



Additional Considerations Policy for Taught Students 2025-26

**Applicable to all new and continuing taught students
from 2025-26**

In the Code of Practice on Assessment and all Appendices the term “student” includes apprentices on degree apprenticeship programmes

1. Introduction

- 1.1 The purpose of this policy is to ensure the University provides fair, consistent, and timely support for students experiencing circumstances beyond their control that may affect their ability to submit coursework on time, attend a timed assessment, or that may adversely impact their academic performance.
- 1.2 The policy outlines how the University provides additional consideration for students who are experiencing circumstances beyond their control through the provision of extensions and/or through the consideration of Personal Extenuating Circumstances (PECs).
- 1.3 The policy is supported by supplementary guidance, developed for both staff and students, which provides more detailed advice on how it should be applied in particular contexts. The University offers a range of [support services](#) for students, who are encouraged to seek support at the earliest opportunity for issues which are impacting on their ability to engage with their studies.

2. Scope

- 2.1 This policy applies to:
 - All students¹ on undergraduate, integrated masters, and postgraduate taught programmes of study; specific arrangements may apply to students on clinical programmes (see Section 10 Clinical Programmes).
 - Arrangements for students at partner institutions are set out in the relevant partnership agreement.
- 2.2 This policy does not apply to:
 - Postgraduate research students in relation to the research element of their degree. They should use the [Policy on PGR Interruptions of Study, on Extensions of Student and on Extenuating Circumstances](#).
 - Students undertaking a period of study abroad, who should familiarise themselves with the extenuating circumstances procedures of their host institutions and follow them in the first instance. If the student believes a further academic remedy is needed after completing the host institution's processes, they can make a PEC request to the University of Liverpool.
- 2.3 This policy applies to summative assessments only; it does not apply to formative assessments. Formative assessments are those which do not count towards a student's module mark and are designed to help students' understanding of their own progress. Summative assessments count towards a student's module mark.
- 2.4 Some summative assessments are designed as a series to help students build their skills. These assessments may be exempt from the provision of an extension as a delay in feedback would negatively impact on students' learning. Where extensions are not available for a summative assessment, the module specification must clearly state where extensions are not available for a summative assessment and should be reported to the relevant Faculty Academic Quality and Standards Committee, and must be clearly

¹ The term 'student' includes apprentices on degree apprenticeship programmes.

stated in the module handbook, on the module virtual learning environment page, and the module specification in Curriculum Manager.

3. Extensions

- 3.1 The University expects students to meet published deadlines wherever possible but recognises that external circumstances may mean that on occasion this is not possible. The University understands that students may need flexibility with coursework submission deadlines.
- 3.2 Work submitted within 7-calendar-days of the deadline will not be penalised for late submission. Work submitted after the 7-calendar-day extension period will not be marked and a mark of 0 will be given for the assessment. Students who are unable to submit within this timeframe and have personal extenuating circumstances will be able to apply for consideration of their circumstances. See [Section 9 Potential outcomes of an approved PEC](#).
- 3.3 The use of extensions may be reviewed by staff involved in student support or the processing of PEC requests. If a student uses an extension for multiple pieces of work and/or PEC requests in a semester or shows a change in their pattern of requests or use of extensions, they may be contacted by staff to discuss the reasons to determine if additional support is needed.
- 3.4 Disabled students who have been granted reasonable adjustments under the provision of [Appendix K of the Code of Practice on Assessment](#) will have such reasonable adjustments recorded in a Student Support Information Sheet (SSIS). One of the reasonable adjustments for assessments is an extension of up to 7 calendar days to coursework deadlines. This extension will be applied automatically unless an exemption applies to the assessment component as set out in 2.4.
- 3.5 Where a student has a reasonable adjustment of an extension this will be in addition to the specified extension available to all students. This will give a maximum extension of 14-calendar-days.

4. Personal Extenuating Circumstances (PEC)

- 4.1 PECs might include:
 - Illness and/or injury affecting the student
 - Bereavement
 - Serious illness affecting a close family member
 - Unforeseeable or unpreventable events

Students who have experienced PECs may apply to have these taken into consideration in respect of the following:

- They feel their academic performance has been affected by the PEC; and/or
- They are not able to submit coursework by the extended deadline; and/or
- They are not able to attend an assessment, e.g. a presentation, class test, or exam.
- Students are eligible to use both an extension and submit a PEC application if they feel their performance was still affected whilst using their extension period.

4.2 Grounds for a PEC Claim

4.2.1 Applications are generally approved only if the circumstances meet all of the following criteria:

- They negatively impact the student's ability to study for or complete assessments.
- They were unavoidable (i.e. the student could not have reasonably prevented them).
- Their timing directly affected the students' ability to prepare for, or complete assessments.

Circumstances that are usually accepted

4.2.2 PECs that may qualify for additional consideration include, but are not limited to:

- Significant short-term illness or injury which impacts for more than three days during preparation for a coursework submission or on the day of an exam.
- Mental health crises or severe emotional distress.
- Sudden and substantial changes to personal circumstances.
- Symptoms of an infectious disease that could be harmful if passed on to others.
- Death or significant illness of a close family member or friend.
- Unexpected caring responsibilities for a family member or dependent.
- Accommodation crisis, such as eviction or their home becoming uninhabitable.
- An emergency or crisis that prevents the student from attending an exam or accessing an online assessment.
- Safeguarding concerns.
- A late diagnosis of a disability or an administrative delay preventing the timely implementation of appropriate reasonable adjustments.

Circumstances that are not usually accepted

4.2.3 The following examples typically do not qualify as valid reasons for additional consideration:

- Minor illnesses such as colds or mild ailments.
- More severe illnesses which last for less than three days unless they occur when the student is due to sit an exam or timed assessment.
- Poor time management or lack of preparation.
- Non-submission or non-attendance due to misreading the examination/assessment timetable, or submission deadline.
- Routine life events, including vacations, public holidays, religious holidays, or celebrations such as weddings.
- Minor transport disruption.
- Computer or printer failure (other than the failure of a university system).
- Minor negative life events, unless the circumstances have had a disproportionate impact.
- Long-term disabilities, fluctuating conditions, or chronic illnesses that are already supported by reasonable adjustments or accommodations (unless there is a significant and unforeseen worsening of the condition that affects performance).
- Participation in a major national/international sporting event (support for Student Athletes is set out in [Student Athlete Policy, Appendix O of the Code of Practice on Assessment](#).)
- PECs will not be accepted either as a good reason for committing academic misconduct as defined in [the Academic Integrity Policy](#) Appendix L to the Code of

Practice on Assessment or for condoning breaches of the required conduct in examinations as defined [in Appendix D](#) to the Code of Practice on Assessment.

5. Confidentiality and data protection

- 5.1 All applications and evidence relating to PECs are handled confidentially in accordance with the University's [Data Protection Policy](#).
- 5.2 The content of the PEC request will only be shared with relevant staff involved in processing applications and making decisions about extensions or PECs, or other relevant University processes such as Assessment Appeals, Progress Appeals, Progress Panels, or related complaints (including to the Office of the Independent Adjudicator), Fitness to Study, or Fitness to Practice Procedures. Information about the number and content of PEC requests may be viewed by staff involved in supporting students to enable them to offer appropriate support.
- 5.3 Approved PECs will be indicated on the Student Records System using an indicator. This will be used to inform calculations and other system jobs. This will not be linked to the details of the PEC.
- 5.4 Modules for which a student has an approved PEC will be indicated on the student's Higher Education Achievement Record (HEAR). Details of the PEC will not be made available and should not be referred to in future education or employment references.
- 5.5 If the PEC request raises serious wellbeing concerns for the student or others, relevant information may be shared with Student Services to ensure appropriate support is provided. The University may also contact relevant statutory and external agencies if necessary.
- 5.6 Students should avoid including third-party personal data unless consent is provided.
- 5.7 In some cases, data may be used to assess wellbeing concerns. Students may be referred to a Progress Panel or other University procedures such as Fitness to Study or Fitness to Practice. These may be initiated where there are serious concerns about the student's ability to engage with their programme, or about their health and safety.
- 5.8 Students will be notified if information must be disclosed by law.
- 5.9 Records from the PEC portal will be disposed of after the appeals period in line with the [University's Records Retention Schedule](#).

6. Supporting evidence

- 6.1 PEC requests must normally be supported by evidence to be considered by the University.
- 6.2 In order for a claim to be considered:
 - Students must provide specific details about their circumstances, including timelines and how these circumstances have affected their assessments.
 - All requests must normally include independent third-party evidence that verifies the circumstances.
 - Documents must be in English or accompanied by a translation. The University

may use translation software to check the translation of any document and may request a certified translation (students are responsible for any associated costs).

- Copies of documents are accepted, but originals may be requested.
- The University may check whether evidence is genuine. Any fraudulent claims may be referred to for investigation under the [Student Conduct Policy](#) and/or Fitness to Practice for clinical students.

6.3 If reasonable adjustments for disabled students under the provision of [Appendix K of the Code of Practice on Assessment](#) cannot be finalised in time for an upcoming assessment, confirmation that adjustments are being arranged (for example, via email correspondence from the School, Online Student Support Team, or Disability Advice and Guidance) will be accepted as sufficient evidence.

6.4 Students who make a claim for PEC due to a health condition or disability can only usually claim this once per academic year. Students who have a health condition or disability which impacts on their performance should contact [Disability Advice and Guidance](#) to discuss reasonable adjustments which will be set out in a Student Support Information Sheet (SSIS). Students who have a fluctuating health condition or disability will have reasonable adjustments identified for this in their SSIS. Where these adjustments are not sufficient to meet the student's needs the student should contact Disability Advice and Guidance (or equivalent for students at other campuses or studying online), to request a review of their SSIS and submit a PEC request.

6.5 For details on acceptable evidence, refer to the guidelines on Personal Extenuating Circumstances.

7. [Application process](#)

Submitting a request

7.1 Students should submit a PEC request for additional consideration via the PEC portal. Online students should email the Student Support Team.

Requests must include:

- A clear description of the circumstances and timelines.
- Supporting evidence:
 - Students should submit all required evidence with their application; the University will not normally obtain evidence on a student's behalf.
 - If evidence is not available at the time of submission, students should still submit the request and provide the evidence within three weeks.
 - Applications requiring evidence will not normally be considered until the evidence has been submitted and reviewed.
- The impact on academic performance.
- The assessment components that have been affected.

7.2 Where appropriate, students may be signposted to support services, such as Wellbeing Advice and Guidance, academic support, Disability Advice and Guidance, or a Student Support Team, to ensure they receive any additional help they need. If there are significant concerns about a student's safety, a referral to Student Services may be

made, and they will attempt to contact the student to discuss support options.

Timeline for submission

- 7.3 Wherever possible, students should submit a PEC request before the examination or assessment takes place, and normally within 14 calendar days after the original exam or assessment deadline. PEC requests more than 14 calendar days after the original exam or assessment deadline should explain why the student was unable to submit the request within the 14 days. The reason for late submission will be considered, and if it is deemed to be valid, the PEC request will be considered. If there is no valid reason for late submission the PEC request will be rejected.
- 7.4 Students will normally be required to submit the evidence within three weeks of submission of their request. If claims are submitted without the required evidence, students will be advised of the latest date for submitting evidence to ensure their application can be considered before the relevant Board of Examiners.
- 7.5 Exceptionally, students may submit a PEC after the relevant Board of Examiners. In such cases students will be required to demonstrate why they were unable to submit a PEC before the relevant Board of Examiners. Claims relating to a previous year of study shall not normally be considered in subsequent years.
- 7.6 Where, prior to a resit period, students consider that their first (or second) attempt at an assessment was affected by extenuating circumstances and that there were valid reasons why they could not have submitted a Personal Extenuating Circumstances claim before the Board of Examiners met, they may submit a retrospective claim which shall be considered via the normal PEC review process after the resit period. In this situation, the School shall only accept the claim if they consider that there were valid reasons why the student could not have submitted the claim before the results of their first attempt were confirmed and that there is sufficient evidence to suggest that the student's performance at the first attempt was affected by the claimed circumstances. In this situation, it may be recommended to the Board of Examiners that the resit attempt be regarded as a 'first attempt'.

8. *Decision-making and communication*

- 8.1 The University understands that students want to know the outcome of their PEC request as soon as possible.
- Professional Services staff will decide if the request meets the criteria outlined in this policy. Professional services staff may seek advice from other relevant staff, e.g. academic advisers, when considering claims. Students will usually receive written notification about whether their request has been accepted within 10 working days of submitting their request and supporting evidence.
 - Where a PEC request is rejected, students will be provided with a reason for this rejection in writing and have the right of appeal under the [Assessment Appeals Procedure, Appendix F of the Code of Practice on Assessment](#).

Missed assessments

- 8.2 Where a student has not submitted coursework, or did not sit an exam as a result of an approved PEC request, they will be allowed a deferral ([see section 9.1 Deferral](#)).

Impact on performance

- 8.3 Where a student has submitted a PEC indicating that their performance has been impacted, they will be informed in writing of the potential outcomes of their request as set out in Section 9 below.
- 8.4 Once assessment results are entered onto the system and before the Board of Examiners, Professional Services staff will confirm which of the outcomes specified in Section 9 apply and will include this in the information presented to the Board of Examiners for confirmation.
- 8.5 Students who have approved PECs resulting in any outcomes other than consideration of PECs as part of classification will be informed in writing of the actions taken by the Board when results are released.

9. *Potential outcomes of an approved PEC*

Deferral

- 9.1 Students who are unable to attend a time-specific assessment, such as an exam or in-class test, or submit coursework by the extended deadline, can submit a PEC. If the PEC is approved the student will be able to defer the assessment to sit or submit it in the next suitable assessment period. If the missed assessment was a first attempt, the student will be allowed another first attempt. If the assessment was an uncapped resit, the student will be allowed another uncapped resit. If the assessment was a capped resit, the student will be allowed another capped resit.
- The next suitable assessment period will normally be the summer resit period. In some cases, for example for laboratory-based assessments, the next suitable period will be the next ordinary sitting of the assessment.
 - For formal exams the reassessment will be another exam.
 - For coursework or in class tests the nature of the reassessment task will be determined in line with 3.3.4 of [Appendix B of the CoPA](#).
 - If the component is worth 20% or less of the module mark, exemption from the assessment may be considered, provided that programme learning outcomes can still be met and it is not a must-pass component. Exemption will not be permitted on clinical programmes and those with PSRB requirements.
 - Postgraduate taught students whose research or independent study module(s) are deemed to have been affected by PECs will be entitled to an uncapped first attempt in order to improve their mark.
 - International students are strongly advised to consult the International Advice and Guidance (IAG) team (iagteam@liverpool.ac.uk) regarding any visa implications associated with deferring an assessment.

Failed modules and components

- 9.2 Students who have approved PECs who fail an assessment contributing to an overall failed module will be allowed a further attempt at the assessment the next suitable assessment period.
- 9.3 If the failed assessment was a first attempt, the student will be allowed another first attempt. If the assessment was an uncapped resit, the student will be allowed another uncapped resit. If the assessment was a capped resit, the student will be allowed

another capped resit. This additional attempt will be managed in the same way as a deferral above.

- 9.4 If a student has accepted PECs for a capped resit, they may be allowed one further capped resit opportunity. This will take place at the next available opportunity. The Board of Examiners will determine whether the student is required to complete the resit with or without attendance at the relevant teaching sessions.
- 9.5 Students with approved PECs in the resit period who have not met the progression requirements as detailed in the relevant Code/Appendix will normally be allowed to repeat the failed assessment(s) in the next academic year. The Board of Examiners will determine whether the student is required to complete the resit with or without attendance at the relevant teaching sessions.
- 9.6 Students undertaking a repeat year of study are not normally permitted to carry failed credit into a repeat year, except where explicitly permitted for students in their first year of study. The first attempt at assessment in a repeat year will be treated as a standard first attempt. Where a student fails both the first attempt and the subsequent capped resit, whether or not a PEC request has been submitted or approved, no further reassessment opportunity will normally be permitted.
- 9.7 Where a student has failed up to 15 credits from Year 1 at the re-sit opportunity and has valid PECs relating to the re-assessment, and where the student has achieved an overall average mark of at least 50% across the passed modules, the Board of Examiners may permit the student to progress to Year 2 carrying the failed credits. Carrying means the student is allowed to retake and pass the failed assessment(s) from Year 1 during Year 2, without having to repeat the entire first year or delay progression. The carried module(s) must be completed alongside Year 2 study. This provision does not apply to clinical programmes, programmes with Professional, Statutory and Regulatory Body (PSRB) requirements, or assessments where a pass is an explicit requirement for progression or completion of the programme.

Resitting passed assessments to improve the mark

- 9.8 Students will not be allowed to resit modules which they have passed to improve their mark. The impact on a student's performance will be addressed through the calculation of averages for progression and the classification process. The only exemptions to this will be:
- Postgraduate taught students whose research or independent study module(s) are deemed to have been affected by PECs will be entitled to an uncapped first-attempt resit to improve their mark at the next assessment opportunity.
 - Where a resit is required for an assessment component to improve the mark of a module that has been passed in order to meet Professional, Statutory and Regulatory Body (PSRB) standards, students will be entitled to an uncapped first-attempt resit to improve their mark at the next assessment opportunity.

Excluding an assessment from the module mark (≤20% Weighting)

- 9.9 If a failed component is not a must-pass requirement and is worth 20% or less of the module mark, it may be excluded from the calculation of the final module grade. The method of recalculating the final module mark in such cases must be clearly defined to

ensure fairness. This exemption is only applicable where programme learning outcomes are still met.

Repeat year students and additional attempts

- 9.10 Students who have been granted a repeat year due to PECs will commence the entire year as a fresh attempt and will therefore be entitled to a first sit and a resit during that year. Students with PECs in their repeat year will not normally be permitted a further repeat year during that year for any assessment component which has not yet been passed.

Calculating impact on progression averages and classification

- 9.11 Students on modular programmes who have approved PECs will have these considered as part of the classification process. The approach to calculating classifications to take into account PECs is set out in the relevant Appendices of the Code of Practice on Assessment; [Appendix I](#) for three year undergraduate degrees, [Appendix J](#) for four and five year non-clinical undergraduate degrees, [Appendix C](#) for taught postgraduate awards, and [Appendix P](#) for Diploma and Certificate in Professional Studies awards.
- 9.12 Students who have approved PECs who require a particular year average to participate in University of Liverpool academic opportunities such as progression to an Integrated Masters, or participation in Global Opportunities will have their progression considered at the relevant Board of Examiners.

10. Clinical programmes

- 10.1 Students in clinical professional programmes have an ethical and professional duty to protect public welfare. By attending any form of timed or in-person assessment, students confirm they are fit to participate and do not know of any reason why their performance or their obligations to the safety of others would be adversely affected on the day of the assessment.

10.2 Key responsibilities:

- Students must not take part in a clinical programme assessment or placement if they know of any reason why their performance may be affected.
- Professional and representative bodies or other relevant regulatory or representative organisations may also determine that certain non-clinical assessments are subject to Fitness to Study procedures. Where this is the case, Schools will inform students in advance of the affected assessments.
- If aware of personal extenuating circumstances that may affect their performance, students should not attend the assessment even if this is a difficult decision to make. Students must inform their School before the assessment and follow the PEC procedure.
- Requests for PECs for clinical assessments will not be accepted after the assessment has taken place. A referral to Fitness to Practise procedures will be made for any student who retrospectively declares themselves not fit to have taken part in the assessment.
- If a student becomes unwell during a clinical assessment, they should stop and withdraw from the assessment immediately and follow the PEC procedure.
- Deadlines associated with clinical placement work may not align with university

assessment periods. Schools will communicate deadlines for completion of placement related work and whether or not extensions are possible.

- 10.3 Decision making in relation to PECs for students on some clinical programmes may require the involvement of academic staff. Those clinical programmes must set out arrangements for such decision making in writing and request approval for these arrangements from the University's Academic Quality and Standards Committee.

11. Appeals process

- 11.1 Students have the right to appeal against the outcomes of a PEC Request using [Appendix F](#) of the Code of Practice on Assessment, Assessment Appeals Procedure.

- 11.2 It should be noted that:

- Disagreement with the decision is not in itself grounds for appeal.
 - Students can only appeal a rejected PEC claim, on the grounds that:
 - there was material procedural error in the decision to reject the PEC Claim and/or
 - the student is providing new or additional material evidence, that for exceptional reasons, they could not provide at the time of submitting their original PEC claim.
 - Students cannot submit an assessment appeal if they have not submitted a PEC claim. A student may submit a late PEC claim after the deadline or the relevant Board of Examiners but will be required to demonstrate why the PEC claim is submitted late.
 - Where a Board of Examiners has decided that a student cannot progress in their studies, students may appeal this decision through Progress Appeal. The procedures are set out in [Appendix E](#) of the Code of Practice on Assessment, Guide on the Progress of Students on Taught Programmes of Study.
- 11.3 Faculty Progress Committees may also take into account previous requests for Personal Extenuating Circumstances and the outcomes of those requests.