**Arrangements for the Award and**

**Assessment of the**

**Access to HE Diploma**

**2021-22:**

**Request for Award through Extenuation[[1]](#footnote-1)**

**Section A:**

**A1 General Information** (please refer to supporting guidance – Appendix 1 to aid the completion of this document)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Centre Name:** | |  | | | |
| 1. **Site (if applicable):** | |  | | | |
| 1. **Access to HE Diploma Title:** | |  | | | |
| 1. **Is the request for a whole Group of students?** | | **Yes:** |  | **No:** |  |
| If Yes, please provide a detailed explanation of the organisational challenges at Centre, Site or Diploma level that has led to the request. | | | | | |
|  | | | | | |
| 1. **Student Details** (please add rows if needed): | | | | | |
| Student Name (in full) | Run ID | | Student ID number | | |
|  |  | |  | | |
|  |  | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Course Start Date: | | |  | | | | Course End Date: | | |  | | | |
| 1. Number of planned Diploma Assessments: | | |  | | | | Number of outstanding Diploma Assessments and Credits within this request: | | | Ass’ts | | Credits | |
|  | |  | |
| 1. Have Adaptation requests been made to the AVA for this student(s) or unit(s) | | | | | | | | | Yes |  | No | |  |
| If Yes, Approved? | | | Yes |  | No |  | AVA Case No. (1-50) | | | | | |  |
| 1. Do you have students that you believe to have left the course without completing, but may have been able to through extenuation? | | | Yes |  | No |  | If Yes, how many? (**please complete the table in section C)** | | | | | |  |
| 1. Please sign to confirm that the evidence provided to support the request for Extenuation is sufficient to:    * reflect the evidence that is available    * demonstrate learning outcomes have been met    * support grading decisions    * be clear for a student to understand why evidence has been selected and how it has been used to arrive at the decision to award a unit/grade (if applicable), should they seek to appeal their unit grade    * not result in a different distribution of results at a cohort level to previous years unless there is an explanation to support this. | | | | | | | | | | | | | |
|  | **Name:** |  | | | | | **Role:** |  | | | | | |
| **Signature:** |  | | | | | | | **Date:** | |  | | |

**Section B:**

**B1 Evidence Type**

|  |  |
| --- | --- |
| **Established sources of evidence (E):** | Student assessment generated specifically to support the award of unit(s) and grade(s). |
| **Alternative evidence (A):** | Existing evidence that reflects a learner's performance which can be used to inform the award of unit(s) and grades |

**B2 Evidence Examples:** (not exhaustive and can be generated from a combination of examples)

|  |  |  |
| --- | --- | --- |
|  | Summative Assessment | including partially completed summative assessments *(or Learning Outcomes covered within other units)[[2]](#footnote-2)* (assessment **of** learning) |
|  | Formative assessments | assessments **for** learning |
|  | Notes from class-based activities | student **and/or** tutor |
|  | Records of professional discussions | Viva/ professional discussion |
|  | Research notes | From across the Diploma |
|  | Reflective practice | Journal/learning log |
|  | Blogs, wiki's, chat groups between learners for taught sessions | If evidence of this nature is used, ensure data protection legislation is adhered to |
|  | Evidence from work experience | Where relevant |
|  | **\*** Tracker of achievement and attainment over the course when used in conjunction with other forms of assessment evidence | **Cannot be used on its own** |
|  | **\*** Witness testimonies and teacher observation | When used in conjunction with other forms of assessment evidence – **Cannot be used on its own** |
|  | Other | Please provide information |

**B3 Table of Evidence (there is no limit to the number of credits)**

**Unit(s) Requested for Extenuation** (please add rows if needed)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Title:** | **Unit Id:** | **Type of Assessment**  **Established (E)/**  **Alternative (A)?** | **Nos (Key initial)** | **If Other (O) (No 11) please provide information** | **Evidence Ref. No.:** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Key**

|  |  |
| --- | --- |
| **Nos** | **Type of evidence considered to inform Award through Extenuation** |
| 1 | Summative (S) |
| 2 | Formative (F) |
| 3 | Class Notes (CN) |
| 4 | Discussion (D) |
| 5 | Research Notes (RN) |
| 6 | Reflection (R) |
| 7 | Blogs etc (B) |
| 8 | Work Experience (WE) |
| 9 | \*Tracker of Achievement (ToA) |
| 10 | \*Testimony (T) |
| 11 | Other (O) |

**B4 Rationale for Extenuation in relation to Covid-19:**

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| --- |
| **Please provide a rationale for the request with reference to supporting evidence provided in table B3.** |
|  |

**B5 Other Information**

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| --- |
| **Please provide any additional information that will guide the AVA and the External Moderator towards a recommendation to the Final Awards Board for the Award through Extenuation for the named student/s in this request:** |
|  |

**Section C** (please see **Q9** in Section **A**)

Details of students you believe may have left the course because they felt they could not complete, but may have done so via the award through extenuation:

**Student Details** (please add rows if needed)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Name (in full)** | **Run ID** | **Student ID number** | **Date withdrawn from course** | **Information about the student** |
|  |  |  |  |  |
|  |  |  |  |  |

**Appendix 1 (supporting guidance)** – Please detach this section from the document before saving and submitting to Skills and Education Group Access

***Please complete one form per request for a group of students, an individual student, or some students within a group.***

The Quality Assurance Agency (QAA) has standard guidance in place for dealing with cases of Extenuating Circumstances[[3]](#footnote-3). QAA expects that AVAs and Centres have and follow appropriate procedures for dealing with Extenuating Circumstances that include:

* *a clear definition of extenuating circumstances*
* *procedures that must be followed by students to notify providers/centres of extenuating circumstances that affect the completion or submission of work for assessment*
* *procedures followed by providers/centres when they have been notified of extenuating circumstances affecting a student's assessed work.*
* *procedures relating to special needs and processes for reasonable adjustments.*

QAA expects that course teams will document cases of Extenuating Circumstances and associated action taken. This will provide auditable evidence of decisions taken, and will help centres to develop ‘case law’ over time which will support consistency of practice over time.

The Final Awards Board (FAB) Agenda has a standard item for considering of cases of Extenuation where student performance may have been affected in more than one area, or in any way that falls outside of a centre’s normal processes.

Cases or Extenuation that are presented to the FAB, will have been considered by the course team and External Moderator prior to the FAB. Cases must be fully documented, include evidence presented in a standardised manner, and with a recommendation to the FAB on whether each individual claim for Extenuation should be supported, and to what degree. The External Moderator will have scrutinised requests and associated evidence and will offer a recommendation to the FAB to aid decisions.

|  |
| --- |
| **The Final Awards Board will:** wards Board or panel will:   * consider whether the application and associated evidence provided suggest, on balance of probability, that the student's achievement has been compromised by circumstances beyond their control * review available evidence (established/alternate) to ascertain whether it provides sufficient evidence for the award of the unit(s) (ie achievement of associated learning outcomes) * review available evidence (established/alternate) to ascertain whether it provides sufficient evidence for the grading of the unit (graded units only)[[4]](#endnote-1). |

In addition to the standard guidance and as a way of responding to the ongoing challenges that the Covid-19 Pandemic has presented, the QAA has extended the Extraordinary Regulatory Framework into 2021-22, and has developed a series of guidance documents to support Access Validating Agencies (AVAs) and its Centres in the Arrangements for the Award and Assessment of the Access to HE Diploma (2021-22).

You will have seen the following table in QAA guidance[[5]](#footnote-4), to support award decisions for Access to HE students during this challenging academic year:



N.B – A student version of the key facts is available from the Access to HE website

The request for Extenuation falls within the Award section of this process and assumes that a tutor team will have completed the previous sections within the table.

Skills and Education Group Access recommends that if you have not already done so, you consider ways in which you can adapt and further adapt to support a student/s towards award, before you make an application for Extenuation. We would be happy to discuss this with you on a case by case basis. Do contact us on [accesstohe@skillsedugroup.co.uk](mailto:accesstohe@skillsedugroup.co.uk).

Assuming that teaching, assessing, adaptations and further adaptations (where required) have taken place, and there is still a need to support a student as we come to the end of the course, please refer to the following guidance to aid you in making an application for a Request for Award through Extenuation for any student/s to support the achievement of the Diploma.

**Section A:**

General information required for all requests.

**A7** – asks for the number of planned assessments across the Diploma and the number of outstanding ones related to the request and number of credits being requested for Extenuation.

**A8** – asks for your case No. for a request for an adaptation that you made. This number (1-50) is on the document you received back from Skills and Education Group Access confirming the outcome of your request

**A9** – this is an important section as we believe there may be significant numbers of students who may have left the course due the impact of the Pandemic, and before the extended guidance around Extenuation was released by QAA, which might have enabled the student/s to complete the Award. It is important that we record the details of those students for our discussions with QAA.

**Section B:**

The information from this section has been taken directly from the QAA guidance for clarity:

**B1** – QAA differentiates between Established sources of evidence (E), and Alternative evidence (A). – Please state which type in table **B3**

Established sources of evidence may be as a result of initial and/or further adaptations that you have already made to support the student/s to achieve the Learning Outcomes for that unit/s. This evidence may then be supplemented by Alternative evidence that is available and can be used to inform the achievement of the unit and grades. See table **B2.**

**B2** – Evidence Examples – this list is not exhaustive; you may have other examples of evidence and this can be included in the end column of table **B3**.

**B3** – must include correct and full details to support a decision. Without sufficient evidence, the EM will not be in a position to make a clear recommendation to the Final Awards Board about the award by Extenuation.

Evidence Ref No. refers to the naming of the evidence that you will be presenting to the EM in support of the request for Extenuation. For example, if you are making a request for a student/s for a given unit and the Type of assessment is Alternative (A) No 5: Research notes; and No. 2; Formative, then you will need to number those pieces of evidence for each student or group as follows:

* College name\_Diploma\_Student ID\_Ref 1\_Research and
* College name\_Diploma\_Student ID\_Ref 2\_Formative.

These pieces of evidence must be clearly accessible for the EM on the platform you have made available to them for moderation sampling. It may make sense to have a folder named Extenuations and then the relevant pieces of evidence related to each request within that folder.

The EM will then be able to locate and review the evidence related to each request. Please do not send the evidence to Skills and Education Group Access, but contact the team for further guidance on this if required.

**B4** – it is important that we can demonstrate that there has been clear consideration of the reason for the request for Extenuation. Please provide a clear rationale to support the request. Do remember that this is about evidence not student potential.

**B5** – any other information that will help Skills and Education Group Access in its decision that you may not have been able to provide elsewhere on the form.

**Section C:**

Please complete this section with details of any and all students that you know have dropped off the course and despite your endeavours to re-engage, have not made contact to get back on track or complete the last parts of assessment. QAA is interested in hearing about these students, please provide us with some detail of your last contact with the student, or general circumstances you were supporting them with. Alternatively, you can add ‘separate information’ and contact the Access to HE team to discuss the circumstances.

1. QAA Arrangements for the Award and Assessment of the Access to HE Diploma 2021-22: Award through Extenuation; Information for AVAs [↑](#footnote-ref-1)
2. Skills and Education Group Access additional text to QAA’s wording [↑](#footnote-ref-2)
3. QAA Grading Scheme Handbook: Section E; Student Results and Awards Boards, p 5 Extenuating Circumstances [↑](#footnote-ref-3)
4. QAA Award through Extenuation 2021-22 Guidance for AVAs p6 [↑](#endnote-ref-1)
5. QAA - Arrangements for the Award and Assessment of the Access to HE Diploma 2021-22 - Award through Extenuation [↑](#footnote-ref-4)