

Temporary Learning Agreement Procedure

Approved by:	Effective date:	Next review:
Education and Student Experience Committee	1 August 2023	2023-24

Procedure statement

The University recognises students may experience unexpected, medium- or long-term difficulties outside their control (unrelated to a Disability) which adversely impact their ability to engage fully with their learning and assessment, and for which the Exceptional Circumstance procedure would not offer sufficient support. The Temporary Learning Agreement procedure sets out the processes through which students in these circumstances can be offered support to manage their learning and assessment alongside their personal difficulties, with the intention of successfully completing their Level and / or course of study in the affected academic year.

Who needs to know about the Procedure?

- Deans of Faculty and Pro Vice-Chancellors
- Heads of School and Department
- All staff, including those at Partner Institutions
- Registered students, including Apprentices and those studying at Partner Institutions

Purpose of the Procedure

The Temporary Learning Agreement (TLA) procedure sets out the principles of where a TLA can be provided, the requirements for developing, agreeing, managing/monitoring and ending a TLA, and how students may request a Review of a decision regarding a TLA.

Contacts

Registry Services is responsible for:

- Monitoring implementation across the University and its Partner Institutions
- Providing advice and assistance to staff
- Providing guidance and templates
- Procedural training
- Institutional level annual reporting

The team can be contacted by emailing: exceptionalcircumstances@canterbury.ac.uk

Faculties and Partner Institutions are responsible for:

- Operational implementation of the procedure
- Providing advice and assistance to students
- Operational training for staff
- Faculty level annual reporting

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1. Introduction

Context

- 1.1. Students are expected to plan their work so they can meet assessment deadlines/dates at the same time as any other obligations which they may have, whether study-related or otherwise.
- 1.2. It is the responsibility of all students to:
 - 1.2.1. ensure they are fit to undertake assessments; *and*
 - 1.2.2. undertake assessments as required and at the right time; *and*
 - 1.2.3. show proper diligence in the completion of all assessments; *and*
 - 1.2.4. make early use of wider University support services, if necessary, to develop effective strategies for managing challenges which are commonplace (i.e. not exceptional or above and beyond the normal challenges faced by students) and not rely on a Temporary Learning Agreement (TLA) as a substitute for effective planning and personal effort; *and*
 - 1.2.5. to consider, where they experience ongoing challenging circumstances, whether an Interruption is more appropriate to their needs rather than relying upon a TLA.
- 1.3. The University recognises students may experience unexpected, medium- or long-term difficulties outside their control (and unrelated to a Disability), which adversely impact their ability to engage fully with their learning and assessment.

Purpose

- 1.4. The TLA procedures are designed to support students experiencing the type of difficulties set out in 1.3 in managing their learning and assessment alongside their personal difficulties, with the intention of successfully completing their Level and / or course of study during the student’s current academic year.

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- 1.5. A TLA represents a formal agreement between the student and University¹ that covers relevant aspects of learning which may be impacted by the student's circumstances, and offers opportunities for coursework extensions and postponed examinations / time-constrained assessment (TCA), as appropriate.

Key Terminology and Definitions

- 1.6. A full set of definitions for key terms referred to in these procedures is available [here](#).
- 1.7. In the context of these procedures, the University defines three main time periods:
- 1.7.1. **Short-term** is something which affects a student for no more than 14 calendar days.
 - 1.7.2. **Medium-term** is something which affects a student for more than 14 calendar days and up to the duration of a Semester or Trimester.
 - 1.7.3. **Long-term** is something which affects a student for more than a single Semester or Trimester and (potentially) up to a maximum of the end of a student's current academic year.
- 1.8. In this procedure the term 'days' refers to consecutive **calendar** days unless explicitly stated as 'working days':
- 1.8.1. In the context of this procedure, both calendar and working days exclude Bank Holidays and periods of University² business closure;
- 1.9. Where this procedure refers to 'academic year' this is the student's current academic year, unless otherwise stated. A 'Student's current Academic Year' is the period in which a student is expected to complete the current level/stage of study or their course. The boundaries of a student's academic year are defined by the course's academic calendar (including dates related to Boards of Examiners), the validated course length and the cohort intake date on which a student is registered (e.g. September, January, June).
- 1.10. Where this procedure refers to 'assessment', the same principles apply for reassessment unless explicitly stated as otherwise.
- 1.11. Where this procedure refers to Course Director, this may include equivalent Course roles and the Course Director's nominee, where appropriate. The Course Director's nominee is expected to be an appropriate member of the academic Course Team or another Course Director from the same School (where appropriate).
- 1.12. Where the procedure refers to 'extensions', this is where an academic coursework deadline has been extended to a later date in the same Semester/Trimester. The assessment is submitted and marked in

¹ And, where relevant, a Partner Institution.

² Or Partner Institution business closure period, where relevant.

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time to be considered at the relevant Module Board; **the extended date cannot be beyond the relevant Board date.**

- 1.13. Where the procedure refers to 'deferral', this is the postponement of an assessment (normally an examination or TCA) to the next designated assessment period after the relevant Module Board (and in line with the Course's academic calendar) (see section 9.18-27).

Scope

Who can and cannot receive a TLA

- 1.14. This procedure provides academic support for students with medium- or long-term difficulties unrelated to a Disability, which will directly impact more than one academic assessment.
- 1.15. A TLA may not be given in place of a Learning Support Plan (LSP), as it cannot offer reasonable adjustments or provide the level and type of support offered by an LSP.
- 1.15.1. where a student has a condition which falls under the Equality Act 2010, they must be directed to Student Wellbeing Services to discuss development of an LSP.
- 1.15.2. As students may receive an interim LSP, while evidence or external assessments are awaited, a TLA should not be used as an interim measure during LSP development.
- 1.15.3. In rare cases, it may be possible for a student to have a LSP and a TLA concurrently, see section 1.27.2.1.
- 1.16. The procedure applies to:
- 1.16.1. all Undergraduate and Postgraduate Taught courses; *and*
- 1.16.2. all courses delivered by the University and its collaborative Partner Institutions (unless otherwise formally agreed).
- 1.17. They can apply to students studying modules for the first time and those completing Reassessment with Attendance, where they meet the criteria for a TLA.
- 1.18. They do not apply to Postgraduate Research students.
- 1.19. They do not apply to students who are not actively studying, for example those on Interruption.
- 1.19.1. Should a student with an agreed TLA interrupt from the academic year to which the TLA applies, that TLA will end on the date the interruption is agreed and processed. The TLA will not automatically resume on the student's return; should the student wish to request a TLA on their return, a TLA development discussion would have to take place on their return.
- 1.20. A TLA is an individual student support agreement, and cannot apply to a group.

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- 1.20.1. Where a University-wide disruption to learning, assessment or other institutional services has occurred which may have impacted a cohort, group or all students, a common approach will be determined by the University and applied to all affected students, in order to ensure equity.
- 1.21. Where a student's course includes modules taught by more than one subject area (for example combined honours), at all stages of this procedure it is required that both subject areas will be involved to ensure consistency of support and decision-making across both subject areas. For a TLA to be agreed both subject areas must agree to this, and a student **must not** have a TLA agreed in only one of their two subjects, or have a different TLA agreed for each subject area.

What can and cannot be covered by / offered through a TLA

- 1.22. A TLA may cover formative and summative academic assessments, and (where appropriate) reassessment deadlines.
- 1.23. A TLA cannot be applied to:
- 1.23.1. Retrospective assessment deadlines, i.e. any deadline that occurred before the date of the TLA initiation discussion, including where the attempt has already been presented to and agreed by a Board of Examiners;
 - 1.23.2. Assessments already submitted / attempted before the date of TLA development;
 - 1.23.3. Attendance or engagement requirements³;
 - 1.23.4. Arrangements or requirements for placements, or to practice-based assessments (although they can apply to any academic assessments that arise from placements).
 - 1.23.5. Requirements associated with non-academic elements of an Apprenticeship course.
- 1.24. A TLA may include extensions to coursework deadlines and/or postponement of examination or TCA dates.
- 1.24.1. This may include deadlines/dates previously extended/postponed through Exceptional Circumstances, where appropriate
 - 1.24.2. There may be some assessments where academic or professional restrictions make it impossible or unfeasible to offer extensions or postponements (for example group work⁴). In these circumstances the student must be clearly informed of this restriction at the point of TLA development.
 - 1.24.3. Where a TLA offers extensions, the deadlines set must ensure the work is submitted, marked and ready for consideration by the relevant Board of Examiners.

³ As set out in the University's Student Engagement in Learning and UKVI Sponsored Students: Attendance and Engagement Policies.

⁴ Unless the group work involves individual submissions or where an alternative individual assessment option is validated for the module, which the TLA student could undertake in place of the group assessment activity.

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- 1.25. A TLA may, in exceptional cases, offer deferral of assessment to the next designated assessment period (for the relevant academic calendar) after the relevant Board of Examiners. The requirements for making such decisions are set out in sections 9.18-26.
- 1.26. A TLA **may not**:
- 1.26.1. Alter or exempt a student from the attendance requirements relevant to their Course or, where applicable, Student Route Visa status⁵; *or*
 - 1.26.2. Make changes to academic marks awarded; *or*
 - 1.26.3. Alter the learning outcomes to be achieved by an assessment; *or*
 - 1.26.4. Alter the mode of assessment (unless a validated alternative exists for the Module); *or*
 - 1.26.5. Extend the duration of an examination or TCA; *or*
 - 1.26.6. Agree Special Arrangements or Reasonable Adjustments⁶; *or*
 - 1.26.7. Allow a student to initiate distance learning or otherwise change their registered mode of study⁷; *or*
 - 1.26.8. Agree changes to modules or the student's registered Course/Pathway/Route⁸; *or*
 - 1.26.9. Extend a student's maximum period of registration on a course or level of study⁹; *or*
 - 1.26.10. Change reassessment (confirmed by a Board of Examiners) to first (uncapped) assessment.
- 1.27. The following circumstances fall outside this procedure, and must be taken through the appropriate alternative procedure (or route):
- 1.27.1. **Short-Term, Exceptional, Unexpected Difficulties:** The Exceptional Circumstance procedure is intended to offer support in these circumstances, where a student meets the relevant criteria. The student must make a request using the appropriate form, within the required timeframe.
 - 1.27.1.1. Students with an agreed TLA may make an Impaired Performance request if they believe an additional short-term issue, unrelated to their TLA reason(s) impacted their performance. They **may not** use an Exceptional Circumstance to further extend or postpone assessment already extended/postponed via their TLA.
 - 1.27.2. **Reasonable Adjustment:** Where a student identifies a disability which has not previously been disclosed to the University, they must make contact with Student Wellbeing Services in order to discuss and agree what reasonable adjustments may be made, and formalise a LSP.
 - 1.27.2.1. For students with LSPs already in place, should they experience an additional medium-term issue unrelated to their LSP condition, it may be appropriate for a TLA to be put in place to provide additional academic support during the affected period. The decision to agree a TLA is appropriate alongside a LSP must be jointly made by the Course Team and relevant Student Wellbeing Services team, to ensure all relevant factors are considered.

⁵ See the [UKVI Sponsored Students: Attendance & Engagement Policy](#) for details.

⁶ This is only possible for students with a disclosed Disability, through an LSP.

⁷ To request a change to their mode of study, students must complete the required Changes to Study process. Such requests may only be made where validated alternative modes of study are available for the course, and the student is eligible for such a route.

⁸ To request such changes, students must complete the required Changes to Study process.

⁹ This decision can only be taken through the Notwithstanding the Regulations process.

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1.27.3. **Material Administrative Error in relation to assessment:** students must report concerns of this nature as soon as possible, directly to either the relevant office of the Registry or their Course/School, dependent on which area is responsible for organising the assessment.

2. Eligibility criteria for a TLA

- 2.1. A student must be actively studying to be eligible for a TLA.
- 2.2. As a TLA is an agreement between the student and University, the student must be able to sufficiently engage with the TLA development and agreement process to be eligible for a TLA. A TLA cannot be put in place without direct and active involvement by the student in the discussion.
 - 2.2.1. Should a student be unable to engage in the discussion and agreement process, they should be advised of any other appropriate support options (for example Interruption).
- 2.3. For a TLA to be developed, the issue must be identified early enough in the student's current academic year for a TLA to be of value.
 - 2.3.1. Where a TLA is requested close to the end of a student's current academic year, it is unlikely a TLA will be possible and the student should be provided with advice about other options, as appropriate¹⁰.
 - 2.3.2. It may be appropriate for a TLA to be developed for the next academic year, however this discussion would need to take place at the start of that academic year as a TLA cannot be agreed before the start of the academic year to which it applies.
- 2.4. A TLA will only be developed where the student meets all of the following criteria:
 - 2.4.1. The student's circumstances are (or are likely to) last for a medium- or long-term period (as defined in this procedure), and do not relate to a Disability; *and*
 - 2.4.2. The reason is exceptional, unexpected, outside their control, and meets one or more of the reasons listed by the University as acceptable for development of a TLA (see section 16); *and*
 - 2.4.3. The reason has (or is likely to have) a demonstrable negative impact upon the student's ability to engage fully with their studies and complete assessment as scheduled during the affected period; *and*
 - 2.4.4. The student has supplied appropriate supporting evidence, which sufficiently demonstrates the reason and that meets criteria 2.4.1-3 and section 3.
- 2.5. The University will not agree to put in place a TLA where the student's support needs can otherwise be met through another more appropriate procedure.

¹⁰ For example, about the use of Exceptional Circumstances for a specific affected assessment, consideration of whether interruption for the next year is appropriate, referral to Student Wellbeing Services for a LSP for the next year, or possibly submitting an Academic Appeal for module results recently agreed.

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- 2.6. The University recognises there may be cases where a student's reason or available evidence does not clearly meet the criteria in 2.4, but the Personal Academic Tutor (PAT)¹¹ believes a TLA may be appropriate. In such cases the PAT and Course Director(s) should discuss the case. The Course Director(s) will agree one of the following courses of action, which the PAT will then communicate to the student:
- 2.6.1. That further information / evidence is required before a TLA can be developed, including details of what could / should be supplied and a timeframe for doing so; *or*
 - 2.6.2. The reason / evidence does not meet the criteria for a TLA (and 2.6.1 does not apply). The student will be provided with information about any alternative available support options; *or*
 - 2.6.3. In rare cases, where a student is unable to provide further information / evidence but the PAT and Course Director(s) agree their case requires additional consideration, the Course Director(s) may refer the matter the Faculty Panel for a final decision on whether a TLA can be developed (see section 11). The Panel decision will be binding on the Course Team and student.

3. Criteria for Supporting Evidence

- 3.1. A TLA must be supported by appropriate evidence. A TLA cannot be agreed where no evidence is provided.
- 3.2. The evidence provided in support of a TLA must be:
- 3.2.1. in the form of documentation (i.e. not video or audio files); *and*
 - 3.2.2. from a professional source¹²; *and*
 - 3.2.3. name the student or (where the issue relates to a third party) clarify the relationship of that individual to the student; *and*
 - 3.2.4. dated and recent enough to clearly apply to the student's current academic year and point of TLA development; *and*
 - 3.2.5. sufficiently demonstrate the student's reason and that it is (or is likely to be) medium- or long-term.
- 3.3. Evidence provided in support of a TLA may not be:
- 3.3.1. Solely from a parent, partner or friend.
 - 3.3.2. verbal or anecdotal.
 - 3.3.3. dated substantially prior to the student's current academic year.
 - 3.3.4. solely in the form of newspaper articles, social media postings, appointment cards (where the reason for the visit is not specified), photocopies (or scanned copies) of over-the-counter medications or photographs of a personal nature.

¹¹ Or equivalent role within a Partner Institution.

¹² Professional sources of evidence can vary and should be appropriate to the reason. They can include statements by University Student Wellbeing Services or Chaplaincy staff, employers, external bodies such as registered Charities or the Citizens' Advice Bureau, community or faith leaders.

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- 3.4. If a student wishes to ask for evidence already held within the University to be used as the basis for a TLA, or added as additional evidence, they must specifically request this and provide clear information about what evidence they wish accessed and from whom/where.
- 3.5. The University will not seek evidence from outside the University (from an individual or organisation) on a student's behalf.
- 3.6. Where a student is providing evidence that relates to a living person other than themselves (for example to demonstrate caring responsibilities), they must provide confirmation of that person's permission for the evidence to be shared with the University for the purposes of TLA consideration¹³.

4. Length of time a TLA may be in place

- 4.1. A TLA is not designed to be a permanent arrangement. It is intended to cover the period affected by the circumstances for which it was initiated.
 - 4.1.1. Where a student has a permanent or serious long-term medical or psychological condition not yet disclosed to the University, the student should be directed to Student Wellbeing Services to discuss a Learning Support Plan (LSP).
- 4.2. A TLA must have a clear and specific agreed start and end date, agreed at the point of development.
- 4.3. The University expects the majority of TLAs will exist for one Semester or Trimester.
 - 4.3.1. Where agreed as appropriate, a TLA might be in place for more than one Semester / Trimester, or (in rare cases) up to the end of the student's current academic year as a maximum.
- 4.4. A TLA may not go beyond the end of the student's current academic year¹⁴.
 - 4.4.1. If a student's circumstances persist beyond the end of their current academic year, it may be appropriate for a new TLA to be agreed for a subsequent academic year. A new TLA development discussion must take place at the start of the new academic year to ensure a TLA remains the appropriate option for the student's circumstances.
 - 4.4.2. Where the PAT and Course Director(s) determine a TLA is no longer appropriate and another option (such as a LSP or Interruption) would be more appropriate to the student's circumstances, they will not agree to a new TLA and will confirm this to the student, providing advice about how to access the appropriate route.

¹³ Unless GDPR exceptions apply, see TLA webpage guidance for more details.

¹⁴ Depending on the student's course length and intake cohort, their current academic year may cross standard academic year boundaries (e.g. January–January or June–June), and in such cases the TLA may continue beyond the end of August, but not beyond the end of the relevant calendar and intake cohort's academic year.

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5. Step 1 - Initial discussion to determine if a TLA is a viable support option

- 5.1. A TLA may be requested by a student.
 - 5.1.1. All requests must be considered by the Course Team in line with this procedure;
 - 5.1.2. A PAT and/or Course Director is not obliged to develop or agree a TLA, and will only do so where: the student meets the criteria set out in this procedure, it is considered the most appropriate support option for their circumstances, and it is early enough in the year to be of value.
- 5.2. Where appropriate, a TLA may be recommended to a student by the Course Team. Circumstances which may lead to such an offer being made include, but are not limited to:
 - 5.2.1. Tutorial discussions between the PAT and student
 - 5.2.2. Other discussions about academic progress between the student and a member of the Course Team or Faculty
 - 5.2.3. As a result of engagement (or attendance) discussions¹⁵
 - 5.2.4. Where a medium- or long-term issue (unrelated to Disability) is identified in an Exceptional Circumstance request
- 5.3. A student is not obliged to take up the offer of a TLA. A student may decline to have a TLA at any point in the initiation or development process. **NB:** *a record of the student's decision should be held by the Course Team in line with the Student Privacy Notice.*
- 5.4. A TLA cannot be initiated by a third party on behalf of a student, except where 5.2 applies.
- 5.5. An initial discussion with the student about the TLA request/offer will normally be undertaken by the PAT¹⁶.
 - 5.5.1. Where the student's course includes modules taught by more than one subject area (for example combined honours), the PAT must liaise with the named academic contact for the other subject in determining if a TLA is to be developed. Where appropriate, the initial discussion may take place between the student, PAT and named academic contact jointly.
- 5.6. Where a TLA is requested by a student, the University should ensure a discussion to determine if it is the appropriate option occurs as soon as is possible after that point.
 - 5.6.1. It is expected the PAT will discuss with the student all relevant support options in order to enable the student to make an informed choice as to whether a TLA is appropriate for their current circumstances.
 - 5.6.2. The discussion can take place in person or by virtual means (e.g. by phone, MS Teams). In light of the nature of the discussion, it is expected only in rare cases would it take place solely by email.

¹⁵ This is separate from any re-engagement plan which may be agreed for a student.

¹⁶ Or equivalent route, for relevant Partner Institutions.

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- 5.6.3. If a student is incapacitated (or otherwise unable to directly contact their Course team) and unable to engage with their studies, it is not possible to develop/agree a TLA. Their incapacitation may be reported by an appropriate third party to Student Wellbeing Services (so that appropriate processes can be implemented), but not dealt with through the TLA procedure.

6. Step 2 – Developing a draft TLA

- 6.1. A draft TLA will be developed where the PAT (or Course Director(s)/Faculty Panel, where 2.6.3 applies) is satisfied the student meets the criteria to do so and it is the most appropriate support option at that point.
- 6.1.1. It is expected the TLA draft will be developed as soon as possible after agreement to do so is reached.
- 6.1.2. A draft TLA can be developed concurrent to making a Raising a Concern referral, where appropriate.
- 6.1.3. A student may not have separate TLAs for different modules, a single TLA draft must cover all affected modules.
- 6.1.4. Where the student's course includes modules taught by more than one subject area both subject areas must agree to a TLA being developed and it must cover both subject areas¹⁷.
- 6.2. The PAT¹⁸ is normally responsible for drafting the TLA (ensuring it meets all requirements in section 6). The TLA must be developed in discussion with the student.
- 6.2.1. A TLA cannot be developed without the direct engagement of the student in that process.
- 6.2.2. A TLA cannot be developed with a third party on behalf of a student.
- 6.2.3. The initial discussion and drafting of a TLA can occur in a single discussion or separately.
- 6.3. The discussion can take place in person or by virtual means (e.g. MS Teams). Given the nature of the discussion, it is expected only in rare cases would it take place solely by email.
- 6.4. The PAT must ensure appropriate supporting evidence is provided by the student and it is added to the draft TLA.
- 6.5. Where the student is on a Student Route Visa, the PAT must liaise with the University's Compliance Team to clarify what (if any) requirements might need to be considered to ensure the student continues to meet their Visa requirements and the UKVI Sponsored Students: Attendance & Engagement Policy.
- 6.6. Following development of the draft TLA, the PAT must refer it to the relevant Course Director(s) for review, and where appropriate agreement (see Section 7).

¹⁷ Should there be any disagreement between subjects as to the development of a TLA, the matter should be referred to the Faculty Panel for an arbitration decision.

¹⁸ Or equivalent, where appropriate in a Partner Institution.

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Setting TLA parameters

- 6.7. A TLA must have clear parameters set from the outset, which (wherever possible) take into account the needs of the student and the requirements of their Course, including:
- 6.7.1. Any restrictions or requirements associated with Professional Statutory Body Requirements (PSRB) or Apprenticeships;
 - 6.7.2. The Course's Academic Calendar, Board of Examiner dates and other relevant information¹⁹.
- 6.8. The main parameters which must be included in a draft TLA are:
- 6.8.1. The reason(s) for the TLA.
 - 6.8.2. A specific start date.
 - 6.8.2..1. This is normally expected to be a future date, after the development discussion.
 - 6.8.2..2. It may be no earlier than the date of the initial request for / offer of a TLA.
 - 6.8.3. A specific end date.
 - 6.8.3..1. This should be commensurate with the length of time the issue(s) is expected to impact the student, and take into account the relevant Course and academic calendar dates.
 - 6.8.3..2. It may not go past the end of the student's current academic year.
 - 6.8.4. The first review discussion date.
 - 6.8.4..1. All review discussion dates for the duration of the TLA can be set in the draft, if appropriate.
 - 6.8.5. A list of any coursework deadline extensions or postponed examination/TCA dates (as per 6.10-15).
 - 6.8.5..1. This may not include any deadlines / dates which occurred prior to the TLA initial discussion date.
 - 6.8.6. A list of any assessments that cannot be extended or postponed through the TLA (for example group submissions or performances), and what support will be provided to the student in meeting the scheduled date(s).
 - 6.8.6..1. The reason why extension/postponement cannot be offered must be clearly explained to the student during the TLA development discussion.
 - 6.8.7. Information about any other relevant academic or non-academic support.
- 6.9. The PAT must ensure the student is clear the TLA will only be actively implemented once step 3 is complete (see section 7).

Principles for extending coursework deadlines

- 6.10. Where coursework deadlines are extended as part of a TLA, they must be:
- 6.10.1. Specific for each assessment.
 - 6.10.1..1. A single blanket deadline / date **must not** be set for all assessment.
 - 6.10.1..2. Undefined or vague deadlines **must not** be included.

¹⁹ This might include fee liability points, last dates for interruption and placement / practice dates.

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- 6.10.2. Reasonable, proportional and scheduled wherever possible to avoid bunching of deadlines and enable the student to manage their workload across the TLA time period.
 - 6.10.3. In line with Course requirements.
 - 6.10.4. Appropriate to the point in the student's academic year that the TLA is being developed.
 - 6.10.5. Set to ensure the work is submitted and marked in time to be considered by the relevant Board of Examiners.
- 6.11. All extended deadlines in a TLA are firm. If a student misses a TLA coursework deadline the standard late penalty procedure for their Course of study will apply.
- 6.12. Only in rare cases would a coursework assessment be deferred. See section 9.18-26 for details of TLA deferral requirements.

Principles for postponing examination / TCA dates

- 6.13. An examination or TCA cannot be extended, and therefore where appropriate a TLA may agree it is postponed to a later date.
- 6.14. Where it is possible to facilitate this, the postponed date should be set for a date prior to the relevant Board of Examiners for the module in question.
- 6.15. In exceptional cases, and where it is not possible for the postponed assessment to be complete prior to the relevant Board (for example on-campus examinations organised by Registry Services), the assessment may be deferred where the student meets the criteria to do so (see section 9.18-26 on TLA deferral requirements).

7. Step 3 – Agreeing a TLA

- 7.1. The Course Director(s) will review the draft TLA (and supporting evidence) referred by PAT, and ensure:
- 7.1.1. The reason and supporting evidence meet the criteria set out in this procedure.
 - 7.1.2. All required steps of the drafting process have been completed and clear, appropriate parameters have been set which are in line with the overall Course requirements (including any PSRB Requirements).
 - 7.1.3. All extended or postponed assessment deadlines/dates are in keeping with the Course's academic calendar and Board of Examiner timings.
 - 7.1.3.1. In rare cases, if a deferral recommendation is proposed, the Course Director must follow the process set out in sections 9.18-26.
- 7.2. Having reviewed the draft TLA the Course Director(s) will either:
- 7.2.1. Agree the TLA in full.
 - 7.2.2. Require adjustments are made to the TLA before it is agreed.
 - 7.2.3. Decline the TLA.

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- 7.3. The Course Director(s) will confirm their decision to the PAT, including (where appropriate) details of any adjustments to be made to the draft or reasons for declining to agree the TLA.
 - 7.3.1. Where a TLA is declined, the student may request a Review of the decision as per Section 14.
- 7.4. The PAT is responsible for informing the student of the Course Director(s) decision.
- 7.5. Where adjustments are required to the TLA, after these have been discussed with the student and the draft updated, the PAT will return a revised draft TLA to the Course Director(s) for review.
- 7.6. Where a TLA is agreed, the PAT will ask the student to formally confirm they accept the TLA, the parameters set out in it and that they will abide by their responsibilities in relation to the TLA (see section 12).
- 7.7. The student is expected to formally confirm their acceptance of the TLA within 7 calendar days of the PAT's request.
- 7.8. After the student has accepted the TLA, the PAT will ensure the TLA is implemented in line with Section 8.
- 7.9. Should the student fail to formally accept their TLA in the required timeframe, the TLA will not be implemented.
 - 7.9.1. Where this is the case, the PAT must notify the student of this fact and confirm original scheduled assessment deadlines and dates will now apply, as the TLA deadlines/dates are considered void.
 - 7.9.2. Should the student respond after the above communication, to confirm their acceptance of the TLA, the PAT will refer the matter to the Course Director(s) who will determine whether it remains possible to implement the TLA (based on the point in the Semester/Trimester/student's academic year the confirmation is received).
 - 7.9.2..1. Where it is agreed the TLA can be implemented, the Course Director(s) will confirm any changes required to the original draft TLA (including removal of any assessments deadlines which have passed prior to the date of the student's confirmation, and the implications of this).
 - 7.9.2..2. Where it is determined the TLA cannot be implemented, the Course Director(s) will confirm the reason and advise the student of any alternative support options available.
 - 7.9.2..3. If a Course Director(s) feels advice is required about whether a TLA is too late to be implemented, they may refer the case to Faculty Panel for a decision (see section 11).

8. Step 4 – Implementing an agreed TLA

- 8.1. Once a TLA has been agreed and accepted by the student, the PAT is responsible for:
 - 8.1.1. Providing a copy of the agreed TLA to the relevant Course Administrative team(s); *and*
 - 8.1.2. Where appropriate, providing a copy of the agreed TLA to the named academic contact for the student's other subject; *and*
 - 8.1.3. Informing relevant Module Leaders of any extended deadlines/postponed assessment in the TLA.

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- 8.2. On receipt of an agreed TLA, the Course Administrative team(s) will ensure:
- 8.2.1. a record of the TLA is held by the Faculty; *and*
 - 8.2.2. all administrative arrangements are undertaken to support the TLA²⁰; *and*
 - 8.2.3. a copy of the TLA is sent to the next available Faculty Panel for oversight; *and*
 - 8.2.4. a copy of the TLA is sent to Registry Services to support institutional reporting requirements.

9. Step 5 – Managing and Monitoring an agreed TLA

Purpose, timing and frequency of review discussions

- 9.1. The responsibility for monitoring and managing a student's engagement with their TLA will normally sit with the PAT.
- 9.2. To support this monitoring and management activity, the PAT is required to conduct regular review discussions with the student. The purpose of a review is to:
- 9.2.1. ensure a TLA remains appropriate to the student's circumstances and support needs and, where appropriate, discuss alternative options (such as Interruption), or ending the TLA (where the student's issues have resolved); *and*
 - 9.2.2. check on the student's progress in meeting, or preparing to meet, assessment deadlines / dates agreed in the TLA; *and*
 - 9.2.3. check whether the student has accessed academic and/or non-academic support as recommended in the TLA; *and*
 - 9.2.4. ensure the student is meeting all other responsibilities in relation to the TLA.
- 9.3. The first review date will be set as part of the TLA development. Dates for subsequent review discussions can be agreed as part of the TLA development or during the first review.
- 9.4. The number and frequency of review discussions should be determined by the length of time the TLA is in place for and the student's circumstances, however at a minimum a PAT is required to complete a review discussion at the following points:
- 9.4.1. Prior to completion of each Semester/Trimester during the duration of the TLA. This is to:
 - 9.4.1..1. check on the student's progress in completing their Module assessments in time for consideration at the relevant Board of Examiners; *and*
 - 9.4.1..2. check whether the TLA is still required for the subsequent Semester/Trimester (or reassessment period, where this is to be completed in the academic year to which the TLA applies).
 - 9.4.2. Prior to the agreed end date for the TLA. This is to:
 - 9.4.2..1. agree arrangements for ending the TLA where it is no longer required; *or*

²⁰ Where the administrative team sits within a Partner Institution, this action will include ensuring relevant information is shared with appropriate University teams.

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- 9.4.2..2. where appropriate (and possible in relation to the end of the student's current academic year), to discuss an extension to the TLA end date is proposed to the Course Director(s).
- 9.5. If an extension to the TLA end date is proposed following a review discussion, the PAT must seek agreement from the Course Director(s) before implementing the change. Any revision of the TLA end date must be in line with Section 4 of this document. It is expected that extensions to TLA end dates should only occur in exceptional cases.
- 9.5.1..1. Where the Course Director(s) agrees to the extended end date, the PAT will update the TLA, inform the student and ensure the Course Administrative team is made aware.
- 9.5.1..2. Where the Course Director(s) declines the proposal to extend the end date, the PAT will notify the student of the decision (and reason). The student may request a Review of the decision as per Section 14.
- 9.6. A PAT may require a student to attend an earlier than scheduled or additional review discussion where:
- 9.6.1. they have concerns about the student's engagement with learning or assessment, or about their wellbeing; *or*
- 9.6.2. the student is not meeting their TLA responsibilities (including meeting assessment deadline/dates).
- 9.7. A student may request an earlier or additional review discussion if the wish to:
- 9.7.1. identify a change in their circumstances which may require a change to their TLA; *or*
- 9.7.2. discuss concerns about meeting a TLA deadline / date, or an assessment deadline /date not previously extended/postponed through the TLA.
- 9.8. A student may request to reschedule a review discussion. The request must be made wherever possible in advance of, and no later than the review date. The student should provide a reason and a proposed new date (within a reasonable period of the original review date).
- 9.8.1. The PAT may agree to the request where the reason is acceptable and the new date is appropriate (and feasible). Where the student's proposed date is not feasible, the PAT and student will agree a mutually acceptable date.
- 9.9. If a student fails to attend a scheduled review discussion without prior notification (as per 9.8), the PAT will write to the student to confirm:
- 9.9.1. Attending review discussions are a requirement of the TLA; *and*
- 9.9.2. give a new date for the review discussion, normally no more than 7 days in the future; *and*
- 9.9.3. warn the student that failure to attend (or make a request as per 9.8) may result in their TLA being ended prior to the current agreed 'end date'.

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- 9.10. Where the student attends the new review date, the PAT will discuss with the student what prevented them attending or contacting the PAT in advance to rearrange the discussion, and what steps the student will take to avoid future issues.
- 9.11. If the student fails to attend the new review date (or contact the PAT under 9.8), the PAT must notify the Course Director(s), who will then consider whether to end the TLA (section 10) and/or whether any other University procedures are required (for example Raising a Concern or Student Engagement in Learning processes).

Considering requests to further extend / postpone TLA assessment deadlines/dates

- 9.12. Requests to further extend or postpone a deadline/date already extended by the TLA are expected to be rare, and only where it is not reasonably possible for the student to submit by the agreed TLA deadline/date. This is to ensure the student can complete all assessments in time for agreement by the relevant Board of Examiners, and to avoid bunching of deadlines close to the end of a Semester/Trimester.
- 9.13. Students may not use the Exceptional Circumstance procedure to request a further extension or postponement to a TLA assessment deadline or date.
- 9.14. If a student believes they may be unable to meet an agreed TLA assessment deadline/date, they must contact their PAT before that deadline/date to request consideration of a further extension / postponement. Requests received after the agreed TLA deadline/date for that assessment will be considered 'late' and will not be agreed:
- 9.14.1. Where a request is declined as late, the student may request a Review of the decision as per Section 14
- 9.15. The PAT will consider the request and reach a decision based on the reason (and where relevant, evidence) provided by the student, and taking into account the relevant Board of Examiner timings.
- 9.16. Where the PAT agrees a further extension/postponement for a TLA deadline is appropriate they will:
- 9.16.1. set a new extension deadline or postponed date which ensures the work is submitted in time for consideration by the relevant Board of Examiners (in line with sections 6.10-15), update the TLA and notifying the Course Director(s), Course Administrative Team and relevant Module Lead(s); *or*
- 9.16.2. where a new deadline/date cannot be set in time for consideration at the relevant Board, the PAT will refer the request to the Course Director(s) who will consider the request (see section 9.18-26).
- 9.17. A request for a further extension/postponement will not be agreed by the PAT where there is not good reason to do so.
- 9.17.1. Where the request is declined, the PAT must confirm the reason to the student and ensure they are aware of the implications should they not submit/attempt on the required date. The student may request a Review of the decision as per Section 14.

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Considering requests for an assessment deferral

- 9.18. The deferral of assessment will only be agreed in exceptional cases, as a TLA should ensure wherever possible a student completes their Module assessments in time for consideration at the relevant Board of Examiners.
- 9.18.1. It is expected that only in **very rare cases** would a deferral apply to a coursework assessment.
- 9.18.2. Students must be made aware that deferrals may lead to delays in confirmation of Module results, and in some instances decisions on their progression or award²¹.
- 9.19. The decision whether to recommend a TLA deferral to the relevant Board of Examiners sits with the Course Director(s).
- 9.20. The decision whether to agree a deferral sits with the Board of Examiners, who will take the decision in line with the Regulations for Taught Awards.
- 9.20.1. Under the Regulations for Taught Awards, assessments cannot be deferred into the next academic year unless the student is otherwise able to progress (including Trail & Progress) or is studying on a Trimester course and the assessment(s) in question are from Trimester 3 modules.
- 9.21. Where a deferral is requested, the PAT must refer this to the Course Director(s)²², who will consider the reason (and any evidence) provided by the student in relation to the criteria in 9.22.
- 9.22. To be eligible for a deferral recommendation, the Course Director(s) must be satisfied the student meets all of the following criteria:
- 9.22.1. They have demonstrated a recent worsening or change to their circumstances OR an additional issue (unrelated to their original TLA reason), which has (or is likely) to prevent them completing the assessment(s) in question by the scheduled date; *and*
- 9.22.2. They could not reasonably be expected to complete the assessment(s) ahead of the Board of Examiners, even with academic support and extended/postponed dates via the TLA; *and*
- 9.22.3. They have met their TLA responsibilities in relation to timely, regular contact with the PAT and engagement with TLA deadlines/dates, as far as possible; *and*
- 9.22.4. The student has engaged sufficiently with their teaching and learning for the Module, and assessment, for them to be successful were a deferral granted.
- 9.23. A request for a deferral will not be agreed by the Course Director(s) where:
- 9.23.1. they do not find the student has met the criteria set out in 9.22; *or*

²¹ Additionally, for students subject to visa requirements, delayed results (particularly where this occurs close to the end of their course), could impact upon their visa requirements and/or application to the Graduate Route.

²² For Student Route visa students, the PAT must undertake checks with the University's Compliance team before referral to the Course Director(s), to ensure factors relating to visa requirements are considered.

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- 9.23.2. there is no future designated assessment period in the current academic year for that calendar to which the assessment could be deferred.
- 9.23.3. Where the request is declined, the Course Director(s) must confirm the reason to the student and ensure they are aware of the implications should they not submit/attempt the assessment on the scheduled date. The student may request a Review of the decision as per section 14.
- 9.24. Where the Course Director(s) agrees the student meets the criteria for recommending a deferral to the Board of Examiners, they will confirm this decision to the student and PAT, as well as the relevant Module lead and Course Administrative Team.
- 9.25. Where 9.24 applies, the PAT is responsible for:
 - 9.25.1. updating the TLA to reflect this decision; *and*
 - 9.25.2. ensuring the student is clear the deferral recommendation must be agreed by the Board of Examiners before it is implemented, and they are aware of the Regulations for Taught Awards on deferrals; *and*
 - 9.25.3. ensuring the student understands the implications (academic and financial, as appropriate) of deferrals on confirmation of their Module results, progression and/or award, as appropriate; *and*
 - 9.25.4. discussing with the student, how they will be supported in managing the deferred assessment alongside any modules being completed in the next Semester/Trimester, or alongside reassessment (where appropriate).
- 9.26. Where 9.24 applies, the Course Administrative team are responsible for ensuring the deferral is recorded in SITS and presented to the Board of Examiners.
- 9.27. Where an assessment is deferred:
 - 9.27.1. **For an assessment**, the deferred attempt will remain a first attempt (i.e. without a mark cap)
 - 9.27.2. **For a reassessment**, the deferred attempt will remain a reassessment attempt (i.e. capped).

Where a student is not meeting their TLA responsibilities

- 9.28. Where a student is not meeting their TLA responsibilities (Section 12), including meeting TLA assessment deadlines / dates, the PAT will require the student to engage in a review discussion (see 9.6-11) to establish what the reason for non-compliance is.
- 9.29. Where the student engages with the review discussion the PAT will discuss and agree with the student whether a TLA remains appropriate to their circumstances or if an alternative support option is more appropriate (for example, interruption).
 - 9.29.1. Where the TLA remains appropriate, the PAT and student will agree any additional support required, any implications of their recent non-engagement (e.g. where missed assessment will be classed as a non-submission), and how the student will ensure they meet their TLA requirements going forward.
 - 9.29.1.1. If, after the above discussion, the student continues not to meet their TLA requirements, the PAT should follow sections 9.8-11.

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9.29.2. Where an alternative support route is more appropriate, the PAT will provide details of how to access the relevant route and take steps to end the TLA, as set out in Section 10.

9.30. If a student fails to attend or respond to the requirement for a review discussion, the PAT must follow sections 9.8-11.

10. Step 6 – Ending an agreed TLA

10.1. Where a TLA end date is reached and the TLA is no longer required, the PAT will confirm the TLA has concluded, and notify the Course Director(s) and Course Administrative team. Where appropriate, the PAT will also notify relevant Module Leads.

10.2. Where, before the TLA end date, a student identifies to the PAT they no longer require the TLA (for example their circumstances have resolved, or they have decided to Interrupt), the PAT will:

10.2.1. Agree with the student the date on which the TLA will end, and any implications for assessment due after that date; *and*

10.2.2. Update the TLA end date and notify the Course Director(s), Course Administrative team and relevant Module Leads.

10.3. Where a student is not meeting their TLA responsibilities and has failed to engage with the PAT to address this issue (9.6-11 or 9.28), the PAT will notify the Course Director(s) in a timely fashion of the issue(s). The Course Director(s) will review the information and reach one of the following decisions:

10.3.1. Another University procedure should be undertaken, such as Raising a Concern, beginning action under the Student Engagement in Learning Policy, taking required steps in the UKVI Attendance and Engagement Policy; *or*

10.3.2. Refer the matter to the Faculty Panel for a decision on whether to terminate the TLA (see section 11).

11. Faculty Panel TLA responsibilities

11.1. The Faculty Panel has two main roles regarding TLAs: oversight for TLA procedure implementation across the Faculty, and (where requested) arbitration on complex TLA cases.

Oversight

11.2. The Panel will receive all agreed TLAs in order to:

11.2.1. Provide advice and feedback to Course teams on TLA implementation; *and*

11.2.2. Consider matters of consistency and good practice across the Faculty, to inform future practice.

11.3. While a Panel will not normally override an agreed TLA, where they determine an issue exists in the arrangements, they may require updates are made to bring the TLA in line with the procedure (or

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relevant Regulation) or, where appropriate, either require the end date is brought forward or not extended beyond its current date.

- 11.4. The Faculty Panel will undertake oversight analysis of TLA implementation (overall) at regular points during an academic year for the purposes of Faculty level reporting.

Arbitration

- 11.5. Where a Course Director(s) wishes to request a decision about a TLA is taken by the Panel, they must refer it to the Panel Administrator in a timely fashion, and with all necessary information to support the Panel in reaching its decision.
- 11.6. The Panel will take an arbitration decision in the following cases:
- 11.6.1. Where a student is unable to provide sufficient information/evidence to support TLA development, and the PAT and Course Director(s) require advice on whether a TLA could be developed; *or*
 - 11.6.2. Where a student did not agree the TLA within the required timeframe and a decision is required on whether it is too late to now be implemented; *or*
 - 11.6.3. Where a student has not met their TLA responsibilities and a decision is required on whether to terminate the TLA.
- 11.7. The Panel's arbitration decision will be binding on the Course Team and student.
- 11.8. The Faculty Panel Administrator will confirm the decision to the Course Director(s), who will communicate it to the PAT and student.
- 11.8.1. Where the decision is to permit development, agreement or continuation of a TLA, the PAT and Course Director(s) will take appropriate action to implement the decision (in line with the procedure and any advice provided by the Panel).
 - 11.8.2. Where the decision is to decline development or agreement of a TLA (11.6.1-2) or termination of an agreed TLA (11.6.3), the student will have the right to request a Review of the decision as per section 14.

12. Student Responsibilities

- 12.1. It is the responsibility of students to ensure they:
- 12.1.1. have read information provided by the Course Team and University on the Temporary Learning Agreement procedure, and sought timely clarification from their Course Team if needed; *and*
 - 12.1.2. identify the need for support/extensions to their PAT, Course Team or Student Wellbeing Services at the earliest possible opportunity (wherever possible); *and*
 - 12.1.3. engage with the initial, and where appropriate, TLA development discussions and provide appropriate supporting evidence to enable the agreement of a TLA; *and*
 - 12.1.4. confirm their agreement of a TLA within the required timeframe after the request to do so.

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- 12.1.4..1. Students are not obliged to accept a TLA, therefore confirmation of agreement is important to ensure a TLA can be implemented with the student's consent.
 - 12.1.5. abide by the parameters of the agreed TLA, including meeting revised deadlines as agreed in the TLA (or identifying to their PAT where they believe they may require further extensions/postponements).
 - 12.1.6. engage with review discussions, as requested by the PAT.
 - 12.1.7. identify to their PAT at the earliest opportunity, if they feel they require additional support or changes to any element of their agreed TLA.
 - 12.1.8. are aware of and have considered the implications of requesting TLA extensions and deferrals (and where they are unclear, discuss this with their PAT), for example:
 - 12.1.8..1. extending or postponing an assessment deadline/date may impact upon other, future deadlines;
 - 12.1.8..2. extensions, postponement or deferral of assessment may lead to delays in provision of Module results (and in some cases, progression or award decisions);
 - 12.1.8..3. for students subject to visa requirements, delayed results (particularly where this occurs close to the end of their course), could impact upon their visa requirements and/or application to the Graduate Route).
 - 12.1.9. monitor their email account on a regular basis and respond in a timely fashion to any communications from their PAT or Course Team.
- 12.2. Students are expected to act with integrity in making use of this procedure.
- 12.2.1. Where there is reasonable suspicion of abuse of the Temporary Learning Agreement procedure, the student may be subject to action under the University's Student Conduct Procedure.
- 12.3. If a student believes the TLA procedure has not been followed in processing or reaching a decision on their request, they may raise this matter through the relevant route. See section 14 for details.
- 12.4. Should a student fail to meet a TLA extended coursework deadline (without agreement by the PAT for a further extension), the standard procedure in relation to late submission of coursework will apply (or the assessment will be recorded as a 'non-submission' where no attempt is made).
- 12.5. Should a student fail to attempt a TLA postponed opportunity for an examination or TCA, the assessment will be recorded as a 'non-submission'.

13. Staff Responsibilities

Course responsibilities

- 13.1. All staff responsible for any element of this procedure (administrative or decision-making) must undertake training. **NB:** *Course/School Teams will be responsible for identifying staff which require training in a timely fashion.*
- 13.2. It is the responsibility of the relevant Course Team to ensure:
 - 13.2.1. the requirements of this procedure are followed consistently, fairly and in a timely fashion; *and*

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- 13.2.1. any request is considered on its merits and impartially; *and*
 - 13.2.2. where declining a request, a reason for doing so and information about the appropriate Review route are provided; *and*
 - 13.2.1. for Student Route visa students, the Compliance Team are made aware of developed TLAs and any issues identified that may impact the student's attendance/engagement; *and*
 - 13.2.2. all relevant Course staff are aware of the TLA, and that a record of all TLAs and TLA-related decisions taken are maintained, storing all data securely in line with the University's [Student Privacy Notice](#) and [Retention Schedule](#); *and*
 - 13.2.3. relevant information about TLA deferrals is presented to the Board of Examiners, where necessary; *and*
 - 13.2.4. should there be reasonable suspicion of student misconduct in relation to any element of the TLA procedure, take timely and appropriate action in line with the University Student Conduct Procedure.²³
- 13.3. Where a student studies with a Partner Institution, the Partner Course Team are responsible for ensuring all relevant University staff are notified of the TLA in a timely fashion.
- 13.4. The Course Administrative team will be responsible for providing data to Registry Services, in line with institutional reporting requirements.

Composition, convening and conduct of a Faculty Panel

- 13.5. The Director of Registry Services, in consultation with the relevant Dean of Faculty, will approve the arrangements for the establishment of Faculty Panels and may appoint suitable individuals to serve on those Panels.
- 13.6. At least two members will sit on each Faculty Panel, one of whom shall be the Chair. A Panel may however consist of more than two members.
- 13.7. A Panel Chair will be independent from the student under consideration and therefore may not be the Course Director(s) or Chair of the Course's Board of Examiners. **NB:** *Chairs should be individuals with significant experience of Board of Examiners processes.*
- 13.8. A Panel Member will be independent from the student under consideration and therefore may not be the Course Director(s) or Chair of the Course's Board of Examiners. **NB:** *Panel members will be drawn from academic staff.*
- 13.9. Panels will meet on a regular basis to ensure timely consideration of arbitration requests. Panels may consider requests from a range of courses at the same meeting.

²³ See <http://www.canterbury.ac.uk/students/academic-services/policy-zone/policy-zone-a-z.aspx#D>

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- 13.10. The Panel will consider each arbitration request on its own merits and provide clear reasons for their decision.
- 13.11. The Panel Administrative officer is responsible for ensuring all decisions are communicated to the Course Director(s) in a timely fashion.

14. Review of a TLA decision

Scope

- 14.1. Students may only use this process to request a Review of one of the following TLA decisions taken by a Course Director or Faculty Panel, as appropriate:
- 14.1.1. To decline to develop a TLA;
 - 14.1.2. To decline to extend the end date of a TLA;
 - 14.1.3. To decline a further extension/postponement for an assessment;
 - 14.1.4. To decline to make a TLA deferral recommendation to a Board of Examiners;
 - 14.1.5. To terminate an agreed TLA (where a student has not met their TLA responsibilities).
- 14.2. Should a student have a concern about the implementation of the TLA procedure which does not fall under 14.1, the student should raise those concerns through the [Student Complaint Procedure](#).
- 14.3. Where a Board of Examiners declines to agree a deferral, this sits outside the TLA procedure. To request a review of the Board's decision, the student must use the [Academic Appeal Procedure](#).
- 14.4. Where a student wishes to request consideration of their personal difficulties in relation to one of the following, they must use the Academic Appeal Procedure (within the appropriate timeframe after the relevant Board of Examiner decision):
- 14.4.1. An assessment not submitted/attempted where the deadline/date was before the date of an initial TLA discussion; *or*
 - 14.4.2. An assessment which was already agreed by a Board of Examiners before a TLA was developed and agreed.

Timeframe and Process for making a TLA Review request

- 14.5. A TLA Review request must be made on the appropriate form and received within 10 working days of the decision notification.
- 14.5.1. The Director of Registry Services may agree to extend the time allowed to submit a Review request, where there is a good cause to do so. For example, the student being ill or otherwise incapacitated.
 - 14.5.2. Review requests received about Modules already agreed by a Board of Examiners will not be considered.

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- 14.6. Students must submit appropriate supporting evidence with their form, which demonstrates the issues raised in their Review statement.
- 14.7. Students may get advice on completing the TLA Review form from CCSU Advice Centre (advice@ccsu.co.uk).
- 14.8. Students will receive confirmation of the form's submission.
- 14.9. Students are advised to retain a copy of their form for their record.

Grounds on which a TLA Review will be considered

- 14.10. A Review request will only be considered under one (or more) of the following grounds:
 - 14.10.1. There is evidence which demonstrates the decision was not undertaken in line with the procedure.
 - 14.10.2. There is new evidence available which could not reasonably have been provided at the time of the decision, and which may have had a material impact on the decision reached.
- 14.11. Students are not permitted to request a Review of:
 - 14.11.1. The professional judgement of a PAT, Course Director(s) or Faculty Panel in the application of this procedure (and any criteria set out within it).
 - 14.11.2. The length of extension given, proposed date for postponed or deferred assessment.
 - 14.11.3. The application of Regulations for Taught Awards regarding deferrals.

Consideration of a TLA Review request and possible outcomes

- 14.12. If a Review request is received which is not eligible for consideration under the TLA Procedure, the request will be declined and details of the reason for doing so provided to the student.
- 14.13. If the request is eligible for consideration, the Director of Registry Services will appoint a Reviewer to consider the case.
- 14.14. The Reviewer will be a member of staff outside of the student's Faculty, and not involved in the consideration of the case previously.
- 14.15. The Reviewer will consider (as appropriate to the ground(s) set out by the student):
 - 14.15.1. whether the procedure was appropriately followed in taking the decision;
 - 14.15.2. whether the evidence provided is new and may have had a material impact on the decision.
- 14.16. In reaching a decision, the Reviewer will consider the statement and evidence provided by the student, along with any relevant information / evidence held by the University (or the relevant Partner Institution) regarding the TLA decision in question.

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- 14.16.1. They will not meet with the student or staff members, however they may request additional written information or evidence from either party, where this is necessary in order to reach a decision.
- 14.17. The Review will normally be completed within 20 working days of assignment to the Reviewer.
- 14.17.1. Occasionally, it may be necessary to extend the timeframe for completing the Review. Where this is the case, the Reviewer will notify the student and keep them regularly informed of progress and the expected date they will receive the review outcome.
- 14.18. If the Reviewer determines one or more ground has been demonstrated as met, the only outcome which will be given is to void the original TLA decision and refer the matter to a Faculty Panel for a new decision.
- 14.18.1. The new decision of the Panel will be binding.
- 14.18.2. Where the decision to which the Review relates was made by a Faculty Panel, the case will be referred to an alternative Panel within the University.
- 14.19. If the Reviewer determines the case has not demonstrated it meets one or more ground, they will confirm this to the student and the original TLA decision will continue to stand, and this represents the end of the internal procedure.

Completion of the University's internal TLA procedure

- 14.20. The following decisions represent the completion of the University's internal TLA procedure:
- 14.20.1. A TLA Review request is submitted too late for consideration under the procedure; *or*
- 14.20.2. Where the Reviewer refers the matter to the Faculty Panel (14.18), and that Panel declines the request; *or*
- 14.20.3. The Reviewer finds no grounds to have been demonstrated by the student.
- 14.21. The University subscribes to the Office of Independent Adjudicator (OIA) scheme. Should a student remain dissatisfied after finishing the internal TLA procedure, they have the right to submit a complaint to the OIA.
- 14.21.1. The student should refer to the OIA website to establish whether their complaint is something that the OIA would consider under its Rules. The OIA will normally only review issues after a student has completed the University's internal TLA Procedure. Full details regarding the OIA's rules and guidelines are available on their website: [Can you complain to us? - OIAHE](#)

15. Quality Assurance

- 15.1. The Faculty will review anonymised data on TLA implementation on an annual basis, for the purpose of identifying areas of good practice or development.

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- 15.2. The University will review the operation of arrangements annually, including data on implementation within Partner Institutions.
- 15.3. During TLA development or management, a student may reveal sensitive personal information [including Special Category Data]. The University will respect confidentiality, and ensure such information is managed and stored in line with the Student Privacy Notice.
- 15.4. A TLA will not be recorded on a student's final Transcript.

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16. Acceptable & Unacceptable Reasons for TLAs

Normally acceptable reasons for TLA agreement	
Accident or injury	Where a medium-term / long-term recovery period is required, for example a broken limb
Participation in legal / court proceedings of an on-going nature	Including being a witness or juror in a protracted court case
Bereavement	Of a spouse or partner, close relative or friend
Being the victim of crime	Including being the victim of violent crime which is being investigated by the police
Significant caring responsibilities	Including an on-going illness of a child, parent, sibling, spouse or partner
Exceptional family crisis	Including major illness of relative or partner, divorce or separation
Exceptional financial difficulties	Where there is clear evidence that the situation is serious, on-going, unexpected and not of the students own making
Medium-Term / Long-Term Health issues (not related to disability under Equality Legislation)	Including where a student is undergoing diagnostic tests or a number of consecutive hospital / specialist treatments
Pregnancy, Maternity and Paternity	Including a difficult or unplanned pregnancy
Serious or significant personal incidents	Including house fire, homelessness, unexpected house move, direct experience of natural disaster

Normally unacceptable reasons for TLA agreement
Illness or other personal difficulties which could reasonably be supported through the Exceptional Circumstance procedures
Term-time holidays or weddings
Childcare issues (unless significant and exceptional)
Pregnancy of a relative or friend (not student's partner or spouse)
General financial difficulties (unless significant and exceptional)
Individual hospital appointments which are not part of on-going diagnostic or treatment processes
Impact of involvement in an Academic Misconduct, Student Conduct, Professional Suitability or Low-Level Concerns & Fitness to Practise case
Academic workload pressure
Difficulties in accessing resources or computing accounts due to outstanding University debt (unless evidence proves it is not of the students own making)
Issues between friends
Illness or loss of pets
Transportation difficulties
Computer difficulties or equipment failure (unless this relates to specialist software/equipment required for reasonable adjustment of a student's LSP condition)
Supporting a friend at court

Temporary Learning Agreement Procedure

Document Information	Description of Document Information
Document Title	Temporary Learning Agreement Procedure
Department Owner	Registry Services
Document Category	Academic Administrative Practice Students
Document Owner	Director of Registry Services
Document Manager	Registry Policy & Projects Manager
Related University Policies	Student Engagement with Learning Policy UKVI Attendance & Engagement Policy Interruption Policy Regulations for Taught Awards
Related University Procedures	Exceptional Circumstance Procedure Student Conduct Procedure Procedure for Formal Examinations Late Penalties Procedure Student Privacy Notice Retention Schedule
Approved by	Education and Student Experience Committee
Date Approved	4 August 2023
Date of Commencement	1 August 2023
Review Date	June 2024
Version	3
History of revisions of the Document	Version 2, approved by approved by the Education and Student Experience Committee: 6 November 2019 Version 1 – previously Negotiated Learning Plan Procedure
Web Address	https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/regulation-and-credit-framework/assessment-procedures.aspx