

Mitigating Circumstances Procedure

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Effective from September 2025

Read this if you are an undergraduate or postgraduate taught student needing guidance on how to request mitigation— or if you’re an academic or professional services staff member responsible for processing mitigating circumstances requests and need clear, step-by-step guidance on reviewing these requests and deciding the outcome.

This procedure sits under the Policy on Mitigating Circumstances and Extension requests, which should be read first. This procedure builds on the policy, providing more detail from initial submission and evidence requirements to multi-stage evaluations—including professional services reviews, academic escalation, Examination Board decisions, and the right of appeal—to ensure a fair and transparent process.

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Definitions

Key terms

Assessment Period: the set time during which students’ exams and coursework usually take place.

Coursework: any summative assessment which is not a formal timetabled examination.

Exams: any formal timetabled exam which is usually held in the end of semester/end of unit, examination period.

Mitigating Circumstances: unforeseeable or unpreventable circumstances that could have, or did have, a significant negative effect on the academic performance of a student. Accepting and applying mitigation aims at reducing the negative effects on a student’s academic outcome.

Acronyms

DASS: Disability Advisory Support Service

ESFA: Education and Skills Funding Agency

PS: Professional Services

PSRBs: Professional, Statutory and Regulatory Bodies

SSW: Student Support & Wellbeing Team

1.0 Introduction

1.1 Purpose

- 1.1.1 This document sets out the procedures for considering students' requests for mitigating circumstances. This includes how mitigating circumstances applications are considered, within agreed School parameters, and how recommendations put forward to the Examination Board are applied.

1.2 Scope

- 1.2.1 The document should be read alongside the [Policy on Mitigating Circumstances and Extension Requests](#) and, where appropriate, the [Guidance for Dealing with Disability-Related requests for Mitigation](#) (produced by DASS. DASS also produce [Guidance for Disability Advisory and Support Service \(DASS\) Related Automatic Extensions](#), and [Student guidance on DASS-related Automatic Extensions](#).
- 1.2.2 Requirements of Professional, Statutory and Regulatory Bodies (PSRBs) or the Education and Skills Funding Agency (ESFA) which affect how requests for mitigating circumstances are considered, will take precedence over the details within this document. In this case, Schools must publish the specific arrangements within programme handbooks and any other relevant locations/formats.

1.3 Applicability

- 1.3.1 These Procedures apply to Undergraduate and Postgraduate Taught students. They will only apply to Postgraduate Research students when they are studying the taught elements of a doctoral programme of study. The policy which deals with mitigating circumstances affecting Postgraduate Research students is the [Policy on the Circumstances Leading to Changes to Postgraduate Research Study](#). Students on Degree Apprenticeships, including higher apprenticeships, should refer to the [Procedure on Break in Learning for Degree Apprentices](#).

2.0 Detailed Procedures

2.1 Submission of Requests for Mitigating Circumstances

- 2.1.1 Students are responsible for submitting a request for mitigating circumstances to their School according to the deadlines published by the School. Students may wish to consult the [Basic Guide to Mitigating Circumstances](#), the [Student Support page on mitigating circumstances](#) or the [Students' Union Advice Service](#) for further advice about the process. Students should tell their School as soon as they are aware of any possible issues that may affect their progress or assessments.
- 2.1.2 If students are experiencing specific circumstances which mean they are unable to submit their own request for mitigation (for example, being in hospital or otherwise incapacitated, or having difficulty completing the form) a member of the Student Support & Wellbeing Team (SSW) or third party can be asked to help submit a request. Students can contact the SSW Team for further support, and a full list of School contacts can be found on the [Student Support Pages](#).
- 2.1.3 In instances where a student has shared a disability or a possible health concern, then the student must be directed to appropriate University support service(s) as soon as possible:
- [Referral to DASS form](#) (and [accompanying guidance](#))
 - [Referral to Occupational Health form](#) (and [accompanying guidance](#))
 - Information about access to the Counselling and Mental Health Service for routine appointments can be found on the [Counselling and Mental Health Service website](#). If colleagues have more significant concerns about a student, they should email the Duty Practitioner at counselling.service@manchester.ac.uk who may then choose to contact the student directly.
- 2.1.4 Schools must publish end-of-semester deadlines (or end-of-unit for certain programmes), School parameters, and the link to the online Mitigating Circumstances form in their programme handbooks or equivalent documentation.
- 2.1.5 Students must submit a request for mitigating circumstances at the earliest opportunity, and by the following deadlines:
- For exams: the School's published end-of-semester deadline (which is generally set seven calendar days after the end of the assessment period). Any application submitted after this deadline will be classed as late and will not be considered without a strong and acceptable reason as to why the circumstances were not, or could not, have been notified before this date.

- b) For coursework: seven calendar days after the submission deadline of the affected coursework. Any application submitted after this deadline will be classed as late and will not be considered without a strong and acceptable reason as to why the circumstances were not, or could not, have been notified before this date.
- 2.1.6 Requests for mitigation submitted after the School's final published deadline date at the end of each assessment period may not be considered but students may be able to appeal the final decision of an Examination Board if they have suitable grounds (see 2.6.2).
- 2.1.7 Personal feelings such as embarrassment, pride or cultural concerns, or having concerns about the confidential treatment of requests for mitigation, will not be accepted as strong explanations for why students failed to submit a request for mitigation. Circumstances that could not have been made known to the School before the deadline date for requests for mitigation, will also not be considered unless this is proven by both a strong and acceptable reason as described in paragraph 2.1.1b.
- 2.1.8 Students registered with DASS who have stated a disability-related reason for their mitigation should not repeatedly be asked to provide medical evidence to support their application, provided that this relates to the same disability for which they are registered with DASS. However, if students have stated external factors that have e.g. exacerbated their disability, evidence of these external factors should still be provided. DASS will advise the School if they consider that further disability-related evidence is required. DASS registered students applying for the reasons above must provide a detailed explanation of how their disability is affecting their studies.
- 2.1.9 Requests should be accompanied by appropriate supporting documents or evidence, however students registered with DASS are not required to provide further medical evidence to support their applications (s) unless the circumstances are entirely unrelated. Disabled students who choose not to register with DASS should not be asked to provide evidence more than once. Colleagues considering requests should also note that disabled students may experience difficulties accessing formal diagnoses and that while independent evidence is preferred, the University recognises that not all students, particularly those with disabilities, may be able to provide formal documentation. Therefore, flexibility and discretion will be applied in assessing the evidence provided and colleagues will liaise with DASS if they feel that a disabled student's application should not be accepted due to lack of evidence.

- 2.1.10 To confirm the accuracy and effect of the circumstances described by the student, colleagues considering the requests for mitigation should be satisfied that the evidence provided is credible and relevant to the time period in question. Examples of acceptable evidence include, but are not limited to, medical notes, letters from support services, or personal statements detailing the impact of the circumstances. Students unsure of what evidence they can provide should speak with a member of the Student Support and Wellbeing team for further guidance. The team will work with students to identify suitable forms of evidence and ensure that their applications are fairly considered.
- 2.1.11 Colleagues considering requests must respect the confidentiality of any application or evidence they receive.
- 2.1.12 A student cannot submit the same standalone, individual circumstance as a request for mitigation more than once, unless they can show that the situation has become worse in some way, the circumstances are ongoing and unpreventable (for example, they are disability-related) or the effects on the student have lasted longer than expected.
- 2.1.13 Where a student wishes to apply for mitigating circumstances and they confirm that they have already submitted information and/or evidence to a member of staff in relation to an ongoing case under the procedures listed in a-d below, the student does not need to provide the same evidence again. The colleague considering the student's request for mitigation should contact the relevant service/colleague, e.g. Advice & Response, to confirm details of the ongoing case and/or the impact on the student:
- a. [Academic Appeals Procedure \(Regulation XIX\)](#)
 - b. [Student Complaints Procedure \(Regulation XVIII\)](#)
 - c. [Dignity at Work and Study Policy](#)
 - d. [Conduct and Discipline of Students \(Regulation XVII\)](#)
- 2.1.14 Requests for mitigation should be submitted by a student to their Programme owning School only, even if the student is submitting a request for mitigation for a unit managed by another School. All cases will be considered and decided upon by the Programme owning School, although other Schools may be consulted for input, as and when required. For incoming Study Abroad/Exchange students, the Placements and International Programmes Team (PIP) have a specific policy so students should contact PIP for information on how to submit a request for mitigation.

2.2 Stages for considering requests for mitigation

Mitigating circumstances are considered in three stages:

2.1.1 Preliminary Stage: Identifying eligible cases (responsibility of PS colleagues in Schools). This stage identifies all the cases that were received:

a. **In Time:**

For exams - no later than the School's published end-of-semester deadline.

For coursework - seven calendar days after the submission deadline of the affected coursework.

If this is the case, these requests would move onto Stage 1.

- b. **Late:** applications submitted after the above deadlines will be rejected unless the student has provided a valid, strong and acceptable reason to explain why it is late.* In the case where there is no acceptable reason, students must be advised that their application is not eligible for consideration and should be signposted to relevant sources of support.

*Possible examples of students providing strong evidence of why they were unable to submit a request for mitigation by the published deadline date, include the hospitalisation or incapacitation of the student, backed up by evidence.

2.1.1 Stage 1: Accepting/Rejecting Applications & Recommendation of Codes This stage is used to:

- Assess the case has grounds with valid and sufficient evidence to determine if the circumstances had, or were likely to have had, an adverse effect on the student's performance.
- Determine and communicate an accept or reject decision at the earliest opportunity.
- Propose recommendation code(s) for ratification by the Examination Board. (This may be in relation to a specific assessment or multiple assessments).

2.1.3 Stage 1 is PS led with escalation points for academic input and panel review where appropriate, and based on agreed School parameters

- a) Stage 1a: PS Case Review For all requests for mitigation, these will be initially considered by PS staff, who will, where possible, decide whether a case will be

accepted or rejected. They will also provide recommendation(s) on how to apply mitigation (using the codes in Section 2.5). If it is not possible to make a decision to accept or reject the application and/or determine the recommendation code, the case should be referred to the next appropriate escalation point (this would normally be Stage 1b).

- b) Stage 1b Academic Case Review *optional* if required, cases can be referred to an appropriate academic colleague to review any outstanding decisions. If it is not possible to reach a decision at Stage 1b, the case should be referred to Stage 1c for panel consideration.
- c) Stage 1c Mitigating Circumstances Panel Review *optional* Where it has not been possible to reach a decision at Stage 1a or Stage 1b, a Mitigating Circumstances Panel may be convened. Where there is disagreement between colleagues regarding a specific request, the final decision will sit with an appropriate Senior Teaching and Learning Lead (e.g. Director of Teaching and Learning, Head of Education) within the School.

2.1.2 Stage 2: Applying Mitigation (responsibility of the Examination Board). This stage determines what specific mitigation should be applied to the outcomes of the students' assessments, based on a holistic view of the students' performance (see section 2.4).

2.1.3 As soon as possible after the meeting of the Examination Board, the final decisions made must be conveyed by the School to students who have applied for mitigation.

2.1.4 For a flow chart demonstrating these stages, please see **Appendix A: Mitigating Circumstances process flow chart**.

2.2 Handling requests for mitigation

2.2.1 Colleagues considering students' requests for mitigation determine whether there is sufficient evidence of circumstances eligible for mitigation and, if so, decide if the circumstances have, or were likely to have had, an adverse effect on the student's performance. If so, they will make a recommendation on how to apply mitigation. It is

then the role of an Examination Board to consider the effects of this and apply or adjust the recommendations.

- 2.2.2 PS case review meetings should be convened regularly, on a weekly basis (as a minimum), according to the parameters set by the School and with sufficient timeliness to be able to report to relevant Examination Boards (for Semester One, Semester Two and Resit Periods, as well as prior to the Final Award Boards for PGT students graduating in December).
- 2.2.3 If in exceptional circumstances a Mitigating Circumstances Panel needs to be convened, the membership will be taken from and approved by the Examination Board; it will be chaired by a member of the Examination Board and serviced by a member of PS staff, with other members as necessary. In the Faculty of Biology, Medicine and Health, Progress Committees may act in this way and fulfil the same role as a Mitigating Circumstances Panel
- 2.2.4 Consideration of requests for mitigation by colleagues will include considering documentary evidence and students are not normally required to attend meetings. Colleagues may at their discretion consult with relevant University support services where a student has indicated that they are receiving support. Please see paragraph 2.1.8 for information about cases which mention disability/DASS.
- 2.2.5 Where colleagues are considering rejecting a request for mitigation that mentions disability support, lack of disability support, the impact of a disability or where a student has disclosed a possible disability, they must refer the case to DASS. DASS will, where possible, confirm the individual circumstances, verify the information provided, and provide specialist advice on disability-related applications before the School colleague reaches a final decision. This should be the case regardless of whether or not the student is registered with DASS, as legislative duties may still apply. Colleagues can also seek further information about potential types of disability from DASS (<http://www.dso.manchester.ac.uk/who-do-we-support/current-students/>).
- 2.2.6 Schools must maintain a written record of all decisions made, which they are able to report on and which are held in accordance with the University's Records Retention Schedule. The Office of the Independent Adjudicator for Higher Education (OIA) recommends that "A written record should be kept of any meeting held to decide the case, setting out who attended, a brief outline of the proceedings and the reasons for the decisions taken, including the outcome for the student". It is good practice to

keep full notes of decisions, especially in cases where requests for mitigation are declined. The OIA may require copies of meeting notes as part of appeals cases.”

- 2.2.7 Arrangements for dealing with mitigating circumstances should be coordinated with procedures for related student matters including disability support, attendance/engagement monitoring and wellbeing, for example, under [Regulation XX](#), Monitoring Attendance and Wellbeing of Students (for which specific procedures should be outlined locally in programme handbooks). Students who submit multiple requests for mitigation should be highlighted by PS colleagues, so that any necessary considerations and arrangements for support can be put in place.

2.3 Accepting Mitigation

- 2.3.1 Initial consideration will decide whether there is sufficient strong evidence of students’ circumstances that are eligible for mitigation. It will then be decided whether the circumstances will have had, or could have had, an adverse effect on the student's performance. If so, it will then be decided how significant the effect was likely to have been. If it is decided that the effect was (or would have been), significant, the mitigation request will be accepted. Mitigation requests may be accepted for a specific assessment, or in relation to more general effects on a number of assessments, or for both.

2.4 Examination Board Decisions and Outcomes

- 2.4.1 If a mitigation request is accepted, a recommendation will be made as to how that should be applied, according to the alpha numeric codes listed in this document (see section 2.5) and based on a view of the severity of the circumstances that affected the student. It is envisaged that these recommendations will be adopted by Examination Boards in the majority of cases. However, the remit of the review of the mitigating circumstances is to establish the severity of mitigating circumstances and to determine whether such circumstances have had a significant effect on the outcomes of an assessment. The Examination Board will have a more holistic view of the student’s performance across their whole programme. It is the role of the Examination Board to determine how to apply the mitigation, given the student's assessment results as a whole. The application of mitigation is considered to be an academic judgement; therefore, the final decision on what action or code to be applied rests with an Examination Board, though it will be considering a

recommendation from others in the School.

- 2.4.2 Only one recommendation/code can be made by the School and ratified by the Examination Board (for example, students should not be offered *both* an extension to coursework and a first sit in the event of the student not submitting their coursework by the extended deadline).
- 2.4.3 In accordance with the Undergraduate and Postgraduate Taught Degree Regulations, the recommendations available will take into account distinct year groups alongside the types of assessment. The exception to this is Schools which have alternative progression and assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs).
- 2.4.4 In some programmes of study, discipline-specific or professional requirements may mean that the options available to the Examination Board for dealing with mitigation are very restricted, for example, permission to re-sit an examination or to re-submit a piece of assessed coursework. In such instances, students must be informed clearly in the relevant programme handbook and Schools should ensure these details are regularly checked and kept up to date. Members of the Examination Board need to be aware of any specific requirements relating to the programme of study which deviate from the usual range of mitigation codes or actions available.
- 2.4.5 Where a preliminary internal meeting of the Examination Board is held to review the results before they are sent to External Examiners, that meeting may conveniently be used for applying mitigation. Otherwise, the whole Board may meet, with or without External Examiners, or it may delegate the task to a sub-group of the Board. Whatever arrangements are adopted, they must be clearly defined in advance and acceptable to the External Examiners.
- 2.4.6 The Examination Board may agree to apply general mitigation to the overall performance of the student. In such cases, the Board will decide, according to the severity of the circumstances and of other available evidence such as prior performance, whether the student is likely to have achieved higher overall marks sufficient to demonstrate appropriate learning outcomes, if they had not experienced the specific circumstances. The Board will then determine, in the light of the available results, whether the student satisfies the published requirements for progression, for a specific degree award or classification, or for treatment under its usual procedures for a borderline candidate. The Examination Board will not adjust the mark of the student in individual units or overall, but will flag marks which have

had mitigation applied so that this can be taken into account by the Examination Board in a subsequent year. (For example, when using that year's marks in computing the overall average for the programme in a subsequent year, the Examination Board will need to allow for the consequent reduction in the overall average if it falls close to a borderline.)

- 2.4.7 Where a request for mitigation covers a significant number of units which the Examination Board feel unable to fully mitigate, rather than a specific component of assessment, it may be more appropriate for the Examination Board to consider the student repeating the year or re-sitting with/without attendance (subject also to the student's agreement). It should be noted, however, that payment of fees may be applicable in these circumstances. Alternatively, the Board may consider the appropriateness of advising the student to consider applying to take an interruption (as per the [Policy on Interruptions to an Undergraduate or Postgraduate Taught Programme of Study](#)); although retrospective interruptions would only normally be approved under exceptional circumstances.
- 2.4.8 When a student who is registered with DASS misses the first sit of an assessment citing disability reasons, but the level of assessment means resit opportunities are not available, (e.g. level 6 or 7 for Integrated Masters), Schools should enquire with DASS to see if the reasons can be validated. If so, DASS's likely recommendation would be to either allow the student an opportunity to take the assessment as a first sit in a subsequent assessment period, or discount the assessment altogether depending on the individual circumstances. This is also the case when a student is not registered with DASS but has disclosed a disability, or possible disability, through the mitigating circumstances process.
- 2.4.9 As soon as possible after the meeting of the Examination Board, the final decisions made should be conveyed by the School to students who have applied for mitigation.

2.5 Recommendation codes

The table below outlines potential outcomes from the review of Mitigating Circumstances that should normally be applied to each individual student case following appropriate consideration.

Code	Description
'A' codes can be used for any type of assessment, including coursework and examinations, or the entire unit. They should only be recommended where reassessment opportunities cannot be offered.	
AA	If there is evidence of underperformance compared to unaffected units, disregard the affected unit(s) from the degree classification calculation (to a limit of 45 credits for the academic year).
AB	In exceptional circumstances for scenarios not addressed in any other codes, a School may make an alternative recommendation considered to be reasonable; however, an explanation of the reasons must be fully documented. These could include: <ul style="list-style-type: none"> - Alternative assessment meeting the original ILO - Mitigation to be carried forward for evaluation in a future year - Repeat years; RWA/RWOA/Interruption - Boundary zone review for students falling between degree classifications (max 2%)
AC	Where there is sufficient evidence of attainment, exclude the assessment(s) mark(s) from the calculation of the unit average if the assessment(s) for which mitigation applies does not exceed 50% of the unit assessment. (The maximum % exclusion may differ for Schools with specific regulations required by PSRBs).
'E' codes are to be used for formal timetabled examinations only	
EA	If examination(s) have been failed or missed, or the student has passed but there is evidence of underperformance, they may be taken as a first attempt (deferral) in the next possible reassessment period.
EB	If examination(s) have been failed or missed, they may be taken as a second attempt (referral) in the next possible reassessment period. (When making this recommendation, the Board should consider the required workload).
'C' codes are to be used for coursework only. This encompasses any summative assessment which is not a formal timetabled examination	
CA	If the coursework has been failed or deadline missed, or the student has passed but there is evidence of underperformance, it may be submitted as a first attempt (deferral) in the next possible reassessment period.
CB	If coursework has been failed or deadline missed, it may be submitted as a second attempt (referral) in the next possible reassessment period.
CC	If the coursework is yet to be submitted, a reasonable extension may be granted. It would be expected that the new deadline would fall within the same assessment period (the student will be issued with a new deadline and will not be subject to late penalties).

Code	Description
CD	If the coursework has been submitted after the assessment deadline, late penalties may be removed.
<u>'N'</u> codes are to be used for applications which are not accepted	
NA	Not accepted – circumstances provided by the student are not regarded as grounds for mitigation under the Policy on Mitigating Circumstances & Coursework Extensions.
NB	Not accepted - supporting evidence does not cover the relevant period.
NC	Not accepted - supporting evidence not supplied by an appropriate source.
ND	Not accepted - evidence is deemed insufficient to support the student's claim of seriousness of impact on their assessment performance.
NE	Not accepted– application not eligible. Submitted late without a strong and acceptable reason, duplicate application or assessment type not eligible for mitigation.
NF	Not accepted – no evidence is provided, and the student has not given any explanation as to the reasons why nor indicated when evidence could be available.
NG	Not accepted - the evidence relates to a disability for which the student is already in receipt of appropriate support from DASS. This decision must always be confirmed by DASS, as there are occasions when the support available will not be able to fully mitigate the student's need.
NH	Not accepted - evidence relates to a condition or circumstance previously used to claim mitigation when the School has previously advised the student on more than one occasion that they should seek support from DASS. This decision must always be confirmed by DASS as some conditions will inevitably recur or worsen, sometimes without warning and mitigation may still be relevant.

2.6 Right of Appeal

- 2.6.1 Since colleagues reviewing mitigation operate under delegated powers from the Examination Board students would not normally be able to appeal their decisions unless some procedural irregularity has occurred. In the event that students believe that a procedural irregularity did occur (for example, the School failed to consider a piece of evidence the student submitted to accompany their request for mitigation), they should raise concerns with their School as soon as they are aware of the potential procedural irregularity. Schools should then look into this concern as soon as possible. If a student is subsequently not satisfied with the way their School has

handled their concern, they can submit an appeal under [Regulation XIX: Academic Appeals Procedure](#) once the final decision of an Examination Board, or equivalent body, has been published.

- 2.6.2 Students can appeal against the final decision of an Examination Board, or equivalent body, under Regulation XIX: Academic Appeals Procedure, if appropriate and in line with the grounds for appeal set out in Regulation XIX.

3.0 Supporting documents and sources of support

- 3.0.1 Staff and students should also refer to the Extension Requests and the Extension Procedure.

- 3.0.2 The following areas of the University can be contacted for support and advice relating to mitigating circumstances:

- i) The University Counselling and Mental Health Service - <http://www.counsellingservice.manchester.ac.uk/>
- ii) Student Support and Advice - <http://www.studentsupport.manchester.ac.uk/> (Student Support Hubs are available on campus; for details of these, students should contact their specific School or Faculty).
- iii) Report & Support - <https://www.reportandsupport.manchester.ac.uk/>
- iv) Disability Advisory and Support Service - <http://www.dso.manchester.ac.uk/>
- v) Occupational Health Service - <http://www.occhealth.manchester.ac.uk/>
- vi) Students' Union Advice Service - <http://manchesterstudentsunion.com/advice>
- vii) Students' own programme or School Hub – please see the following for a list of School contacts - <http://www.manchester.ac.uk/discover/structure/faculties-schools/> and <https://www.studentsupport.manchester.ac.uk/uni-services-az/school-support/> for a list of School Support Hubs.

4.0 Monitoring Compliance

- 4.0.1 Adherence against this document is expected and should be monitored by Heads of Schools (or their delegates) as part of a wider quality assurance process which supports the Annual Academic Assurance Process including, Schools, Faculties,

Teaching and Learning Strategy Group, the Academic Quality Sub-Committee for Teaching, Learning and Students, and Senate.

Appendix A: Mitigating Circumstances process flow chart

Student submits request for mitigating circumstances to their School. *

*For 2025/26, local submission processes are in place. Going forward, a new institutional online process is planned by the Mitigating Circumstances & Extension Project Team.



Preliminary Stage: Identifying Eligible Cases

PS staff identify all requests that were received in time. The deadlines are:

For exams – no later than the School’s published end-of-semester deadline.

For coursework - seven calendar days after the submission deadline of the affected coursework.

If the application is submitted in time, the request moves to Stage 1.

Requests for mitigation submitted after these deadlines will not be considered without a valid, strong and acceptable reason why the circumstances were not, or could not, have been notified before the deadline date. In the case there is no acceptable reason, students must be advised that their application is not eligible for consideration and should be signposted to relevant support.

Stage 1: Accepting/Rejecting Applications & Recommendation of Codes

Wherever a decision is made in Stage 1 (1a, 1b or 1c), this must be communicated to the student as ‘Accept’ or ‘Reject’ at the earliest opportunity.

1a) PS Case Review

All requests are reviewed by PS staff on a weekly basis as a minimum, to determine if a case is accepted or rejected. A recommendation will also be made on how to apply mitigation, using the recommendation codes listed in Section 2.5.

If it is not possible to make an accept/reject decision and/or determine the recommendation code, the case should be referred to an appropriate escalation point (normally Stage 1b).



1b) Academic Case Review *Optional*

If required, cases can be referred to an appropriate academic colleague to review any outstanding decisions. This decision could encompass both Accept/Reject outcomes and recommendation codes.

If it is not possible to reach a decision at Stage 1b, the case should be referred to Stage 1c for panel consideration.

If it is not possible to reach a decision at Stage 1b, the case should be referred to Stage 1c for panel



1c) Mitigating Circumstances Panel Review *Optional**

In exceptional circumstances a Mitigating Circumstances Panel may be convened, with both PS and academic membership. The panel should meet to discuss any outstanding cases and/or recommendations, and where there is disagreement between colleagues the final decision will sit with an appropriate Senior academic.

*Meetings will not have a set institutional list of members or quoracy requirements; details will be determined locally by Schools. However, it is envisaged that there would be an academic chair and at least one PS member of staff, with other relevant academic colleagues.

Stage 2: Applying Mitigation

Examination Boards consider the recommendations made by Schools and make a final decision how best to apply mitigation, if appropriate. (This could be the same recommendation provided by the School, or different, based on the Board's holistic view of the student's performance and outcomes).



As soon as possible after the meeting of the Examination Board, the final decisions made must be conveyed by the School to students who have applied for mitigation.

Right of Appeal

Students will be permitted to appeal a mitigation request which was 'rejected', only in the case where there are procedural irregularities (e.g. if a request is rejected with the reason that the student did not submit any evidence, yet the student can prove they did submit the required evidence).

If a student is subsequently not satisfied with the way their School has handled their concern, they can submit an appeal under Regulation XIX: Academic Appeals Procedure once the final decision of an Examination Board, or equivalent body, has been published.

Students can appeal against the final decision of an Examination Board, or equivalent body, under Regulation XIX: Academic Appeals Procedure, if appropriate and in line with the grounds for appeal set out in Regulation XIX.

Version amendment history box and Document control box

Document Control Box	
Policy / Procedure title	Mitigating Circumstances Procedures
Approving Body	Senate / Academic Standards and Quality Committee (Teaching, Learning and Students)
Supersedes	June 2023 version
Previous review dates	June 2023, June 2017, June 2015 (document entitled Mitigating Circumstances Panels: Terms of Reference), September 2014
Related information	<ul style="list-style-type: none"> • Policy on Mitigating Circumstances and Coursework Extensions • Procedure for Extensions • Procedure on Break in Learning for Degree Apprentices • Mitigating circumstances and extension requests (Student Support webpage) • DASS Guidance for Dealing with Disability-Related requests for Mitigation • Guidance for Disability Advisory and Support Service (DASS) • Related Automatic Extensions • Student guidance on DASS-related Automatic Extensions • Basic Guide to Mitigating Circumstances
Next review date	June 2027
Policy owner	Director of Student and Academic Services (SAS)
Lead contact	<p>Teaching and Learning Manager (Policies and Degree Apprenticeships), Teaching and Learning Delivery, Division of SAS</p> <p><i>For any queries or questions relating to this document, please direct your email to teaching-policy@manchester.ac.uk</i></p>

Version amendment history: Mitigating Circumstances Procedures		
Version	Date	Reason for change
2.1	June 2025	Updates made to the procedures following a review of the Policy and related Procedures on Mitigating Circumstances Including: <ul style="list-style-type: none"> Changes to wording and clarification of existing wording to promote consistency and support the design of the technical solution. Significant revisions to evidentiary requirements in light of the Bristol V Abrahart case.
2.0	June 2023	Updates made following a review of the Policy on Mitigating Circumstances and Mitigating Circumstances Procedures Including: <ul style="list-style-type: none"> Clarifying some of the temporary arrangements that had been in place during the Covid-19 pandemic, which were now built into the Procedures permanently Putting the document into a new agreed format for teaching and learning policies Making explicit reference to extension requests Adopting a new approach to triaging and approving mitigating circumstance claims in the first instance
October 2022	October 2022	<ul style="list-style-type: none"> Reference to the Assessment Commitments removed from the note at the top of the page and statement amended to read: <i>"For specific arrangements for Mitigating Circumstances during 2022/23, please see:</i> https://www.staffnet.manchester.ac.uk/tlso/policy-guidance/assessment/reaching-decisions-from-assessment/mitigating-circumstances/ or https://www.studentsupport.manchester.ac.uk/study-support/mitigating-circumstances/
July 2022	July 2022	<ul style="list-style-type: none"> Update to document control box re Division name and contact
January 2021	January 2021	<ul style="list-style-type: none"> Note added to top of document regarding arrangements during Covid-19 and the Assessment Pledge
October 2021	October 2021	<ul style="list-style-type: none"> Note added to top of document regarding arrangements under the Assessment Commitments 2021/22
June 2018	June 2018	<ul style="list-style-type: none"> DASS web links added June 2018