

# Examination Access and Mitigation Committee

## Annual Report, 2022-23

This is the fifth annual report of the Examination Access and Mitigation Committee.

This report includes data on the work of the EAMC, including pre-examination adjustments and post-examination allowances.

This has been drafted by the Committee's administrative support team using data held within the University's student information system (CamSIS), and data held locally by the Exams team.

Unless displayed, percentages have been rounded.

Examination Access and Mitigation Committee

April 2024

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## A: Introduction

### REMIT OF THE COMMITTEE

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The Examination Access and Mitigation Committee (EAMC) reports to the Examination and Assessment Committee, which in turn reports to the General Board's Education Committee.

The Committee (or its Officers under delegated authority) deal with applications for:

- Adjusted Modes of Assessments (prior to examinations)
- Reasonable adjustments (prior to examinations)
- Examination allowances (post examinations)
- Dissertation and Coursework extensions
- Disregarding terms, intermission and resuming study
- Consideration of non-standard combinations of papers
- Remission of University Composition Fees;
- Non-member leave to attend lectures;

The bulk of business concerns the implementation of the Ordinances governing Allowances to Candidates for Examinations ([Statutes and Ordinances, Chapter III: Examinations](#)). Whilst much of its work is concerned with candidates for Honours Examinations, the Committee also has responsibility for considering allowances to candidates for other qualifications (e.g. the LLM and the MBA) which fall outside the remit of the Postgraduate Committee. This includes matters relating to applications for Examination Allowances and Adjusted Modes of Assessments for certain Postgraduate courses which includes Master of Philosophy (MPhil) by Advanced Study, Master of Education (MEd), Master of Research (MRes), Master of Studies (MSt), Certificate of Postgraduate Study (CPGS) and Advanced and Postgraduate Diplomas.

### AIMS OF THE COMMITTEE

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The EAMC has the following overarching aims:

- To endeavour to ensure parity of treatment between applicants to the Committee who share similar circumstances, whilst recognising that each case is individual.
- To be mindful of the interests of students taking the same examination but who are not applicants to the Committee.
- To ensure that, particularly in relation to disregarding terms and repeating a period of study, an applicant is neither advantaged nor disadvantaged in comparison with other students.

[Guidance notes](#) to support students and staff submitting applications are reviewed and published annually.

## **MEMBERSHIP OF THE COMMITTEE 2022-23**

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All members are appointed by the General Board and continue to be essential to the operation of the Committee. A Cambridge GP was recruited to the Committee from October 2022, raising the number of medical advisors to five, with one vacancy.

## **BUSINESS 2022-23**

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Following the allowances made due to COVID in previous years, a more stable year was expected in 2022-23, as those students who were impacted by COVID worked through their degree course with many due to complete in the Easter Term 2023.

In April 2023, the University and College Union started a Marking and Assessment boycott which delayed the provision of exam results to many students in the usual timeframe. This also significantly disrupted the usual schedule of activity to the Committee where cases could not be considered as marks were not available. The impact of this on the Committee's business will extend well into the academic year 2023-24.

There were a number of changes to business over the course of the year that the Committee contributed to or by which they were impacted. These are covered in Section I of the Report.

## **B: Summary of Activity 2022-2023**

### **EXAMINATION NUMBERS**

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- The University scheduled 2,448 examinations in 2022-23, compared to 2,444 in 2021-22, suggesting a stabilisation of the move back to timed assessment, from coursework during the COVID period.
- There were 67,973 candidatures for summative assessment in 2022-23.
- Online assessment continued throughout 2022-23, but continued to fall compared to the previous years, with only 34% taking place as online remote assessment, compared to 45% in 2021-22 and 82% in 2020-21.

### **REASONABLE ADJUSTMENTS FOR EXAMINATIONS**

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- 2,469 candidates were approved for examination access arrangements. This represents approximately 18% of the student body taking examinations.
- 78 applications were received, and 53 applications were approved for an Adjusted Mode of Assessment.

### **EXAMINATION ALLOWANCES AND OTHER MITIGATION**

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- 1,926 applications considered in 2022-23, of those:
  - 1,589 applications approved: 1,196 under delegated authority, 393 by Committee.
  - 193 applications declined: 179 by Committee, 14 under delegated authority.
  - 42 applications submitted were subsequently withdrawn due to reasons of the allowance not being required, the student seeking an alternative allowance, or withdrawing from their course.
  - 36 applications were offered an alternative allowance instead.
  - 32 applications were delayed to a subsequent meeting of the EAMC due to missing information.
  - 22 applications were received upon which the Committee offered an opinion as to whether the student encountered mitigating circumstances which would warrant reconsideration of the case by the relevant University academic authority for a Part III course.
  - 49% of cases considered by the Committee or under delegated authority were for reasons of Mental Health.

## C: Reasonable adjustments

### REASONABLE ADJUSTMENTS

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Reasonable adjustments (known as Examination Access Arrangements or EAA) are considered under the Code of Practice: Access and Inclusion for Disabled Students.

Colleges submit applications for standard reasonable adjustments on behalf of students using the student information system, CamSIS. There are published guidelines and well-established processes for managing and approving these applications.

Examples of applications for EAA may include allowing a student:

- Extra time (written)
- Rest breaks
- Use of a PC

Decisions on applications are made by delegated authority using the agreed framework. Cases for exceptional EAA are referred to the Secretary, and in specific cases, to the Committee. Table 1 below shows the number of applications for EAA over a 5-year period.

<b>TABLE 1</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
Number of students receiving EAA	2,489	2,075	1,421	1,467	1,660

There was an increase of 20% in the number of application for reasonable adjustments compared to 2021-22 and an overall increase of 50% in the past year despite some subjects moving to coursework (Architecture) and 34% of the exams being taken as online assessment where many standard adjustments (such as use of a PC) are built into the mode of assessment.

Colleges use CamSIS to make applications for students to receive reasonable adjustments, which since 2018-19, allows Colleges to record more than one reason for applications.

<b>The data has shown us that:</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>
Maximum number of disabilities listed for one student	10	6	7	4
Number of candidates who have more than one disability listed	796	572	340	241
Number of candidates who have more than two disabilities listed	222	159	79	51

**Table 2 – Exam Access Arrangements awarded by reason, year and term**

	2022-23			2021-22			2020-21			2019-20			2018-19		
<b>Reason</b>	<b>MT</b>	<b>LT</b>	<b>ET</b>	<b>MT</b>	<b>LT</b>	<b>ET</b>	<b>MT</b>	<b>LT</b>	<b>ET</b>	<b>MT</b>	<b>LT</b>	<b>ET</b>	<b>MT</b>	<b>LT</b>	<b>ET</b>
Accident	2		35	2	2	27	1	2	19		2	2	1	3	37
Anxiety	15	26	557	23	26	473	7	23	266	7	19	252		9	271
Attention Deficit Disorder	24	38	589	11	29	320	6	23	172	9	6	105	1	9	93
Back / joint or other pain		1	8		1	22								5	96
Blind/Visual Impairment	1	1	57	1	3	43	1	4	33	2	4	27		1	22
Cough/Cold			5	1		16			1						5
Coronavirus			2	2		5		1	8						
Isolating (due to coronavirus)					1	1			33						
Long coronavirus	1		14		3	19									
Deaf/Hearing Impairment		1	26	1	3	18	3	2	19		2	23		1	18
Epileptic			17		1	15									5
Grave cause			11			11									
Headache/Migraine	3	1	45	1	1	37				1		19			12
IBS/Colitis	5	1	69	8	9	50	2	8	44	5	5	45		3	46
Long-Term Illness													4		6
ME/Chronic Fatigue	1	1	51	1	1	34		3	22			17			20
MH issues (includes Depression, Eating disorder, Bipolar, Schizophrenia, Panic attacks, PTSD)	28	30	519	20	35	400		15	221	9	12	247	5	13	265
OCD	2	6	82	3	6	52	2	5	25	3	2	27		3	25
Other & Short-term illness	24	35	384	10	19	341	5	34	458	2	4	15	5	11	64
Physical disability / Mobility	9	14	166	6	13	72	3	11	73	4	8	68	2	7	101

Pregnancy		1	4	1	1	3			1				1	1	1
Social impairment disorder (includes Aspergers, Autism, Tourette's)	4	10	235	3	9	159	2	9	104	1	4	101	2	7	90
SpLD (Dyslexia, Dysgraphia or Dyspraxia)	50	57	598	38	62	605	11	62	431	31	39	540	26	38	547
Stomach Bug			8	1		6									19
Tendonitis/RSI	3	2	37	1	5	38		3	37	2	1	63	1	2	75
Unseen Disability (e.g. diabetes)	2	2	46	1	3	32			36	10	14	194	2	3	151
Admin issues (timetable clash, religious observance)	3		25	1	2	11									14
Total per term	177	227	3590	136	235	2,810	43	211	2,003	86	123	1,745	48	116	1,983
Total adjustments per year	3,994 <sup>1</sup>			3,181 <sup>1</sup>			2,257 <sup>2</sup>			1,954 <sup>2</sup>			2,147 <sup>2</sup>		
Year on year change	+813 (+26%)			+924 (+41%)			+303 (+16%)			-193 (-9%) <sup>2</sup>			+532 (33%) <sup>2</sup>		

<sup>1</sup> Students will have been counted more than once.

<sup>2</sup> Based on number of students recorded in Table 2 (differs from figures recorded in 2020-21 version of annual report).

**Table 3** below shows number of candidates with exam access arrangements in an Easter Term and their spread across locations.

<b>Table 3</b>	<b>2023</b>	<b>2022</b>	<b>2021</b>	<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>
College	873	639	110	590	879	847	826
Dept.	276	207	69	118	59	77	53
Central venue	341	276	127	339	314	243	196
PC in central location	442	283		369	346	300	247
Early venue	1	2		17	27	24	26
Online assessment	1050	1,024	1,035				
ProctorExam	0	4	162				
<b>Total</b>	<b>2983<sup>3</sup></b>	<b>2,436<sup>3</sup></b>	<b>1,503<sup>3</sup></b>	<b>1,433<sup>4</sup></b>	<b>1,625</b>	<b>1,491</b>	<b>1,396</b>
% increase	+22%	+62.1%	+5%	-11%	+9%	+6.8%	+8.5%

## RELIGIOUS OBSERVANCE

The Exams team managed twelve students in the Easter term 2023 where adjustments were required due to Religious Observance reasons. Arrangements were made for students to complete an exam at an alternative time as per the faith provision for University exam policy.

Acknowledging the student's desire to practice their faith, there was no requirement to hold them incommunicado during the Sabbath or Shavuot and instead, they were able to observe the festival as they desired. It was assumed that they would be observant and therefore would not be communicating using devices during this time and would respect the trust given to them that they should not discuss the exam with anyone. With College involvement, exam packs were created and provided at these agreed alternative times to allow students to practice their faith.

<sup>3</sup> Students will have been counted more than once due to sitting exams in multiple locations.

<sup>4</sup> Applications made before COVID-19 / changes to assessments and therefore not representative.



## D: Adjusted Modes of Assessment (AMA)

### BACKGROUND

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The Adjusted Mode of Assessment (AMA) process is applied under the [Code of Practice: Access and Inclusion for Disabled Students](#), where reasonable adjustments to the standard mode of assessment do not adequately address the specific disadvantage experienced by a disabled student. Applications are considered on a case-by-case basis, which will, in most cases, entail setting aside the regulations for examination.

Any AMA must meet the competence standards being measured through the current assessment method - there is no requirement to adjust the competence standards of the course.

The number of AMAs approved each year is low and will only be considered where there is demonstrable evidence that standard or enhanced reasonable adjustments are not appropriate. Student preference, previous ways of working, or speculative performance are not reasons for an AMA.

The number of approved AMA applications over the past 5 years is demonstrated in Table 4.

<b>Table 4</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
Adjusted Modes of Assessment (received)	78	53	74	45	46
Adjusted Modes of Assessment (approved)	53	35	52	37	40

A higher number of AMA applications were received and subsequently approved in 2022-23, compared to previous academic years. A similar number were received and approved in 2020-21, which was mainly due to the pandemic which caused challenges and uncertainty for students and accelerated changes to the format of assessments at Cambridge. There is no clear explanation as to why a high number of applications was received in the past academic year, however, as the data has shown in section C, requests for reasonable adjustments also increased in 2022-23, which suggests an overall increase in the adjustments requested by disabled students at the University.

In 2022-23, 78 applications were made, of which 53 were approved. Of those remaining 25:

- One was withdrawn as papers were not scheduled on consecutive days.
- Two were managed through additional study support skills.
- Two were managed through an allowance awarded by the EAMC.
- Four were withdrawn due to a change in the student's circumstances.
- Sixteen were managed through the provision of enhanced reasonable adjustments.

Similar to 2021-22, the data demonstrates that whilst a number of applications were submitted for an AMA, the disadvantage caused by the student's disability could again be alleviated by the provision of enhanced reasonable adjustments instead. For example, stop the clock, which allows the student to take unlimited rest breaks within an agreed timeframe to complete an examination.

## FIRST TIME APPLICATIONS

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The number of first time AMA applications over the past 5 years is shown below:

	2022-23	2021-22	2020-21	2019-20	2018-19
1 <sup>st</sup> year student	3 <sup>5</sup>	7 <sup>6</sup>	5 <sup>7</sup>	5 <sup>8</sup>	5
2 <sup>nd</sup> year student	11	7	14	6	9 <sup>9</sup>
3 <sup>rd</sup> year student	13	9	18	9	15
4 <sup>th</sup> year student	4	2	1	1	3

Final year students have required an AMA for the first time during their academic career at Cambridge more than any other year group and this has been the trend since data was first recorded. There are various reasons why a student would need an AMA in their final year and not in their first or second year. For instance, where a student's condition has worsened, and the reasonable adjustments awarded before such as extra time and / or rest breaks no longer alleviates the disadvantage caused by the student's disability, but the student is still able to study. Applications will continue to be considered on a case-by-case basis to ensure fairness and consistency of the process.

## DEADLINES

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As in 2021-22, the deadline for applications was brought forward from the end of the Michaelmas Term to Friday 25 November. Despite this, a significant number of applications were only made in the week on the run up to the deadline. This delays decision making and increases the length of time a student might be without an outcome or reasonable adjustments. Unfortunately, this leads to criticism of the process, rather than the timing of the application.

Of the 78 applications received:

- 9 applications were received in the week of the deadline (Monday – Thursday)
- 10 applications were received on the deadline date
- 6 applications were received after the deadline

Where several applications are received at the same time, or in quick succession, this naturally causes a delay in processing due to the checks required which also determine whether the application needs to be considered by the EAMC.

Furthermore, where a case conference is requested or required, this would be further delayed due to limited availability of the attendees over the Christmas vacation period and conflicts at the start of the Lent Term. The same applies where a case conference is not required, but still requires consideration by the Chair of Examiners.

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<sup>5</sup> Includes 2 Foundation Year students

<sup>6</sup> Includes three students on a one-year Postgraduate course, no prior Undergraduate study at Cambridge.

<sup>7</sup> Includes a Final Vet Part II student in year 5/6, no application in years 1-3.

<sup>8</sup> Includes a Final Vet Part I student in year 4/6, no application in years 1-3.

<sup>9</sup> Includes two Final M.B. Part II students in year 5/6, no application in years 1-3.

Therefore, for 2024-25 the deadline will be brought further forward, to Friday 8 November 2024.

This is for the following reasons:

- Students and Colleges should be aware before the start of the academic year, or very early in that year, if an AMA is going to be required.
- The deadline for enrolments is early November so a student's mode of examination is known early enough in the academic year for an application to be made.
- Until a decision is known, students are expected to continue their studies without any changes which can limit the student's time to work and plan effectively.

Bringing the date further forward will allow cases to be processed more quickly and not delayed by the Christmas break.

Requests or evidence submitted after the deadline will not usually be accepted unless there is a valid reason for delay.

## **ADMINISTRATION AND SUPPORT**

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In 2022/23, the administrative team made the following enhancements to support the AMA process:

- The AMA Guidance was reviewed to remind and make students and Colleges aware that:
  - Different types of AMA should be considered based on the student's disability.
  - The student's College is expected to have discussed with the student what AMA may be appropriate, prior to an application being made.
  - There is no guarantee that the AMA requested will be approved.
- The AMA application form was updated and includes the following:
  - A table that indicates examples of AMA previously awarded of which Colleges are required to detail why a certain AMA is or is not being requested.
  - An opportunity for the College to detail an alternative AMA that has been considered as a reasonable adjustment for the student, where this is not included in the table of examples provided.
  - The requirement for the College to indicate agreement with/completion that the student and College understand that the AMA requested may not be awarded and/or an alternative reasonable adjustment may be suggested instead.
  - The requirement for the College to indicate that the student and College have read the published AMA Guidance Notes.
- Colleges have been offered individual visits for support with the AMA process. As of November 2022, 4 Colleges had requested support and the team visited them to discuss the process.
- Faculties and Departments involved with the AMA process continue to be supported through updated guidance and opportunities to meet to discuss AMA at any point in the process.

## APPLICATIONS BY TRIPOS

Approved applications for AMAs: 2017-18 to 2022-23, by Tripos.

Table 5	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18
Archaeology	1	1	1			
ASNaC		1				
AMES	1				1	
Chemical Engineering	1					
Classics	1	1	2	1	2	
Computer Science			1			1
Economics	1		1	1		
Education	3	1		1	1	2
Engineering	3	3	1	3	3	1
English	5	3	10	7	4	2
Final M.B. Exam			1	1	2	
Final Vet M.B. Part I	1			1		
Foundation Year	2					
Geography		1	4	4	4	
History	1	1				
History and MML		1				
History and Politics	2					
HSPS	5	6	3	2	5	4
Law	4	4	3	2	2	1
Linguistics		1	1			
Mathematical	1	1				
MRes				1		
MSt				1		
Medical Sciences				2		
MML	1	1	1	1	3	
MPhil		1			1	2
Music	1	3	4		1	
Natural Sciences	10	3	12	2	1	1
PhD						1
Philosophy	1		2	1	2	
PBS	3	1	5	4	6	3
TRPT	4	1		2	2	2
Veterinary Sciences	1					
<b>TOTAL</b>	<b>53</b>	<b>35</b>	<b>52</b>	<b>37</b>	<b>40</b>	<b>20</b>

## REASONS FOR AMAs

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As detailed below, the majority of requests for AMAs in 2022-23 included reasons of Physical Health. It was noted that most applications included the student having multiple disabilities.

<b>Reason</b>	<b>Nbr of applications</b>
Mental Health	8
Mental and Physical Health	9
Mental Health, Physical Health and SpLD	3
Mental Health and SpLD	1
Mental Health and Social Impairment Disorder	3
Mental Health, SpLD and Social Impairment Disorder	1
Physical Health	22
Physical Health and Social Impairment Disorder	2
Physical Health, SpLD and Social Impairment Disorder	2
SpLD and Social Impairment Disorder	1
Other	1

## **E: Committee work: Overview**

The Committee met 14 times in 2022-23 and continues to meet hybrid.

### **VOLUME**

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Applications to the Committee remain high. In 2022-23, 1,926 applications were considered which is a slight reduction compared to 2021-22. However, the Marking and Assessment Boycott impacted release of confirmed marks, with only 41% of the undergraduate results being available in the usual timeframe, and therefore eligible for consideration by the EAMC. The remaining results were published into the next academic year and the annual report for 2023-24 will show a significant increase as those cases were considered in the Michaelmas and Lent Terms. Given the only slight reduction in number of cases (-123 cases) where only 41% of results were available, it is reasonable to assume that had the MAB not occurred, a year-on-year increase would have been presented.

### **PREPARATION FOR THE CONSIDERATION OF CASES**

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As in 2021-22, some changes were implemented to ensure cases could be considered without delay. These included:

- The June meeting, traditionally restricted to finalist applications, was expanded to include any other application to try to reduce the volume of cases to be considered at subsequent meetings.
- For the meetings that occur in the summer months where there is a large number of cases, the Committee would be sub-divided. The Chair and Deputy Chair would Chair separate groups, with the medical advisors and remaining members divided between the two groups. The Committee would reconvene at the end to discuss any complex applications that warranted wider discussion. This would allow all cases to be considered, rather than requiring them to be delayed to a later meeting, ensuring students would receive outcomes as soon as possible.

### **UNRESERVED BUSINESS**

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The Committee deals primarily with reserved business. However, there is occasional unreserved business when the Committee's consideration is sought. The minutes from that business is reported annually to the General Board's Education Committee and details are available on request from [eamc@admin.cam.ac.uk](mailto:eamc@admin.cam.ac.uk)

### **EAMC: WORKSHOPS**

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College staff and the Student Advice Service were invited to an EAMC workshop in May 2023 to remind them of various guidance and processes and how the Committee considered applications and to discuss current good practice.

## F: Allowances Data

### VOLUME

Table 7 shows the types of allowances approved or alternative offered.

	2022-23	2021-22	2020-21 <sup>10</sup>	2019-20 <sup>10</sup>	2018-19
<b>Allowances</b>					
Allowed the Exam (medical)	4	1	1	2	1
Allowed the Exam (non-medical)	5	1	1	0	0
Allowed to Proceed (medical)	37	83	49	N/A - COVID	72
Allowed to Proceed (non-medical)	6	25	6	N/A - COVID	34
Declared to have deserved honours (medical)	11	30	26	5	24
Declared to have deserved honours (non-medical)	1	4	1	4	4
Foundation Year – delay first attempt	2				
Paper to be marked (medical) <sup>11</sup>	8				
Paper to be marked (non-medical)	9				
Reconsideration of a result (medical)	48	98	48	18	98
Reconsideration of a result (non-medical)	16	17	15	23	29
Re-Sit opportunity	2	4			
Ordinary BA (medical)	2	14	5	0	1
<b>Disregard Terms and resume study</b>					
Disregard Terms (medical)	375	462	341	235	297
Disregard Terms (non-medical)	50	60	49	69	40
Resume Study (medical)	319	358	266	184	242
Resume Study (non-medical)	33	27	35	25	27
<b>Postgraduate Allowances</b>					
Approved for the qualification	6	8	3		
Allowed to be examined or re-examined	31	36	12		
<b>Other Business</b>					
Adjusted Mode of Assessment	53	35	52	37	40
Allowance of a Term	18	15	2	11	25
Candidate Not for Honours	36	21			
Dissertation and Coursework extensions	506	429	156	116	149
Exemption from Oral examination (exceptional) <sup>12</sup>		19			
Illegal combination of papers	1	1	4	8	3
Leave to attend courses (non-member leave)	11	6	11	18	3
Fee remission	44	53	38	39	35
<b>TOTAL</b>	<b>1,634</b>	<b>1,807</b>	<b>1,121</b>	<b>794</b>	<b>1,124</b>

<sup>10</sup> This data is non-standard due to COVID mitigations in place

<sup>11</sup> Where late penalty has been applied

<sup>12</sup> Exceptional based on conflict during year abroad

Whilst the number of cases approved shows a slight decline compared to the previous year, the impact of the Marking and Assessment boycott should not be underestimated. With only 41% of undergraduate results published in the usual timeframe, it is expected the data for 2023-24 will show a significant increase, as those cases are considered.

## CASES DECLINED

As well as the 1,634 cases approved as shown in Table 7, the data below shows the volume of other cases considered but not approved.

	2022-23	2021-22
Cases declined	200	168
Cases cancelled or not required (after consideration)	42	39
Committee unable to act (e.g. outside of allowances)	2	

The reasons to decline an application may vary, but commonly include:

- Application submitted before results were known.
- Under the regulation for allowances, disregarding a particular paper would not move the candidate's name to a higher class and/or remaining papers were not at a higher class.
- Insufficient academic evidence that the outcome is different from that predicted.
- Committee unable to act where lack of student responsibility resulted in incomplete papers uploaded to Moodle.

## REASONS FOR ALLOWANCES AND OTHER CASEWORK

As detailed in table 8, cases for reasons of ill health remain high. The reason of technical difficulties has also increased over the past year, due to the move to digital assessment in 22-23. The Secretary and Assistant Secretary, or the Chair of Examiners as appropriate for an extension to a dissertation or coursework, dealt with 65% of this casework under delegated authority. Whilst this is slightly higher than last year, it reflects the increase in coursework extension requests.

**Table 8 breaks the reasons for the various forms of allowances and mitigation awarded:**

Table 8	2022-23	2021-22	2020-21	2019-20	2018-19
Mental Health / Anxiety / Depression	802	1,045	640	385	509
Grave cause / other	302	172			
Physical Health affecting the body	200	130	81	62	205
Virus	47	83	17	20	17
Long term illness	133	192	91	58	0
Eating Disorder	39	36	12	8	10
COVID-19	17	73	15	4	
Long COVID-19	17	21			
Technical Difficulties	21	12	10		
<b>TOTAL</b>	<b>1,578</b>	<b>1,764</b>	<b>866</b>	<b>537</b>	<b>741</b>



## DIRECT APPLICATIONS

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Since January 2022, applications for certain examination allowances could be made to the Committee from a College (via Tutor or wellbeing advisor) or via direct application from a student. In 2022-23, 33 applications were received directly from students. They are broken down as follows:

Type of allowance	Nbr applications received	Outcome
AMA <sup>13</sup>	1	Approved
Allowed the Examination	1	Approved
Allowed to progress to Part III (opinion sought)	4	Opinion offered
Allowed to Progress	2	1 x approved; 1 x declined
DDH	2	2 x declined
PG – award degree	2	1 x alternative offered; 1 x declined
PG – re-examination	10	4 x approved; 6 x declined
Reconsideration of Original result	8	1 x approved; 6 x declined. 1 x cancelled / not required
Re-sit	1	1 x deferred until Exam Review concluded
Resume study	2	2 x approved

## RECONSIDERATION OF ORIGINAL RESULT

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The allowance of Reconsideration of an Original Result ([regulation 3\(d\)](#)) attracts the highest number of applications annually and also has the highest percentage of applications declined. In 2022-23, a total of 125<sup>14</sup> applications were received for this allowance, compared to 171 in 2021-22.

Of those 125 applications received in 2022-23:

Nbr approved	Nbr declined	Nbr. withdrawn as no longer required	Nbr delayed to a subsequent meeting	Nbr. offered an alternative allowance
59	53	3	5	5

Data showing the breakdown of these applications by Subject is shown in [Appendix A](#).

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<sup>13</sup> Only considered as direct application where College relationship broken down

<sup>14</sup> This data has been impacted by the Marking and Assessment boycott

## G: Committee work: Other Allowances

### OPINION - PUT IN STANDING FOR PART III

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The Committee cannot put a student in standing for a Part III course as entry to these requires particular levels of previous academic performance. All it can do is to offer the relevant University academic authority an opinion on whether there are mitigating circumstances which would warrant reconsideration of the case by that authority. As the Committee is only offering an opinion, these are not captured as awards and therefore are not included in the data presented in table 7.

The table below shows the number of applications received over the past five Academic years:

Table 10	2022-23	2021-22	2020-21	2019-20	2018-19
Opinion for Put in Standing for Part III (medical & non-medical)	21	23	17	N/A COVID	9

### FEE REMISSION

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Calls for fee remission are primarily linked to requests for disregarding terms and fee liability on students' return to study or where students are taking a course over an extended period of study. The Committee received 51 applications for fee remissions in 2022-23 for various reasons, a small decrease on the year previous (53).

Of the 51 applications for fee remission, 44 were approved, 3 were declined and 4 were withdrawn.

To streamline the process and to ensure that students receive full information about fee support, the Committee approved to move the fee remission process to a Fee Remission Panel, supported by the Fees and Funding Team within Education Services.

### FOUNDATION YEAR

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The Foundation Year ran for the first time in 2022-23 with a cohort intake of 47. Of that cohort, 22 students made an application to the EAMC. These applications were for the following reasons (note some students applied to the Committee for more than one reason).

Adjusted Mode of Assessment	3
Coursework extension	30
Disregard terms	5
Postpone first sitting of the exam	2
Re-sit examination	2
Resume study	5

## EXTENSIONS TO COURSEWORK AND DISSERTATIONS

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Regulation 7 for Allowances to Candidates for Examinations allows the Committee to consider applications for extensions to coursework and dissertation submission. The regulation references a 'brief' extension, and the guidance notes indicate that only in exceptional circumstances would a deadline of more than seven days be granted.

Due to the timing of applications and submission, extensions are rarely considered by the Committee and instead managed via delegated authority between the Secretary and the Chair or Senior Examiner.

The data presented below only shows applications received and approved via the Committee over the past 5 academic years.

<b>Table 11</b>	<b>2022-23</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
Extension requests (received)	531	445	175	116	149
Extension requests (approved)	506	429	156	116	149

The number of extension requests received continued to grow beyond what it manageable by the Secretariat supporting the work of the EAMC, and those in Colleges who are required to submit applications. Requests were often submitted just prior to the deadline, or retrospectively, causing delays for students waiting for outcomes.

Following consultation with the General Board's Education Committee, a change in [policy](#) for short extensions was approved and allows students to self-certify for a short period, from October 2023. This should make the process significantly quicker for students and departments, and reduce the volume of requests being made to the EAMC.

Most requests for extensions in 2021-22 were for Health reasons (Physical Health and Mental Health).

<b>Reason</b>	<b>Number</b>	<b>% of total</b>	<b>% of total 2021-22</b>
Mental Health	183	34	36.5
Physical Health	186	35	39.5
SpLD	44	8	2
Grave Cause	71	13	15.5
Technical difficulties	20	4	1.5
Indirectly affected by COVID-19			1
Other	27	5	4

## H: Post Committee decisions

### REVIEW PROCEDURE

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The Committee may be required to review a decision made where a case has been made to the Office of Student Conduct, Complaints and Appeals (OSCCA) and after consideration by an independent reviewer, the application is upheld, or new evidence is presented.

In 2022-23, 79 applications were made to OSCCA requesting a Review of an EAMC decision. Of those 79 applications, 29 were upheld by the Reviewer, the remaining 50 applications being dismissed.

Of the 29 upheld outcomes, 13 were due to the '*availability of new evidence*' which had not been included in the original application.

Of those 29 cases reconsidered by the Committee:

- 14 cases were subsequently approved, or an alternative offered.
- 15 cases upheld the original decision made.

Of the 1,834 decisions made in 2022-23 (1,634 approved in table 7 plus 200 declined), 29 upheld review outcomes represents 1.6% of the annual Committee's business.

79 applications to OSCCA is a small reduction compared to the previous year where 91 applications were made and 23 were upheld (of 2,014 decisions made), representing 1.1% of the annual business. This slight reduction is again, likely attributed to the reduced result availability due to the Marking and Assessment Boycott.

## OFFICE OF THE INDEPENDENT ADJUDICATOR

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Where students are dissatisfied with the outcome of a Review of a decision of a University Body, they can raise a complaint with the Office of the Independent Adjudicator (OIA), the external Ombudsman. The OIA will consider whether the University has followed its own procedures and whether the actions taken are reasonable in all circumstances.

Students have one year from the end of the University process to raise a complaint with the OIA, so cases upheld by the OIA and referred back to the University for consideration do not usually relate to the current year of activity.

In 2022-23, the OIA required one case to be reconsidered:

A final year student applied for reconsideration of a result to be classed by disregarding a paper which would raise their Class to a First Class. The EAMC declined the application as there was no contemporaneous evidence and no explanation as to why that paper specifically was impacted. The OIA upheld the students' complaint and asked the EAMC to consider if the student should be offered a re-sit examination. The EAMC reviewed the application and the guidance notes for re-sits and agreed that the evidence provided did not warrant award of a re-sit examination and upheld their original decision to decline the application.

As part of the case being upheld, the OIA issued a further recommendation that indicated: *We also recommend that the University should change its examination process, providing a wider range of examination allowances, for example re-sit examinations that would permit students to show their academic capabilities where they have been affected by mitigating circumstances.*

*This is to ensure that the University's examination allowance process follows the principles set out in our Good Practice Framework: Requests for additional consideration, where the starting point when looking at claims for mitigation should be that all students should have a fair opportunity to show what they are capable of. We don't think that the University's current process sufficiently enables this. And ultimately, we think that it would be better practice for the University to consider offering re-sits as one of the first options available to it, not one of the last.*

A [task and finish group](#) has been set up to review the University's provision, but in the interim, it is expected that any outcomes from the OIA will include the requirement for the Committee to consider a re-sit examination as standard, and as such, it is possible that the number of cases upheld by the OIA will increase.

## **I: External factors influencing the Committee's work**

### **MARKING AND ASSESSMENT BOYCOTT**

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As indicated above, the Marking and Assessment Boycott (MAB) ran April to September 2023. This resulted in only 41% of the exam results being released in the usual timeframe. This had a knock on impact on students' ability to apply to the Committee for an allowance as applications could only be made where final results had been published.

The Michaelmas Term 2023 was significantly impacted by the publication of these delayed results, impacting the EAMC's business throughout that Term and into the Lent Term 2024.

The data for the later publication will be included in the annual report for 2023-24, when those cases were considered.

Irrespective of this delay, the numbers for 2022-23 remain high and if the MAB had not occurred, applications to the Committee would continue to have grown again in 2022-23.

### **EXTERNAL REVIEW OF MITIGATION**

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From October 2022 to May 2023, the University undertook a review of its approach to Mitigation facilitated by SUMS Consulting. Members of the Committee and Secretariat engaged with the review, and a member of SUMS observed a Committee meeting. The final report was presented to GBEC in November 2023 with a series of recommendations. Those recommendations would be considered throughout 2023-24.

### **DIGITAL ASSESSMENT**

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2022-23 saw further growth in digital assessment with the School of Biological Sciences continuing to pilot the Inspira platform. The training and student responsibility for this mode of assessment has necessitated a review of policy on submission of examinable materials reminding students of their own responsibility in preparing for and taking examinations and where an allowance may not be considered.

### **OVERALL DEGREE CLASSIFICATION**

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Easter Term 2023 saw the first award of an Overall Degree Class to students. Departments can choose the formula for calculation, which might include weighting of a second year. This resulted in applications from students requesting reconsideration of second year marks where it will not change the Class, but would change their total mark and therefore, could impact their overall classification.

## **J: Looking to 2023-24**

### **RE-SITS**

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The General Board's Education Committee commissioned the creation of a task and finish group to consider a high-level approach to re-sits, specifically whether the University should introduce re-sits. This follows from a requirement from the OIA to review current provision, as well as a recommendation from the SUMS review of Mitigation. The group is chaired by the Pro-Vice-Chancellor for Education and membership includes the Chair and Secretary of the EAMC as well as Dr Watts representing Colleges. There is also representation from each School as well as CSU and other Heads from Education Services as appropriate.

The group will meet throughout 2023-24 and will consider the implications across the Collegiate University on the implementation of re-sits.

### **VOLUME**

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The Secretariat supporting the EAMC continue to monitor volumes and respond to feedback as quickly as possible. The delay to the Michaelmas Term in publication of examination results due to the Marking and Assessment Boycott impacted the Committee's work throughout the Michaelmas Term 2023 and Lent Term 2024, resulting in the delay of the collation and publication of this Annual Report.

# APPENDIX A

## Applications for Reconsideration of an original Result, 2018-19 to 2022-23, by Tripos.

	2022-23		2021-22		2020-21		2019-20		2018-19	
	Nbr received	Nbr declined	Nbr received	Nbr declined	Nbr received	Nbr declined	Nbr received	Nbr declined	Nbr received	Nbr declined
ASNaC	1		1		1	1			1	1
Archaeology			1	1						
Architecture	2		1	1	1					
AMES	1		1		1	1				
Chemical Engineering			2		2	2			3	
Classics	3	1	5	1	3	2	4	3		
Computer Science			2		7	6	3	1	2	2
Economics	10	2	7	2	4	3	2	2	4	1
Education	2		1		3	1	2			
Engineering	20	5	11	6	10	7			4	1
English	2	1	4	2	12	11			12	4
Geography	5	3	3	2	2	2			3	
History of Art	1	1			1		1	1	2	1
HSPS			14	2	2	1			8	1
History	2	2	9	1	3	2	1		5	1
History & MML	1	1			2	2			1	
History & Politics	2	1	2		2	1			2	
Land Economy	2	2	3	1						
Linguistics			3	2			2			
LLM & MCL	2	1	3	1	4	1	1	1	3	2
Law	2	1	17		9	5	4	1	12	6
MASt:	2	2			2	1			2	1
Maths	7	3	9	5	8	1	3	2	3	
Manufacturing							1			
MBA, EMBA & MAcc	14	4	3		4	1				
Management Studies	3	2	2	1	1	1	4	1		
MFin	3		3		3	3				
MVST	2		15	5	7	3			8	
MML	3	1	4	2	4	2			5	1
Music	1		1		6	5	1	1	6	1
NST	26	18	29	11	40	22	8	6	26	7
PBS	2	1	10	3	2		2	2	3	
Philosophy	2	1	2	1	6	3	1		2	
TRPT	2		3		1		1		2	
<b>TOTAL</b>	<b>125</b>	<b>53</b>	<b>171</b>	<b>50</b>	<b>153</b>	<b>90</b>	<b>41</b>	<b>21</b>	<b>119</b>	<b>30</b>