

# Assessment Deadlines

LMETB has adapted the following Assessment procedure from the work carried out by the ETBI National Assessment Working Group. This assessment procedure has been approved and adopted for use by all LMETB Further Education and Training Services by the LMETB Quality Assurance Governance Management Committee (QAGMC).

June 2019.

NOTE: Procedure reviewed, changes made and approved by the QAGMC  
September 2021

## LMETB ASSESSMENT PROCEDURES

### GLOSSARY OF TERMS

<p>Appeals Examiner</p>	<p>The Appeals Examiner refers to the individual who examines the learner assessment appeal evidence and makes a decision on the appeal.</p> <p>An Appeals Examiner is appointed by the ETB and is a person who <b>MUST</b> be:</p> <ul style="list-style-type: none"> <li>▪ A subject-matter expert</li> <li>▪ External to the original assessment process</li> <li>▪ Has no conflict of interest with the learner or Learning Practitioner(s)</li> <li>▪ External to the provider or to the original assessment process</li> </ul> <p>Ideally, the Appeals Examiner should be an External Authenticator</p>
<p>Assessment Appeals Facilitator</p>	<p>The Assessment Appeals Facilitator or designated person, refers to the individual who facilitates the learner assessment appeal. The Assessment Appeals Facilitator must have a working knowledge of assessment and quality assurance procedures; ensure that no conflict of interest exists; and have had no prior involvement in the assessment processes relating to the particular piece of assessment.</p>
<p>Centre</p>	<p>The Centre refers to any ETB College or ETB Education/Training Centre.</p>
<p>Centre Manager</p>	<p>The Centre Manager refers to the Centre Manager, Centre Director, Principal or the manager of any ETB College or ETB Education/Training Centre. In the event of the absence of a Centre Manager, an appropriate designated person should be assigned.</p>
<p>ETB</p>	<p>Education and Training Board</p>
<p>ETB Manager</p>	<p>The ETB Manager refers to any manager within the ETB.</p>

<p>Independent Appeals Committee</p>	<p>The Independent Appeals Committee refers to the committee which examines the assessment process appeals. The committee is appointed by the ETB and MUST:</p> <ul style="list-style-type: none"> <li>▪ Consists of a minimum of two ETB senior personnel who are external to the Centre</li> <li>▪ Have knowledge of QA procedures</li> </ul> <p>The Independent Appeals Committee should be supported by internal QA personnel.</p> <p>Depending on the nature of the appeal, personnel from outside the ETB may be required. This is at the discretion of the ETB.</p>
<p>Invigilator</p>	<p>The Invigilator refers to the individual who supervises an examination.</p> <p>Ideally, an alternative invigilator other than the Learning Practitioner should supervise an examination.</p> <p>The Invigilator (appointed by the Programme Co-ordinator) must:</p> <ul style="list-style-type: none"> <li>▪ sign a declaration of impartiality</li> <li>▪ be appointed in line with the specific guidelines of the awarding body, if such guidelines exist.</li> </ul>
<p>Learning Practitioner</p>	<p>The Learning Practitioner refers to any teacher, tutor, instructor or assessor.</p>
<p>Programme Co-ordinator</p>	<p>The Programme Co-ordinator refers to Programme Co-ordinator, Programme Manager or other relevant manager of course or programme. In the event of the absence of a Programme Manager, an appropriate designated person should be assigned.</p>
<p>RPL Mentor/ Facilitator</p>	<p>The RPL Mentor/Facilitator refers to an individual who:</p> <ul style="list-style-type: none"> <li>▪ is familiar with RPL policies</li> <li>▪ has received training in RPL</li> <li>▪ is a subject matter expert</li> </ul>

## ASSESSMENT DEADLINES:

### Covering

## SHORT-TERM EXTENSIONS and COMPASSIONATE CONSIDERATION IN EXTENUATING CIRCUMSTANCES

### Principles of Assessment in relation to Assessment Deadlines and Compassionate consideration

Assessment is underpinned by the **principles of assessment** including the **fair** principle (equal opportunity for all learners) and **consistent** principle (consistency in approach to assessment across ETBs, programmes and modules). Assessment deadlines are dates that are planned in advance of assessment and should be adhered to. In order to ensure the fair and consistent assessment of learners, the following procedures should be followed in relation to the deadlines for submission of learner evidence. The provider's Quality Assurance System overarches these principles and ensures learner achievement is assessed in a fair and consistent way in line with the national standards for the award.

Quality assured assessment ensures that, in criterion referenced assessment, "learners are assessed, and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award" (QQI, Revised 2018, p.5). Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles of assessment.

#### Principles of Assessment

##### Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed. Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Learners can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

##### Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results.

Reliability in assessment ensures that results are consistent under similar conditions. Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Learner evidence is reliable
- Results are consistent over time across various assessors, contexts, conditions and learners

### **Fair**

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures learners have access to appropriate resources/equipment in assessment: assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

### **Quality**

Quality in assessment ensures that all assessment processes are quality assured.

### **Transparency**

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

Assessment is underpinned by the principles of assessment including the fair principle (equal opportunity for all learners) and consistent principle (consistency in approach to assessment across LMETB's programmes and modules). As such, in order to ensure the fair and consistent assessment of learners, the following procedures should be followed in relation to the secure storage of assessment materials and learner assessment evidence. LMETB's Quality Assurance System overarches these principles and ensures learner achievement is assessed in a fair and consistent way in line with the award standard

In order to ensure *fairness* and *consistency* across all assessment activities, learners may be granted a **short-term extension** to an assessment deadline under **extenuating circumstances**. In these circumstances, the learner must not be unfairly disadvantaged as a result of extenuating circumstances. Furthermore, the learner must not gain significant advantage when compared with other learners.

Learners may also apply for **compassionate consideration** in relation to their assessment. Such compassionate consideration could include deferring an assessment activity or providing an extension to an assessment deadline **and will only be granted in extenuating circumstances with supporting relevant evidence/documentation**. In these circumstances, the learner must not be unfairly disadvantaged as a result of extenuating circumstances. Furthermore, the learner must not gain significant advantage when compared with other learners.

***Compassionate consideration is subject to individual centre resources and may be timeline restricted.***

### **A Note on Practical Exams / Skills Demonstrations**

In Dunboyne College, a student must have a minimum of 70% attendance in order to take part in a practical exam. This ensures that the necessary skills have been learned, and safety and health requirements are adhered to.

## Definitions

### Assessment Deadlines

Assessment deadlines are planned in advance of assessment and adhere to the assessment plan for the programme or module. Learners MUST be made aware of assessment deadlines including submission dates for assessment evidence and dates of practical assessments (e.g. examination, skills demonstration, etc.) prior to, or as soon as is feasibly possible, in the programme or module (e.g. assessment plan, notice boards, etc.). These assessment deadlines should allow the learner adequate time in which to fully complete the assessment tasks.

### Missed Assessment Deadlines

The term missed assessment deadlines refers to:

- Failure to submit assessment evidence on or in advance of agreed assessment deadline, and/or
- Failure to attend a practical assessment (e.g. Skills Demonstration, etc.).

Missed Assessment Deadlines can be categorised as ‘Expected’ (see page 11) or ‘Unexpected’ (see page 12).

### Short-term extension

The term short-term extension refers to a **defined** timeframe which an assessment deadline will be extended for in the case of extenuating circumstances (see section below). The recommended maximum acceptable extension is up to five (5) working days. If the circumstances are expected to extend beyond a short-term extension, the procedures for [Assessment Deadlines: Compassionate Consideration in extenuating circumstances](#) (see p. 8) should be followed.

### Examples of extenuating circumstances (Short-term extension)

Extenuating circumstances are situations or events which unexpectedly interfere with a learner’s ability to complete or sit an element of assessment. Extenuating circumstances which **may** be considered include, but are not limited to:

- Personal illness (with medical certificate)\*
- Illness/care of child or dependent relative (with medical certificate)\*
- Extreme bad weather
- Other extenuating circumstances may be considered under Compassionate Consideration application, see [Assessment Deadlines: Compassionate Consideration in extenuating circumstances](#) procedure

**\* Relevant evidence/documentation from a qualified professional practitioner (e.g. medical practitioner) should support an application (but will not guarantee an assessment extension).**

## Compassionate Consideration

Under Compassionate Consideration grounds, learners can apply to DEFER or REPEAT an assessment. Compassionate Consideration procedures apply to learners who;

- have been prevented or may be prevented from undertaking a specific assessment activity because of extenuating circumstances, to apply to DEFER the assessment and to extend the assessment deadline date or to complete the assessment activity on a new date to be determined by the Programme/Centre Co-ordinator/Designated Person or Learning Practitioner. In such cases, supporting relevant evidence/documentation (see p.9) must accompany the application. The application is then processed and either granted or declined.
- felt their performance has been seriously impaired because of extenuating circumstances, to apply to REPEAT the assessment, i.e. to be allowed to sit the assessment activity on at an alternative sitting. In such cases, supporting relevant evidence/documentation (see p.8) must accompany the application. The application is then processed and either granted or declined.

In both cases, where the application has been declined and where the assessment has been completed, the original result of the assessment will apply. Learners have the right to appeal this decision (see p.16).

### Examples of extenuating circumstances (Compassionate Consideration)

Extenuating circumstances are situations or events which unexpectedly interfere with a learner's ability to complete or sit an element of assessment. Extenuating circumstances under which **may** be considered include, but are not limited to:

- Recent physical injury
- physical disability or chronic/disabling condition such as epilepsy, glandular fever, severe effects of pregnancy or other incapacitating illness of the learner
- recent bereavement of close family member or close friend
- personal injury certified by a medical practitioner
- certified mental health issue
- serious illness of a close family member
- serious illness of child or other family member for whom the learner is primary carer
- other extenuating circumstances

Examples of circumstances which are **unlikely to be considered** include, but are not limited to:

- typical symptoms associated with exam stress
- minor illnesses such as a common cold
- holidays
- IT and/or computer failure (excluding in an examination)
- English is not the first language of the learner

**This is not an exhaustive list**

**Any application in relation to compassionate consideration requires the learner to provide supporting relevant evidence/documentation (see p.8) of the extenuating circumstances.**

## Supporting relevant evidence/documentation for Compassionate Consideration

Supporting relevant evidence/documentation refers to a:

- **Statement from a qualified professional practitioner.** Examples of statements from a qualified professional practitioner necessary for consideration of compassionate consideration include, but are not limited to:
  - Statement from medical practitioner (e.g. doctor, psychologist, etc)
  - Statement from An Garda Síochána/legal professional
  - Statement from Programme Co-ordinator/Centre Manager/Designated Person (in extenuating cases, the Programme Co-ordinator or Centre Manager may be aware of circumstances whereby the learner may be unable to obtain a statement from another qualified professional (e.g. due to financial constraints) and may complete a statement for the learner while maintaining confidentiality (Appendix 2)

**All evidence must be on headed paper and must be legible, stamped and dated.  
All evidence must relate to the specific application for extenuating circumstances  
being made.**

- RIP.ie or other source (if requested)

## Assessment Deadlines Roles and Responsibilities

### The Programme Co-ordinator

The Programme Co-ordinator/Manager/Designated Person must ensure that the Learning Practitioner and the learner are made aware of their responsibilities in relation to planning, conducting and concluding assessment including deadlines (e.g. Learner Handbook<sup>1</sup> (where available), Assessment Schedules, Class Notices, etc.).

In the event of a **missed assessment deadline**, the Programme Co-ordinator/Centre Manager/Designated Person or Learning Practitioner will be responsible for the management of the short-term extension application to extend the deadline.

In the **request for compassionate consideration**, the Programme Co-ordinator/Centre Manager or Designated Person or Learning Practitioner will be responsible for the management of the application process.

### The Learning Practitioner

Assessment deadlines are identified by the Learning Practitioner and communicated to learners in advance of assessment (notice boards, etc.) and included in the programme assessment plan (QA requirement), which is also made available to the learners. Learners are expected to present

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<sup>1</sup>The *Learner Handbook* is currently under development

assessment evidence on or in advance of the deadline identified by the Learning Practitioner unless there are extenuating circumstances.

- Where a learner attempts to submit assessment evidence after a deadline, the Learning Practitioner must not accept the assessment evidence unless there are proven extenuating circumstances and either a Short-term Extension Application or Compassionate Consideration Application has been granted.
- Both Short-term Extension Application and Compassionate Consideration Application will be processed by the Learning Practitioner. The Learning Practitioner may wish to consult and meet<sup>2</sup> with the Programme Co-ordinator/Centre Manager/Designated Person in order to process the learner application.

## The Learner

Assessment deadlines are communicated to learners in advance of the assessment deadline (assessment plan, notice boards, etc.). The learner is required to keep up-to-date with relevant assessment deadlines and consequences for missing same.

At the commencement of the programme, all learners should sign a **Learner Contract** (where possible) which declares their responsibility in relation to meeting assessment deadlines and consequences for same (Learner Handbook, when available).

- **In the event of extenuating circumstances, the learner is required to complete the application for compassionate consideration using the guidelines in this document and the appropriate application form.**
  - The learner is required to provide relevant supporting evidence/documentation (see p. 9) of the extenuating circumstances which they felt:
    - **may have prevented or may prevent him/her** from either:
      - **completing** an assessment activity (Learner Record, Collection of Work, Project, Assignment or Skills Demonstration), or
      - **missing** a practical assessment (Examination or Skills Demonstration) *or* **seriously impaired or may seriously impair his/her performance** in:
        - a practical assessment (Examination or Skills Demonstration).

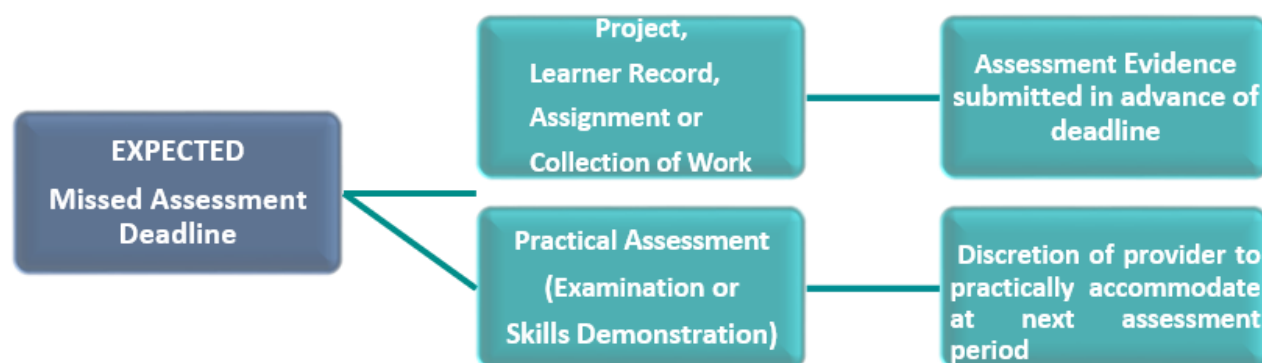
This must be provided within 2 days and no more than 2 weeks<sup>3</sup> after date of application or date as determined by the learning practitioner.

**Important:** The learner is responsible for the submission of assessment evidence for an assessment activity within the deadline specified (**on** or **in advance** of the deadline).

<sup>2</sup> In the case of Outreach or Distance Learning Programmes, the Learning Practitioner may be unable to meet with the Programme Co-ordinator and as such may communicate via phone and/or email.

<sup>3</sup> In exceptional cases, the Learning Practitioner, Programme Co-ordinator/Centre Manager or designated person may extend this date due to the specific circumstances which may prevent the learner from obtaining the relevant evidence/documentation within the allowed timeframe.

## “EXPECTED” Missed Assessment Deadline Procedure



**Figure 1.1 Expected Missed Assessment Deadlines Procedure**

“Expected” missed assessment deadlines **include**, but are not limited to: court appearance, job interview, medical appointment, family event, pre-planned event, etc

Assessment Deadlines are planned in advance of a programme or module and assessment deadlines are detailed on the Assessment Plan (QA requirement) for the programme and/or module.

On occasion, prior to the commencement of the course/programme or once the assessment plan has been distributed to learners, the learner may discover that there is a planned assessment deadline which s/he is unable to meet (for example, due to a clash of dates, where an appointment/arrangement had been made prior to the publication of an assessment deadline). The following procedure should be followed in relation to an expected missed assessment deadline (see Figure 1.1).

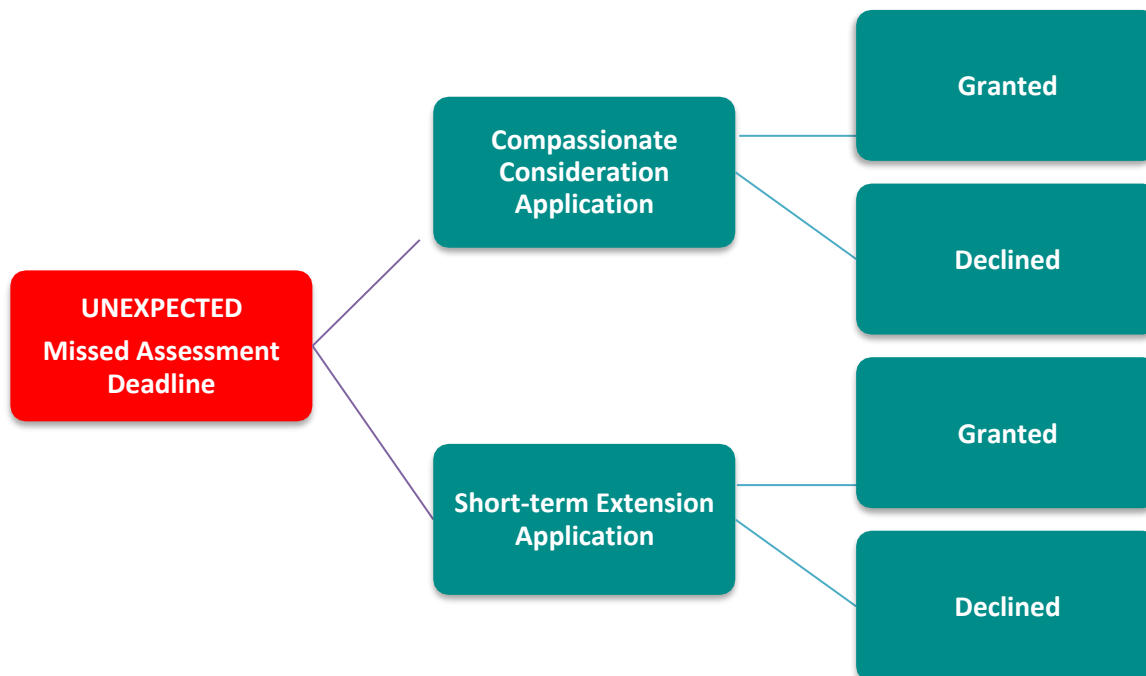
### Submission of learner assessment evidence with a specific assessment deadline (e.g. Project, Learner Record, Assignment or Collection of Work)

In the case of an expected missed assessment deadlines, the learner is responsible for submitting assessment evidence (Project, Learner Record, Assignment or Collection of Work) **in advance** of the assessment deadline, unless there are extenuating circumstances. In such cases, the learner may apply for Compassionate Consideration due to extenuating circumstances (see p.8, *Assessment Deadlines: Compassionate Consideration in extenuating circumstances* procedure).

### Practical Assessment (e.g. Examination or Skills Demonstration) on a specific date

In the case of an expected missed practical assessment on a specific date, (e.g. Skills Demonstration), it is at the discretion of the provider as to whether the provider can practically accommodate the learner at an alternative sitting at the next assessment period.

## “UNEXPECTED” Missed Assessment Deadlines Procedure



**Figure 1.2 Unexpected Missed Assessment Deadlines Procedure**

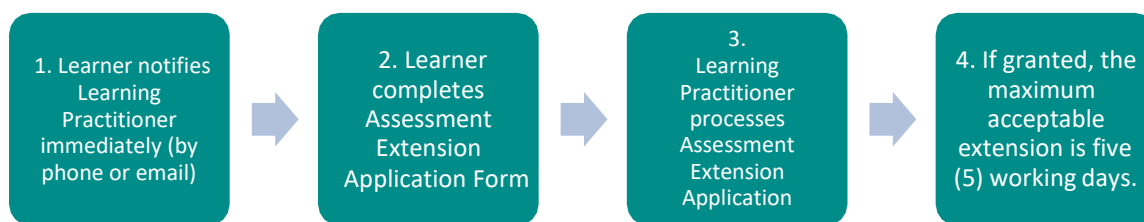
“Unexpected” missed assessment deadlines **include**, but are not limited to: illness (with medical certificate), involvement in an accident, etc. For further details relating to extenuating circumstances, see page 8.

Assessment Deadlines are planned in advance of a programme or module and assessment deadlines are detailed on the Assessment Plan for the programme and/or module.

In the event that, due to unforeseen circumstances, a learner may have missed an assessment deadline or may be aware that s/he will miss an impending assessment deadline, the learner may apply for (see Figure 1.2):

1. Assessment Deadlines: Short-term extensions (see p.13)
- or*
2. Assessment Deadlines: Compassionate Consideration in extenuating circumstances (see [Compassionate Consideration in extenuating circumstances](#) procedure p.15,) using the appropriate application form.

## Short-term Extension Application Procedure



**Figure 1.3 Assessment Extension Application Procedure**

In the event that a learner may be aware that s/he will miss an impending assessment deadline or has missed an assessment deadline, the following procedure must take place within three (3) working days (see Figure 1.3). If there are extenuating circumstances, which will extend beyond the **defined timeframe**, the learner should proceed to the [Assessment Deadlines: Compassionate Consideration in extenuating circumstances](#) procedure (p.15).

### 1. Learner notifies the Learning Practitioner immediately

In the event that a learner **may miss** an impending assessment deadline or **has missed** an assessment deadline, the learner must notify the Learning Practitioner immediately (via email, phone, text or other appropriate format). The Learning Practitioner will give due consideration to the learner. In some cases (where assessment evidence is required in hard copy), the learner **may** be eligible to submit the assessment evidence via email or other electronic method and subsequently submit the hard copy evidence (Assignment, Project, Collection of Work or Learner Record). If the Learning Practitioner agrees that the assessment evidence sent via email (or other electronic method) is acceptable, the learner does not need to proceed with the Missed Assessment Deadline application.) The Learning Practitioner informs the learner of the Compassionate Consideration procedure.

### 2. Learner completes Assessment Extension Application Form

The learner must complete an **Assessment Deadline Extension Application Form - Part A** (Appendix 1) and submit the application along with relevant supporting evidence/documentation (see p.9) to the Learning Practitioner within a reasonable defined timeframe (before the due date or within 3 working days of missed deadline). In exceptional cases, this date may be extended due to the specific circumstances which may prevent the learner from obtaining the relevant evidence/documentation within the allowed timeframe. The application must state the extenuating circumstances that occurred.

### 3. The Learning Practitioner processes Assessment Extension Application

The Learning Practitioner must process the application based on the circumstances and evidence (if any). The Learning Practitioner must indicate on the **Assessment Extension Deadline Application Form - Part B** whether the learner is applying for a Short-Term extension or a Compassionate Consideration extension. The Learning Practitioner must either grant or decline the application for an extension of assessment deadline. The Learning Practitioner may arrange a meeting with the Programme Coordinator/Centre Manager/Designated Person to further discuss the application and to help decide on the outcome. It is at the discretion of the Learning Practitioner and (if necessary) the Programme Co-ordinator/Centre Manager/Designated Person to grant or refuse an extension. A learner can appeal the outcome (see p.16).

**If granted, the maximum acceptable extension as per the defined timeframe is five (5) working days).**

**If an Assessment Extension is granted:**

**Learner Evidence (Project, Learner Record, Assignment or Collection of Work):** Where the application is successful, the learner evidence is accepted by the Learning Practitioner and **should be marked and graded in accordance with the standards for the award.** The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award. **There is no mark/grade penalty under this procedure.**

In the case of a practical assessment (**Skills Demonstration/ Practical Examination**), it is at the discretion of the provider as to whether the provider can practically accommodate the learner at a re-sit at the next assessment period.

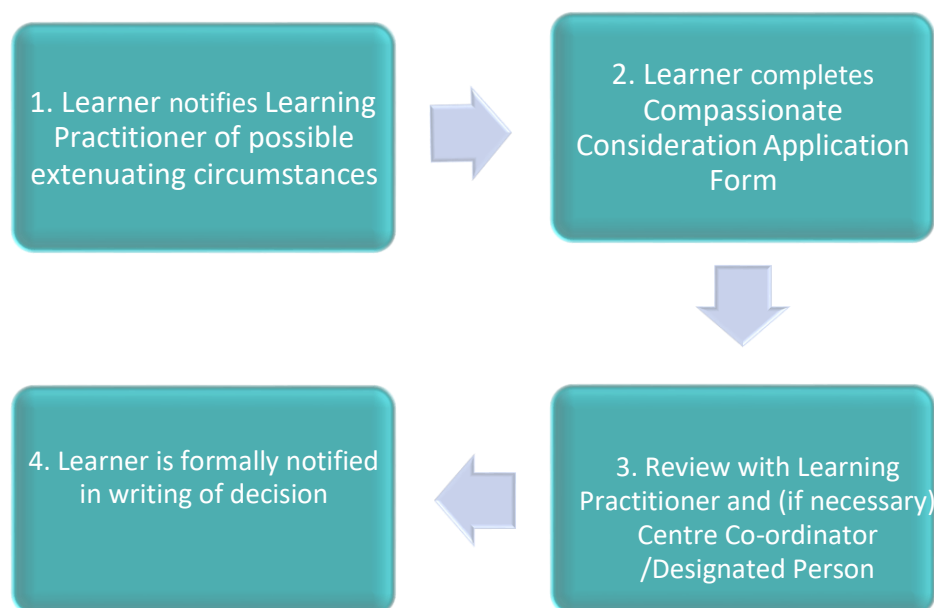
**If an Assessment Extension is declined:**

If the decision is that the short-term extension application has been declined, the following outcomes will apply:

- If the learner is submitting an **Assignment, Learner Record, Collection of Work, Project or Skills Demonstration**, then the Provision Co-ordinator or Assessor will refuse to accept the assessment evidence from the learner for marking/grading.
- If an application is for non-attendance at a practical assessment (**Examination or Skills Demonstration**) no new date will be offered.

The learner has the right to appeal (see p.16).

## Compassionate Consideration Procedure



**Figure 1.1 Compassionate Consideration Procedure**

- The learner notifies the Learning Practitioner of the extenuating circumstances which they felt:
  - a) **may have prevented or may prevent him/her** from either:
    - **completing** an assessment activity (Learner Record, Collection of Work, Project, Assignment or Skills Demonstration), or
    - **missing** a practical assessment (Examination or Skills Demonstration)
  - or
  - b) **seriously impaired or may seriously impair his/her performance** in:
    - a practical assessment (Examination or Skills Demonstration).

The Learning Practitioner informs the learner of the Compassionate Consideration procedure.

- The learner completes the **Assessment Deadline: Extension Application Form - Part A** (Appendix 1) and returns it to the Learning Practitioner before the due date of the assessment or within three (3) working days of the assessment due date<sup>4</sup>. This application **MUST** be accompanied with relevant supporting evidence/documentation (see p.8) and must state the **extenuating circumstances** that occurred.
- The Programme Co-ordinator/Centre Manager/Designated Person and/or the Learning Practitioner must judge each application for compassionate consideration or extenuating circumstances on its own merits. The Learning Practitioner may arrange a meeting with the Programme Co-ordinator/Centre Manager/Designated Person to further discuss the application and decide on the outcome.
 

In the event of extenuating circumstances, considerations include:

  - Details of extenuating circumstances
  - Severity of circumstances

<sup>4</sup> In exceptional circumstances, the Learning Practitioner may extend this deadline

- Application from learner
- Relevant supporting evidence/documentation
- Nature of the assessment activity (Assignment, Project, Learner Record, Collection of Work, Skills Demonstration and Examination)

The learner is informed in writing (or other appropriate format) of the decision, granted or declined within one (1) working day and not more than three (3) working days.

○ **Granted:**

- If the decision is that the compassionate consideration application has been **granted**, the revised schedule for the assessment activity is agreed between the Learning Practitioner and the learner. Every attempt to facilitate this in the current assessment period will be made. However, due to time constraints, the nature of the assessment activity, and/or resources, this revised schedule may roll into a subsequent certification period. This is, however, subject to the centre's own schedule and the last dates for assessments deadline.
- **Examination:** Where the application is successful, in the event that the assessment activity is an examination, please note that a new examination paper, marking scheme and set of outline solutions is devised. The original examination paper will not be re-used. This new examination date is subject to centre resources and as stated above this revised schedule may roll into a subsequent certification period.
- **Learner Evidence (Assignment, Project, Learner Record, Collection of Work and Skills Demonstration):** Where the application is successful, the learner evidence is accepted by the Learning Practitioner and **should be marked and graded in accordance with the standards for the award**. The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award. **There is no mark/grade penalty under this procedure.**

○ **Declined:**

- If the decision is that the compassionate consideration application has been **declined**, the following outcomes will apply:
  - If the learner is submitting an Assignment, Learner Record, Collection of Work, Project or Skills Demonstration, then the Provision Co-ordinator or Assessor will refuse to accept the assessment evidence from the learner for marking/grading.
  - If an application is for non-attendance at a practical assessment (Examination or Skills Demonstration) no new date will be offered.
  - If an application refers to a learner's performance being impaired in a practical assessment the original result will stand.

The learner has the right to appeal (see below).

### **Compassionate Consideration Appeals**

The learner has the right to appeal the compassionate consideration application decision. Appeals must be made within a defined timeframe (one (1) working day) of the decision (in exceptional circumstances, the Centre Coordinator may extend this). All appeals must be made in writing using the Compassionate Consideration Extension Appeals Application Form (Appendix 3). Decisions on appeals are final.

## Appendix 1: Assessment Deadline: Short-term Extension and Compassionate Consideration Application Form

Centre: (insert name and logo)

<b>Assessment Deadline: Extension Application Form</b> <b>Short-term Extension and/or Compassionate Consideration</b>	
<b>Part A: To be completed by the learner</b> Please complete all sections of Part A of this application form and return it to the teacher / tutor with relevant evidence/documentation to support your application. It must be submitted before or within 3 days of a missed assessment.	
<b>Learner Name</b>	
<b>Course / Class</b>	
<b>Module</b>	
<b>Teacher / Tutor</b>	
<b>Type of Assessment / Name of Assessment</b>	
<b>Assessment Original Due Date</b>	
<b>Reason for Requiring Extension</b>	
<b>Learner Signature</b>	
<b>Date</b>	
<b>Part B: To be completed by the Learning Practitioner</b>	
<b>Category of Extension</b>	
<b>Short-term Extension</b> <input type="checkbox"/>  (The learner must apply for this type of extension before the due date of the assessment or within 3 working days of a missed assessment due date. This type of extension allows for the learner to be given up to <b>5 working days</b> extra to	<b>Compassionate Consideration</b> <input type="checkbox"/>  (The learner must apply for this type of extension before the due date of the assessment or within 3 working days of a missed assessment due date. This is for more serious, longer term exceptional circumstances which are preventing a learner from completing an assessment or seriously impairing his/her performance. The learning practitioner may give an extension at their own discretion, within reason and the confines of LMETB's Assessment Deadlines Procedure) and subject to the centre's own schedule and deadlines for last submissions).

complete assessment).	
<b>Date Application for Extension Received</b>	
<b>Supporting evidence / documentation attached?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Grant Extension</b> <input type="checkbox"/>	<b>Do not grant extension</b> <input type="checkbox"/>
<b>Reason for granting extension</b> (if no supporting evidence attached, Learning Practitioner should give a statement as to why extension has been granted).	<b>Reason for not granting extension</b>
<b>New Due Date for Assessment</b>	
I can confirm that: <ul style="list-style-type: none"> <li>• There is sound evidence to grant or decline the application for an Assessment Extension</li> <li>• If granted, the granting of an assessment extension will not give the learner in question an unfair assessment advantage over other learners undertaking the assessment</li> <li>• I will inform the learner immediately of the decision regarding the Assessment Extension decision</li> </ul>	
<b>Learning Practitioner Signature</b>	
<b>Date</b>	
<b>Part C: The Learning Practitioner may arrange a meeting with the Programme</b>	

<b><i>Coordinator/Manager/ Designated Person to further discuss the application and to aid with the decision-making process on the outcome.</i></b>	
<b>Date of Meeting</b>	
<b>Outcome of meeting</b>	
<b>Coordinator / DP Signature</b>	

**Note:**

A copy of this form should be kept by the teacher / tutor. A copy should be given to the learner and the learner should attach this form to the submitted assessment.

## Appendix 2: Statement from Programme Co-ordinator/Centre Manager/Designated Person

In some cases, the Programme Co-ordinator/Centre Manager/DP may be aware of circumstances whereby the learner may be unable to obtain a statement from another qualified professional (e.g. due to financial constraints) and may complete a statement for the learner while maintaining confidentiality.

### To be completed by the Programme Co-ordinator/Centre Manager/Designated Person

<b>Programme Co-ordinator/Centre Manager/DP Name:</b>	
<b>Learner Name:</b>	
<b>Course/Programme:</b>	
<b>Module(s):</b>	
<b>Declaration:</b>	
<p>I can confirm that there are confidential extenuating circumstances which pertain to this learner which have:</p> <ul style="list-style-type: none"> <li><input type="radio"/> prevented him/her from undertaking a specific assessment activity</li> <li>or</li> <li><input type="radio"/> seriously impaired his/her performance<sup>5</sup></li> </ul>	
<b>Signed:</b>	
<b>Date:</b>	

<sup>5</sup>In extenuating circumstances, a learner may feel that their performance has been seriously impaired and may apply for compassionate consideration due to extenuating circumstances. In such cases, **relevant evidence/documentation** must

support the application (see 2.1) and the application for same must be **granted**. Where the application has **not** been granted, the original result of the assessment will apply.

## Appendix 3: Appeals Application Form

(Assessment Deadlines: Short-term Extension/Compassionate Consideration)

<b>APPEALS APPLICATION FORM</b>	
(Assessment Deadlines: Short-term Extension/Compassionate Consideration)	
<b>Part A: This section must be completed by the Learner</b>	
<b>Nature of Appeal:</b>	Compassionate Consideration <input type="checkbox"/> Short-term Extension <input type="checkbox"/>
<b>Centre Name:</b>	
<b>Learner Name:</b>	
<b>Date of Appeals Application:</b>	
<b>Reason for Appeal:</b>	
<b>Reason why decision was declined:</b>	
<b>Details of supporting evidence provided:</b>	

<b>Part B: (Office Use) This section must be completed by the relevant LMETB Manager</b>	
<b>Name:</b>	
<b>Receipt date of application:</b>	
<b>Application:</b>	I can confirm that a review of the Application has been completed and that the Appeal is: Granted <input type="checkbox"/> Declined <input type="checkbox"/>
<b>Reason:</b>	
<b>Signature:</b>	
<b>Date:</b>	