

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 a concession may be available to remedy the situation. Typically, concessions can be grouped into the following areas:

- Student concessions
- Module or course concessions
- Blanket concessions

The most commonly occurring concessions are outlined in section 3 below.

2 Guiding Principles

- I. Concessionary powers are exercised on behalf of the Senate of the University.
- II. A concession cannot 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, a second member of staff, whose decision will be final, shall review where a decision is made to reject a concession request.
- 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 Associate Pro-Vice-Chancellor of Partnerships and Apprenticeships (APVCPA).

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
- Assessment

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

3.1 Admissions

Concession	Partner Approval	APVCPA Approval	Evidence
Readmission following previous withdrawal, academic failure or completion of interim award e.g. – if student chose to withdraw or left the Institution with an exit award		Provided partner is prepared to accept student	5,7
Readmission following withdrawal for disciplinary offence or debt		In liaison with Institution	5,7
<p>Students arriving after the second week of the academic year</p> <p>Note: Normally students will not be permitted to commence a course after week 3.</p>	<p>Conditional upon the Partner a) agreeing that it will provide learning agreement signed by the Institution and the student 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.</p>		4

3.2 Course transfers

Concession	Partner Approval	APVCPA Approval	Evidence
Transfer between full-time and part-time (either direction) version of a course at the end of a semester (PGT) / at the end of a Stage (UG)	Provided that student has taken/will take all core or compulsory modules and the CD confirms they will satisfy the learning outcomes		3,5,6
Transfer between part-time and full-time not at the end of a stage (UG)	Provided there is a written plan from the School outlining how the student will be supported to catch up on any missed work		3,5,6
Transfer between courses where the student does not meet the core/compulsory requirements of the new course		Provided there is a) a learning agreement is in place to ensure the student is able to catch up on any key aspects they have missed. This should 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	3,5,6
Transfer between courses in Year 0/1 where a student interrupts their period of study on the original course and will start in Year 1 or Year 0 of the new course	Provided this is the first request and is supported by the Institution and that the student meets the entry requirements for the new course		
Transfer from Year 1 of one course to Year 1 of another course with no repetition of modules prior to the beginning of the academic year	Provided this is the first request to transfer and repeat a year If it is proposed to repeat modules or this is the second such request	Where it is proposed to repeat modules already passed	3,5

3.3 Amendments to module enrolments/course profiles (individual)

Concession	Partner Approval	APVCPA Approval	Evidence
Amendment to module enrolment before week 4	Provided appropriate documentation is submitted.		6
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, 5, 6, 7
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

3.4 Repeat periods of study

Concession	Partner Approval	APVCPA Approval	Evidence
Repeat year of study		Provided there is well documented supporting evidence, full support of the Institution and student does not exceed two additional years beyond the length of the course	1,2,3,5
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	1,2,3,5
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, 5

3.5 Interruption to Period of Study

Concession	Partner Approval	APVCPA 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 or second request for a year long interruption and the student is not exceeding their maximum period of registration	Provided appropriate evidence is received.		1,2,3,5
Interruption to period of study covering a whole academic year if request is after week 4 or there is a third request or student is likely to exceed the maximum period of registration		Provided appropriate evidence is received.	1,2,3,5
Interruption to period of study involving only one semester	Where the student is in good academic standing and the Interruption to period of study commences before week 2 of the semester. This includes interruptions which are subsequently backdated to the end of Week 2 Where the student is in good academic standing and this is the first or second request for an Interruption to period of study	Where there is a third request or student is likely to exceed the maximum period of registration	1,2,3,5

3.6 Assessment

Concession	Partner Approval	APVCPA Approval	Evidence
Individual arrangements	With appropriate supporting evidence		1,3
Alternative mode of assessment/reassessment for an individual		Provided there is appropriate evidence and support	1,3
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 a concession request form with the appropriate supporting evidence, as detailed below, attached. UEA Academic Partnerships will keep a record of all approved concessions.

Number	Evidence	Notes
1	Request from the student (ECs form)	
2	Third party evidence, which could be a range documents such as: <ul style="list-style-type: none">• medical evidence• statement from family member• statement from counsellor• statement from a friend• financial statement• police statement• fire brigade statement• landlord statement• statement from employer• statement from overseas institution	Evidence is needed to support what the student is asking for
3	Academic support, which could be: <ul style="list-style-type: none">• statement from relevant member of course team• statement from Course Director or equivalent• statement from Teaching Director or equivalent• statement from Head of School or equivalent	
4	Statement from student confirming that he/she will catch up on missed work (re late changes to enrolments)	

5	Marks statement	
6	Formal catch up plan for 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).
7	Readmission documentation	

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
SMB Group (Brooksby Melton College)	Director of Curriculum	Director of Higher Education and Access
City College Norwich	Assistant Principal for Higher Education and Adults	Head of Higher Education
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	Executive Dean of Higher Education

6 Key to abbreviations:

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

APVCPA	Associate Pro-Vice-Chancellor of Partnerships and Apprenticeships
APCL	Accreditation of Prior Certificated Learning
APEL	Accreditation of Prior Experiential Learning
CD	Course Director
MO	Module Organiser

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