Hull York Medical School

Mitigating and Exceptional Circumstances (MEC) Policy

Approval Process:	
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To obtain this Policy in an alternative format, please contact governance@hyms.ac.uk

Terminology on mitigating circumstances, exceptional circumstances, extension and additional considerations

HYMS recognises that while "exceptional circumstances" is a widely used terminology in the sector, "mitigating circumstances" remain a well-established terminology within HYMS and UK medical schools. The University of Hull's terminology of "extension and additional consideration", while aligned with the Office of Independent Adjudicators (OIA), is less well-adopted in the sector. On the ground of familiarity, HYMS uses "mitigating and exceptional circumstances" to retain the current familiarity in the students' interest.

Definition of terms

Day	A working day unless stated otherwise.
Programme	All academic activities, and/or clinical placements or experiences undertaken by a student for the purpose of achieving the award of credits, a certificate, diploma or degree.
Student	Any student studying a Hull York Medical School programme jointly awarded by the University of Hull and the University of York.
Disability	A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on a person's ability to do normal daily activities. Long term is defined as lasting one year or more or likely to last one year or more.
Relevant university	Either the University of Hull or University of York, depending on the student's registration
Two universities	The University of Hull and University of York. HYMS may liaise with the two universities on case-by-case basis in line with existing Data Sharing Agreement between the two universities
Final decision deadline	Generally before the relevant Board of Examiners meeting
First attempt	First Attempt ("attempt" is synonymous with "sit") refers to the first valid attempt at an assessment.
Second attempt	Second attempt refers to a resit following an unsuccessful first attempt
Resit	the act of taking an examination or assessment again (being 'reassessed'), typically because the initial attempt was failed.
Third and fourth attempt	refers to reassessments following an unsuccessful second attempt, which is allowed after a first and second attempt in Year 5 of the MB BS Programme
Sit as if for the first time	A student may be given the opportunity to take or submit the same type of assessment 'as if for the first time' at another

	appropriate time. If MEC apply to a student's resit of a failed assessment, the student will instead be entitled to resit that assessment 'as if for the first time.' (All references to a 'sit as if for the first time' or 'as if for the first time' in this policy apply equally to a 'resit as if for the first time').
Valid attempt	is an attempt at an assessment that counts towards the maximum number of permitted attempts, unless an attempt is nullified as a consequence of a student's mitigating or exceptional circumstances (MECs) or a successful appeal. Attempts nullified in accordance with policies for MECs and appeals do not count towards the number of permitted attempts. If a student is found to have committed assessment misconduct and they received a Fail grade because of this, the attempt would still count as a valid attempt towards the maximum number permissible. Non-attendance of an assessment is considered a valid attempt, and the attempt will count towards the maximum number permissible, unless MECs are accepted.
New first/second attempt	refers to a reassessment that is treated as a new first/second valid assessment to replace the previous attempt and granted by the Board of Examiners or School Education Committee in light of MECs. Where a new attempt is offered and accepted, the previous attempt will become void.
Next available opportunity	or "next available sit" refers to the next occurrence of each assessment, as per the assessment timeline published annually by the medical school. There are two available exam sittings in each academic year. If there are no further scheduled occurrences of a particular assessment within the academic year, the student will be required to repeat the year.
Failure to progress	occurs when a student does not meet the criteria for progression and termination of studies will be applied. This will result when a student has failed one or more assessments, including reassessments, and therefore not demonstrated the necessary knowledge, skills and/or professional behaviours to progress to the next stage or the award of the final exit qualification.
Original deadline	means the default deadline set for summative assessment. When extension is granted, time is extended from the point of the original deadline.

Abbreviations

HYMS	Hull York Medical School
MB BS	Bachelor of Medicine, Bachelor of Surgery
GMC	General Medical Council
SSP	Student Support Plan
HJSC	Hull York Medical School Joint Senate Committee
SFTPC	Student Fitness to Practise Committee
MEC	Mitigating and Exceptional Circumstances
MECC	Mitigating and Exceptional Circumstances Committee
SC	Self-Certification

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1. Purpose, Scope and Principles

1.1. This policy defines mitigating and exceptional circumstances affecting students' assessment completion, how to evidence them, assess their impact, and what adjustments ensure fair assessment.

1.2. This policy applies to all taught modules and programmes leading to HYMS credit or qualifications jointly awarded by the University of Hull and University of York.

1.3. Non-HYMS students taking HYMS modules should follow their home department/institution's policy and report claim outcomes to HYMS before the relevant Board of Examiners meeting.

1.4. This policy does not apply to postgraduate research modules and programmes. See Postgraduate Research Student Extension and Mitigating and Exceptional Circumstances Policy.

1.5. Mitigating and Exceptional Circumstances (MEC) and Self-Certification (SC) adjustments apply when students experience temporary, short-term but significant circumstances affecting their ability to complete assessed work to their usual standard, which they could not reasonably have anticipated or factored into the assessment timeframe.

1.6. MEC and SC adjustments are ***not*** intended to apply to the following situations:

1.6.1. **Impact on non-assessed learning activities**: For difficulties engaging with the programme outside assessments, students should seek HYMS wellbeing support or consider Leave of Absence for long-term impacts.

1.6.2. **Disabilities**: These should be addressed through support from University Disability Services or specific urgent adjustments per HYMS Policy on Disability and Reasonable Adjustments in Assessments. These include a Student Support Plan (SSP) or, in urgent or severe cases, specific adjustments to assessment outside an SSP. However, MEC claims are available for situations that would be covered by an SSP that isn't yet in place and aren't urgent or severe.

1.6.3. **Predictable, recurrent, or reasonably anticipated circumstances**: Adjustments are not available for scheduled assessments conflicting with work commitments, social/family events, or extra-curricular activities, except where impacts are beyond the student's reasonable control as provided in this policy.

1.6.4. **Formative assessments** are excluded from MEC and SC as they do not contribute to academic progression. Only summative assessments are eligible for MEC and SC.

1.7. This policy will be applied in accordance with HYMS regulations, policies and codes of practice relating to assessment and reasonable adjustments.

1.8. Each assessment must fairly and rigorously evaluate individual student learning. Students on each programme are generally expected to complete assessments under the same deadlines and circumstances. However, rational and proportionate

adjustments may be made to assessment circumstances based on students' individual situations, their welfare, and overall fairness, supported by appropriate evidence.

1.9. Those assessing MEC claims must accept them in good faith while expecting students to reasonably explain and demonstrate their situation and reasons for deviating from the specified assessment schedule.

1.10. Circumstances acceptable as exceptional under this policy (see Section 9) won't necessarily be acceptable as defences brought under HYMS Code of Practice on Academic Misconduct. Students experiencing circumstances affecting assessment completion should use this policy to seek adjustments rather than resorting to academic misconduct.

2. Process of submitting MEC and decision making

2.1. Students should submit MEC claims with evidence or Self-Certification (SC, see Section 11) as soon as possible. The submission windows:

2.1.1. For MEC is **five days before and after** the assessment or examination date.

2.1.2. For SC is **five days before** the assessment or examination date **only**. SC is not permitted after the assessment or examination.

2.2. Late MEC or SC is not normally accepted. If a MEC or SC is submitted after the five day deadline, students must provide the reasons for lateness and MECC will review the reasons. Where sufficient evidence exists, the request may be treated as if submitted on time. Where this exception does not apply, MECC will reject the MEC or SC. Submitted SC claims cannot be retracted after the assessment deadline or examination date.

2.3. MEC and SC must be submitted using a template provided by HYMS. Submission without using the template will be automatically rejected.

2.4. MEC and SC are considered by HYMS Mitigating and Exceptional Circumstances Committee (MECC) in a manner that facilitates regular decision making. All MEC and SC decisions will be made by the MECC before the relevant Board of Examiners meeting. Students will be notified of the outcome of their claim as soon as reasonably practicable, to their HYMS email address.

2.5. MEC or SC submitted after the relevant Board of Examiners' meeting will be automatically rejected. Students have the right to academic appeals following HYMS Code of Practice on Academic and Fitness to Practise Appeals (see Section 17).

2.6. Where a claim is rejected or partially rejected, HYMS will provide a brief rationale to allow the student to make an informed academic appeal if they wish. Where a decision is conditional on further information or evidence, HYMS will clearly state the consequences of non-submission.

2.7. Students with a sit as if for the first time opportunity should submit work to the original deadline where possible to reduce risk to progression. This does not apply to students with SC.

2.8. While the MECC is responsible for deciding a MEC claim, it is the responsibility of the relevant Board of Examiners to decide the assessment arrangement depending on the MEC outcome. Students have no input into the decision of the relevant Board of Examiners.

3. Outcomes available in response to a MEC claim

3.1. Only the adjustments set out below are available in response to an accepted MEC claim. Each of these following outcomes have specific limitations and requirements, (see sections 4 to 8):

3.1.1. The opportunity to sit or resit the assessment at a later date 'as if for the first time'.

3.1.2. Extensions to an existing assessment deadline.

3.1.3. The opportunity to sit an alternative type of assessment 'as if for the first time'.

3.1.4. Additional assessment tasks.

3.1.5. Where applicable, waiver of up to 20% of a module's assessment components (for postgraduate taught modules only).

3.2. Adjustments should enable fair assessment completion considering established circumstances. Adjustments may be combined when making or reviewing decisions (e.g., a 7-day extension plus 'sit as if for the first time' rather than a longer extension).

3.3. Adjustments cannot be made to a student's assessment mark or to their degree class or MB BS Honours.

4. MEC Outcome: Reassessment 'as if for the first time':

4.1. Students may take/submit the same assessment type 'as if for the first time' at the reassessment period or at a time approved by the relevant Board of Examiners. If MEC applies to a resit of a failed assessment, the student can undertake reassessment 'as if for the first time.'

4.2. **Marks to be awarded following a sit as if for the first time:** The mark from the subsequent assessment will stand; students cannot choose between first and second attempt marks. The original mark becomes void when the second attempt occurs, unless reinstated following academic appeal.

4.3. **Timing of 'sit as if for the first time' assessments**: Should ordinarily occur within the standard reassessment period for the programme.

4.3.1. The reassessment period for the MB BS (and other GMC regulated programmes) is fixed due to the curriculum and assessment timetables.

4.3.2. For non-GMC-regulated postgraduate taught programmes, the Board of Examiners may specify alternative deadlines in exceptional circumstances if operationally feasible, in the student's overall interest, and appropriate support can be provided.

4.4. Option to decline an 'as if for the first time' reassessment: Students may decline this opportunity, in which case the original mark stands. Non-attendance or non-submission is treated as declining.

4.4.1. Students must accept or decline before the HYMS-set deadline, which allows them to understand their overall grade profile while providing sufficient notice of the assessment task.

4.4.2. Students who have passed their assessments will not retake the assessments unless they inform HYMS otherwise.

4.4.3. For postgraduate taught programmes/modules only, students will know their original mark and marks in all other modules when deciding.

4.4.4. For postgraduate taught programmes/modules only, HYMS may set earlier deadlines if in the student's interest (e.g., for graduation or assessment timing requirements), provided the student has been informed of their module result and advised of the risk of a lower mark by sitting the assessment again as if for the first time.

4.5. **Revision of work already submitted:** Students taking an assessment 'as if for the first time' should not generally answer the same assessment question/task, unless there are specific reasons (e.g., a reflective portfolio on activities undertaken). Revised submissions may be permitted in such cases, but assessment should ensure the student isn't unduly advantaged relative to other students.

4.6. **Deferral of assessments:** Students given the option to take an assessment 'as if for the first time' may defer (not submit work at all for the original assessment). Deferral increases risk of academic failure and may reduce the mitigating options available to students later in the academic year. Students must be informed of this and encouraged to submit to the original deadline.

4.6.1. Where students are entitled to defer under self-certification or comparable adjustments, they may not submit to the original deadline; if they do, work should not be marked.

4.7. **Information for students about 'as if for the first time' reassessments:** Students will be informed when the reassessment is likely to occur and advised of failure consequences.

4.7.1. Students will be told that failing the 'as if for the first time' reassessment (or being unable to take it) will prevent progression.

Examples for section 4.7.1:

For the MB BS programme, reassessment timing is usually in June/July. If a student enters and fails reassessment 'as if for the first time', there is no further reassessment opportunity within the academic year. The student will be required to repeat the year, undertake the second attempt all assessments in the following academic year, and pass them, in order to meet the progression requirements. There is different reassessment arrangement for Year 5 students, please see HYMS Code of Practice on Assessment and Evaluation for MB BS regarding reassessment.

For postgraduate taught programmes, because of their modular structure, a student can enter reassessment in the next opportunity without repeating the module or the academic year.

5. MEC Outcome: Extensions

5.1. Students may receive extensions to submission deadlines, including retrospective extensions to remove late submission penalties.

5.2. **Duration and limits:** Extensions should be proportionate to circumstances and reasonably necessary for completion. The maximum possible extension is 7-21 **calendar days** for coursework depending on the type of assessment; no extensions are allowed for exams.

5.2.1. Decisions should consider the extension's impact on completing other pending assessments and student welfare.

5.2.2. HYMS may specify that extensions are inappropriate for some assessments or impose maximum limits based on assessment nature (e.g., short turnaround assessments).

5.2.3. HYMS can limit extensions to prevent unfair advantage from continuing work after feedback is provided to other students.

5.2.4. HYMS can impose extension limits and will inform students of these.

5.2.5. Where limits are imposed, additional adjustments should be considered to properly address circumstances (e.g., 'submit as if for the first time' plus a shorter extension).

5.3. **Impact of extensions on progress, award and return of marks:** HYMS will identify the last date work can be reasonably marked, moderated, and processed for progression or award Board of Examiners meetings (considering staff workload).

5.3.1. HYMS may set a 'cut-off date' after which timely processing for Board of Examiners meetings cannot be guaranteed.

5.3.2. Assessments with an extension granted don't require grades and feedback by the standard date. However, HYMS will return work in a timescale that enables students to use feedback for future learning and assessment.

5.4. **Information for students when an extension is granted:** When a student is informed that an extension has been granted, they must be informed of:

5.4.1. the new deadline.

5.4.2. (if relevant to their situation) any alternative submission method or electronic submission point to that originally specified.

5.4.3. any risk to progression or award due to extensions if work is submitted after a 'cut-off date'.

5.4.4. any impact on the likely return of marks or feedback due to the extension granted.

6. MEC Outcome: An alternative type of assessment (for programmes and modules not regulated by the GMC)

6.1. An alternative type of assessment is not allowed for MB BS or any programmes regulated by the GMC.

6.2. For non-GMC-regulated postgraduate programmes/modules, students may be offered a different assessment type 'as if for the first time' if module learning outcomes are appropriately assessed. This is usually for practical reasons (e.g., timely Board of Examiners processing, inability to attend assessment location, or inaccessibility of materials). Alternative assessments cannot be a type or format the student has never encountered.

7. MEC Outcome: Additional assessment opportunities (for programmes and modules not regulated by the GMC)

7.1. Additional assessment opportunities are not allowed for MB BS or any programmes regulated by the GMC.

7.2. For non-GMC-regulated postgraduate programmes/modules, where ongoing assessed work is only partially completed, students may undertake additional tasks to complete original module learning outcomes. The work should reasonably replace the missed assessment opportunities.

8. MEC Outcome: Waiver of assessment components (for programmes and modules not regulated by the GMC)

8.1. Waiver of assessment components is not allowed for MB BS or any programmes regulated by the GMC.

8.2. For non-GMC-regulated postgraduate programmes/modules, if a module mark comprises multiple assessment components testing the same learning outcomes, up to 20% of the overall module mark may be waived if remaining assessment components appropriately measure learning outcomes. Waiving is not permitted where components test different learning outcomes. This rule applies to a maximum of 40 credits per academic year, only for modules in the same semester (or teaching period), provided learning outcomes are achieved.

8.3. When an assessment component is waived, the module mark is calculated from remaining assessments, which form 100% in proportion to their relative weighting. For example, if a module has two 20% assessment components and one 60% assessment component, and one 20% is waived, remaining marks form a 25%:75% ratio.

9. Circumstances that are accepted as mitigating and exceptional

9.1. Decisions should align with the principles set out in Section 1. Students must show circumstances that:

9.1.1. Are temporary and relatively short-term in their impact (see Section 1 for alternatives to exceptional circumstances for longer-term impacts)

9.1.2. Significantly impact their ability to complete the affected assessment to their usual standard

9.1.3. Could not be reasonably anticipated or factored into planning assessment completion and

9.1.4. Impacted the specific assessment(s) identified, not general programme engagement.

9.2. Where an MEC claim reveals significant, general, and ongoing circumstances that may constitute disability disclosure requiring urgent/severe case support, HYMS will follow the measures in HYMS Policy on Disability and Reasonable Adjustments in Assessments, including signposting to Disability Services. However, MEC measures can provide adjustments while awaiting an SSP (or SSP revisions) in non-urgent/non-severe cases.

9.3. Where an MEC claim reveals significant, general, and ongoing circumstances outside the scope of HYMS Policy on Disability and Reasonable Adjustments in Assessments, HYMS will discuss with the student whether alternative adjustments (such as leave of absence) would better support the student.

9.4. **Deciding whether a situation is impactful on the student's ability to complete assessments:** HYMS considers the MEC's impact on assessment completion rather than general learning engagement. Larger impacts on study ability should be addressed through wider support mechanisms (see Section 1). HYMS considers when assessment instructions were given, preparation/completion time allocated, and whether circumstances significantly impacted the student's ability to prepare for or complete assessments during this period. For continuous or in-semester assessments

overlapping with teaching periods, HYMS considers the impact on balancing assessment and learning activities in the context of the claimed MEC.

9.5. Decision makers must use the claim and evidence to determine whether the case fits one of the following circumstances:

Circumstances normally accepted	**Examples of evidence that would support a claim based on the circumstances**
9.5.1. Temporary and significant physical or mental illness, health or wellbeing difficulties or conditions including treatment and therapy	This includes immediate physical or mental illness/health emergencies (hospitalisation, incapacitation through injury/illness/mental health crisis), and treatment (including diagnostic steps) sufficiently impacting assessment ability that cannot be reasonably changed or delayed. Evidence may come from health professionals or support workers but may also include, particularly for minor cases, evidence of appointment-seeking or support access attempts. Mental health claims may be supported by mental health professionals (Open Door/Mental Health teams), but relatively minor claims (e.g., under one week extension) may be accepted based on university support staff (Student Wellbeing Officers, college members, personal supervisors) or external support workers. However, HYMS will ensure students are properly supported and that adjustments don't exacerbate mental health situations. Repeated minor extensions are unlikely to be fair, appropriate, or supportive of student needs. Decision makers need not develop medical expertise and should base adjustment decisions on students' impact explanations supported by evidence.
9.5.2. Disabilities for which reasonable adjustments under a Student Support Plan are not yet in place	An MEC request or submission may be the first disability disclosure to HYMS or the University. Staff must refer to and follow HYMS Policy on Disability and Reasonable Adjustments in Assessments including urgent/severe case procedures for reasonable adjustments. Students with ongoing conditions/disabilities meriting assessment adjustments should seek an SSP outlining ongoing adjustments. Where claims/evidence reveal such conditions without an SSP in place, appropriate adjustments must be made based on information provided. As a general principle, significant or frequent adjustments shouldn't be made under this policy for disability claims.

	Such students must be encouraged to seek an SSP via Disability Services when communicated the adjustment.
9.5.3. Recent bereavement: where the student can show a sufficiently close relationship to a person that has died recently and that is likely to have had an impact on the student's ability to complete assessment tasks	Students may seek adjustments due to recent death of someone with whom they have a sufficiently close relationship affecting assessment ability. Closeness is inferred for close relatives (parents, grandparents, siblings, spouses/long-term partners, children, step-relatives) and household members. Other cases depend on circumstances and evidence. Given potential difficulties proving death and relationship closeness, proportionality should be considered when requesting bereavement evidence. Death certificates or funeral service evidence aren't required; other reasonable proof may be accepted. Although no time limit exists for bereavement-based adjustments, HYMS will consider whether short initial adjustments are appropriate based on less cogent evidence, with later review based on subsequent evidence (which may include mental health impacts or practical consequences of dealing with the death).
9.5.4. A long-term relationship breakdown, e.g. a marriage.	The breakdown of a significant relationship represents a major life event that can cause acute emotional and psychological distress, comparable in severity to bereavement. The effects are rarely short-lived; the student may experience disruption to their living arrangements, financial instability, and ongoing emotional difficulty over an extended period Because relationship breakdowns are inherently personal, direct documentary evidence can be difficult to obtain, and most institutions acknowledge this. Typically accepted evidence includes a statement from the student's GP, counsellor, or therapist confirming the psychological or emotional impact; a personal statement from the student outlining the circumstances and their effect on studies; correspondence or documentation relating to separation or divorce proceedings (such as a solicitor's letter); and supporting statements from a personal tutor or supervisor who can corroborate the impact on the student's engagement and performance. A supporting statement from University Open Door or Wellbeing Service is also acceptable.
9.5.5. Being a victim of a crime, harassment or otherwise involved in a	This applies where students are crime victims or involved in criminal proceedings (witness, defendant, etc.) affecting assessment.

criminal matter or other legal proceedings	Adjustments may also be made for other legal proceedings and jury service. Criminal and legal involvement may have mental health impacts beyond the assessment period. Adjustments should be based on wellbeing impact and disruption to assessment completion from time demands. This impact and disruption should be identified and evidenced in or inferred from the MEC application. Evidence typically includes police or court documents but may also include letters from legal representatives or, where appropriate, supporting statements from university staff responsible for student support.
9.5.6. Disruptions to transport or travel that were not reasonably avoidable, including unpredictable and unpreventable visa issues	Students are generally expected to attend assessments at the University (or designated locations) and should arrive in good time, accounting for potential delays. However, MEC claims may be accepted for significant delays or transport disruptions the student couldn't reasonably anticipate or avoid. Transport disruption doesn't normally justify extensions, but significant travel disruption (regional, national and international) preventing assessment completion within scheduled time may warrant consideration. HYMS will consider disruption beyond what the student could reasonably anticipate or accommodate in their assessment plans. Evidence typically includes public announcements, news items, or direct communications about disrupted travel.
9.5.7. Disruptions to necessary IT systems beyond the student's reasonable control (site-wide, nationally, or internationally)	Students are generally expected to ensure reasonable access to internet connections, IT software/hardware, etc. needed for assessments and, where appropriate, should use University or Placement Provider on-site IT facilities. Students should allow sufficient submission time to overcome slow connections. Late submission when starting close to deadlines (without other good reasons) is poor planning, not an MEC. Students should back up work regularly. Planning should mitigate slow internet and computer crash risks. Therefore, IT slowness and work loss are generally not acceptable MEC claims. However, IT problems significantly more severe or different than reasonably expected may warrant extensions or 'as if for the first time' reassessment, including site-wide, national, or international disruptions verifiable by independent sources.

	Claims should demonstrate the technical problem's nature and show (or allow inference) that students couldn't reasonably account for it in assessment planning. Evidence may include announcements about power or system failures.
9.5.8. Commitments and obligations conflicting with the completion of the assessment that were not reasonably avoidable	Students are expected to prioritise assessments during assessment periods. Social, work, family, or other commitments generally won't justify adjustments. Such activities should typically be deferred during exams or short-duration coursework and factored into planning for longer assessments. However, situations where obligations are critically timed (e.g., job interview) and/or have significant impact (unavoidable legal obligations) may affect assessment ability or completion timeframe. MEC adjustments may be appropriate where claims and evidence show such impact and that obligations couldn't be reasonably avoided (e.g., deadline extensions or later 'as if for the first time' assessment). Adjustments may be allowed for voluntary but significant situations (interviews, representing professional teams or country in sporting events, etc.) if the outcome remains reasonably fair to the student and other students.
9.5.9. Students in 'vulnerable' categories	Students in the following groups can apply for a 4-day extension or deferral using a University letter/email or a letter/email issued by the relevant authority confirming year-round eligibility: a. Hardship funding/University Bursary recipients; b. Estranged students; c. Care experienced students; d. Students with caring responsibilities; e. Students with children; f. Students supported by Sexual Violence Liaison Officers; g. Students on active Support to Study cases; h. Refugee/asylum seeking students. Students in these groups are eligible only during specified periods: i. Students subject to or bringing disciplinary action/outcome; j. Students actively seeking disability support without an SSP yet in place.

	Students in categories a-j receive eligibility letters and may apply via MEC. No additional evidence is needed for 4-day extensions or deferrals (if appropriate), though more substantial adjustments require additional evidence. HYMS monitors these requests and may refuse repeated applications and make alternative adjustments if deemed contrary to student welfare or assessment integrity. In such cases, consideration should be given to what alternative support or adjustments will instead sufficiently support the student.
9.5.10. Military conflict, natural disaster, or extreme weather conditions	Typically accepted evidence includes news reports or official governmental or international agency communications confirming the event and its impact in the relevant region; a personal statement from the student explaining how the event affected them and their studies; correspondence from family members, community leaders, or local authorities confirming the student's personal connection to the event; and, where relevant, medical or psychological evidence confirming any resulting distress or trauma, such as a letter from a GP, counsellor, or therapist. Evidence of disrupted travel, such as cancelled flight confirmations or embassy communications, may also be relevant where the student was unable to attend an assessment. A supporting statement from University Open Door or Wellbeing Service is also acceptable.
9.5.11. Severe financial difficulties	General financial pressures that many students experience would not ordinarily constitute grounds for MEC. Severe financial difficulties may include acute financial crisis arising from sudden and unexpected events such as the loss of a primary source of funding, the sudden death or incapacitation of a financial sponsor, unexpected family financial collapse, or the abrupt withdrawal of financial support. Commonly accepted evidence includes bank statements or financial records demonstrating a sudden and significant change in financial circumstances; a letter from a financial sponsor, employer, or funding body confirming the withdrawal or loss of funding; evidence of redundancy, such as a letter from an employer, where the loss of income relates to the student's own employment; official documentation relating to a family member's death, illness, or financial collapse where that person was the student's primary source of support, such as a death certificate, medical letter, or legal correspondence; a letter from the university's own financial

	support or student funding team confirming that the student has sought assistance and the nature of their difficulties; and a personal statement from the student setting out the circumstances and explaining how they affected their studies and assessment performance.

10. Circumstances that are not mitigating and exceptional

10.1. Usual, predictable, or preventable circumstances, including ordinary life matters, are typically not mitigating and exceptional, including (non-exhaustive):

10.1.1. Minor short-term illness/injury without significant adverse assessment impact

10.1.2. Stress or anxiety inherent to assessment

10.1.3. Academic work pressure (unless contributing to ill-health)

10.1.4. Inability to balance assessments with daily commitments

10.1.5. Holidays, celebrations, weddings

10.1.6. Poor time-management

10.1.7. Lack of awareness of assessment dates/times

10.1.8. Formal investigations (e.g. fitness to practise, disciplinary processes)

10.1.9. Equipment failures, including IT systems and viruses (accepted only as specified in Section 9.5.7)

10.1.10. Job/placement interviews (students should rearrange if employer has flexibility; if the employer has no flexibility, please refer to Section 9.5.8.)

10.1.11. Group assessment issues (intra-group conflict, member absence/non-cooperation; report to Phase/Module Lead early)

10.1.12. Routine paid/voluntary employment commitments

10.1.13. Reluctance to disclose personal/sensitive/confidential circumstances

10.1.14. Pregnancy, maternity, paternity, adoption (see HYMS Student Pregnancy, Maternity, Paternity and Adoption Policy)

10.1.15. Closely scheduled or same-day exams/deadline

10.1.16. Visa problems preventing UK return

10.1.17. Driving test

10.1.18. Planned, routine health appointments

10.1.19. Financial difficulties.

11. General principles and requirements for evidence

11.1. MEC claims should generally be supported by sufficient evidence, with sufficiency proportionate to the claim's nature and requested adjustments. In urgent or severe cases amounting to disability, evidence is not required and HYMS Policy on Disability and Reasonable Adjustments in Assessments must be followed.

11.2. Proportionality of evidence

The evidence required depends on the adjustment requested. Minor adjustments (extensions under a week) need less strong evidence, while substantial adjustments (longer extensions or resits) require stronger evidence showing the student merits significantly more time or a second attempt.

HYMS may apply proportionality, make smaller adjustments than requested if the evidence supports only limited accommodation, or greater adjustments if evidence shows greater need than claimed.

11.3. Sufficiency of evidence

Evidence must be sufficient to determine whether an adjustment is needed and what is appropriate. It must confirm the circumstances and show (or allow reasonable inference of) the effect on the student's assessment ability. Evidence is sufficient if it is:

11.3.1. Reasonably contemporaneous to the situation the student alleges: Evidence must be dated. Evidence from significantly after the events may be less credible, unless circumstances prevented the student from obtaining it earlier. Where the wellbeing claim and any non-contemporaneous evidence indicate that the students' circumstances could have prevented them from securing evidence at an earlier point, the claim can still be considered.

11.3.2. Independent: Normally from a third party independent of the student. For minor adjustments, evidence from someone close to the student may be accepted if more independent evidence is difficult to obtain.

11.3.3. Objectively verifiable: Allows HYMS to reasonably determine the nature and impact of circumstances beyond the student's assertion, supporting the claimed disruption's nature, duration, and impact to justify the requested adjustment.

11.4. Professional or non-professional evidence

Evidence need not be from a professional if it is contemporary, independent, and objective. However, more serious claims and adjustments may warrant professional or expert evidence. For minor adjustments, evidence from independent support workers (Student Wellbeing Officers, college staff, personal supervisors, etc.) within or outside the University may be sufficient.

11.5. **Claims without evidence**

Claims can be submitted before evidence is available. Students unable to provide immediate evidence should submit the claim, identify expected evidence, and indicate when they hope to obtain it. Evidence must be submitted as soon as possible and **no later than five days after the assessment deadline or exam**. If the evidence is not submitted before the relevant Board of Examiners meeting, the MECC will decide if the evidence can be waived (Section 11.7) or to partly accept the claim or to reject the claim (Section 11.6.3).

11.6. **Claims 'subject to evidence'**

Where claims lack sufficient evidence, consideration should be given to provisional acceptance 'subject to evidence' based on the student's explanation and steps to secure evidence.

11.6.1. Provisional decisions can be made if the circumstances could reasonably constitute a valid claim and evidence can realistically be obtained. Students must be informed the decision is conditional and risks retrospective rejection if evidence isn't produced or doesn't support the claim. Students should be strongly encouraged to submit work or participate in assessments so there is work to mark (without penalty) if the claim is rejected.

11.6.2. Once evidence is submitted, the claim should be reviewed and accepted (wholly or partly), rejected, or made subject to further evidence requests.

11.6.3. If evidence isn't provided by the deadline, the claim should be reviewed and accepted (wholly or partly) without evidence or rejected.

11.6.4. HYMS regularly reviews outstanding 'subject to evidence' claims to ensure evidence production and enable final decisions.

11.7. **Deciding a case without evidence**

The evidence requirement may be waived if obtaining independent third-party evidence is not possible or practicable, either when first deciding the claim or at the final decision deadline. Decision makers should consider the nature of the claim and whether requiring evidence is proportionate to the requested adjustment.

11.8. **Review of claims rejected for lack of evidence**

If a claim is rejected for lack of evidence, students may obtain and submit further evidence for reconsideration before the deadline.

11.9. **Translations of evidence**

Evidence must be in English or translated upon request. Translations should be reasonably credible, independent, and objective relative to the claim. For minor claims or easily understood documents, informal translation may suffice. For significant claims or complex central documents, professional translation may be required and provided by the student.

HYMS may use Google Translate or similar software with the student's express consent, taking care to protect confidentiality by not uploading personal details. Given misinterpretation risks, alternative translation methods should be used where possible, except for quick translation of small terms or phrases.

12. Self-certification

12.1. Self-certification (SC) serves two main **purposes**:

12.1.1. Easing health service pressures and delays. Students should only engage medical services when requiring treatment or advice, not to obtain evidence for minor illnesses not needing treatment.

12.1.2. Covering short-term disruptions impacting assessment ability that are challenging to evidence.

12.2. **Scope:** Self-certification applies to most assessments, including all examinations (in-person and online, clinical and non-clinical) and most short/long-duration coursework. However, it excludes specific coursework forms where extensions aren't feasible (talks, practicals, etc.). Submission points for materials ahead of talks are eligible for self-certification; however any resulting four-day extension cannot affect the presentation itself, therefore the self-certification extension will be capped at the time between material submission date and the date of the presentation.

12.3. **Limits:** Students may use self-certification for a **maximum of 3 assessments per academic year** and can cancel prior to assessment deadline or examination date. After using all 3 opportunities, students must submit evidenced MEC claims.

12.4. **Students with SSPs:** should not use self-certification for extensions covered by their SSP; they should apply through the SSP. However, they may use self-certification for circumstances not covered by their SSP (e.g., short illnesses at assessment time).

12.5. Self-certification requests are automatically approved if criteria are met and submitted on time. Students must state one of the following reasons:

12.5.1. Exceptional Medical Circumstances (Physical Health)

12.5.2. Exceptional Medical Circumstances (Mental Health)

12.5.3. Exceptional Medical Circumstances (Physical and Mental Health)

12.5.4. Exceptional Personal Circumstances

HYMS tracks approvals to identify patterns and offer appropriate student support advice.

12.6. **Self-certified deferral of examinations**

12.6.1. Students can self-certify to defer examinations.

12.6.2. Examinations are deferred to the next opportunity and treated as originally scheduled (taken 'as if for the first time').

12.6.3. Where a student registered on the MB BS programme applies for self-certification to defer an examination, deferral will apply to all assessment components within the same theme. Because summative assessments in Years 1 to 5 are theme-based and integrated, a student may not defer individual components within a theme in isolation. Where a student self-certifies to defer one component (for example, Paper 1 of Applied Life Sciences), all other components within that theme at that sitting will automatically be deferred to the next available opportunity. Marks for any components already taken will be void.

12.6.4. Students may only apply for deferral before the exam starts. Deferral is not possible once the exam has started or the window has opened.

12.6.5. If a student defers an exam but subsequently submits an answer, that submission will not be marked.

12.6.6. MEC claims can be made for exams (attempted or not) but require evidence.

12.6.7. The following forms of examination are available for self-certification deferral:

a. Closed examination
b. Online examination
c. Open examination

12.7. Self-certified extensions for coursework:

12.7.1. Students can self-certify for four-day extensions on short/long-duration coursework assessments.

12.7.2. Self-certification is only available up to the submission deadline, not after.

12.7.3. Students should submit a MEC claim if four days is insufficient. Students can submit MEC claims even after applying for self-certification but should cancel self-certification if the original deadline hasn't passed. MEC claims require evidence.

12.7.4. Each assessment task allows only one self-certified extension. Further extensions require a MEC claim.

12.7.5. The following coursework forms are available for self-certification extensions:

a. Coursework/Essay
b. PGT dissertation

12.8. **Coursework not eligible for self-certification**

12.8.1. The following coursework forms are not available for self-certification:

a. Attendance required activities (GMC or PSRB requirements)
b. Oral Examination/Presentation/Seminar
c. Clinical Placement
d. Practical
e. Group Work
f. Coursework where extensions are not feasible or practicable deemed by the Board of Examiners

13. Fit to Sit and Clinical Examinations

13.1. All clinical examinations (for example with patients/simulated patients, OSCEs, OSLERs) are subject to 'Fit to Sit', which aligns with the GMC principle that medical practitioners must be fit to practise and have a duty of care to ensure this.

Key Principles

13.2. By attending or participating in a clinical examination, a student declares themselves fit to sit.

13.3. Students cannot submit retrospective MEC claims that their performance was adversely affected.

13.4. Students have a professional responsibility to recognise whether they are fit to practise in clinical examinations and, if not, to declare this and not attend.

Before the Examination

13.5. Students who believe they are not 'Fit to Sit' must inform HYMS before the examination starts. Students may consider SC and MEC if they are not ‘Fit to Sit’,

13.6. Students can only self-certify or submit MEC claims relating to clinical examinations if they have **not** taken part in the examination.

During the Examination

13.7. If a student becomes ill during the examination and cannot continue, they must:

13.7.1. Inform the lead examiner or invigilator immediately;

13.7.2. Leave the examination venue and

13.7.3. Submit a completed MEC claim form with evidence **within five days.**

13.8. The lead examiner/invigilator will submit a report to the Board of Examiners.

After the Examination

13.9. If a student completes the examination but subsequently believes an underlying condition (for example, mental health issue, progressively worsening physical condition) affected their performance or judgment about fitness to sit, they may appeal the Board of Examiners' progression recommendation in line with HYMS Code of Practice on Academic and Fitness to Practise Appeals.

13.10. Students should contact the Student Wellbeing Team at the earliest opportunity to seek advice.

13.11. Short-term mitigation is not normally appropriate for such situations; Leave of Absence should be considered (refer to HYMS Policy on Leave of Absence).

Extraordinary Circumstances

13.12. In exceptional cases where severe circumstances prevent appropriate engagement and prior notification was not possible (for example, significant bereavement notification en-route to exam, mental health crisis, serious accident, crime victimisation), HYMS will consider cases individually, assessing whether:

13.12.1. The issue was reasonably foreseeable.

13.12.2. The situation impacted the student's capacity to make decisions in their best interests.

14. MEC for Non-Clinical Examinations

14.1. Fit to Sit does not apply to non-clinical examinations.

14.2. If a student experiences circumstances during a non-clinical examination that may affect their performance, they should inform the invigilator or examination staff, who will record the incident.

14.3. Students may choose to continue or leave the examination (unless the invigilator/staff determine there is sufficient disruption to other students).

14.4. The decision to leave or continue will not affect the MEC claim.

14.5. Students can submit an MEC claim with appropriate evidence within five days. With sufficient evidence, approved claims will be treated as ‘sit as if for the first time’.

14.6. Self-certification is not allowed when a student has taken part in a non-clinical examination.

15. Students with Disabilities, including Specific Learning Difficulties such as dyslexia and dyspraxia, mental health conditions and long-term medical conditions

15.1. If a student has a disability, or they have a long-term health condition (12 months or more) that impacts on their day-to-day activities, they should register with Disability Support who will advise further on support and reasonable adjustments to their study and assessment.

15.2. Disability includes specific learning difficulties (such as dyslexia and dyspraxia), as well as diagnosed mental health conditions. Students should contact University Disability Support for further information.

15.3. A reasonable adjustment can be authorised for disabled students on a case-by-case basis via their Student Support Plan (SSP).

15.4. If a disabled student experiences difficult circumstances unrelated to their disability, they should apply through this Policy.

15.5. If a disabled student does not have a reasonable adjustment in place at the time they make an application for MEC or SC, they should apply for MEC and SC in the standard way.

15.6. Where a disabled student has a reasonable adjustment in place, they should apply for MEC or SC where their assessments have been affected. Where a student has an agreed reasonable adjustment for an existing disability or health condition, and this is the reason for the application, there will not be a requirement to re-evidence this disability or health condition as part of the application.

15.7. While students with a pre-existing disability recognised by Disability Services are ordinarily exempt from providing evidence of that disability when submitting a claim, this waiver does not apply in all circumstances. The following exceptions apply:

15.7.1. **Different Circumstances:** Where a student's claim relates to circumstances other than their pre-existing disability, evidence must be provided in support of the new situation in the standard way.

15.7.2. **No Existing Reasonable Adjustment:** Where a student's disability has not yet been formally recognised by Disability Services and no reasonable adjustment is currently in place, the student must provide evidence in accordance with the standard evidence requirements.

15.7.3. **New, Changed, or Exacerbated Impact:** The evidence waiver applies to the underlying disability only. Where a student indicates that their condition has significantly worsened or has had a new or acute impact requiring different adjustments, the MEC Committee may request evidence of that change or deterioration, although proof of the underlying disability will not be required.

16. Students on Student Visa

16.1. The approval of a MEC or SC claim does not override a student's visa conditions. Where an extension to studies is granted as an outcome of an approved claim, this does not automatically confer the right to remain in the UK for the duration of that extension, as immigration legislation takes precedence over any academic decision made under this policy. An approved MEC or SC outcome is an academic determination only and carries no legal weight in respect of immigration status. Where a claim results in an extension to the period of study, the student's continued presence in the UK remains entirely subject to the requirements of UK Visas and Immigration (UKVI) and the conditions of their visa.

16.2. Students are strongly advised to seek guidance from the University Immigration/Compliance Team at the earliest opportunity to understand the implications for their visa and to explore whether a further visa application may be possible and appropriate. Where it is determined that remaining in the UK is not legally viable, the student may need to consider alternative arrangements for completing their studies.

17. Appeals

17.1. Students have the right to appeal the MEC Committee's decision in accordance with HYMS Code of Practice on Academic and Fitness to Practise Appeals within 28 days of the relevant Board of Examiners' meeting, providing legitimate grounds for appeal. Students should seek advice from the relevant Student Unions regarding appeals.

17.2. Grounds for appeal: The usual ground for appeal against an MEC Committee decision is procedural irregularity, i.e. that the Committee did not follow the correct procedures when considering the claim. Appeals will not normally be considered on any other basis.

17.3. Disagreement with a decision: Students may not appeal an MEC Committee decision solely on the basis that they disagree with the outcome. Dissatisfaction with a decision, or a belief that the outcome should have been different, does not in itself constitute valid grounds for appeal.

17.4. Timing of appeals: The appeal window opens following the relevant Board of Examiners' meeting, rather than at the point of the MEC decision, because the MEC outcome may not be relevant to a student's academic progression. For example, a student may have passed an assessment without the MEC adjustment being applied, meaning the decision had no material impact on their result. Students are therefore only able to determine whether they have been disadvantaged and whether an appeal is warranted once the Board of Examiners has confirmed their progression outcome.

17.5. New evidence: Where a student wishes to submit evidence that was not available at the time the MEC Committee considered the claim, and the student can demonstrate good reason why that evidence could not have been provided earlier, this may constitute grounds for reconsideration. Students should note that evidence which existed at the time of the original claim but was not submitted will not normally be accepted. Any request to reconsider on the basis of new evidence should be submitted in accordance with the HYMS Code of Practice on Academic and Fitness to Practise Appeals.

17.6. External review: Where the HYMS appeals process has been completed and a student remains dissatisfied with the outcome, the relevant University, on behalf of HYMS, will issue a Completion of Procedures Letter. Students may then submit a complaint to the Office of the Independent Adjudicator for Higher Education (OIA) for independent review within 12 months of the date of the Completion of Procedures Letter.

17.7. **Vexatious appeals:** In accordance with HYMS Code of Practice on Academic and Fitness to Practise Appeals, appeals which are frivolous, vexatious, or which repeat matters already considered and decided without new grounds will not be investigated. Students are reminded that the submission of a vexatious appeal may be referred to the student disciplinary process.

18. Confidentiality, Data Protection, information sharing and Safeguarding

18.1. Personal information may be collected from students when they submit a claim form and during the decision-making process, for the purposes of administering MEC decisions under this policy.

18.2. Students' personal information is used to prepare, process and determine claims, and to identify whether additional support or signposting to other University services may be beneficial.

18.3. Personal information is shared within HYMS only to the extent necessary for determining the claim. Evidence from one claim may be used to inform another where relevant.

18.4. When someone handling an MEC application thinks a student needs extra support, their information may be shared internally to arrange appropriate assistance (e.g. advising on Leave of Absence or welfare check-ins).

18.5. Outcomes of MEC claims may be shared with a student's educational supervisor to support academic progress advice, but the details and evidence behind the claim will not.

18.6. If an appeal is submitted, personal information may be shared with the relevant HYMS Committee. To investigate, MEC staff may consult tutors or personal supervisors, who will know an appeal exists but will not receive personal information.

18.7. If a student complains about their experience of this policy, the claim form, evidence and outcome may be reviewed by the relevant Committee, and by the University Complaints Team if escalated.

18.8. Where wellbeing concerns arise from a MEC claim, staff may seek advice from the University (e.g. Mental Health Team, Open Door Team or Disability Services) and share personal information as needed. Where a student has an SSP, information may be shared with the disability contact to ensure adequate support. If a claim suggests an undiagnosed disability, staff will follow HYMS Policy on Disability and Reasonable Adjustments in Assessments.

18.9. While the primary focus of this Policy is to support a student's academic progression and wellbeing, HYMS recognises its legal and ethical obligations to safeguard the welfare of all students, staff, and members of the public.

18.10. Information shared in this Policy is generally treated as confidential. However, HYMS staff must share any declarations of health conditions, mental health issues, or safeguarding concerns made within MEC or SC application with Student Wellbeing or Support Services within HYMS and the relevant university to ensure appropriate support pathways or reasonable adjustments can be arranged.

18.11. Where a safeguarding concern is identified, HYMS reserves the right to share necessary information with internal departments or external agencies (such as emergency services or social care) without the student's explicit consent, in accordance with the Data Protection Act and the General Data Protection Regulation (GDPR).

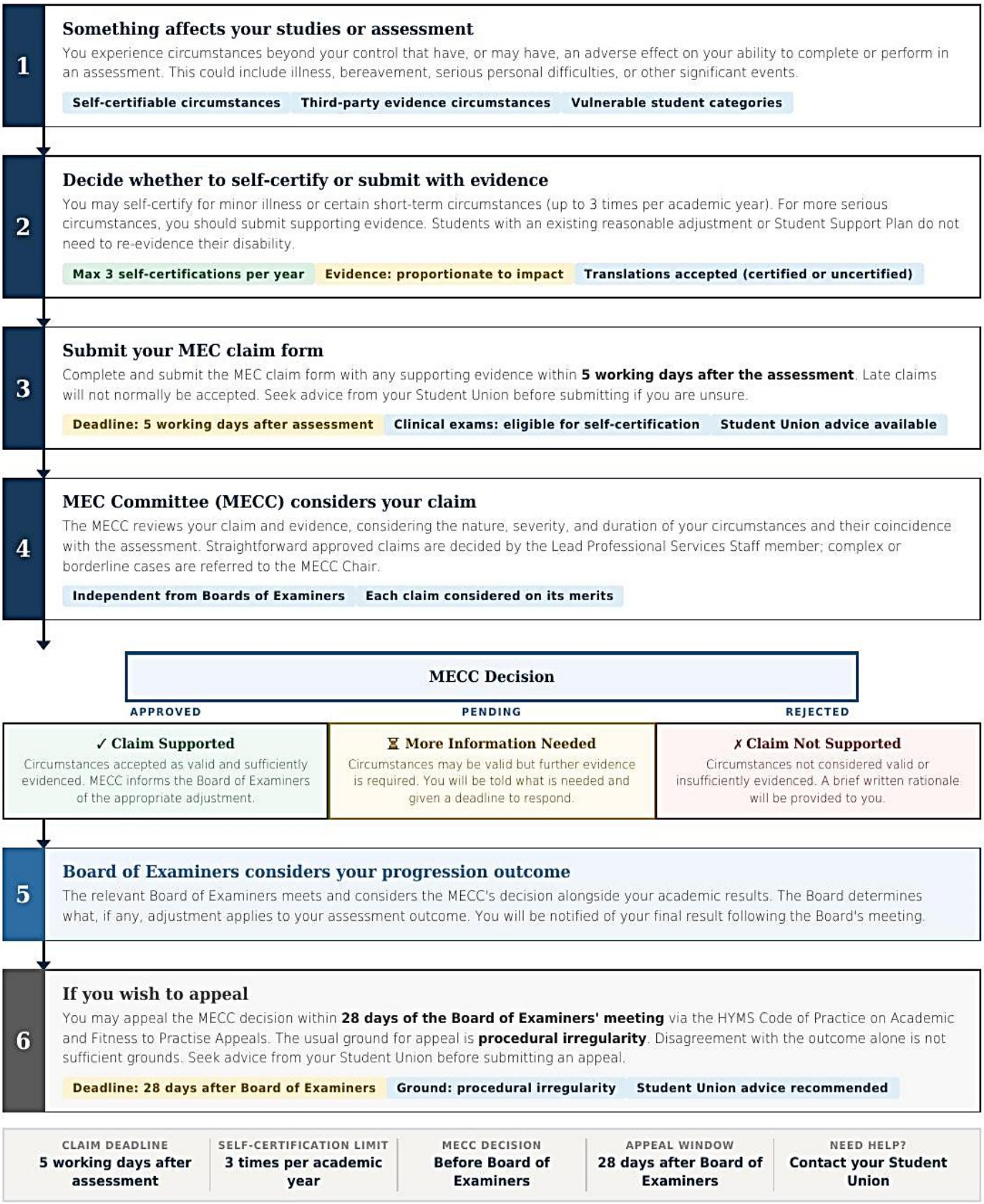
18.12. This Policy is not an emergency response. In cases of immediate or life-threatening danger, students and staff should contact emergency services on 999/Local Number and University Security before initiating any formal stages of this policy.

18.13. HYMS will also observe the Safeguarding procedures of the two universities:

18.13.1. University of Hull Safeguarding Policy

18.13.2. University of York Safeguarding Process

Flow diagram illustrating the key stages of the MEC process



Version history
November 2026: Administrative clarification added in Section 12.2 on self-certification and submission points for materials ahead of talks.

Equality Impact Assessment

HULL YORK MEDICAL SCHOOL

Equality Impact Assessment (EIA)

Full Assessment Form

Please refer to the HYMS Guidance on EIA before filling in this form. If you are not sure whether you need to carry out a full EIA, please complete the EIA Screening Form to help you decide. For the purpose of EIA, any reference to 'policy' refers to the full range of functions, strategies, activities and decisions for which HYMS is responsible. Please submit the completed form to the Governance Team (governance@hyms.ac.uk)

Name of proposer undertaking the EIA	Kit Fan
Job title	Governance Manager
Email address	Concealed

1. Name of policy
HYMS Mitigating and Exceptional Circumstances (MEC) Policy

2. Aims and purpose of the Policy (please use no more than 100 words)
This policy provides a fair, consistent, and transparent framework for considering mitigating and exceptional circumstances that affect students' ability to complete or perform in assessments. It aims to ensure that no student is academically disadvantaged due to circumstances beyond their control, while maintaining the integrity of HYMS academic standards. The policy sets out how claims are submitted, evidenced, and assessed, and what adjustments may be applied. It supports equitable outcomes for all students across HYMS-awarded programmes at the University of Hull and University of York.

3. Who will be affected by the policy? For example, students, staff, visitors.
Students

4. Involvement and Consultation
What involvement and consultation activity has been undertaken or is planned on this policy? Who have you consulted with? Please consider the potential impact on all groups of people, not just members of a specific team or group. Consultation with people from the protected groups will provide the best understanding of the potential impacts of the change. Please provide people with firm proposals so that they can understand the potential impact/s and provide adequate time for consideration and response.
The revised HYMS MEC Policy was developed through a structured and inclusive consultation process led by a dedicated MEC Working Group, established in October 2025 at the request of the Chair of the School Education Committee. The Working Group comprised a diverse

membership of twelve staff with relevant expertise, including academic and professional services staff, student wellbeing representatives, programme directors, chairs of Boards of Examiners, and the Chair of the MEC Committee.

The Working Group met twice in November and December 2025 to undertake a systematic comparison of the HYMS Policy against the University of York Exceptional Circumstances Policy and the University of Hull Code of Practice on Requests for Extensions and Additional Consideration, supplemented by review of wider sector practice including guidance from the Medical Schools Council and other UK medical schools.

A Principles Paper setting out the Working Group's proposed policy decisions was subsequently subject to formal consultation across four student-facing governance committees in February 2026:

- Student Staff Committee (2 February 2026)
- PGT Programme Board (4 February 2026)
- PGR Programme Board (10 February 2026)
- MB BS Programme Board (18 February 2026)

The Principles Paper was revised following feedback from these committees before being submitted to the School Education Committee for endorsement in March 2026. Following endorsement, the draft revised Policy was shared for further consideration by Student Staff Committee and the three Programme Boards in April and May 2026, prior to approval by the School Education Committee and Joint Senate Committee.

This policy will be reviewed periodically in line with HYMS governance arrangements, and the MEC Working Group is committed to evaluating the effectiveness of the revised Policy following its implementation in September 2026.

5. Gathering data and evidence
What data and evidence did you use to assess the impact of the policy? Please state how you collected it and how you used it. If you used information collected outside of HYMS or the University, please state the source of the information.

To inform the development of the revised HYMS MEC Policy, the MEC Working Group drew on a range of qualitative and comparative evidence. This included a systematic review of the University of York Exceptional Circumstances Policy and the University of Hull Code of Practice on Requests for Extensions and Additional Consideration, alongside wider sector evidence including Medical Schools Council guidance and practice at other UK medical schools. Feedback gathered through the formal consultation process via the Student Staff Committee, PGT, PGR and MB BS Programme Boards also provided qualitative insight into the experience of students and staff under the current policy.

However, HYMS does not currently collect or analyse MEC data broken down by protected characteristics, such as disability, ethnicity, gender, or other characteristics protected under the Equality Act 2010. As a result, it has not been possible at this stage to draw on quantitative evidence to assess whether the current policy has had a differential impact on particular groups of students, or to identify patterns in claim rates, outcomes, or adjustments by characteristic. This is a recognised gap.

To address this, HYMS is committed to introducing systematic monitoring of MEC data disaggregated by protected characteristics as part of the implementation of the revised Policy from September 2026. This will enable HYMS to identify, over time, whether any groups of students are disproportionately represented in MEC claims or outcomes, and whether the revised Policy is operating equitably in practice.

Specifically, the following monitoring commitments are proposed:

The MEC Committee will record relevant equality data at the point of claim submission and report aggregated, anonymised data to the School Education Committee on an annual basis. This reporting will include claim volumes, outcomes, and where data is available, breakdown by protected characteristic. Any patterns or concerns identified through this monitoring will be reviewed by the MEC Working Group or a nominated governance body, with recommendations made to the School Education Committee where policy or process adjustments are required. HYMS also recognises that certain groups of students may have a higher likelihood of submitting MEC claims, including students with disabilities, student carers, and students from particular demographic backgrounds. The revised Policy incorporates a number of provisions specifically designed to reduce barriers for these groups, including the removal of re-evidencing requirements for students with existing reasonable adjustments, broader self-certification grounds, and an expanded list of vulnerable student categories. The effectiveness of these provisions in reducing inequality of experience will form a key focus of the post-implementation evaluation planned for 2026-27.
This EIA will be reviewed and updated once equality monitoring data becomes available, to ensure that the assessment reflects evidence rather than assumption.

6. What are the potential or actual impacts of the policy or proposal when assessed against each of the following protected characteristics?							
Protected characteristics	**Positive impact**	**No impact**	**Negative impact**	**Detail of impact**	**How will you mitigate or remove any negative impacts and/or promote any positive impacts? Please provide justification if a negative impact cannot be removed.**	**Action owner**	**Timescale of mitigation or elimination of negative impact**
Age		X		The revised Policy is not anticipated to have a differential impact on students by age. MEC provisions apply equally to all students regardless of age. The introduction of clearer self-certification processes and streamlined claim procedures may benefit mature students who are more likely to have caring responsibilities or employment commitments alongside their studies, reducing the administrative burden of evidencing claims.			
Disability	X			The revised Policy is expected to have a positive impact on disabled students. Key changes include the removal of re-evidencing requirements for students with an existing reasonable adjustment or Student Support Plan in place, meaning disabled students will no longer need to repeatedly evidence a pre-existing condition when submitting MEC claims. The expansion of self-certification grounds and the explicit inclusion of all summative assessment types — including clinical examinations — as eligible for self-certification further reduces barriers. These changes reflect a more inclusive and less burdensome approach that is directly beneficial to this group, who are likely to be among the most frequent users of the MEC process.			
Gender reassignment		X		No specific differential impact has been identified. The Policy applies equally to all students, and no provisions are			

				anticipated to disadvantage students who are undergoing or have undergone gender reassignment. Students in this group may benefit from the broader vulnerable student categories introduced in the revised Policy, which include students experiencing significant personal circumstances.			
Marriage and civil partnership		X		No specific differential impact has been identified. This characteristic is unlikely to be materially relevant to the MEC process.			
Pregnancy and maternity	X			The revised Policy is expected to have a positive impact on pregnant students and those on maternity leave. The adoption of Hull's approach to recognise a pregnancy support plan as acceptable evidence for an MEC request provides clearer and more explicit support for this group. This removes ambiguity in the current policy and ensures pregnant students are not required to seek additional medical evidence where a support plan is already in place.			
Race and ethnicity		X		No differential impact has been identified at this stage, as MEC data has not yet been analysed by ethnicity. However, the revised Policy introduces provisions that may benefit students for whom English is not a first language, including the explicit acceptance of both certified and uncertified translation of supporting evidence. This reduces a potential barrier for international students and home students from non-English speaking backgrounds when evidencing claims. HYMS will monitor claim rates and outcomes by ethnicity once data collection is in place, to identify any disproportionate impact.			
Religion or belief		X		No specific differential impact has been identified. The Policy does not reference religion or belief directly, and provisions apply equally regardless of a student's religion or belief. Students observing religious commitments that coincide with assessment periods may benefit from the broadened self-certification grounds and the expanded definition of circumstances eligible for MEC consideration.			
Sex		X		No specific differential impact has been identified at this stage, as MEC data has not yet been analysed by sex. The pregnancy and maternity provisions noted above are directly relevant to			

				female students. HYMS will monitor claim rates and outcomes by sex once data collection is in place.			
Sexual orientation		X		No specific differential impact has been identified. The Policy applies equally regardless of sexual orientation. Students in this group may benefit from the broader vulnerable student categories, which are designed to capture a wider range of personal circumstances that may affect assessment performance.			
Other characteristics: caring responsibilities and socioeconomic background	X			While not a protected characteristic under the Equality Act 2010, caring responsibilities and socioeconomic background are recognised as factors that can intersect with protected characteristics and affect students' engagement with the MEC process. The broadened self-certification grounds, the removal of re-evidencing requirements for existing reasonable adjustments, and the expanded vulnerable student categories are all expected to have a positive impact on student carers and students from lower socioeconomic backgrounds, who may face greater difficulty obtaining formal third-party evidence in support of a claim.			

*Other characteristics may include caring responsibilities, socio-economic background, or part time working

Please sign and retain a copy of the completed Screening Form for your records.

Signature	Kit Fan
Date	March 2026

Please submit the form to the Governance Team (governance@hyms.ac.uk)

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7. Consideration by Equality Diversity Inclusion Committee (EDIC)	
The Chair of EDIC may consider the EIA via Chair's Action or at a full meeting and may decide if input from the Equality Champions may be needed to consider the EIA.	
	No impact identified at this time As a result of assessing the policy against the protected characteristics, no equality impact(s) have been identified.
	Continue the proposal without adjustments for adverse impact One or more adverse equality impacts have been identified. However, the proposal meets critical business need AND is an appropriate and proportionate means to achieve that aim.
	Continue the proposal making adjustments where required One or more equality impacts have been identified. Mitigating actions to address this will be taken.
	Stop the proposal because adverse impacts cannot be prevented or objectively justified One or more adverse impacts have been identified which cannot be objective justified and it is not possible to make adjustments to address the adverse impact it may be necessary to stop the proposal.
EDIC Comments (if necessary)	
Name of EDIC Chair (or Deputy)	Anna Hammond
Signature of EDIC Chair (or Deputy)	Withheld
Date	May 2026