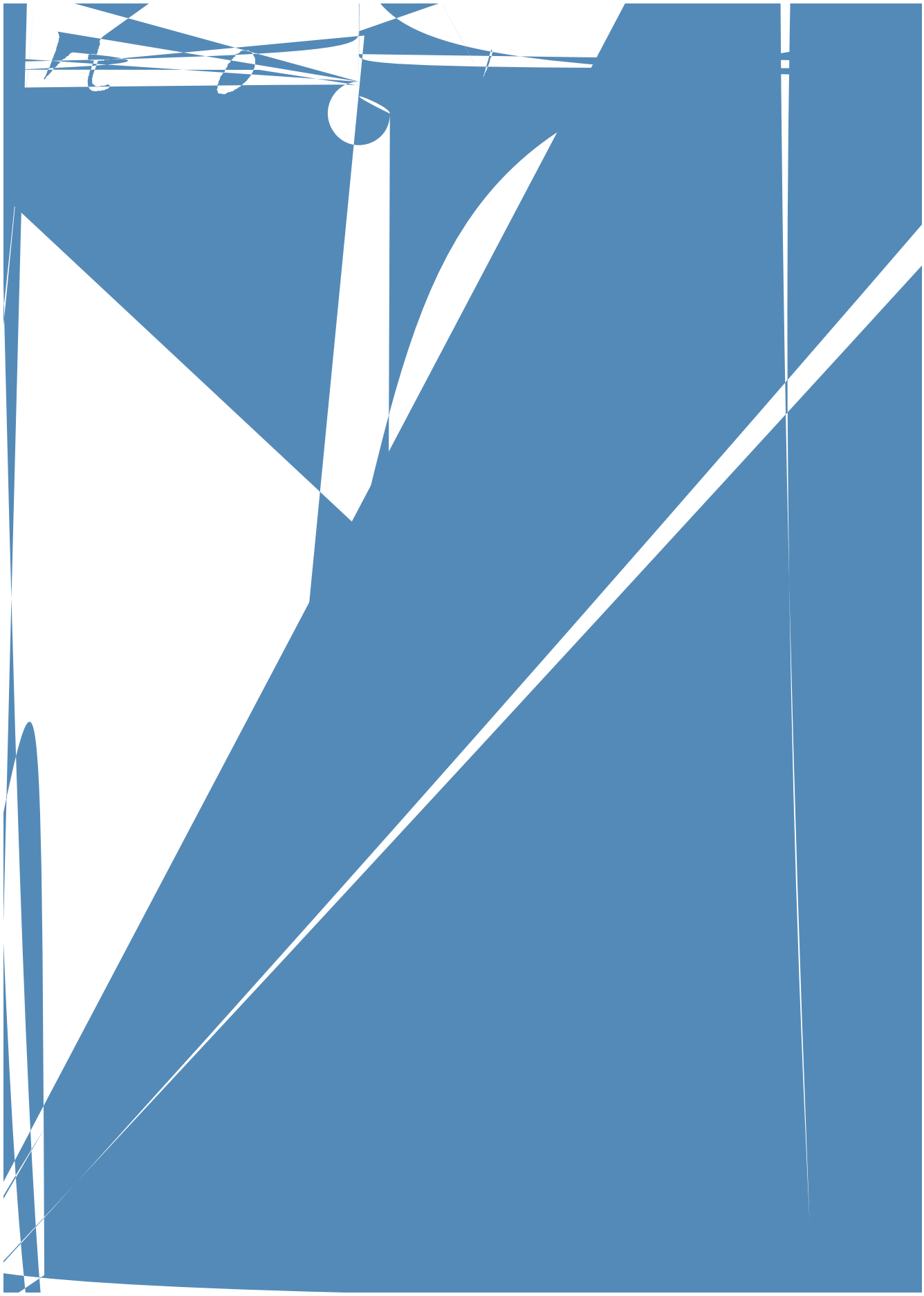

Introduction

Who do these regulations apply to?

These regulations apply to the following student s:

-

Built-in features have been used to help people with different abilities and disabilities to read the content more easily. Please press the ‘control key’ and ‘click’ on the relevant text within the contents page to follow the link directly to a specific regulation or section. To assist with navigating within the document, further clickable links have been provided to take you to relevant content that has been cross-referenced.

If you have any difficulties with this document, please contact DAQ@dmu.ac.uk.

Department of Academic Quality (DAQ), September 2023

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6. Each module is a stand -alone learning package worth a number of credits at a specific level of study. Altho ugh they are stand -alone, sometimes one or more modules must be studied before a student can

Section 2: Assessment

Assessment: In brief

Each module has one or more assessment tasks to test students' understanding of the module content. Each module has learning outcomes – things which students should be able to do on successful completion of the module – which are linked to the assessment tasks. Successful completion of the assessment tasks, as measured by a pass mark in the module, leads to the award of credit. In some modules, compensation for marginal failure may be offered, which also leads to the award of credit. By accumulating credit a student can become eligible to be given an award eg BA (Hons), MSc.

Sometimes students may experience difficulties with their assessments due to unforeseen circumstances, significant personal or medical issues. The university offers several options for students in such situations, which are detailed in

26. Compensation is not permitted in 'must pass' modules or in some programmes which are governed by a Professional, Statutory or Regulatory Body – these requirements are defined in the programme-specific regulations

39. Where a student is studying a zero -credit academic module, whether as an individual module or as part of a programme, they can be reassessed once in each zero -credit module.

40. Where a student has been reassessed in one or more assessment tasks within a modul e, the mark for the overall module will normally be capped at the pass mark. The mark for an assessment task which has been reassessed will not be capped and the full range of marks should be used when marking the component. In the case of extenuating circ umstances please refer to section 5 of these regulations.

41. Where a student has been assessed more than once in the same module but has still failed it, the highest mark achieved will be shown on the student's record.

42. Students will be automatically registered to take reassessments at the first opportunity provided. If a student is unable to do this, a deferral must be requested.

43. If a student does not submit a reassessment when expected, th e student will be recorded as having failed the reassessment.

44. Students may be required to re -study a failed module with attendance prior to submitting reassessments. In such cases the student must pay the appropriate module fee.

45. On undergraduate programmes students awarded compensation are not required to be reassessed in the compensated module unless there is a Professional, Statutory or Regulatory Body (PSRB) requirement to pass the module. If a student wants to try to improve their module result to a pas s, they can choose to do so if they meet all of the following requirements:

- Have reassessment opportunities available
- Have no failed modules with marks below 30 per cent
- Have no outstanding deferrals in modules
- Are not at their intended point of graduation

46. Where a student has opted to take reassessment in a compensated module, but has failed the reassessment, the best overall module mark will be calculated and used.

47. Where a stud ent has used all their reassessment opportunities but is still unable to progress or achieve their award their registration with the university will be ended. The student will be provided with a record of any modules passed and an exit award if eligible. If a student in this position is on an apprenticeship programme they will be required to withdraw from the apprenticeship.

48.

Academic regulations

aware that modules change over time. If the first reassessment opportunity is not taken, changes may be made which impact on the module's assessment tasks.

59. If a student is unable to take the reassessment within the limits outlined above, a replacement module may be studied. This will be subject to the regulations for substitution of failed modules.

Confirmation of module results

60. While coursework assessment marks and feedback will be provided to students in accordance with the Assessment and Feedback Policy, the marks are provisional until confirmed by the assessment board.

Use of proof-readers

61. All work submitted for assessment must be the student's own work. However, a student may have assistance with proof-reading.

62. A proof-reader ensures that the meaning of the assessment is not misrepresented because of the quality and standard of the English used.

63. A proof-reader may only correct spelling, grammar and punctuation.

64. A proof-reader must not:

- Change the text to clarify or develop an argument
- Significantly alter the length of the assessment
- Assist with academic referencing
- Correct factual information
- Translate the work into English

65. A statement must be included with the assessment confirming that a proof-reader was used. A copy of the original unedited assessment must be available on request.

Section 3: Progression through the programme of study

Academic regulations

69. The university may exceptionally allow students with deferred (delayed) assessments, which they have not yet taken, to progress between levels.

Progression of part -time undergraduate students in year

70. Part-time students must have passed at least 30 credits within an academic year to progress to the next academic year. Part-time students may take level 4 and 5 modules or level 5 and 6 modules within the same academic year. The normal progression between undergraduate levels of study regulations apply to part- time students.

Progression to and from an undergraduate sandwich placement

71. Students must have passed 120 level 4 credits and a minimum of 90 credits at level 5 to proceed to a placement year. Where a student has undertaken a sandwich placement , the normal regulations for p rogressing into level 6 apply. A student can not use credit gained from the placement module as a substitute for failed le</MCID 11 > ( ) 3nd2 (l)6.3 (e</M

Classification band	Postgraduate awards	Integrated master's Honours degree	Foundation degree

Methods for calculating undergraduate award classifications

Please see the example undergraduate award outcome calculations for a full step-by-step breakdown of how the method for calculating undergraduate award classifications is applied in practice.

92. The methods for calculating the classification of undergraduate awards are based upon the

98. Classification of the integrated master's degree with 30 credit sandwich placement is based on the:

- Best 240 credits of the 270 studied at levels 5 and 6, single -

106. Classification of the honours degree is based on the:

- Best 105 credits of the 120 studied at level 5, single -weighted, **and the:**
- Best 105 credits of the 120 studied at level 6, triple -weighted.

107. If the outcome of the above classification calculation is within two per cent of the next classification band, then the consideration band rules will be applied.

Non-honours (ordinary) degree

108. A student will be awarded a **non-honours (ordinary) degree** if they have:

- Gained 300 credits including a minimum of 60 credits at level 6, passing a minimum of:
  - 90 credits with a maximum of 30 credits of compensation at level 4
  - 135 credits at levels 5 and 6 with a maximum of 45 credits of compensation across the levels. Compensation cannot constitute any more than 25 per cent of the credits passed at either level 5 or 6, **and:**
- Achieved an average mark of at least 40 per cent across the level 6 modules contributing to the final award.

Non-honours degrees are not classified.

109. Where a non-honours degree is awarded as an exit award, passed modules may need to be traded down in order to reach the minimum number of credits required at each level for the award.

Graduate diploma (Grad Dip)

110. A student will be awarded a **graduate diploma** if they have:

- Gained 120 level 6 credits, passing a minimum of 90 credits with a maximum of 30 for credits of compensation, **and**:
- Achieved an average mark of at least 40 per cent across the modules studied.

Graduate certificate (Grad Cert)

111. A student will be awarded a **graduate certificate** if they have:

- Gained 60 level 6 credits, passing a minimum of 45 credits with a maximum of 15 credits of compensation, **and**:
- Achieved an average mark of at least 40 per cent across the modules studied.

Foundation degree (FdA, FdSc) and Higher National Diploma (HND)

See example foundation degree/HND classification calculation

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Section 4: Awards

Award	Exit awards
Postgraduate certificate (PgCert)	None
Integrated master's degree with year placement	Integrated master's degree
Integrated master's degree	Honours degree Non-honours degree Diploma of higher education Certificate of higher education
Honours degree with year placement	Honours degree
Honours degree	Non-honours degree Diploma of higher education Certificate of higher education
Graduate diploma (GradDip)	Graduate certificate
Non-honours degree	Diploma of higher education Certificate of higher education
Graduate certificate (GradCert)	None
Foundation degree (Fd)	Certificate of higher education

student or next -of-kin will be asked to decide whether to accept the aegrotat award. If a student does not accept the aegrotat award they may undertake the required assessments to gain the award or may leave the university with an exit award .

A student who accepts an aegrotat award may apply to return to the university via the Recognition of Prior Learning (RPL) process to complete their intended award. On achieving the intended award the aegrotat certificate must be returned to the university.

Section 5: Deadline extensions, deferrals, leave of absence and repeat study

Deadline extensions, deferrals, leave of absence and repeat study: In brief

Sometimes students are unable to meet assessment deadlines due to unforeseen circumstances, or have significant personal or medical issues which mean that they would benefit from some time away from their studies. New students may also experience initial difficulties settling in to university life.

The university offers several options for students in such situations, which are outlined in this section. Decisions on students' options should be taken in discussion with the relevant academic staff and requests for deferrals or leave of absence will require supporting evide nce.

Where do I go for more information?

General regulations an d procedures affecting students: dmu.ac.uk/student -regulations .
A

Deferring assessments

128. Students may request a deferral (delay) in submitting assessments or sitting formal

Academic regulations

Award	**Full-time**

in terms of withdrawing from study. A student's return would not normally be to their previous programme. If returning to the same programme the above would apply with regards to students' previous marks.

168. Students re -entering the university following academic failure are subject to a time delay before they can return unless exceptio nal circumstances can be shown.

169. For postgraduate programmes the time delay will be at least one calendar year from the point a student's original registration was ended.

170. For undergraduate programmes the time delay will be at least two calendar years from the point a student's o riginal registration was ended. A student may apply to an academic partner institution, without a time delay, if an equivalent DMU -validated programme is available.

171. Students previously on an apprenticeship programme are not eligible to return as an apprentice on the same apprenticeship programme, unless exceptional circumstances can be demonstrated,

Section 7: Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL): In brief

We have a Recognition of Prior Learning (RPL) process so the university can recognise academic credit for relevant learning which a student has undertaken before they arrive at De Montfort University (DMU). This can be learning which led to the award of academic credit from another university, or learning through work or other experience.

The RPL process helps us decide if a student has already met the learning outcomes of one or more modules on their programme. If they have, they won't need to study that module or modules.

Where do I go for more information?

Further information about RPL and an application form can be found here.

A glossary is available should you need an explanation of the terminology used within this document.

Need help?

For advice and guidance about RPL, please contact your programme leader, admissions tutor, or Associate Dean (Academic) or nominee.

Some programmes may have different requirements from those outlined in this section. Please refer to the programme-specific regulations for details.

What is Recognition of Prior Learning (RPL)?

174. RPL is where the university recognises academic credit or qualifications achieved at another institution which are equivalent to the learning outcomes of module(s) of a student's DMU programme. We can also consider previous formal learning which doesn't lead to the award of academic credit.

The university also recognises work-based or other experiential learning which is equivalent to the learning outcomes of module(s) of a student's DMU programme.

RPL process

176. The process of applying for exemption from studying module(s) is provided in the Guide to Recognition of Prior Learning. This includes an application form. The process is open to both applicants to the university and students who may be part-way through their course.

Volume of RPL credit which can be allowed

180. Students must gain

Calculation of award for students entering with RPL

183. Calculation of award classification is based only on modules studied at the university.

184. For master's degrees classification is calculated via the average of the marks for modules studied at the university or as calculated in the table below :

		Merit/distinction calculated on the below credits	
RPL credits	**DMU credits**	**Dissertation**	**Taught modules**
0	180	60	60
15	165	60	60
30	150	60	60
45	135	60	45
60	120	60	30
75	105	60	15
90	90	60	0

185. Where a student enters a postgraduate d W3 T iW3 Tip T d.7 ( )-iW3 Ttiiat'159(c) rs(i)-0.67 (WBDC.0

RPL scenario	Classification calculation
Direct entrants part -way through level 5	Classification is based on the average of the module marks in the best 105 credits from the 120 studied at level 6, triple -weighted, and the mark average for all the level 5 modules studied, single -weighted
Direct entrants at the start of level 5	The normal classification rule applies

188. For other undergraduate awards which are classified, the classification is based on the average of the marks for all modules studied at the level of the award. This means level 5 for foundation degrees and Higher National Diplomas (HNDs) and level 4 for Higher National Certificates (HNCs).

Maximu m periods of registration

189. The maximum registration period for students entering the university with RPL will be in proportion to their study at the university, compared to the full programme of study. T his information will be provided at initial registrati on with the university or as soon as po

196. Students must have passed 120 level 4 credits and a minimum of 90 credits at level 5 to proceed to the student exchange year abroad. Where a student has undertaken the year abroad, the normal regulations for progressing into level 6 apply.

197. Students will study modules during their year abroad, as outlined on the learning agreement approved by the programme leader. The year abroad will receive an outcome of pass or fail and no module marks or cr edits will be brought back to DMU. There is no opportunity to repeat the year abroad and if it is not successfully completed it will not be recorded on a student's degree certificate or Higher Education Achievement Report (HEAR).

198. A student may withdraw fro m the year abroad up to the end of week two of teaching and may progress instead to level 6. A student who withdraws from the year abroad later than week two of teaching will be required to take a leave of absence.

199. Apprentices are not able to undertake a study abroad year or shorter period of study abroad due to the nature of apprenticeship programmes, their l inks to employment and the relevant apprenticeship standard.

Students from overseas institutions studying at DMU

200. Overseas students will be provided with a record of the modules they have passed while studying at the university.

201. Where students are returnin g to an institution which uses ECTS, the record provided to the student will include information about the conversion of the DMU credits and mar ks into ECTS credits and marks.

202. Where students are returning to an institution which does not use ECTS it is the responsibility of a student's home institution to undertake any conversion of credits and marks.

Glossary

Term	Definition
Academic offence	An academic offence is where a student commits any act which is intended to evade and undermine the university's processes fo r rigorous and fair assessment. Academic offences include plagiarism, cheating, collusion, copying work and reuse of your own work, among others .
Anonymous marking	Anonymous marking is where students' work is marked without the marker having access to the students' names. Some assessment tasks cannot be anonymously marked, for example performances, production of artefacts, major projects and dissertations.
Apprenticeship	Higher and degree apprenticeshi ps provide an academic or professional programme to learners in the workplace to support them to develop knowledge, skills and behaviours to enhance their career. They are funded by the employer and/or the government and consist of 80 per cent on -the -job training and 20 per cent off -the -job training.
Assessment	Assessment is the way that students' learning and understanding is tested, and the way in which the university is assured that students have me t the module learning outcomes. Each module has one or more assessment tasks, linked to one or more of the module's learning outcomes. Successful completion of module assessment tasks, as measured by a pass mark in the module, leads to the award of credit. For more information is provided here .
Assessment board	Assessment boards are convened to confirm students' module results and make decisions about progression, awards and degree classification outcomes.
Assessment tasks/methods	.04 (95 87 28 (e) 64 K2 (06) 319 04 -01 11 (s) -10 3 (u) -2 .37 4 18 34 2 58 12 4 (3 (T) e(T3-12.4 (r)-13 (ks)-5.3 (/m)1.2 319.04 2ifh19797e(-0 11. mod(s)14)u-23 Td ( )7 (ss76.64t)5832

Term	Definition
Associate Dean (Academic)	A senior academic member of staff who provides faculty -wide leadership in academic management, student support and enhancing the student experience .
Award	When students have accumulated sufficient credits they become eligible to be given an award of the university eg BA (Hons) English, MSc Computing. Some awards are classified. This means that rather than just confirming that a student has passed, students can be given recognition for the marks they've achieved, either through the honours degree classification system or via the award of merit or

Term	Definition
	value and level eg 30 credits at level 6. Credit is awarded to a student on successful completion of the module and can be accumulated to gain an award.
	The lev rg /a[illegible]

Term	Definition
	Must-take module A module which a student must take within their programme. Must take modules are eligible for compensation . Must-pass module A module which a student does not nec essarily have to take within their programme. However , if a student chooses to take a module of this type, it must then be passed. Compensation is not allowed. Optional module A module which may be taken by a student within their programme. However , the st udent is not obliged to take or pass the module. Optional modules are eligible for compensation. Pre-requisite module A pre -requisite module must be successfully completed before a student may begin to study another specified module within a programme.
Mo dule leader	Each module has a module leader. Module leaders are responsible for the academic leadership, management and assessment for their module(s).
Module learning outcomes	Module learning outcomes define the things which students should be able to do on successful completion of the module – for

Appendix 1: Assessment board terms of reference

Establishment

Assessment boards are established by and within faculties, subject to the approval of the Faculty Academic Committee (FAC). They have the formal status of standing committees of the FAC and are subject to such standing orders as are determined by the Academic Board. It is the responsibility of each FAC annually to approve the membership for each assessment board and to determine that each assessment board is properly constituted, with a chair, deputy chair and external examiner(s). The name of the assessment board will be determined by the programme grouping(s) associated with the board, for example fine art assessment board.

The assessment board has the responsibility for confirming marks at module level, reviewing student performance at module and programme level, making decisions in relation to student progression between levels of study and recommending awards and degree classifications in all programmes leading to named awards which are allocated to the assessment board.

Terms of reference

Working within university rules, regulations and protocols, each assessment board is responsible for:

a. Arrangements and processes for module assessment and moderation, including draft examination papers, coursework assignments, project briefs, work experience programmes (where intrinsic to studies), schedules for submission of assessed work etc.

b. The assessment of modules for which the board has responsibility and determining of module marks.

c. Arrangements for the retrieval of failure.

d. The application of university and programme regulations relating to progression and eligibility for reassessment.

e. Reviewing, checking and approving assessment profiles leading to named awards and determining awards and degree classification for confirmation by the Registrar (Academic).

f. Ensuring compliance with professional, statutory and regulatory body requirements, where appropriate.

g. Making decisions regarding the suspension or ending of registration of students who do not meet progression or award requirements.

Conflicts of interest

Role	
In attendance	• Servicing officer/faculty administrative staff • Associate Dean (Academic) or nominee • Registrar (Academic) representative

Quoracy

To effect a quorum for virtual assessment boards, the following must be present:

- Chair
- Lead academic (s) for the programme(s) under consideration
- Associate Dean (Academic) or their nominee (a senior academic who may have more than one role at the assessment board)
- Servicing o fficer
- Registrar (Academic) representative

Note

The following roles reserve the right to attend any assessment board (regardless of whether their nominee or representative is in attendance):

- PVC/Dean
- Associate Dean (Academic)
- Registrar (Academic)

Appendix 2: Example award classification calculations

Minimum credits needed to gain a university award – overview

Award	Credits				
	Level 4	Level 5	Level 6	Level 7	Total
Master's degree			30	150	**180**
Postgraduate diploma (PgDip)			30	90	**120**
Postgraduate certificate (PgCert)			15	45	**60**
Integrated master's degree with 30 credit sandwich placement	120	150	120	120	**510**
Integrated master's degree	120	120	120	120	**480**
Honours degree with 30 credit sandwich placement	120	150	120		**390**
Honours degree	120	120	120		**360**
Graduate diploma (GradDip)			120		**120**
Non-honours degree	120	120	60		**300**
Graduate certificate (GradCert)			60		**60**
Foundation degree (Fd)	120	120			**240**
Diploma of higher education (DipHE)	120	120			**240**
Higher National Diploma (HND)	120	120			**240**
Higher National Certificate (HNC)	120				**120**
Certificate of higher education (CertHE)	120				**120**
University Certificate of Professional Development (UCPD)	60 credits at levels 4, 5 or 6				**60**

Classification of awards – overview

Classification band	Postgraduate awards	Integrated master's Honours degree	Foundation degree HNC/HND UCPD
70% and above	Distinction	First class honours	Distinction
60-69%	Merit	Upper second (2:1)	Merit
50-59%	Pass	Lower second (2:2)	Pass
40-49%	Fail	Third class honours	Pass
Below 40%	Fail	Fail	Fail

Consideration band – overview

Classification	Classification band	Consideration band
First class honours	70% and above	68-69%
Upper second (2:1)	60-69%	58-59%

Classification	Classification band	Consideration band
Lower second (2:2)	50-59%	48-49%

Go straight to example calculations:

Master's degree
Postgraduate diploma (PgDip)
Postgraduate certificate (PgCert)
Integrated master's degree with 30 credit sandwich placement
Integrated master's degree
Honours degree with 30 credit sandwich placement
Honours degree
Foundation degree (Fd)/Higher National Diploma (HND)
Higher National Certificate (HNC)
University Certificate of Professional Development (UCPD)

Postgraduate awards

Master's degree student profile

Credits Level 7	Counts towards classification	Module mark	Classification banding
15	x1	73%	Distinction
15	x1	68%	Merit
15	x1	66%	Merit
15	x1	70%	Distinction
15	x1	50%*	Pass *capped after reassessment
15	x1	84%	Distinction
15	x1	76%	Distinction
15	x1	88%	Distinction
60	x4	67%	Merit
180	**12**	**843**	Overall aver0 Tw 11.04 0 0 11.1[f0.4 24 0 0 11.0re f 24MC /P

Outcome

Although the overall average mark for classification is at distinction level, the student is awarded a **master's degree with merit** as the mark for the major/final piece is in the merit band. The major/final piece is the first test for calculating the classification outcome, as an award in a higher band than the mark for the major/final piece cannot be made.

Postgraduate diploma (PgDip)

Credits Level 7	Counts towards classification	Module mark	Classification banding
15	x1	68%	Merit
15	x1	80%	Distinction
15	x1	73%	Distinction
15	x1	87%	Distinction
15			

Credits Level 7	Counts towards classification	Module mark	Classification banding
60	**4**	**235**	Overall average mark for classification calculation: 60 + 51u 60 Tw 11.M23 ((60M23)1.2 (3=(u)1 (725)]0.0.483 Tw

Credits	Counts towards classification	Module mark	Classification banding
30	x2	73%	First class honours
30	x1 (discount 15 credits)	66%	Upper second (2:1)

Credits	Counts towards classification	Module mark	Classification banding
30	x2	58%	Lower second (2:2)
Level 5 – placement			
30	x2	62%	Upper second (2:1)
150	**8**	**516**	
Level 6			
30	x2	63%	Upper second (2:1)
30	x1 (discount 15 credits)	40%*	Third class honours *c a[illegible]

Credits	Counts towards classification	Module mark	Classification banding
30	x1 (discount 15 credits)	40%*	Pass *capped after reassessment
120	**7**	**496**	
Level 6			
30	x2	73%	First class honours
30	x2	68%	Upper second (2:1)
30	x1 (discount 15 credits)	55%	Lower second (2:2)
30	x2	70%	First class honours
120	**7**	**477**	
360			

How the classification is calculated

Criteria	Average mark for classification calculation
1) Best 105 credits of the 120 studied at level 5, single-weighted, and the:	Level 5: 75 + 75 +

Credits	Counts towards classification	Module mark	Classification banding
120	**0**	**N/A**	120 credits required at level 4 to gain an award. Module marks excluded from classification calculation.
Level 5			
30	x2	62%	Upper second (2:1)
30	x2	52%	Lower second (2:2)
30	x2	55%	Lower second (2:2)
30	x1 (discount 15 credits)	34%*	Fail **compensated*
120	**7**	**372**	

Credits	Counts towards classification	Module mark	Classification banding
120	**0**	**N/A**	120 credits granted under Recognition of Prior Learning (RPL)
Level 6			
30	x2	68%	Upper second (2:1)
30	x2	49%	Third class honours
30			

Credits	Counts towards classification	Module mark	Classification banding
30	x2	55%	Pass
30	x2	70%	Distinction
120	**8**	**510**	Overall average mark for classification calculation: 63 + 63 + 67 + 67 + 55 + 55 + 70 + 70 = 510 ÷ 8 = 63.7, rounded up to **64 (merit)**
240			

Outcome

The student is awarded a **foundation degree (Fd)/Higher National Diploma (HND) with merit** as the overall average mark for classification is at merit level.

Higher National Certificate (HNC)

Credits Level 4	Counts towards classification	Module mark	Classification banding
30	x2	55%	Pass
30	x2	61%	Merit
30	x2	48%	Pass
15	x1	53%	Pass
15	x1	45%	Pass
120	**8**	**426**	Overall average mark for classification calculation: 55 + 55 + 61 + 61 + 48 + 48 + 53 + 45 = 426 ÷ 8 = 53.2, rounded down to **53 (pass)**

Outcome

The student is awarded a **Higher National Certificate (HNC) pass** as the overall average mark for classification is at pass level.

University Certificate of Professional Development (UCPD)

Credits Level 5

Appendix 3: Extensions to coursework deadlines guidance

The guidance

Circumstance	Examples of evidence
with a time -constrained coursework assessment	
An unexpected issue relating to pregnancy, maternity or paternity	• Dated and signed letter from doctor, midwife, consultant,orp (i)6.3

house, sporting events, acts of religio us observance and other similar circumstances which are foreseeable.

Minor short -term illnesses or injury such as a common cold would not have a significant adverse ability on a student's ability to complete the assessment on time and are not grounds for approval of an extension. Medical conditions not diagnosed/supported by a doctor are not normally acceptable grounds for an extension; this includes medical certificates with statements such as 'the patient informs me that...', 'the patient reported that…' and 'student declared that they had been unwell…'

An extension will not be granted where a student's own organisational abilities have caused an issue with meeting a deadline. These include poor time management, failure of IT equipment, uploading incorre ct information to Turnitin, commitments to paid or voluntary employment and other similar situations.

An extension will not be granted in cases in which running for office (for example as an officer of De Montfort Students' Union) has caused an issue with meeting a deadline.

A period of suspension, debt hold or debt exclusion is not a valid reason for an extension. This includes situations where the submission deadline falls within the period of suspension, debt hold or debt exclusion.

If an extension r equest is incomplete or is received later than the deadline specified in the overview, above, it will be rejected.

Where an extension is granted, failure to meet the new deadline will result in a penalty for