

# Framework for the Approval of Concessions at UEA Partner Institutions

The purpose of this document is to outline UEA's approach to concessions for Partners. This includes an overview of what constitutes a concession, the guiding principles underlying concessions, and who is able to approve them. Detailed tables list all the types of concessions covered by this document, who approves them and the evidence required.

## 1 What constitutes a concession?

A concession occurs when a partner institution is not able to apply its normal regulations or procedures (as approved by UEA) to a situation relating to students, modules or courses. In such situations it may be necessary to explore whether there is an alternative approach available (a concession), to remedy the situation. Typically, concessions fall into two groups:

- Student concessions
- Module or course concessions

The most commonly occurring concessions are outlined in section 3.

## 2 Guiding Principles

- I. Concessionary powers are exercised on behalf of the Senate of the University.
- II. A concession shall not be approved by the person recommending the concession
- III. There will be academic input into any decision relating to academic matters, which may be at an early stage in the process and need not be at the decision-making stage.
- IV. All concession requests must be supported by appropriate evidence.
- V. The outcome of a concession request cannot be appealed. However, where a decision is made to reject a concession request the decision shall be reviewed by an appropriate second member of staff. This may be, for example, a Programme Leader, or equivalent, who is not responsible for overseeing or teaching on the programme which the concession relates to. Their decision will be final.
- VI. If any partner institution has concerns or queries about a concession then advice must be sought from UEA Academic Partnerships, especially if the case is complex.
- VII. Advice must be sought from the UEA Academic Partnerships on any concessions that are not covered by the tables in section 3.
- VIII. Where there are any discrepancies or contradictions between this framework and the approved partner regulations in regard to responsibility for approval of particular types of concessions the approved partner regulations will take precedence.

### **3 Types of Concession**

The following tables outline the most commonly occurring concessions and responsibility for approval. Approval for the concession will be the responsibility of either the Partner institution or UEA's Academic Director of Partnerships (ADP).

The range of evidence potentially required for concession approval is detailed in section 4. The tables indicate which evidence is required for which concession. Abbreviations used in the tables and their meanings are listed in section 6. The concessions are grouped into the following tables:

- Admissions
- Course transfers
- Amendments to module enrolments/course profiles (individual)
- Repeat periods of study
- Interruption to Period of Study (formerly known as Intercalation)
- Assessment

**Advice must be sought from the Academic Partnerships on any concessions not covered in the following tables.**

### 3.1 Admissions

Concession	Partner Approval	ADP Approval	Evidence
Readmission following withdrawal for academic reason (e.g. academic failure )		Provided partner is prepared to accept student	6,9
Readmission following withdrawal for non-academic reason (e.g. disciplinary offence, debt)	Provided appropriate documentation is in place		6,9
Students arriving after registration but prior to the end of week 3.	Conditional upon the Partner a) providing face to face sessions and a written plan to enable the student to catch up on what they have missed and b) the student confirming in writing that they will do all that is necessary to catch up.		4, 8
Students arriving after the third week of the academic year		Conditional upon a) the Partner agreeing that it will provide face to face sessions and a written plan to enable the student to catch up on what they have missed and b) the student confirming in writing that they will do all that is necessary to catch up.	4, 8

### 3.2 Course transfers

Concession	Partner Approval	ADP Approval	Evidence
Transfer between part time and full time variants of programmes	Provided that student has taken/will take all core or compulsory modules and the CD confirms they will satisfy the learning outcomes		3,6,7
Transfer between courses prior to Year 1 week 4 and where student meets core/compulsory requirements of new course	Provided course team support proposal has been submitted.		3,7
Transfer between courses where the student does not meet the core/compulsory requirements of the new course		Provided there is a) written evidence from the course team outlining how the learning outcomes of the new course will be met and b) an action plan in place to ensure the student is able to catch up on any key aspects they have missed. This must involve a face-to-face meeting with the relevant member of academic staff. The student must confirm in writing that they will catch up on any key work they might have missed as directed and supported by the relevant member of academic staff	3,4,6,7,8
Transfer between courses after week 4 where modules are different		Only in exceptional circumstances where there is a) written evidence from the course team outlining how the learning outcomes of the new course will be met and b) an action plan in place to ensure the student is able to catch up on any key aspects they have missed. This must involve a face-to-face meeting with the relevant member of academic staff. The student must confirm in writing that they will catch up on any key work they might have missed as directed and supported by the relevant member of academic staff	3,4,6,7,8

### 3.3 Amendments to module enrolments/course profiles (individual)

Concession	Partner Approval	ADP Approval	Evidence
Amendment to module enrolment before week 4	Provided appropriate documentation is submitted.		10
Amendment to module enrolment after week 4		<p>Provided student confirms in writing that they understand it is their responsibility to catch up on any missed work, the MO is supportive, and a support package is put in place to enable the student to catch up on what they have missed</p> <p>Changes after week 4 will not normally be approved</p>	4, 6, 8, 10
Substitution of a module not specified within the course profile for a compulsory or core module		Rationale and review of CMA implications must be provided by Partner	3, 4, 6, 8, 10

### 3.4 Repeat periods of study

Concession	Partner Approval	ADP Approval	Evidence
Repeat year of study		Provided there is well documented supporting evidence and full support of Partner	1,2,3, 6, 8
Repeat semester of study		Provided there is well documented supporting evidence and full support of Partner and student does not exceed two additional years beyond the length of the course	1,2,3, 6, 8
Repeat of less than a semester of study		Such requests will normally be attached to Interruption to period of study/readmission requests	1,2,3, 6, 8

### 3.5 Interruption to Period of Study

Concession	Partner Approval	ADP Approval	Evidence
Interruption to period of study covering a whole academic year where the student is in good academic standing and the Interruption to period of study commences before week 4 of the first semester and is the first request for a year long interruption.	Provided appropriate evidence is received.		1,2,3,6
Interruption to period of study covering a whole academic year if request is after week 4 or second request for a year long interruption to study from same student.		Provided appropriate evidence is received.	1,2,3,6
Interruption to period of study involving only one semester		Provided appropriate evidence is received.	1,2,3,6
Interruption to period of study involving a repeat period of study (of more than 4 weeks) on a return		Provided there is well documented supporting evidence which includes a rationale for why a repeat is to be permitted	1,2,3,6

### 3.6 Assessment

Concession	Partner Approval	ADP Approval	Evidence
Individual arrangements	With appropriate supporting evidence		1, 2
Alternative mode of assessment/reassessment for an individual		Provided there is appropriate evidence and support	1,2
Reassessment mode for the cohort that varies from original assessment mode		With appropriate supporting evidence	3

## 4 Supporting Evidence required for concession requests

All concessions should be submitted via email with the appropriate supporting evidence, as detailed below, attached. The email should include a summary of exactly what the concession is being requested for and the name and course of the student concerned. All attachments containing identifiable information about a student should be password protected. UEA Academic Partnerships will keep a record of all approved concessions.

Ref #	Evidence	Notes
1	Request from the student (ECs form)	
2	Third party evidence, which could be a range of documents such as: <ul style="list-style-type: none"> <li>• medical evidence</li> <li>• statement from family member</li> <li>• statement from counsellor</li> <li>• statement from a friend</li> <li>• financial statement</li> <li>• police statement</li> <li>• fire brigade statement</li> <li>• landlord statement</li> <li>• statement from employer</li> <li>• statement from overseas institution</li> </ul>	Evidence is needed to support what the student is asking for
3	Academic support, which could be: <ul style="list-style-type: none"> <li>• statement from relevant member of course team</li> <li>• statement from Course Director or equivalent</li> <li>• statement from Teaching Director or equivalent</li> <li>• statement from Head of School or equivalent</li> </ul>	
4	Statement from student confirming that he/she will catch up on missed work (re late changes to enrolments)	
6	Marks statement	
7	APL document	
8	APEL exemptions document	Not granted for more than 60 credits of the total number of credit points required

		for an award
9	Transfer form	
10	Document from the course team outlining the plan to help the student catch up on missed work and confirmation that if the student engages in the plan, they will still meet the learning outcomes of the programme (if they are permitted to transfer)	This will also include statements relating to transfer concessions (where the student has not taken all (or any) of the pre-requisites or co-requisites).
12	Readmission documentation	
13	Module change form	



## 5 Staff at Partner Institutional Responsible for Signing off Partner Level Approval Concessions

The following staff are responsible for signing off partner level approval of concessions in their institution and reviewing any rejected concessions requests:

Partner	Approval of Concessions	Review of Rejected Concessions
Brooksby Melton College	Head of Faculty (HE)	Director of Curriculum
City College Norwich (Norwich and Easton)	Director of HE and Apprenticeships	Deputy Principal
Colchester Institute	Dean of HE	Executive Vice Principal, Curriculum, Planning and Quality
INTO UEA	Academic Director	Centre Director
Mountview Academy of Theatre Arts	Director of Academic Affairs and Head of Undergraduate Performance	Principal
Royal Marsden School	PG/BSc Course Leader	Director of School
South Essex College	Programme Partnerships Manager, Faculty of HE	Dean of HE
West Suffolk College	Head of HE	Assistant Principal HE

## 6 Key to abbreviations:

The following abbreviations have been used in the tables in this document.

ADP	UEA Academic Director of Partnerships
APCL	Accreditation of Prior Certificated Learning
APEL	Accreditation of Prior Experiential Learning
CD	Course Director
MO	Module Organiser

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