
Assessment Deadlines: Short-Term Extensions and Compassionate Consideration in Extenuating Circumstances

DDLETB Assessment Procedures

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Table of Contents

LIST OF FIGURES.....3

PRINCIPLES OF ASSESSMENT IN RELATION TO COMPASSIONATE CONSIDERATION AND OTHER SHORT-TERM EXTENSIONS4

1. DEFINITIONS6

 1.1 ASSESSMENT DEADLINES 6

 1.2 MISSED ASSESSMENT DEADLINES 6

 1.3 SHORT-TERM EXTENSIONS 6

 1.4 EXAMPLES OF EXTENUATING CIRCUMSTANCES (SHORT-TERM EXTENSIONS) 6

 1.5 COMPASSIONATE CONSIDERATION..... 6

 1.6 EXAMPLES OF EXTENUATING CIRCUMSTANCES (COMPASSIONATE CONSIDERATION) 7

 1.7 SUPPORTING RELEVANT EVIDENCE/DOCUMENTATION..... 7

2. ASSESSMENT DEADLINES ROLES AND RESPONSIBILITIES.....8

 2.1 THE PROGRAMME COORDINATOR 8

 2.2 THE LEARNING PRACTITIONER 8

 2.3 THE LEARNER 8

3. ‘EXPECTED’ MISSED ASSESSMENT DEADLINE PROCESS10

 3.1 SUBMISSION OF LEARNER ASSESSMENT EVIDENCE WITH A SPECIFIC ASSESSMENT DEADLINE (E.G. PROJECT, LEARNER RECORD, ASSIGNMENT OR COLLECTION OF WORK) 10

 3.2 PRACTICAL ASSESSMENT (E.G. EXAMINATION OR SKILLS DEMONSTRATION) ON A SPECIFIC DATE 10

4. UNEXPECTED MISSED ASSESSMENT DEADLINE PROCESS11

 4.1 SHORT-TERM EXTENSION APPLICATION PROCESS 11

5. COMPASSIONATE CONSIDERATION PROCESS13

 5.1 COMPASSIONATE CONSIDERATION PROCESS..... 13

6.SHORT-TERM EXTENSION AND COMPASSIONATE CONSIDERATION APPEALS.....15

 6.1 ROLES AND RESPONSIBILITIES RELATING TO APPEALS..... 15

 6.1.1 THE CENTRE MANAGER 15

 6.1.2 THE INDEPENDENT APPEALS COMMITTEE..... 15

 6.2 LEARNER APPEALS PROCESS..... 16

 6.3 PAYMENT OF THE ASSESSMENT PROCESS APPEALS FEE 17

APPENDIX 1 STATEMENT FROM PROGRAMME COORDINATOR OR CENTRE MANAGER.....18

APPENDIX 2 SHORT-TERM EXTENSION APPLICATION FORM19

APPENDIX 3 COMPASSIONATE CONSIDERATION APPLICATION FORM.....21

APPENDIX 4 ASSESSMENT DEADLINES APPEALS APPLICATION FORM.....24

APPENDIX 5 INDEPENDENT APPEALS COMMITTEE FORM: COMPASSIONATE CONSIDERATION AND SHORT-TERM EXTENSION26

List of Figures

Figure 1 Expected Missed Assessment Deadline Procedure	10
Figure 2 Short-term Extension Application Procedure	11
Figure 3 Compassionate Consideration Procedure.....	13
Figure 4 Short-term Extension and Compassionate Consideration Appeals Procedure	16



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Principles of assessment in relation to Compassionate Consideration and other short-term extensions

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, 2013 p.5)¹. 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 (2013) principles for assessment².

1. 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

2. 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 across various assessors, contexts, conditions and learners over time

3. 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

¹ QQI (2013) Quality Assuring Assessment Guidelines for Providers. Available at: <http://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2C%20Revised%202013.pdf> [Accessed 28th February 2018]

² Ibid.

assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

4. Quality

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

5. Transparency

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

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 processes should be followed in relation to the deadlines for submission of learner evidence, to short-term extensions and to compassionate consideration in extenuating circumstances. 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.

In order to ensure fairness and consistency across all assessment activities learners may be granted a short-term extension to an assessment activity under extenuating circumstances. They 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 evidence/documentation (see Section 1). 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.

1. Definitions

1.1 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.

1.2 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. Examination, Skills Demonstration, etc.).

Missed Assessment Deadlines can be categorised as “Expected” (see Section 3) or “Unexpected” (see Section 4).

1.3 Short-term extensions

The term short-term extension refers to a **defined timeframe** within which an assessment deadline will be extended in the case of extenuating circumstances (see Section 1.4). The recommended maximum acceptable extension is three (3) working days³. If the circumstances are expected to extend beyond a short-term extension, then the procedure for compassionate consideration should be followed (see Section 5).

1.4 Examples of extenuating circumstances (short-term extensions)

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
- other extenuating circumstances may be considered

1.5 Compassionate Consideration

The **Programme Coordinator** can enable learners who:

- **have been prevented from undertaking a specific assessment activity** because of extenuating circumstances, to apply to defer the assessment, i.e. to be allowed to complete the assessment activity on another occasion.

³ Every effort must be made for delivery of the assessment within the three days by email, hand delivery or postal delivery. Only in exceptional circumstances, can the **Programme Coordinator** at their discretion extend this deadline until the next scheduled class the following week. In doing so, it is important that the learner does not gain an unfair advantage.

or

- **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 at an alternative sitting. In such cases, supporting relevant evidence/documentation must accompany the application (see Section 1.7). The application is then processed and either granted or declined. Where the application has been declined, the original result of the assessment will apply. Learners have the right to appeal this decision (see Section 5).

1.6 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 which may be considered include, but are not limited to:

- Recent physical injury or emotional trauma
- 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
- Personal injury certified by a medical practitioner
- Domestic crisis
- 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 may be considered

Examples of circumstances which are unlikely to be considered for short-term extension or compassionate consideration 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

1.7 Supporting relevant evidence/documentation

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 a short-term extension or compassionate consideration include, but are not limited to:
 - Statement from medical practitioner (e.g. doctor, psychologist, etc)
 - Statement from An Garda Síochána/legal professional
 - If no other evidence is available, a statement from Programme Coordinator or Centre Manager (in extenuating cases, the Programme Coordinator 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 1) or

- **RIP.ie or other source** (if requested)

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.

2. Assessment Deadlines Roles and Responsibilities

2.1 The Programme Coordinator

The Programme Coordinator must ensure that Learning Practitioners and learners are made aware of their responsibilities in relation to assessment deadlines (*Learning Practitioner Handbook*⁴, *notices, Learner Handbook*⁵). In the event of a missed assessment deadline and/or a request for compassionate consideration, the Programme Coordinator, or designated person, is responsible for the management of the application process.

2.2 The Learning Practitioner

The Learning Practitioner is required to inform learners of assessment deadlines in advance (*Learning Practitioner Handbook*, notice boards, etc.). Where a learner misses an assessment deadline, the Learning Practitioner must **not** accept assessment evidence after that date unless there are proven extenuating circumstances and either a short-term extension application or compassionate consideration application has been granted. The Learning Practitioner should inform the learner of the short-term extension or compassionate consideration process in which he/she can engage.

In the request for compassionate consideration, the Learning Practitioner is required to inform and meet⁶ with the Programme Coordinator in order to process the learner application.

2.3 The Learner

- The learner is required to keep up-to-date with relevant assessment deadlines and consequences for missing same (e.g. Learner Handbook, notice boards, etc.). At the commencement of the programme, all learners should sign a Learner Contract (where possible) which declares their responsibility in relation to keeping up-to-date with and meeting assessment deadlines and the consequences for missing same.
- The learner is responsible for submitting assessment evidence on or before the deadline.
- In the event of extenuating circumstances, the learner is required to complete the application for short-term extension or compassionate consideration using the guidelines in this document and the appropriate application form (see Appendix 2 or 3).

⁴ The *Learning Practitioner Handbook* is currently under development.

⁵ The *Learner Handbook* is currently under development.

⁶ In the case of Outreach or Distance Learning Programmes, the Learning Practitioner may be unable to meet with the Programme Coordinator and as such may communicate via phone and/or email.

- In the case of compassionate consideration, the learner is required to provide relevant supporting evidence/documentation 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
 - **sitting** 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 a reasonable **defined** timeframe after the assessment deadline date of application (recommended timeframe: within 2 days and no more than 2 weeks⁷ after date of application).

⁷ In exceptional cases, the Programme Coordinator or Centre Manager may extend this date due to the specific circumstances which may prevent the learner from obtaining the relevant evidence/documentation within the allowed timeframe.

3. 'Expected' Missed Assessment Deadline Process

Any expected missed assessment deadlines should follow the process outlined in Figure 1.

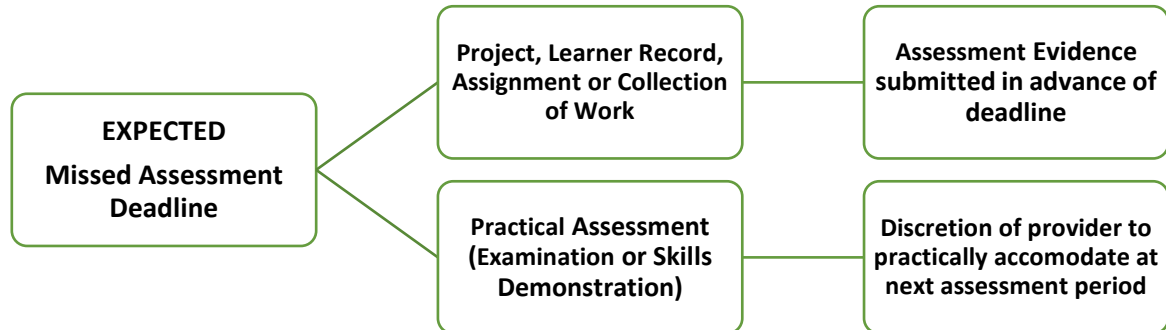


Figure 1 Expected Missed Assessment Deadline Process

“Expected” missed assessment deadlines include, but are not limited to: court appearance, job interview, medical appointment, wedding, graduation, 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, after 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).

3.1 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 Section 5).

3.2 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. Examination or 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.

4. Unexpected Missed Assessment Deadline Process

“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 Sections 1.4 and 1.6.

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.

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:

1. Short-term extensions (see Section 4.1)
- or**
2. Compassionate consideration in extenuating circumstances (see Section 5.1)

using the appropriate application form.

4.1 Short-term Extension Application Process

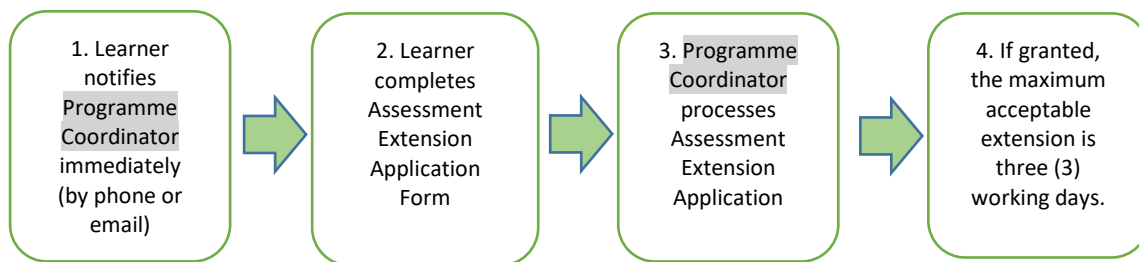


Figure 2 Short-term Extension Application Process

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 a **defined timeframe** (recommended maximum of three (3) working days (see Figure 2). If there are extenuating circumstances, which will extend beyond the **defined timeframe**, the learner should proceed to the compassionate consideration procedure.

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.

1. Learner notifies Programme Coordinator/Learning Practitioner immediately (by phone or email)

In the event that a learner *may miss* an impending assessment deadline or *has missed* an assessment deadline, the learner must notify the Programme Coordinator/Learning Practitioner *immediately* (by phone or email). The Programme Coordinator will give due consideration to the learner.

2. Learner completes Assessment Extension Application Form

The learner must complete the **Short-term Extension Application Form (Part A)** (see Appendix 2). Where *relevant evidence/documentation is available*, the learner must submit the evidence to the Programme Coordinator.

3. Programme Coordinator processes Assessment Extension Application

The Programme Coordinator must complete the **Short-term Extension Application Form (Part B)** (see Appendix 2) and process the application based on the circumstances and evidence (if any). It is at the discretion of the Programme Co-coordinator to grant or refuse an extension. A learner can appeal the outcome (see Section 6).

4. If granted, the maximum acceptable extension is given as per the defined timeframe (recommended three (3) 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 Programme Coordinator/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 unexpected missed assessment 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 within the next assessment period.

5. Compassionate Consideration Process

Where a learner requires compassionate consideration in relation to an assessment deadline, the process outlined here should be followed.

5.1 Compassionate Consideration Process

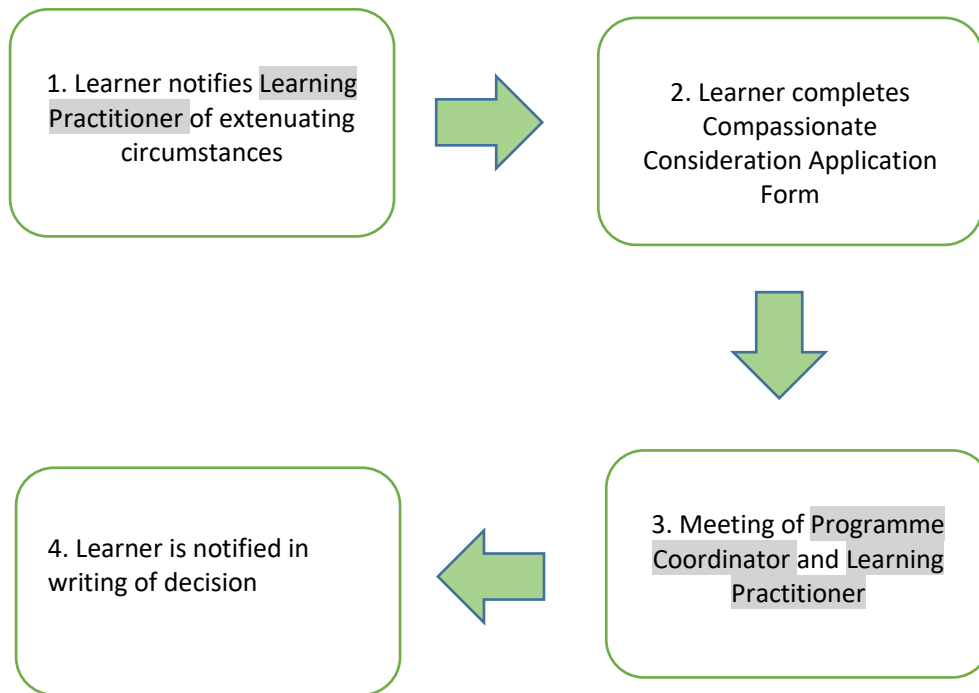


Figure 3 Compassionate Consideration Process

1. 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
 - **sitting** 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.

2. The learner completes the **Compassionate Consideration Application Form** (see Appendix 3) and returns it to the Programme Coordinator within a reasonable **defined** timeframe (recommended timeframe: within one (1) working day and a maximum of three (3) working days⁸). This

⁸ In exceptional circumstances, the Programme Coordinator may extend this

application **MUST** be accompanied with relevant supporting evidence/documentation (see Section 1.7) and must state the **extenuating circumstances** that occurred.

3. A meeting between the Programme Coordinator and the Learning Practitioner is arranged to discuss the application and decide on the outcome.

The Programme Coordinator and Learning Practitioner must judge each application for compassionate consideration in extenuating circumstances on its own merits.

In the event of extenuating circumstances, considerations include:

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

4. The learner is informed **promptly** in writing (or other appropriate format) of the outcome of the meeting (granted or declined) within a **defined** timeframe (recommended timeframe: within one (1) working day and not more than three (3) working days).

a) **Granted:**

- **Revised schedule for assessment activity:** 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 will be made where practicable.
- **Examination:** Where a compassionate consideration application has been granted, in the event that the assessment activity is an exam, a new examination paper, marking scheme and set of outline solutions is devised. The original examination paper will not be re-used.
- **Learner Evidence (Assignment, Project, Learner Record, Collection of Work and Skills Demonstration):** Where a compassionate consideration application has been granted, the learner evidence is accepted by the Programme Coordinator or 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.**

b) **Declined:**

- If the decision is that the compassionate consideration application has been **declined**, the Programme Coordinator or Learning Practitioner will refuse to accept the assessment evidence from the learner (Levels 4-6). The learner has the right to appeal this (see Section 6).

6.Short-term Extension and Compassionate Consideration Appeals

The learner has the right to appeal the decision in relation to short-term extension and compassionate consideration application decision. Appeals must be made within a defined timeframe (recommended timeframe: **ideally in one (1) and no more than three (3) working days**) of the decision. (In exceptional circumstances, the Programme Coordinator may extend this). All appeals must be made in writing using the Appeals Application Form (see Appendix 4).

The ETB will endeavour to complete all appeals within a reasonable timeframe (recommended timeframe: **six (6) working days**) after receipt of appeal applications. Every effort should be made to process the application as promptly as possible, especially if CAO/other deadlines may be

6.1 Roles and Responsibilities relating to Appeals

6.1.1 The Centre Manager

The Centre Manager must:

- Convene an independent committee of three members, the members of which were not involved in the original decision
- Submit the appeals application to the Independent Appeals Committee
- Inform the learner of the outcome of the appeals application

6.1.2 The Independent Appeals Committee

An Independent Appeals Committee must:

- Examine the learner appeal
- Investigate whether relevant assessment procedures were followed
- Make a decision on the appeal using the Independent Appeals Committee form (see Appendix 5).

6.2 Learner Appeals Process

Where possible the learner discusses the appeal application with the Learning Practitioner and /or Programme Coordinator. There is an appeal fee of €40, which is refunded to the learner if the appeal is granted. A fee waiver may be granted at the discretion of the Centre Manager where the learner is unemployed or facing other financial constraints.

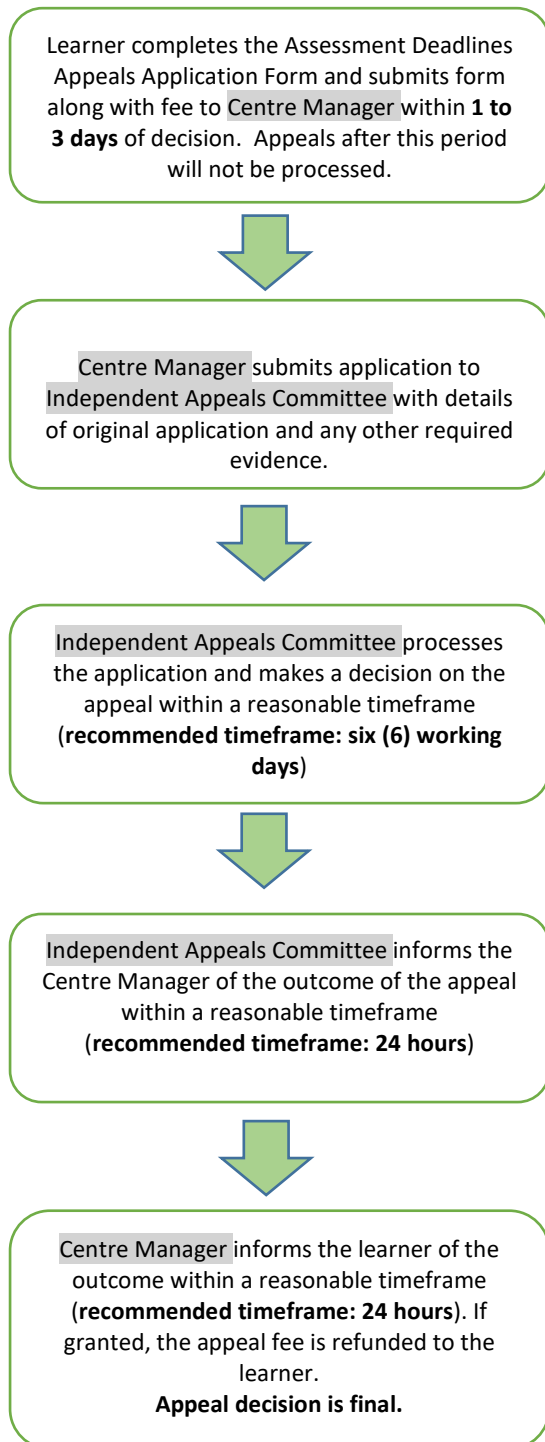


Figure 4 Short-term Extension and Compassionate Consideration Appeals Process

6.3 Payment of the Assessment Process Appeals fee

- A fee of €40 is payable for appealing the reasonable accommodation in assessment decision and must accompany the application form.
- The Centre must issue the learner with a receipt.
- The Centre will lodge the funds to AIB, 7/12 Dame Street, BIC: AIBKIE2D,
 - IBAN: IE39 AIBK 9320 8680 144042, and code the payment to S0020/1180/<relevant Location Code>. Please label the lodgement inscription “<relevant location code> Appeals”, and inform Treasury of the lodgement in the normal manner.
- If an appeal is successful, the fee will be returned to the learner. Refunds must be issued via the school bank account (Petty Cash). Alternatively, the Centre can withhold the lodgement of the fee and lodge it only if the appeal is unsuccessful.
- If an appeal is not successful, there will be no refund.

Appendix 1

Statement from Programme Coordinator or Centre Manager

In some cases, the Programme Coordinator 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.

To be completed by the Programme Coordinator or Centre Manager

STATEMENT FROM PROGRAMME COORDINATOR OR CENTRE MANAGER RE APPLICATION FOR COMPASSIONATE CONSIDERATION	
To be completed by the Programme Coordinator or Centre Manager	
Programme Coordinator or Centre Manager Name:	
Learner Name:	
Course/Programme:	
Module(s):	
Declaration:	
I can confirm that there are confidential extenuating circumstances which pertain to this learner which have: <input type="checkbox"/> prevented him/her from undertaking a specific assessment activity or <input type="checkbox"/> seriously impaired his/her performance ⁹	
Signed:	
Date:	

⁹ 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 Section 1.5) and the application for same must be **considered**. Where the appeal has **not** been granted, the original result of the assessment will apply.

Appendix 2

Short-term Extension Application Form

APPLICATION FORM	
ASSESSMENT DEADLINE: SHORT-TERM EXTENSION	
Part A: This section must be completed by the Learner	
Centre Name:	
Learner Name:	
Learner Address:	
Course/Programme:	
Module(s):	
Types of Assessment:	Examination <input type="checkbox"/> Project <input type="checkbox"/> Skills Demonstration <input type="checkbox"/> Learner Record <input type="checkbox"/> Assignment <input type="checkbox"/> Collection of Work <input type="checkbox"/>
Assessment Due Date:	
Reasons for requiring the extension:	
Relevant supporting evidence/documentation included:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of supporting relevant evidence/documentation:	
Learner Signature:	
Date:	

Please complete all sections of this application form and return it to the Programme Coordinator with supporting relevant evidence/documentation from a qualified professional practitioner.

Appendix 2

APPLICATION FORM	
ASSESSMENT DEADLINE: SHORT-TERM EXTENSION	
Part B: (Office Use)	
This section must be completed by the Programme Coordinator	
Programme Coordinator Name:	
Assessment Due Date:	
Date notified by Learner:	
Notified by:	Telephone <input type="checkbox"/> Email <input type="checkbox"/>
Receipt date of application:	
Learning Practitioner Name(s):	
Criteria - Details of extenuating circumstances:	
Application:	Granted <input type="checkbox"/> Declined <input type="checkbox"/>
Declaration: I can confirm that: <ul style="list-style-type: none"> • There is sound evidence to grant or decline the application for an assessment extension. • If granted, the granting of an extension will not give the learner in question an unfair assessment advantage over other learners undertaking the assessment. • I will inform the learner immediately of the decision regarding the assessment extension decision. 	
Signature:	
Date:	

Appendix 3

Compassionate Consideration Application Form

APPLICATION FORM	
ASSESSMENT DEADLINE: COMPASSIONATE CONSIDERATION in extenuating circumstances	
Part A: This section must be completed by the Learner	
Centre Name:	
Learner Name:	
Learner Address:	
Last four digits of PPS Number (only if requested for identification purposes):	
Course/Programme:	
Module(s):	
Learning Practitioner:	
Types of Assessment:	Examination <input type="checkbox"/> Project <input type="checkbox"/> Skills Demonstration <input type="checkbox"/> Learner Record <input type="checkbox"/> Assignment <input type="checkbox"/> Collection of Work <input type="checkbox"/>
Assessment Due Date(s):	
Reasons for requiring the extension:	
Relevant supporting evidence/documentation included (see Section 1.7).	<i>Relevant supporting evidence/documentation must be included in your application</i> Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of supporting relevant evidence/documentation:	
Signed:	
Date:	

Please complete all sections of this application form and return it to the Programme Coordinator with supporting relevant evidence/documentation from a qualified professional practitioner.

Appendix 3

APPLICATION FORM	
ASSESSMENT DEADLINE: COMPASSIONATE CONSIDERATION in extenuating circumstances	
Part B: (Office Use) This section must be completed by the Programme Coordinator	
Programme Coordinator Name:	
Receipt date of application:	
Learning Practitioner Name(s):	
Application prior to or after the assessment activity/deadline:	Prior to <input type="checkbox"/> After <input type="checkbox"/>
Criteria and details:	
Details of extenuating circumstances	
Severity of circumstances	
Application from learner	
Relevant supporting evidence/documentation	
Nature of the assessment activity	
Application:	Granted <input type="checkbox"/> Declined <input type="checkbox"/>
Declaration: I can confirm that: <ul style="list-style-type: none"> • A meeting with the Learning Practitioner to discuss the compassionate consideration application has taken place. • There is sound evidence to grant or decline the application for compassionate consideration based on criteria above. • If granted, the granting of compassionate consideration will not give the learner in question an unfair assessment advantage over other learners undertaking the assessment. • I will inform the learner of the decision regarding compassionate consideration. 	
Signature:	
Date:	

Appendix 3

APPLICATION FORM	
ASSESSMENT DEADLINE: COMPASSIONATE CONSIDERATION in extenuating circumstances	
Part C: This section must be completed by the Programme Coordinator and returned to the Learner	
<i>This section should accompany relevant assessment material when submitted.</i>	
Learner Name:	
Date of Decision:	
Outcome:	Granted <input type="checkbox"/> Declined <input type="checkbox"/>
If granted, details of extended deadline etc.	

Appendix 4

Assessment Deadlines Appeals Application Form

APPEALS APPLICATION FORM	
Assessment Deadlines: Short-term Extension and Compassionate Consideration	
Part A: This section must be completed by the Learner	
Nature of Appeal:	Compassionate Consideration <input type="checkbox"/> Short-term Deadline Extension <input type="checkbox"/>
Centre Name:	
Learner Name:	
Date of Appeals Application:	
Reason for Appeal:	
Reason why decision was declined:	
Details of supporting evidence provided:	
Appeal fee (€40) included:	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p>There is an administrative fee of €40 per module that you wish to appeal. This fee must be made payable to [insert Centre name here]. Fee should be paid by EFT, cheque, postal order or bank draft.</p> <p>The outcome of the appeal will be communicated to you in [date]. If the outcome is successful, the administrative fee of €40 per module will be refunded to you. Appeals will be processed only with payment of the fee.</p> <p>I can confirm that I have read and understand the appeals procedure, including the grounds for appeal.</p> <p>I can confirm that I have enclosed a total fee of € _____. The fee is refundable if the appeal is successful.</p>	
Learner Signature:	
Date:	

Office Use:

Total fee received €:	Name:	Date:

Appendix 4

APPEALS APPLICATION FORM	
Assessment Deadlines: Short-term Extension and Compassionate Consideration	
Part B: (Office Use) This section must be completed by the Centre Manager	
Name:	
Receipt date of application:	
Application:	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"/>
Reason:	
Appeal fee refunded:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Signature:	
Date:	

Appendix 5

Independent Appeals Committee Form: Compassionate Consideration and Short-term Extension

Independent Appeals Committee Form Assessment Deadlines: Short-term Extension and Compassionate Consideration		
To be completed by the Independent Appeals Committee		
Independent Appeals Committee Members:		
Details of evidence received:		
Date received:		
Outcome of decision:	Granted <input type="checkbox"/> Declined <input type="checkbox"/>	
Date:		
Decision Details:		
Independent Appeals Committee Signatures and Date:	Signature	Date