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Examples of mitigating circumstances letters university

Examples of mitigating circumstances university. What to write in mitigating circumstances for university.

“Mitigating” circumstances

Things that the prosecutor may take into consideration that would reduce the charge or lessen the sentence

➤ Example: first offense

➤ Example: joining the military and a felony would prevent enlistment

If a recognisably serious or significant event beyond your control has affected your health or personal life and as a result you are, or have been, unable to submit or attend an assessment on time - you need to let us know. This process is known across all our academic programmes as requesting 'mitigating circumstances'. Before submitting a claim, please read the information on these pages carefully. The information on this site doesn't supersede the Mitigating Circumstances Policy which we advise you read as well. Please note, if you have not yet completed your assessment, a mitigating circumstances request will not excuse you from completing the assessment at some point in the future. If your request is successful, your School will likely ask that you attend/submit the same or alternative assessment at a later date. More information about potential outcomes can be found at the bottom of this page. Download and read the Mitigating Circumstances policy (PDF, 636kb) For further guidance and essential information about mitigating circumstances please read the Students' Union's Quick Guide to Mitigating Circumstances. Read the Students' Union guide In addition, as something serious or significant has affected your health or personal life, we would advise that you consider the help and support available from the University Student Support Services and the Students' Union. You should make a mitigating circumstances request no later than 7 calendar days after the assessment deadline or the date of a time-bound assessment or exam. If there are exceptional circumstances that stop you from making the request during this time frame, contact your school to let them know the circumstances. What are mitigating circumstances? If you've been dismissed from college for poor academic performance, your college will most likely give you an opportunity to appeal that decision. The best approach is to appeal in person, but if the school doesn't allow face-to-face appeals or if the travel costs are prohibitive, you should plan to write the best appeal letter possible. (In some cases, you might be asked to do both—the appeals committee will ask for a letter in advance of the in-person meeting.) Demonstrates an understanding of what went wrongTakes responsibility for academic failuresOutlines a clear plan for future academic successConveys points honestly There are many reasons why students get dismissed from college, and many approaches to appealing. In the sample letter below, Emma was dismissed from college after she ran into academic trouble because of difficulties at home. She uses her letter to explain the extenuating circumstances that caused her to perform below her potential. After reading the appeal, be sure to read the discussion of the letter so that you understand what Emma does well and what could use a little more work. ThoughtCo. Dear Dean Smith and Members of the Scholastic Standards Committee: I am writing to appeal my academic dismissal from Ivy University. I was not surprised, but very upset to receive a letter earlier this week informing me of my dismissal. I'm writing to you with the hope to be reinstated for next semester. Thank you for allowing me the opportunity to explain my circumstances. I admit I had a very difficult time last semester, and my grades suffered as a result. I don't mean to make excuses for my poor academic performance, but I would like to explain the circumstances. I knew that registering for 18 credit hours in the spring would require a lot of me, but I needed to earn the hours so as to be on track to graduate on time.



I thought I could handle the workload, and I still think I could have, except that my father became very ill in February. While he was home sick and unable to work, I had to drive home every weekend and some weeknights to help out with household duties and to care for my little sister. Needless to say, the hour-long drive each way cut into my study time, as did the chores I had to do at home. Even when I was at school, I was very distracted with the home situation and was unable to focus on my schoolwork. I understand now that I should have communicated with my professors (instead of avoiding them), or even taken a leave of absence. I thought I could handle all of these burdens, and I tried my best, but I was wrong. I love Ivy University, and it would mean so much to me to graduate with a degree from this school, which would make me the first person in my family to complete a college degree. If I am reinstated, I will focus much better on my schoolwork, take fewer hours, and manage my time more wisely. Fortunately, my father is recovering and has returned to work, so I should not need to travel home nearly as often. Also, I have met with my advisor, and I will follow her advice about communicating better with my professors from now on. Please understand that my low GPA that led to my dismissal does not indicate that I am a bad student. Really, I'm a good student who had one very, very bad semester. I hope you will give me a second chance. Thank you for considering this appeal. Sincerely, Emma Undergrad A quick word of warning before discussing the details of Emma's letter: Do not copy this letter or parts of this letter in your own appeal! Many students have made this mistake, and academic standards committees are familiar with this letter and recognize its language. Nothing will torpedo your appeal efforts faster than a plagiarized appeal letter. The letter needs to be your own. Any student who has been dismissed from college has an uphill battle to fight. By dismissing you, the college has indicated that it lacks confidence in your ability to succeed academically. You aren't making sufficient progress towards your degree, so the school no longer wishes to invest its resources in you. The appeal letter must re-instill that confidence. A successful appeal must demonstrate that you understand what went wrong, take responsibility for the academic failures, outline a clear plan for future academic success, and demonstrate that you are being honest with yourself and the committee. Failure in any of these areas will significantly weaken your chances of success. Many students who appeal an academic dismissal make the mistake of attempting to place the blame for their problems on someone else. If you blame your professors or your roommate for your weak grades, the committee is not going to be impressed. Certainly, external factors can contribute to academic failure, and it is fair to describe extenuating circumstances. However, it is important to own up to your own mistakes. In fact, acknowledging mistakes is a major sign of maturity. Remember that the appeals committee does not expect college students to be perfect; instead, they want to see that you recognize your mistakes and have learned from them. The committee is made up of educators, and they have devoted their lives to helping students grow. Show them that you recognize what you did wrong and have grown from the experience. Emma's appeal succeeds fairly well in all of the above areas. First of all, she does not try to blame anyone but herself. She has extenuating circumstances—her father's illness—and she is wise to explain them, but she doesn't make excuses. Instead, she acknowledges that she did not handle her situation well. She owns up to the fact that she should have been in contact with her professors when she was struggling and ultimately should have withdrawn from classes and taken a leave of absence when her father's illness started to dominate her life.



Yes, she had a rough semester, but her failing grades are her own responsibility. The overall tone of Emma's letter is sincere. The committee now knows why Emma had such bad grades, and the reasons seem both plausible and pardonable. Assuming she did earn solid grades in her earlier semesters, the committee is likely to believe Emma's claim that she is a "good student who had one very, very bad semester." Even if your reason for poor academic performance is embarrassing, you need to be honest. It will be clear to the committee if you are being evasive or telling only half the story. If you spent too much time partying or playing video games, share that information with the committee and explain what you're going to do about it in the future. Emma also presents a plan for her future success. The committee will be pleased to hear that she is communicating with her advisor. In fact, Emma would be wise to have her advisor write a letter of support to go with her appeal. A few elements of Emma's future plan could use a little more detail. She says that she "will focus much better on [her] schoolwork" and "manage [her] time more wisely." The committee is likely to want to hear more on these points. If another family crisis arises, what will Emma do to ensure that she is able to stay focused on schoolwork? What is her time management plan? She won't become a better time manager simply by saying she will do so.

Languages for All Mitigating Circumstances Policy

LFA examinations (listening, oral and written) 2015-16

1. Mitigating circumstances: when illness or personal circumstances affect your LFA examinations (written, listening and oral)

The University recognizes that sometimes you are unable to undertake or complete summative assessments on time due to unforeseen and unavoidable circumstances, such as illness, traumatic life events, personal difficulties, etc. The University calls these "mitigating circumstances" and has a policy in place to allow you to recover if you are affected during an assessment period.

If you are a **University of York student and taking an LFA module for credit** your home department will have its own policy and procedures which will be applied should you need to claim mitigating circumstances during the LFA examination period. You must use the mitigating circumstances form available from your home department to inform us and your department about any circumstances that have arisen which you believe may have affected your academic performance.

If you are a **University of York student taking an LFA module as an extra-curricular activity or you are an external participant** (member of staff, member of the public or a student from another university) mitigating circumstances can still be claimed under the circumstances outlined in this document.

2. What is a mitigating circumstance?

The University defines a mitigating circumstance as a problem that you have encountered which goes **beyond the normal difficulties experienced in life** and that has affected your academic performance adversely during an assessment period.

A list of circumstances that are generally are, and are not accepted as mitigating is given below. If you think you have been affected by mitigating circumstances during the LFA examination period, you can make a claim to have these circumstances taken into account.

i) What are the usual accepted circumstances and evidence?

Circumstances normally accepted and the required examples of evidence that would support a claim based on this circumstance are listed below:

• **Clash with home department teaching/examination or another LFA examination**

A copy of your timetable illustrating the clash

• **Clash with attendance at a conference (postgraduate students)**

A copy of conference schedule

• **Compassionate grounds**

A letter from the Open Door Team, a counsellor or a relevant independent third-party explaining that, in their professional opinion, the circumstances have had a serious impact on your ability to engage with academic work effectively during the assessment

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In this part of the letter, Emma should be more specific. How exactly is she going to learn and develop more effective time management strategies?

Aggravating factor	Recommendations and evidence
1. Family history of premature CAD in first-degree relative, men < 55 years or women < 65 years	GR: IIa; LE: A
2. Diagnosis of MS according to the IDF criteria	GR: IIb; LE: A
3. Microalbuminuria (30-300 mg/g creatinine) or albuminuria (> 300 mg/g creatinine)	GR: IIa; LE: B
4. LVH	GR: IIa; LE: B
5. High-sensitive C-reactive protein > 2 mg/L	GR: IIa; LE: B
6. Carotid IMT > 1.0 mm	GR: IIb; LE: B
7. Coronary calcium score > 100 or > 75 th percentile for age and sex	GR: IIa; LE: A
8. ABI < 0.9	GR: IIa; LE: A

CAD: coronary artery disease; MS: metabolic syndrome; IDF: International Diabetes Federation; LVH: left ventricular hypertrophy; IMT: intima-media thickness; ABI: ankle-brachial index.

Are there services at her school to help with her time management strategies? If so, Emma should mention those services and describe how she will utilize them. On the whole, Emma comes across as a student who deserves a second chance. Her letter is polite and respectful, and she is honest with the committee about what went wrong. A severe appeals committee may reject the appeal because of the mistakes Emma made, but many colleges would be willing to give her a second chance. Indeed, situations like Emma's are the very reason that colleges allow students to appeal a dismissal. The context of the low grades matters. Emma's letter provides a good example of a strong appeal letter, and these six tips for appealing an academic dismissal can help guide you as you craft your own letter. Also, there are many less sympathetic reasons for being kicked out of college than we see in Emma's situation. Jason's appeal letter takes on a more difficult task, for he was dismissed because alcohol took over his life and led to academic failure. Even in such situations, however, a successful appeal is certainly possible. Finally, if you want to see some common mistakes students make when appealing, check out Brett's weak appeal letter. Brett fails to own up to his mistakes, comes across as insincere, and blames others for his problems. Skip to content Accessibility statement The following information applies to applicants and prospective students only. If you are a student at York with concerns about your current studies, please contact your academic department, and consult our guidance on exceptional circumstances. If you've experienced personal or social issues that have affected your studies, or your ability to meet our academic entry requirements, you can let us know. Mitigating circumstances are exceptional, unforeseen and unpreventable events that may have a significantly disruptive effect on your ability to study. These events are normally outside of your control, and may affect your ability to attend college or university, prepare academic work or prepare for and attend examinations. If you've experienced circumstances like this, let us know by completing our Mitigating Circumstances form below. You can submit this form at any time after you have made your postgraduate application. Examples of mitigating circumstances that disrupt studies Below are just some examples of circumstances that we may consider, but please note that this list is by no means comprehensive. All we ask is that you use the form to tell us about circumstances that have affected you and which have been outside your immediate control. A period of ill-health affecting performance in examinations or other pieces of assessed work Bereavement of an immediate family member Other personal, social or domestic circumstances, such as a relationship breakdown at home A disability or long-standing medical condition. What happens once we receive your form All forms that include a full description of the nature of the mitigating circumstances will be considered, as part of the admissions process. This may be taken into account when making you an offer or assessing your final award where the University considers it appropriate to do so. Postgraduate Mitigating Circumstances Form Personal details