



EDA COLLEGE



Additional Consideration Policy (formerly Extensions & Mitigating Circumstances)¹

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Additional Consideration Policy v1.0

Policy Owner: College Registrar

Effective date: September 2025

Review due: September 2028

¹ The policy replaces the Mitigating & Extenuating Circumstances Policies. EDA College has adopted this policy from Birmingham Newman University with few customising amendments.

1. Policy Statement

- 1.1. Birmingham Newman University is committed to supporting students whose ability to complete or engage with assessment is significantly affected by unexpected or unavoidable personal, medical, or practical difficulties. EDA College is also fully aligned to implement the support system for student in the need of additional consideration. This policy ensures that academic outcomes accurately reflect students' knowledge and abilities, rather than temporary disadvantages, by providing a fair, accessible, and timely process for requesting additional consideration and appropriate adjustments.
- 1.2. Relevant sector-wide standards, including the QAA UK Quality Code for Higher Education and the OIA Good Practice Framework, inform this policy. It aligns with the University's Access and Participation Plan 2025–29, as well as the requirements of professional, statutory, and regulatory bodies (PSRBs) where applicable. The University is committed to fairness, clear and compassionate support, and compliance with legal and sector standards.

2. Scope

- 2.1. This policy establishes EDA College's processes under the University's framework for supporting students whose ability to complete assessed work is affected by unexpected or unavoidable personal, medical, or practical difficulties, whether these are short-term, unforeseen challenges or more significant or ongoing issues.
- 2.2. The policy outlines the guiding principles and eligibility criteria for requesting additional consideration and defines the range of support and adjustments available to students in such circumstances. This policy does not address academic appeals, academic integrity, complaints, fitness to practise, or reasonable adjustments for disability, which are covered by separate policies.
- 2.3. This policy applies to all students at EDA College enrolled with Birmingham Newman University programmes. All staff involved in considering or administering additional consideration applications must comply with this policy.

3. Definitions

3.1. Additional Consideration:

Support or adjustments are provided to students whose ability to complete assessments is affected by circumstances beyond their control. From the beginning of the 2025-26 academic year, all applications for extensions or mitigating circumstances will be made through a single, unified Additional Consideration Policy and Procedure. The type and extent of adjustment will depend on the nature, severity, and duration of the circumstances.

3.2. Personal Success Plan (PSP)²:

A personalised, coaching-based plan co-created by the student and the Student Success team, designed to support academic recovery and long-term growth. The PSP is available to any student under the Additional Consideration Policy (ACP).

3.3. Working days:

² EDA College has developed its own PSP Form for students falling under ACP.

Saturday to Wednesday, excluding bank holidays and the College closure days.

3.4. Types of assessment adjustments available under this policy may include:

- **Short-term extension:**

A temporary extension to an assessment deadline (usually 5 or 10 working days) for acute, short-lived circumstances.

- **Deferral:**

Permission to complete an assessment at the next scheduled assessment period, typically when circumstances prevent completion within the extension period. If the deferred attempt is a resit, the assessment mark will remain capped.

- **Capped/uncapped mark:**

- **Capped mark:** The highest mark that can be awarded is limited to the pass mark (e.g., 40 per cent for undergraduate modules).
- **Uncapped mark:** The student can achieve the full range of marks.

- **Alternative assessment arrangement:**

- An alternative assessment format (such as an oral exam) may be provided to ensure accessibility. This may be approved as a reasonable adjustment or as part of Additional Consideration, depending on circumstances.

- **Retake:**

Repeating a module or academic year, usually for significant or ongoing circumstances. This option may have financial or academic implications for progression.

3.5. Types of assessment adjustments not usually available under this policy, but available through other processes available at EDA College in line with the University guidelines:

- **Reasonable adjustments:**

Changes or modifications made to teaching, learning, or assessment arrangements to remove or reduce disadvantage for disabled students, as required under equality legislation. These are agreed in advance and are normally separate from additional consideration, although students may be directed to disability support and reasonable adjustments through the additional consideration procedure where appropriate.

- **Individual Deadline Agreement (IDA):**

A bespoke extension to submission deadlines available only to students with disabilities, agreed as a reasonable adjustment through Disability Services and not as part of the additional consideration procedure.

- **Resit:**

An additional opportunity to attempt an assessment after an initial failure or non-submission. Resits are usually capped at the pass mark and scheduled during a designated resit period. The conditions for resits differ from those for deferrals or retakes.

- **Uncapped resit:**

An additional opportunity to attempt an assessment with no cap on the maximum mark, usually only granted where the University accepts that the student could not reasonably have judged their fitness to submit/attend due to circumstances such as severe mental health crisis, trauma, or bereavement, and credible evidence is provided. Roles and Responsibilities

3.6. Students

- Inform the College as soon as possible if circumstances may affect their ability to meet assessment deadlines.
- Provide accurate and honest information in applications for additional consideration, including supporting evidence as required.
- Actively engage with the application process, seeking advice from Personal Tutors (PTs), Student Success Team, or Student Attendance & Engagement Officers (SAEOs).
- Check College email and VLE regularly for updates and respond promptly to requests for information or meetings.

3.7. Personal Tutors (APTs)

- Advise and support students throughout the additional consideration process, from application to outcome, including any follow-up actions, provision of information, and referral to relevant services as needed, in line with University and EDA College procedures.

3.8. Programme Leaders/Module Leaders

- Review and decide on applications in accordance with this policy and its procedure, ensuring that decisions are made in a fair and timely manner.
- Communicate decisions, outcomes, and next steps to students, and provide signposting to further support where appropriate.
- Seek advice on and escalate complex or borderline cases as set out in the relevant procedures.
- Provide oversight to ensure consistent and equitable application of the policy within their subject area.
- Monitor trends and address any concerns relating to additional consideration requests.
- Analyse patterns or issues in applications to inform programme-level review and continuous improvement.
- Support and ensure staff effectively manage complex, exceptional, or disputed cases.

3.9. Student Success Team

- Advise and support students and staff throughout the Additional Consideration process, from application to outcome, including informal resolution of cases, provision of information, follow-up actions, and referral to relevant services as needed, in line with the College and University's procedures.
- Meet with students, adopting a holistic approach to assess and support their individual circumstances as part of the Additional Consideration Procedure.

- Complete Personal Success Plans (PSP) Form and other customised support plans collaboratively with students, offering ongoing assistance to ensure they follow their plans and achieve successful outcomes in coordination with relevant Programme Leader.
- Coordinate with Registry team to monitor patterns of engagement, including non-attendance at scheduled meetings and/or non-submission of work, and escalate concerns to academic staff in accordance with established procedures.
- Undertake regular sampling of additional consideration decisions and student outcomes, reporting inconsistencies, concerns, or notable issues to programme teams for further action or review.
- Act as backup for additional consideration applications in the absence of relevant academic staff, ensuring conflicts of interest are managed appropriately.
- Flag overdue decisions or concerning patterns in additional consideration applications to academic staff, escalating to Programme Leader and the College Registrar where necessary.

3.10. **Assessments/Quality/Registry**

- Compile regular reports on trends in applications, approval rates, delays, academic outcomes, and student demographics.
- Administer and process outcomes of additional consideration applications in student records.
- Ensure compliance with policy requirements and timelines for all assessment-related actions.
- Support communication of decisions to students, academic staff, and relevant committees, including Assessment Boards.
- Conduct regular sampling and audit of additional consideration decisions to ensure fairness and consistency.

3.11. **IT Service Desk and/or E-Learning**

- Maintain the application portal and provide technical support or guidance to staff and students.

3.12. **All Staff (Academic and Professional)**

- Share collective responsibility for supporting students seeking information or guidance about the additional consideration process.
- Provide accurate and timely information, or direct students to the appropriate contacts or resources as needed.
- Be familiar with this policy and with relevant data protection and confidentiality requirements.

3.13. **Oversight and Committees**

- Strategic oversight of this policy is shared across the following roles:
 - **Programme Leaders (Student Success):** Ensure consistent application and monitoring of this policy within their subject areas, including ensuring that Personal Tutors (PTs) or Student Success Tutors (SSTs) are effectively fulfilling their responsibilities under

this policy. Programme Leaders are also responsible for ensuring the use of data (such as high extension rates) to adapt their teaching, learning, and assessment practices to meet student needs.

- **Programme Leader (Student Engagement):** Oversees Student Attendance & Engagement Officers (SAEOs), ensures effective monitoring and reporting of this policy, and supports collaboration between academic teams and the Student Success Team.
- **Director of Quality and Compliance:** Holds overall strategic responsibility for student success initiatives, including ensuring this policy is aligned with and informs broader College initiatives, such as the APP, disability services, student retention, and student engagement.
- **College Registrar:** Responsible for quality assurance, compliance, and continuous improvement of this policy at an institutional level and ensures effective monitoring is in place across the institution, including reporting in relation to the Access and Participation Plan (APP).
- **College Principal:** Hold overall responsibility for the equitable and efficient implementation of this policy within the College and in relevant partnership, including ensuring that Programme Leaders use data and ongoing monitoring to inform continuous improvement of learning and teaching in alignment with this policy, as well as ensuring effective reporting and alignment with the APP.
- The Additional Consideration Policy is reviewed and monitored by the College's Programme Performance Board (PPB) or **Teaching, Learning, and Academic Quality Committee (TLAQC)**, which reports its findings, recommendations, and required actions to senior academic governance bodies, including the Academic Board, in line with the Committee's Terms of Reference.

3.14. **Monitoring and Reporting**

- The Student Success team conducts regular sampling of additional consideration decisions to ensure fairness and consistency.
- System-generated reports are used to monitor all additional consideration activity, including student outcomes, patterns of concern (such as repeated requests or inconsistencies), and overall trends, to support quality assurance and drive continuous improvement.
- Key findings are reported to the oversight roles listed above (Programme Leaders, Module Leaders, Director of Quality and Compliance, College Registrar, the Principal) and to relevant committees (e.g., PPB or **TLAQC**).
- Compliance is monitored through audits and data analysis. Where breaches or issues are identified, the designated oversight roles or committees will take appropriate actions, such as staff training, process reviews, or other interventions.
- All staff must adhere to the College policies on confidentiality and data protection when handling information related to additional consideration. For information on how personal data is processed under this policy, please refer to the Privacy Notice for Students.

4. Policy Principles

The following core principles guide the University's approach:

4.1. Compassion

Every application is considered with empathy and understanding. We recognise that each student's circumstances are unique and that unforeseen events can affect anyone. Staff will approach all cases with sensitivity, ensuring that students feel heard and supported.

4.2. Collaboration

We view students as active partners in the process. We encourage open and honest communication, and we work together to identify the most appropriate support and solutions. The College will provide students with signposting to available resources and involve them in decisions about their academic progress.

4.3. Fairness

Applications are assessed on their individual merits, in line with published criteria and sector best practice. We strive to ensure consistent and equitable outcomes for all students while maintaining academic standards and integrity.

4.4. Clarity

The process, requirements, and possible outcomes are clearly communicated at every stage. Students will be informed of what information or evidence is needed, when decisions will be made, and what support or further steps are available, including the right to appeal.

4.5. Proportionality

Evidence requests will be reasonable and appropriate to the situation, particularly in sensitive or distressing circumstances. We aim to minimise unnecessary barriers for students seeking support.

5. Eligibility

5.1. Each application will be considered on its merits. Students who are uncertain whether their circumstances are eligible are advised to seek guidance from their PTs or Student Success Team before submitting a request.

5.2. These circumstances are **typically accepted** as grounds for additional consideration, depending on the severity and duration of the impact:

- Short-term illness or injury
- Severe illness (physical or mental health)
- Bereavement or serious family emergency
- Unexpected caring responsibilities or safeguarding duties
- Personal crisis (e.g. trauma, domestic disruption)
- Major technical failure (e.g. a verified system outage)
- Other unforeseen and unavoidable events with a significant impact

5.3. The following circumstances are **not normally accepted** on their own as grounds for additional consideration. However, if these factors are part of a wider situation, caused or compounded by unexpected events beyond the student's control, they may be considered as part of an application:

- Pressure of academic workload or paid employment
- Poor time management
- Misunderstanding deadlines, instructions, or assessment requirements
- Holidays, travel, or routine childcare arrangements. These reasons will not normally be accepted; however, applications may be considered where cultural, religious, or other significant personal circumstances provide a compelling justification for doing so.
- Minor technical issues (e.g. printer breakdown, lost files), unless during a time-limited exam or where there is clear evidence of wider barriers such as digital poverty, systemic IT failure, or unaffordable access to reliable equipment/internet
- Foreseeable events or commitments
- Transport issues, unless caused by extraordinary events (e.g. public transport strikes, severe weather)

5.4. The EDA College, in line with the University's considerations, recognises that, in some cases, students may experience multiple or overlapping issues that together have a significant impact on their ability to complete assessments. These "compounding circumstances" will be considered in context, and applications are not limited to single events or isolated difficulties. A non-exhaustive list of examples of compounding circumstances can be accessed from Additional Consideration Procedure document with the Newman University.

6. Supporting Documents and Evidence

6.1. Students are not required to provide evidence at the point of application for additional consideration. The College in line with University's policy will adopt a proportionate and flexible approach, aligning sector best practice, as recommended by the Office of the Independent Adjudicator (OIA).

6.2. Additional evidence will only be requested where it is proportionate and necessary to support decision-making. This may include, for example:

- Where the nature or impact of the circumstances is unclear,
- Where a significant or repeated deadline extension is requested,
- Where external regulatory or professional requirements apply,
- Or for retrospective applications made after a deadline has passed.

6.3. Where evidence is required, a range of documentation may be accepted, such as:

- Medical notes or appointment confirmations,
- Third-party letters (e.g. from personal tutors (PTs), Student Success Tutors (SSTs), support workers, or relevant authorities),

- Official notifications (e.g. bereavement, court correspondence),
- Confirmation of major technical failure.

6.4. The EDA College, in line with the University considerations, recognises that it may not always be possible or appropriate for students to provide evidence, and each case will be considered on its merits.

6.5. For further information on evidence requirements, students are encouraged to apply and discuss their individual circumstances or refer to the Additional Consideration Procedure. All evidence and information will be treated confidentially, in accordance with the Data Protection Act 2018 and UK GDPR. For information on how personal data is processed under this policy, please refer to the Privacy Notice for Students.

7. Exclusions and Limitations

The following limitations apply to this policy:

7.1. Eligibility for Short-Term Deadline Extensions

- Short-term deadline extensions are not normally available for first attempt assessments, resits, or assessments already being considered through the Additional Consideration (formerly Extension or Mitigating Circumstances) process.
- Programmes with PSRB requirements, or specific programme validation conditions such as placements, may impose additional limitations on the type or duration of adjustments available. Details will be communicated locally and are set out in the Additional Consideration Procedure and/or programme validation documents.

7.2. Disabilities, Ongoing or Long-term Conditions

- Students with disabilities or ongoing/long-term health conditions are normally supported through relevant disability policies and reasonable adjustments, as required under the Equality Act 2010.
- If a student with a disability experiences a flare-up, deterioration, or additional acute, unforeseen difficulties not fully addressed by their reasonable adjustments, they may also apply for additional consideration.
- The College will apply flexibility in its processes to ensure that students with disabilities and those with fluctuating conditions are not disadvantaged.

7.3. Late Applications

- Applications should generally be submitted before the assessment deadline or within the specified time after the deadline for each tier (type of request).
- Late applications are usually not accepted.
- In exceptional cases, a late application may be permitted at the College's discretion, provided it is still within the maximum period allowed for making a request and an Additional Consideration request under the Additional Consideration Procedure.
- Beyond this, students must use the Academic Appeals or Student Complaints Procedures.

7.4. Limitations of Outcome

- Approval of an additional consideration application does not guarantee a student's preferred outcome. University and College regulations, programme validation requirements, or PSRB constraints may limit available options. Any limitations or alternative outcomes will be clearly explained to the student.

7.5. Academic Integrity and Fitness to Practise and Study

- Additional consideration cannot be used to excuse or justify breaches of academic integrity, fitness to practise, fitness to study, or other relevant College/University procedures. Any relevant personal circumstances may be considered within those processes, in line with College/University policy, but will not delay, override, or replace them.

7.6. Confirmation of Fitness to be Assessed

Submitting an assessment or attending an exam is normally taken as confirmation that the student considered themselves fit to be assessed at the time. However, if a student's circumstances meant they could not reasonably make that judgment (e.g., during a mental health crisis, trauma, or bereavement), they can still request additional consideration after submission, provided they can supply credible evidence within the procedural timeframe. Students outside of this timeframe can use the Academic Appeals procedure.

8. Review, Approval & Publication

- 8.1. This policy will be reviewed every three years, or more frequently, if necessary, due to changes in sector practice or regulation.
- 8.2. The review will be coordinated by the College Registrar, with input from Programme Leaders, the Student Success Team, Director of Quality and Compliance, and the Programme Performance Board (PPB) or Teaching, Learning and Academic Quality Committee (TLAQC).
- 8.3. Final approval rests with Academic Board.
- 8.4. The approved policy will be published on the College's Website, and all staff and students will be notified via the usual communication channels.

9. Related Policies and Procedures

9.1. This policy operates alongside and should be read in conjunction with:

- Academic Appeals Policy
- Academic Integrity Policy
- Disability Policy
- Equality, Diversity, and Inclusion Policy
- Fitness to Study Policy
- General Academic Regulations
- Privacy Notice for Students

10. Contact Details

10.1. For questions or further information about this policy, please contact the college registrar:

- Email: m.fogarty@edacollege.co.uk

11. Appendix 1: Personal Success Plan Form

Personal Success Plan (PSP) Form – Additional Consideration Students³

Note: This Form is separate from the Student's Individual Support Plan

Section 1: Student Information

Student Name:		Student ID:	
Course/Programme:		Year/Level:	
Personal Tutor:		Date of Initial Meeting:	
Review Meeting Dates:			

Section 2: Reason for Additional Consideration

(Tick and describe all that apply)

- Health or medical condition
- Mental health difficulty
- Specific learning difference (e.g., dyslexia, dyspraxia, ADHD)
- Disability or long-term condition
- Personal or family circumstance
- Bereavement
- Other (please specify):

Brief description of the circumstances and their impact on learning:

(Include any formal diagnosis or current evidence if available)

Section 3: Barriers to Learning / Engagement

Area	Challenges Identified (Notes on Evidence)
Attendance & Punctuality	
Coursework & Deadlines	
Classroom Participation	
Communication / Organisation	
Technology / Accessibility	
Health / Wellbeing Factors	

³ **Data Protection Statement:** All information shared in this Personal Success Plan Form will be treated confidentially in line with **GDPR** and Birmingham Newman University's partnership data-sharing agreement. Information will only be shared with relevant staff to ensure appropriate support is provided.

Section 4: Agreed Support Mechanism

Support Area	Support Mechanism	Responsibility	Review Date
Learning Support (e.g., extra time in assessments, access to assistive technology)		College Student Success Team	
Academic Support (e.g., study skills coaching, tutorial check-ins)		Personal Tutor / Student Success Tutor	
Wellbeing Support (e.g., referral to Counselling or Mental Health Advisor)		Student Wellbeing / Safeguarding	
Communication (e.g., clear deadlines, weekly contact plan)		Lecturer / Student Success Tutor	
Other agreed actions			

Section 5: Monitoring and Review

Review Date	Progress Summary	Updated Action	Tutor/Support Signatures

Section 6: Student Reflection and Feedback

How confident do you feel about your progress?

- Very confident
 Somewhat confident
 Unsure
 Struggling

What has helped you most so far?

Are there any changes you would like to make?