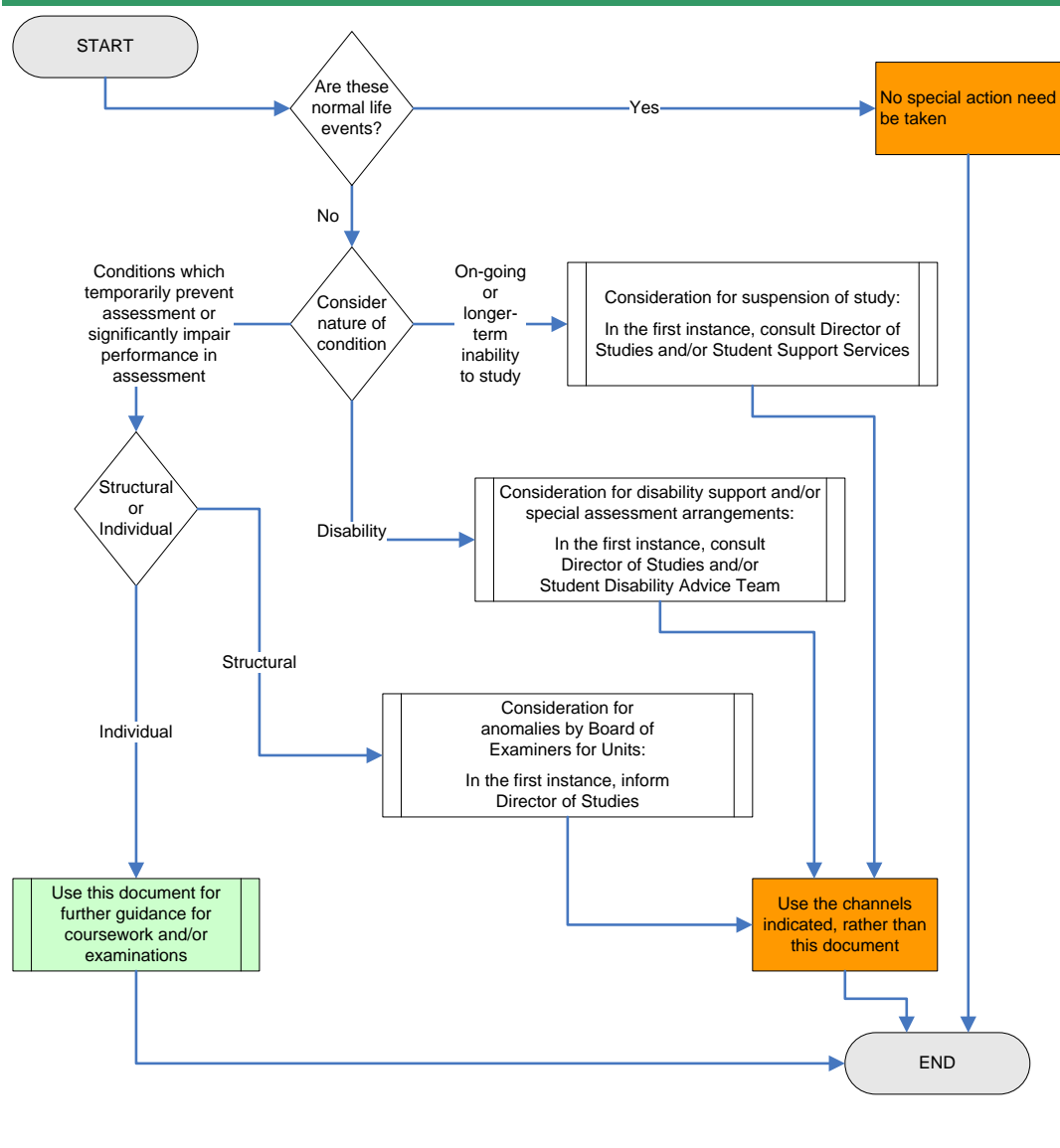
Course/student handbooks for IMC information and coursework extensions

6. Students are normally expected to encounter information about IMCs in the first instance through the course/student handbooks produced by their department/school.
7. Course/student handbooks will also contain information about seeking coursework extensions which should be used where coursework is affected by conditions or circumstances that would otherwise be likely to lead to the submission of a valid IMC claim after the coursework deadline. In accordance with QA16 *Marking, Moderation and Feedback to Students*:

Requests for extensions (QA16 form 1) should be submitted for consideration by the Director of Studies in cases where the majority of units are based within one Department/School. Where this is not the case the Unit Convenor should consider the request and consult with the appropriate Director of Studies.

[A copy of the form is also available in this document, Appendix 2: Coursework extension request form.]

8. The definitive source of written guidance beyond course/student handbooks is this document (IMCA), which is intended to clarify matters for both students and staff. It covers advice under the headings:
 - Advice for students and steps to be taken (see p. 7); and
 - Duties of departments and schools of the University, and IMCs Panels (see p. 9).

Figure 1: Distinguishing IMCs from related conditions or circumstances

9. As mentioned above in para. 2, the University publishes a single-page summary document about IMCs (see Appendix 1: IMC guidance document). Further targeted guidance and answers to frequently-asked questions will also be maintained.

See: <http://www.bath.ac.uk/registry/imc/>.

Normal life and IMCs

10. If students are unsure about where the line might be drawn between the occasional difficulties, problems, and minor illnesses of normal life, and events that would be likely to be accepted as valid IMC claims, they should consult their Director of Studies or the Students' Union Advice & Representation Centre (<http://www.bathstudent.com/academic/>).

On-going or longer-term inability to study

11. Students who encounter on-going or longer-term circumstances which might indicate the need for their study to be suspended should consult their Director of Studies in the first instance. Further advice is available from the Student Services (see <http://www.bath.ac.uk/studentservices/policy/suspendstudy.html>), and/or, if related to

financial difficulties, from Student Funding Advice (<http://www.bath.ac.uk/studentservices/money-service/>).

Disabilities, or other on-going or longer-term conditions or circumstances

12. In some cases, it may be possible to deal with effects of disabilities or other on-going or longer-term circumstances by making reasonable adjustments to a student's pattern of study and/or pattern or mode of assessment. Such disability support and/or special assessment arrangements should be explored with the student's Director of Studies and/or the Student Disability Advice team (see <http://www.bath.ac.uk/disabilityadvice/>). By their nature as seeking to ensure equitable treatment in advance, such measures will not normally either need to be disclosed to, or to be considered by, Boards of Examiners.

Structural mitigating circumstances

13. Students encountering a structural problem with an assessment (as described above in para. 4.e) should consult with, and draw it to the attention of, their Director of Studies, who should transmit the information as appropriate to the relevant unit convenor(s).

Principles

Equitable treatment

14. By definition, the IMCs defined here relate to a student and her/his assessments. They are different not only because individual students might be differently affected by the same event, but also because an event affecting one individual might affect many or few of that student's assessments. For this reason, there is no *tariff* whereby, for example, injury in a car accident counts as being worse than being ill with influenza: either might have affected one or many assessments for an individual student, so some element of discretion and judgement must be applied.
15. The University seeks to guide students (see Appendix 1: IMC guidance document) so that they will have a reasonable idea as to whether their circumstances warrant the submission of an IMC claim, or should be considered in some other way, or should be disregarded as insignificant in relation to the assessments in question.
16. The University seeks to guide its staff — and its examiners, in particular — such that they will use their discretion appropriately in considering IMC claims, and their judgement appropriately within specified parameters to determine matters of progression and/or award where assessments have been affected by IMCs.
17. The University also seeks to ensure, through the application of specified parameters and procedures, that the submission and acceptance of an IMC claim does not place a student at an advantage compared with other students.
18. In all these ways, the University seeks to ensure equitable treatment for its students without denying the individual nature of the circumstances in question.

Managing uncertainty

19. The submission of an IMC claim should relate to the significant impact of circumstances on assessment, and the acceptance of a claim as valid will only occur if the IMC claim is judged to have been significant. When valid and significant IMCs are present, Boards of Examiners will not have available the normal range of evidence on which to base their judgements about the student's level of achievement. It is therefore the extent of this uncertainty — potentially both in terms of its range across units and its intensity within a unit — that is a key factor in determining the parameters within which the Board of Examiners for Courses may exercise its discretion in dealing with IMCs.
20. Boards of Examiners for Units are expected to mark the assessments they receive according to normal criteria without making adjustments for any IMCs of which they may be aware. It is the flagging of units as having been affected by IMCs that will subsequently allow the Boards of Examiners for Courses to make the appropriate judgements about a

student's overall performance as well as the significance of any circumstances affecting individual units.

21. Subject to the definitions of terms set out in Appendix 1 of the NFAAR-PGOLC document, and the parameters detailed here in Appendices 4–6, the Board of Examiners for Courses will operate according to certain general provisions. Thus, Boards of Examiners for Courses:
- a. May extend the range of units in which supplementary assessment is required, either as deferred assessment or for the retrieval of failure.
 - b. Will require, in all CPD framework courses including those assessed under NFAAR-PGOLC, that all learning contract units (LCUs) be passed according to the normal criteria (P1/P2), whether or not affected by IMCs, and deferred assessment in each failed IMC-affected learning contract unit (LCU).
 - c. Will neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2) even though affected by IMCs.
 - d. Will be permitted, in courses assessed under NFAAR-PGOLC, to disregard the normal 20-credit limit on learning contract units (LCUs) awaiting re-assessment (LCR) and allow additional IMC-affected failed units to await deferred assessment while allowing the student to proceed to the study of further units, subject to an overall limit of 40 credits awaiting supplementary assessment of any type.
 - e. Must be reasonably confident that, in all cases where progression to a subsequent phase of a course is in question, if the student succeeds in any extended range of supplementary assessment (whether for the retrieval of failure or as deferred assessment) her/his progression will be on a sound basis; and will be required to instigate more extensive measures if this is not so.
 - f. Will be permitted to consider proposing the promotion of a student to a higher degree class/grade where the evidence and judgement would support this. Within NFAAR-CPD for postgraduate taught programmes, including those online courses assessed under the NFAAR-PGOLC, this means the ability to promote a student to the grade above (Pass to Merit, Merit to Distinction) provided it would be no more than the equivalent of an uplift of 10% of the marks for the course as a whole.
 - g. Will be permitted to consider proposing an *aegrotat* award in appropriate circumstances.

Advice for students and steps to be taken

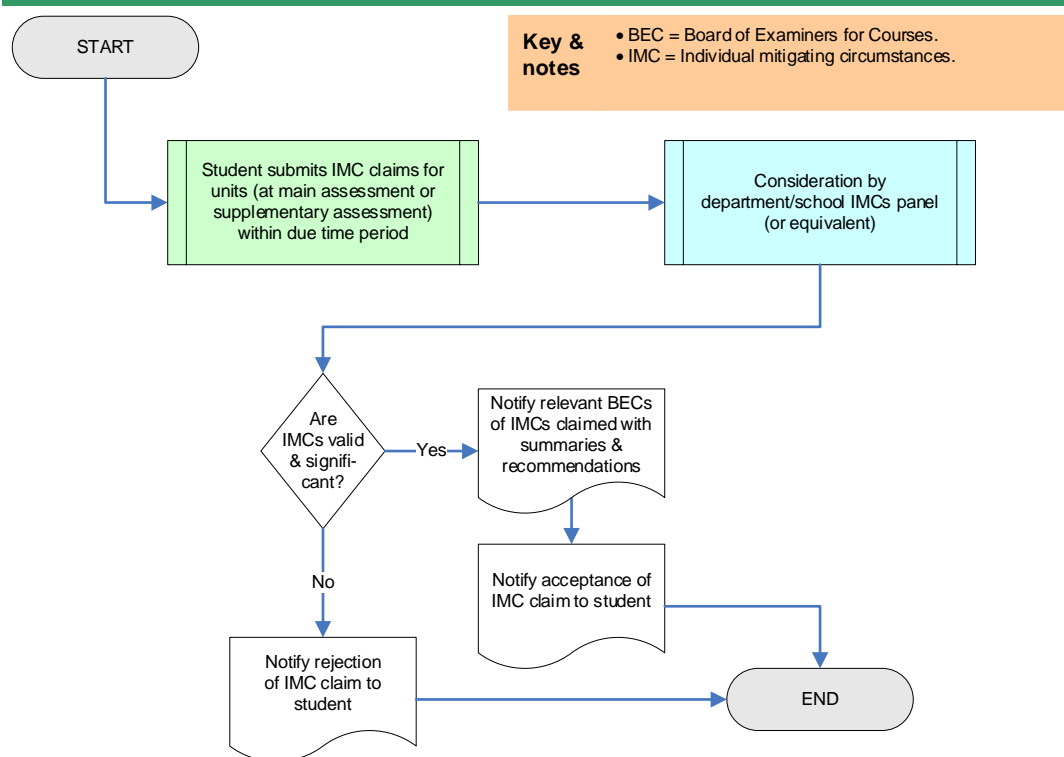
22. Students should make themselves familiar with the IMC guidance given in Appendix 1: IMC guidance document, with their own department/school's sources of information about IMCs, and with the services offered by the Students' Union Advice & Representation Centre (<http://www.bathstudent.com/academic/>) and by the Student Disability Advice team (<http://www.bath.ac.uk/disabilityadvice/>), as appropriate. This familiarization is best done before IMC (or other) difficulties are encountered. Further targeted guidance and answers to frequently-asked questions will also be maintained.

See: <http://www.bath.ac.uk/registry/imc/>.

23. Advice from the above sources (para. 22) should be taken in advance when the student becomes aware of imminent IMC (or related) difficulties.
24. Where conditions or circumstances that are likely to be considered as valid IMCs come into being before an assessment period, the student should normally notify the Director of Studies of those conditions or circumstances before the start of the assessment period.
25. A student who wishes any IMCs to be taken into account by the Board of Examiners for Courses should notify the appropriate Director of Studies within three working days of the completion of the assessment for which representation is being made.

26. The student's notification to the Director of Studies should be made using the form provided in Appendix 3: IMC report form. With the form, the student should submit a medical certificate if the circumstances relate to her/his own illness or injury, or other appropriate corroborating evidence. By answering the question on the form about confidentiality, the student should indicate whether he/she requires confidentiality to be observed with respect to the nature of the circumstances and for the information to be confined, for example, to the Director of Studies, the course administrator, the Chair of the Board of Examiners for Courses, and the External Examiner(s). The student should use clear descriptions of the circumstances, such that the department/school's IMCs Panel will be able to summarize the situation clearly for the Board of Examiners for Courses (observing confidentiality where necessary). It may be appropriate for the student to discuss an appropriate way of summarizing the details with the Director of Studies.
27. Students should take all reasonable steps to notify IMCs as indicated in paras 24–26. In particular, students must comply with the deadlines indicated in para. 25 and should not wait until results are published. The University may exercise its absolute discretion to disregard any late IMC claims (unless good evidence of the unavoidability of the delay is also provided).
28. In summary, in all cases, whether for main assessment periods or for supplementary assessment periods, students should notify IMC claims according to the appropriate deadlines. Their claims will be considered within the department/school, and the student will be notified whether the claim is accepted as significant and valid. This part of the process, which occurs in all cases, is summarized in Figure 2: IMC claim submission, evaluation, and notification.

Figure 2: IMC claim submission, evaluation, and notification



Duties of departments and schools of the University, and IMCs Panels

29. It is for departments and schools to determine, in the light of their range of courses and needs, the detailed arrangements for the handling of communications relating to, and consideration of the detail of, IMC claims within the requirements of the University Regulations whereby:
- a. "A student who wishes any mitigating circumstances to be taken into account by the Board of Examiners for [Courses]":
 - "[S]hould notify the appropriate Director of Studies within three days of the completion of the assessment for which representation is being made"; or
 - "Where mitigating circumstances exist prior to the assessment period, [...] will normally be expected to have notified the Director of Studies of those circumstances before the start of the assessment period".
 - b. The student "should submit a medical certificate if the circumstances relate to illness or injury".
 - c. The Board of Examiners for Courses is "responsible for determining award classifications and for considering the progression of students registered on courses of study under its academic authority, taking account of mitigating circumstances as it deems appropriate".
30. In doing so, departments and schools will also take account of the facts arising from general procedural requirements (see, in particular, paras 35, 39, 40, 42 below):
- a. That a "student may require confidentiality to be observed in respect of the nature of the IMCs to be confined, for example, to the Chair of the Course Board, the Director of Studies, the External Examiner(s) and the course administrator (or equivalent)".
 - b. That Boards of Examiners for Units are not permitted to take account of the IMCs "in the marking phase or in the consideration of the candidate's mark", but are permitted to "consider IMCs and make recommendations to the relevant Board(s) of Examiners for Courses".
 - c. That the "discussion of cases of IMCs at the Board of Examiners for Courses should be recorded in the minutes" but that "where the student has asked for confidentiality to be maintained at the Board of Examiners for Courses, the minutes should reflect the broad details of the case".
 - d. That the "Board of Examiners for Courses and/or departmental IMCs panels must develop a mechanism for communicating custom and practice as to how the more common cases of mitigating circumstances are considered, to ensure consistency of treatment over time".
31. To meet the needs outlined in paras 29 and 30 above, departments and schools are required to implement the following measures:
- a. The department/school must make clear to its students how an IMC claim should be submitted to the appropriate Director of Studies (*e.g.*, specifying the printing of the IMC report form, the addition of supporting evidence/documentation, and the address/place to which it should be submitted such that the date and time of receipt can be logged).
 - b. The department/school must set up a small panel of its staff (an IMCs Panel) to give detailed consideration to IMC claims and to adjudicate upon which should be accepted, to notify the students concerned of the acceptance (or rejection, with reasons) of their IMC claims in a timely manner, to give appropriate consideration to the extent and effects of their impacts on assessments in advance of the meeting of the relevant Board(s) of Examiners for Courses, and to ensure that consistency of treatment is achieved not only between contemporary claims but also over time through the maintaining of appropriate records.

- The membership of the IMCs Panel might, with good effect, include all of the Directors of Studies for courses within the department/school, if by such means the best spread of experience and availability is brought to bear. Alternatively, if the department/school has fewer such roles, it might be effective to make former Directors of Studies part of the panel. In particular, the bringing together of Directors of Studies responsible for undergraduate and postgraduate courses may help to ensure that equitable treatment is achieved in different areas. In all cases, the attendance of the course administrator will help to ensure good record-keeping and consistent decision-making.
 - It is assumed that external examiners will, in general, not be available to be members of the IMCs Panel, but they should be able to see the detail of the deliberations of the panel when they wish, or need, to do so.
 - Depending upon the extent of its duties, the IMCs Panel might need to schedule meetings periodically throughout the year, in order to respond to IMC claims as they arise and, of course, particularly just before the meeting of Board(s) of Examiners for Courses. Alternatively, in some cases, consultation between members by correspondence might be sufficient and appropriate.
 - Feedback to students on the acceptance or rejection (with reasons) of IMC claims in a timely manner will be an important part of the work of the IMCs Panel.
 - If the validity of an IMC claim is in doubt, it would be appropriate for the IMCs Panel to initiate further investigations or to issue requests for further evidence at an early stage, rather than waiting until just before a meeting of the relevant Board of Examiners for Courses.
 - If the severity of the impact of IMCs on particular units is in doubt, it might be appropriate for consultation to take place with the relevant Boards of Examiners for Units, such that they might make recommendations to the Board of Examiners for Courses.
- 32.** In advance of the meeting of the appropriate Board of Examiners for Courses, all IMC claims that have been accepted as valid and significant and that are relevant to the forthcoming meeting should be considered together, in the light of previous custom and practice within the department/school and the University's guidance on and procedures for dealing with IMCs (as set out in this IMCA document). Having due regard for the balance between confidentiality requirements and the need for consistent, equitable treatment of contemporaneous IMC claims as well as those considered in the past, the IMCs Panel must:
- a. Prepare summary descriptions and recommendations for the Board of Examiners for Courses.

For example, where confidentiality has been requested in accordance with para. 30 above, summaries might use phrases such as "a short-duration illness immediately before the examinations for units ...", or "a severe traumatic personal experience occurred early in semester 2 which disrupted the student's study for about four weeks".
 - b. Record its deliberations for future reference.
 - c. Review its own procedures and decisions for effectiveness and fairness.
 - d. Consult with other colleagues or similar panels in other parts of the University if in need of benchmarking or comparison.

Procedures

General

- 33.** All Course/Student Handbooks should quote the University guidance on mitigating circumstances and should direct students to the individual mitigating circumstances guidance document (reproduced here in the IMCA-PGOLC document as Appendix 1: IMC guidance document), the IMC report form (reproduced here in the IMCA-PGOLC document as Appendix 3: IMC report form), the University's overall guidance document on individual

mitigating circumstances and assessment (this entire IMCA-PGOLC document), and the further targeted guidance and answers to frequently-asked questions.

See: <http://www.bath.ac.uk/registry/imc/>.

34. Students may seek advice about IMCs and related conditions or circumstances, and will submit IMC claims, as summarized above in Advice for students and steps to be taken. Students and staff should refer to Appendix 1: IMC guidance document.
35. A student may require confidentiality to be observed in respect of the nature of the IMCs to be confined, for example, to the Chair of the Course Board, the Director of Studies, the External Examiner(s) and the course administrator (or equivalent).
36. Departments/schools will have put in place an IMCs Panel for dealing with IMC claims, as they are submitted, and in advance of summary-level consideration at the meeting of the relevant Board of Examiners for Courses.
37. The IMCs Panel will arrange that IMC claims accepted as valid and significant be notified to the appropriate Board(s) of Examiners for Courses in the form of summary descriptions and recommendations for the Board of Examiners for Courses.
38. The IMCs Panel will arrange that the outcomes of the consideration of IMC claims will be notified to the student claimants in a timely manner.
39. Where IMCs have been notified to the Director of Studies there should be no account taken of this in the marking phase or in the consideration of the candidate's mark at the Board of Examiners for Units. Boards of Examiners for Units may consider IMCs and make recommendations to the relevant Board(s) of Examiners for Courses.
40. Discussion of cases of IMCs at the Board of Examiners for Courses should be recorded in the minutes. Where the student has asked for confidentiality to be maintained at the Board of Examiners for Courses, the minutes should reflect the broad details of the case.
41. In cases where there are known IMCs, the Board of Examiners for Courses will have due regard for them when reaching a decision on progression or the conferment of award as specified in the para. 43 below. Where there is insufficient evidence to reach a decision on the conferment of an award and no possibility for obtaining additional evidence, the Board of Examiners for Courses may recommend the conferment of an *aegrotat* award as specified in para. 43 below, and in accordance with the appropriate provisions of the Ordinances (paras 14.8/14.9).
42. Boards of Examiners for Courses and departmental/school IMCs Panels must develop a mechanism for communicating custom and practice as to how the more common cases of IMCs are considered, to ensure consistency of treatment over time.

Criteria for managing uncertainty and decision-making

43. Specific criteria, in the form of parameters, to be used by Boards of Examiners for Courses for managing the uncertainties inherent in considering the effects of IMCs on assessment and the consequent scope for extending normal decision-making criteria, are set out in Appendices 4–6.
 - Appendix 4: BEC procedures for NFAAR-PGOLC courses covers procedures for dealing with all students on these courses, and consideration of their IMCs.
 - Appendix 5: BEC procedures for CPD award classification in NFAAR-PGOLC courses
 - Appendix 6: BEC procedures for IMC-related *aegrotat* award

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Appendix 1: IMC guidance document

What are Individual Mitigating Circumstances?

Individual mitigating circumstances (IMCs) are the University's descriptions of conditions which temporarily prevent a student from undertaking assessment or significantly impair the student's performance in assessment: as such, the measure of their severity is not about impact on the student, but impact on the assessment.

The ability to study effectively might also be affected by IMCs, but any on-going or long-term inability to study should lead to consideration of the need to suspend study.

On-going or longer-term conditions or circumstances are not IMCs, and may be handled by disability support and/or special assessment arrangements: they are likely to give rise to valid IMC claims only if they first come to light or are diagnosed, or become unexpectedly and markedly worse, at assessment time.

Normal life throws up difficulties and problems, and minor illnesses, that students have to cope with during study in just the same way as everyone does at home or at work: they are expected to take appropriate steps to minimize the impact of these, since such events are unlikely to be accepted as valid IMC claims.

Requesting an extension for handing in coursework would be the right course of action if failure to do so would be likely to lead to the submission of a valid IMC claim after the coursework deadline: timing and the severity of the impact on the assessment are both critical aspects here.

Formal examinations are events which cannot have extensions to run a few days later for individual students: for these and other similar assessment events an IMC claim will seek either to demonstrate a student's absence with good cause, or significantly impaired performance.



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Characteristics of IMCs

The following examples would be likely to be considered as valid IMCs if the timing were such as to have a significant impact on the student's assessment(s):

- Death, or sudden serious illness, of a close relative or friend.
 - A serious or incapacitating injury, illness, or medical condition (or a sudden, marked deterioration in an on-going or longer-term condition), or an emergency operation.
 - Serious unexpected disruption of personal life.
 - Premature childbirth (self or partner), or related post-natal care.
- Appropriate corroborating evidence (e.g., a medical certificate for illness) will normally be required in support of IMC claims.*

Events & conditions not normally acceptable as IMCs

Normally, the following would be unlikely to be considered as valid IMCs:

- IMC claims without appropriate, independent supporting evidence.
- Minor illnesses or ailments (e.g., coughs, colds, hangovers).
- Personal/domestic events which could have been anticipated and/or planned otherwise (e.g., moving house; marrying; routine childcare).
- Choices and preferences in personal life (e.g., attending a wedding; holidays; attending social events, sporting fixtures).
- Poor management of time (including oversleeping) or misunderstanding deadlines/dates.
- Examination nerves, self-diagnosed stress.
- Failure of computer or other equipment being used to produce work to be assessed, including work not backed up (better preparation is needed — see BUCS advice via <http://www.bath.ac.uk/bucs/>).
- Individual transport/travel problems (unless due to strikes or disruptions which could not be foreseen or worked around).
- Relative cost of travel arrangements.
- Financial difficulties (if very serious, suspension of study might be appropriate — see Student Funding Advice (<http://www.bath.ac.uk/student-services/money-service/>)).
- Demands of paid or unpaid employment, and job interviews (unless exceptional circumstances prevail in work that is undertaken as a condition or necessary counterpart of the course of study).
- Failure of others to submit group assignments (consult Department/School or the Students' Union Advice & Representation Centre (<http://www.bathstudent.com/academic/>) before it becomes an intractable problem).
- Multiple examinations within a short period.
- Language of assessment not being the student's main language.
- Late applications for IMCs (unless good evidence of the unavoidability of the delay is also provided).
- Long-term illness or disability where earlier disclosure would have allowed appropriate adjustments to be made.
- Assessments already subject to special arrangements to accommodate disabilities or other known conditions.
- IMC claims which fail to make clear the manner in which performance in assessment had been significantly affected.

- For full guidance on IMCs, see *Individual Mitigating Circumstances & Assessment* (<http://www.bath.ac.uk/registry/imc/>).
- For advice, as appropriate, consult your department/school, the Students' Union Advice & Representation Centre (<http://www.bathstudent.com/academic/>), Student Funding Advice (<http://www.bath.ac.uk/student-services/money-service/>), and the Student Disability Advice team (<http://www.bath.ac.uk/disabilityadvice/>).

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Appendix 2: Coursework extension request form

Request for Extension Form



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Please complete this form in **BLOCK CAPITALS** and pass to your Director of Studies

Department/School: *	
Full Name:	Student Registration Number:
Course Title:	Course Code:
Course Phase (if known):	Your Year of Study:
<i>Units to be considered</i>	
Unit Code	Unit Name
Circumstances (please give a brief description including the impacts on your assessments, using additional pages if required):	
Please state the type of supporting evidence you are providing (using additional pages if required):	
Signature of Student:	Date:

* Delete as appropriate

Office Use only

Date received by the Department/School:	Authorised Signature:
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/ ... continued

Please describe the circumstances:

Please describe the impact of the circumstances on the assessment(s) you have listed (using additional pages if required):

Please describe the evidence you are providing to demonstrate the impact of the circumstances on the assessment(s) you have listed (using additional pages if required):

If your IMCs claimed are accepted, the circumstances affecting your assessment(s) will be taken into account by the Board of Examiners for Courses. If you do not wish the detail of your circumstances to be made known to the Board of Examiners for Courses, please tick the box on the right and speak to either your Personal Tutor or your Director of Studies about how best to summarise your circumstances.

Signature of Student:

Date:

Office use only

Date received by the
Department/School:

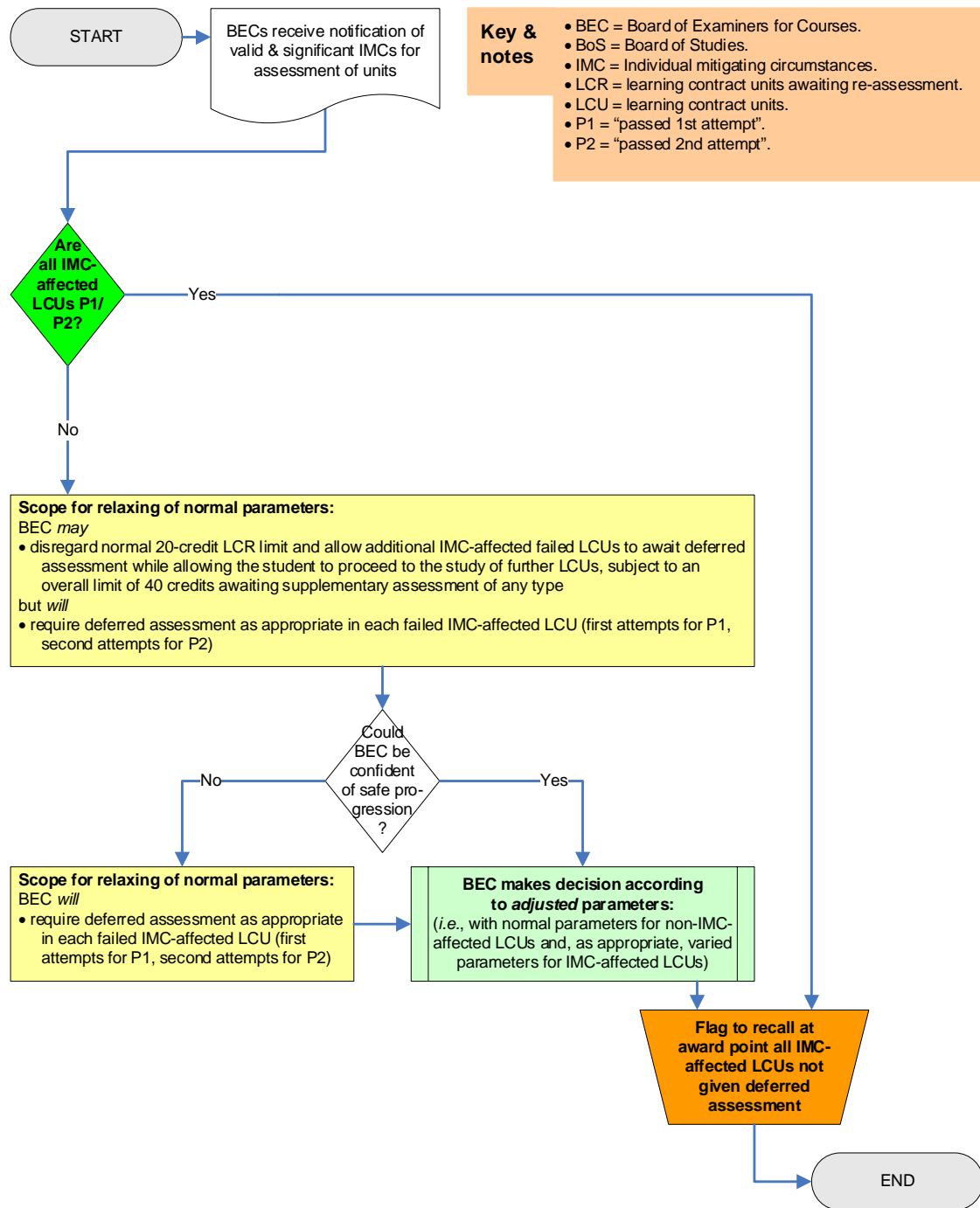
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Appendix 4: BEC procedures for NFAAR-PGOLC courses

1. This appendix describes procedures that apply to all courses undertaken and assessed under the provisions of the New Framework for Assessment for postgraduate online courses (NFAAR-PGOLC).
2. The nature of many of these courses means that the requesting of an extension for handing in coursework will be the correct course of action rather than submitting an IMC claim after the coursework deadline. Any on-going or longer-term conditions or circumstances are likely to be able to be disclosed in time for appropriate adjustments to the student's study or assessment pattern to be arranged. It is therefore likely that IMC claims in this context will relate almost exclusively to sudden, unforeseen conditions that temporarily prevent or significantly impair the student's performance in assessment. (See Appendix 1: IMC guidance document.)
3. The criteria outlined here are designed to be used as limited modifiers for assessment-related criteria for monitoring progress at any moment in, and/or completion of, a course, for progression decisions at any point (including after supplementary assessment), and for monitoring for satisfactory completion of a course:
 - a. Within the NFAAR-PGOLC, where this means that the normal relevant NFAAR-PGOLC decision-making criteria are those which can be modified by the IMC-related criteria.
 - b. At any assessment point.
 - c. For courses leading to any of the awards defined within the NFAAR-PGOLC.
 - d. In both main and supplementary assessment periods (since students may have IMCs to claim for the main assessment period and/or the supplementary assessment period, and might, during a supplementary assessment period, be undergoing deferred assessment as for the first time or undergoing re-assessment to retrieve failure at a first attempt).
4. For the reasons given in para. 14 of the main text (p. 6), the IMC criteria describe the scope for relaxing normal parameters. They therefore describe the extent to which a Board of Examiners for Courses *may* go, acknowledging that, after the proper application of discretion and academic judgement, it may be inappropriate to adopt the maximum amount of the available flexibility.
5. In all cases, the Board of Examiners for Courses must:
 - a. Require that all learning contract units (LCUs) be passed according to the normal criteria (P1/P2), whether or not affected by IMCs.
 - b. Neither permit nor require supplementary assessment in any unit that has been passed according to the normal criteria (P1/P2) even though affected by IMCs.
 - c. Require supplementary assessment in each learning contract unit (LCU) not affected by IMCs failed (non-P1) at the first attempt.
 - d. Require the re-taking of each learning contract unit (LCU) not affected by IMCs failed after a second attempt at the assessment (non-P2).
 - e. Be reasonably confident that, where progression to further study is in question, if the student succeeds in any extended range of supplementary assessment (whether for the retrieval of failure or as deferred assessment) her/his progression will be on a sound basis; and instigate more extensive measures if this is not so.
6. Subject to the provisions of para. 5 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to main or supplementary assessments:

- a.** In all cases where the student has passed (P1/P2) IMC-affected Learning Contract Units (LCUs), the Board of Examiners for Courses must arrange for such IMC-affected Learning Contract Units (LCUs) not given deferred assessment to be flagged for recall in any subsequent award decision-making.
- b.** Where the Board of Examiners for Courses may expect safe progression to further study, it *may* disregard the normal 20-credit limit on learning contract units (LCUs) awaiting re-assessment (LCR) and allow additional IMC-affected failed units to await deferred assessment while allowing the student to proceed to the study of further units, subject to an overall limit of 40 credits awaiting supplementary assessment of any type.
- c.** In all cases where the student has failed (non-P1) one or more learning contract units (LCUs) affected by IMCs at the first attempt, the Board of Examiners for Courses will require deferred assessment in each failed IMC-affected learning contract unit (LCU) (*i.e.*, supplementary assessment to be taken as a renewed first attempt for such units).
- d.** In all cases where the student has failed (non-P2) one or more learning contract units (LCUs) affected by IMCs at the second attempt, the Board of Examiners for Courses will require deferred assessment in each failed IMC-affected learning contract unit (LCU) (*i.e.*, supplementary assessment to be taken as a renewed second attempt for such units).

Figure 3: BEC procedures for CPD assessment for progression (incl. continuation/completion) in NFAAR-PGOLC courses



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Appendix 5: BEC procedures for CPD award classification in NFAAR-PGOLC courses

1. This appendix indicates the criteria designed to be used as limited modifiers for the normal decision-making criteria for classifications:
 - a. Within the NFAAR-PGOLC, where this means that the normal relevant NFAAR-PGOLC decision-making criteria are those which can be modified by the IMC-related criteria.
 - b. In relation to all learning contract units (LCUs) required within a student's course of study.
 - c. Where:
 - One or more summative assessments contributing to the award calculation have been subject to valid and significant IMC claims that have not been nullified through deferred assessment; and
 - Such classifications are defined as appropriate in the terms illustrated.
 - The "classifications" are the thresholds of Pass/Merit/Distinction in postgraduate taught course awards.
2. In all cases, the Board of Examiners for Courses must, for Postgraduate Certificate, Postgraduate Diploma, or Master degree courses, evaluate the evidence in relation to award grade parameters (using the scenarios/boundaries spreadsheet — see Figure 5: Example of BEC IMC-related NFAAR-PGOLC award classification scenarios/boundaries, below):
 - By calculating award classification from marks achieved in all (including IMC-affected) units in the normal way.
 - By considering the extent of any lowering influence of IMC-affected units, as appropriate.
3. Subject to the provisions of para. 1 of this Appendix, and after due consideration of the valid IMCs' significant effects on assessment, the following detailed IMC criteria will be applied in sequence in relation to award classification or grading, as appropriate:
 - a. For Postgraduate Certificate, Postgraduate Diploma, or Master degree courses, in cases where the evidence before, and the judgement of, the Board of Examiners support it, the Board of Examiners for Courses making a classification decision for an individual student *may* promote the student's award to the grade above (Pass to Merit, Merit to Distinction) subject to no more than the equivalent of an uplift of 10% of the marks for the course as a whole).
 - b. In very many cases, the evidence before, and the judgement of, the Board of Examiners will indicate that the IMCs have had too slight an influence on the overall outcome for a promotion of class/grade to be appropriate: the Board of Examiners for Courses making a classification decision for an individual student will therefore make the classification/grade decision according to the unadjusted, normal classification/grade criteria.

Figure 4: BEC procedures for IMC-related award classification in CPD framework NFAAR-PGOLC courses

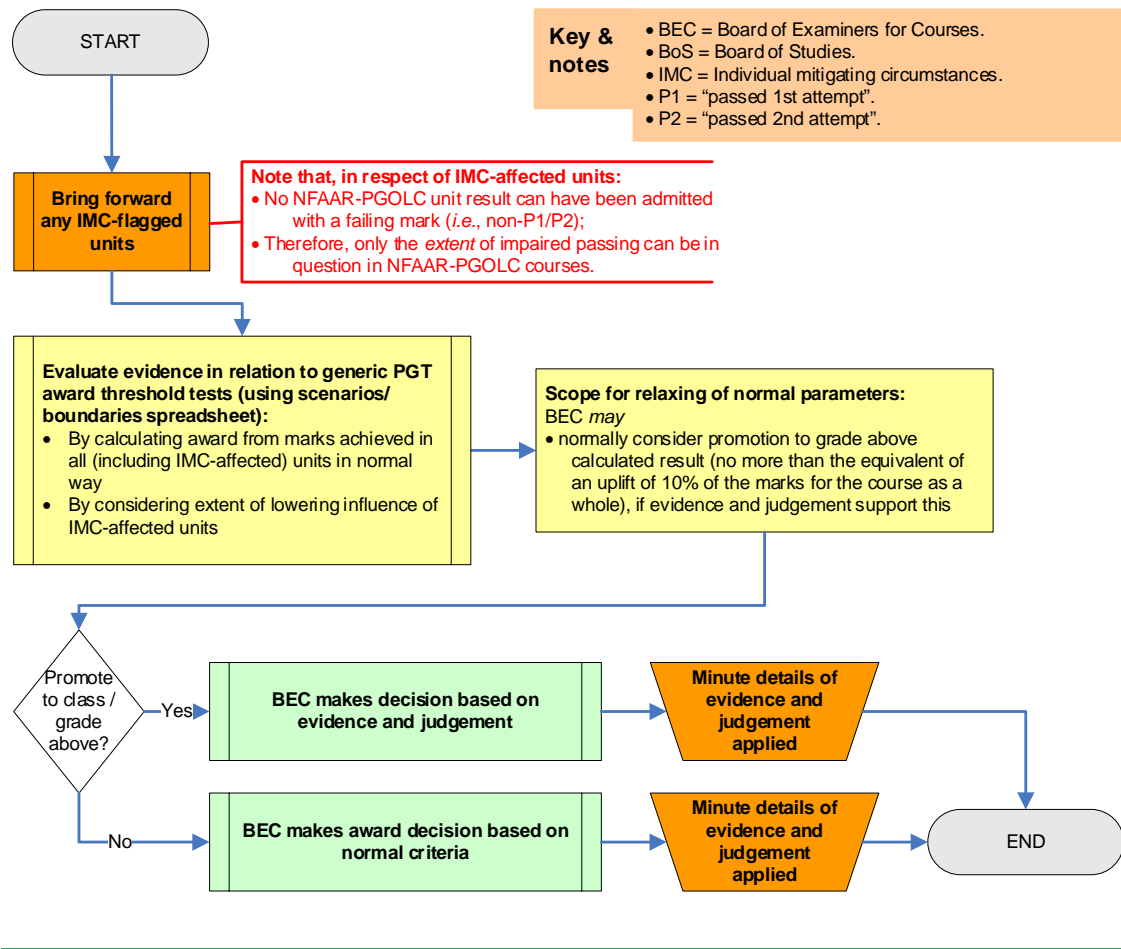


Figure 5: Example of BEC IMC-related NFAAR-PGOLC award classification scenarios/boundaries

Award classification scenarios and boundaries for IMC-affected units																																																																			
Total course credits		Scenario 1: Marks as achieved										Scenario 2: IMC units with plausible marks (manual)				Boundary 1: IMC units at 40% if failed			Boundary 2: IMC units at 100%																																																
180		Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%) OR "Pass" OR "Fail"	IMC affected?	Unit contrib to Taught stage(s) credits	Mark contrib to Taught stage(s) credits	Mark contrib to course	Manual entry of plausible alternative marks for IMC affected units	Merging plausible marks with achieved marks	Mark contrib to Taught stage(s) credits	Mark contrib to course	Unit marks if IMCs at 40%	Mark contrib to Taught stage(s) credits	Mark contrib to course	Unit marks if IMCs at 100%	Mark contrib to Taught stage(s) credits	Mark contrib to course																																														
Total Taught stage(s) credits (TSCs)																																																																			
120																																																																			
Scenario 1 TSA as achieved TSA																																																																			
66.75%																																																																			
Scenario 2 TSA if manual plausible marks used for IMC units TSA																																																																			
58.33%																																																																			
Boundary 1 TSA if all IMC units 40% TSA																																																																			
66.75%																																																																			
Boundary 2 TSA if all IMC units 100% TSA																																																																			
61.67%																																																																			
Master, PG Dipl or PG Cert?		Scenario 1: Marks as achieved										Scenario 2: IMC units with plausible marks (manual)				Boundary 1: IMC units at 40% if failed			Boundary 2: IMC units at 100%																																																
Master		Unit code (if helpful)	Unit level	DEU?	Pass/Fail Unit?	Unit credits	Unit mark (%) OR "Pass" OR "Fail"	IMC affected?	Unit contrib to Dissertation/project credits	Mark contrib to Dissertation/project credits	Mark contrib to course	Manual entry of plausible alternative marks for IMC affected units	Merging plausible marks with achieved marks	Mark contrib to Dissertation/project credits	Mark contrib to course	Unit marks if IMCs at 40%	Mark contrib to Dissertation/project credits	Mark contrib to course	Unit marks if IMCs at 100%	Mark contrib to Dissertation/project credits	Mark contrib to course																																														
Total Dissertation/project credits (excluding Pass/Fail units)																																																																			
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Course summary																																																																			
<ul style="list-style-type: none"> The tables on the right will be automatically completed for the relevant averages based on marks entered in the stage grids above. Table 1 provides the TSA/DPA and CPA percentages, highlighting which are most applicable for Master, PG Dipl and PG Cert qualification aims. Note that it only shows the specific units for a given course and qualification aim should be entered for a calculation to be performed, e.g. the range of units leading to a Master outcome cannot be used to determine whether a PG Diploma outcome is possible. Table 2 provides INDICATIVE grade outcomes based only on the percentages in the equivalent relevant cells of Table 1. Some validation checks for data entry are provided below (next page). 												<table border="1"> <thead> <tr> <th>Table 1</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Boundary 1</th> <th>Boundary 2</th> </tr> </thead> <tbody> <tr> <td>TSA</td> <td>56.75%</td> <td>58.33%</td> <td>58.75%</td> <td>61.67%</td> </tr> <tr> <td>DPA</td> <td>65.00%</td> <td>65.00%</td> <td>65.00%</td> <td>65.00%</td> </tr> <tr> <td>CPA</td> <td>59.50%</td> <td>60.58%</td> <td>59.50%</td> <td>62.78%</td> </tr> </tbody> </table>				Table 1	Scenario 1	Scenario 2	Boundary 1	Boundary 2	TSA	56.75%	58.33%	58.75%	61.67%	DPA	65.00%	65.00%	65.00%	65.00%	CPA	59.50%	60.58%	59.50%	62.78%	<table border="1"> <thead> <tr> <th>Table 2</th> <th>Scenario 1</th> <th>Scenario 2</th> <th>Boundary 1</th> <th>Boundary 2</th> </tr> </thead> <tbody> <tr> <td>Master</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>PG Dipl</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>PG Cert</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table>						Table 2	Scenario 1	Scenario 2	Boundary 1	Boundary 2	Master	n/a	n/a	n/a	n/a	PG Dipl	n/a	n/a	n/a	n/a	PG Cert	n/a	n/a	n/a	n/a	<p>IMPORTANT NOTES:</p> <ul style="list-style-type: none"> Scenario 1 represents actual marks achieved. Scenario 2 represents outcomes which might plausibly have been achieved by the student in the judgement of the examiners, for the purpose of testing proximity to class/qualification boundaries, not for changing or recording other marks. Boundary 1 represents actual marks achieved where not affected by IMCs, or uniform marks of 40% where units were affected by IMCs and show an achieved mark <40%. Boundary 2 represents actual marks achieved where not affected by IMCs, or uniform marks of 100% where units were affected by IMCs, regardless of whether the student could possibly have reached that standard in the particular unit. 					
Table 1	Scenario 1	Scenario 2	Boundary 1	Boundary 2																																																															
TSA	56.75%	58.33%	58.75%	61.67%																																																															
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PG Dipl	n/a	n/a	n/a	n/a																																																															
PG Cert	n/a	n/a	n/a	n/a																																																															

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Appendix 6: BEC procedures for IMC-related *aegrotat* award

1. This appendix relates to procedures for consideration of an *aegrotat* award according to the provisions of the University Ordinances (paras 14.8/14.9).
2. By virtue of the nature of the courses assessed under NFAAR-PGOLC and the requirements of the Ordinances, a request for consideration for an *aegrotat* award should arise only when the student is *unable* to complete the assessment requirements.
3. The Board of Examiners for Courses must establish whether the criteria specified in the Ordinances are met, and will recommend this type of award when it is the collective view of the Board of Examiners that the candidate so endowed possesses the same level of knowledge, skills and understanding as would have been demonstrated if the candidate had completed final examinations. It is therefore implicit that the candidate would have completed a substantial proportion of the study. Such recommendations are made to the Board of Studies, which will then consider this exceptional recommendation based on the evidence before, and the judgement of, the Board of Examiners for Courses, and may recommend to Senate an *aegrotat* award if, in its judgement, such an action would be merited.
4. In the event that the Board of Examiners for Courses determines that the criteria specified in the Ordinances are not met, it must make an award decision based on the normal criteria if this is possible.

Figure 6: BEC procedures for IMC-related *aegrotat* award

