

ACADEMIC APPEALS PROCEDURE



PURPOSE OF THE POLICY

Yeovil College is committed to improving the quality of the learning experience and constantly seeking to improve all services. To support this aim by ensuring that we deal openly, fairly and effectively with any comment or concern about assessment from learners.

Learners have the right to appeal against that decision without fear of reprisal or victimisation. Yeovil College will deal with such appeals seriously, impartially and within a reasonable timescale.

Wherever possible an appeal should be resolved at the point it arose, with the members of staff concerned. If this does not result in an acceptable outcome or the situation makes this approach unfeasible then the formal procedure should be followed.

SCOPE

The policy applies to any assessment made by Yeovil College or its sub-contractors. This includes at entry to a programme (assessment of prior knowledge and experience), during a programme or at the end of a programme. The procedure does not include appeals against the results of examinations/courses, eg GCSEs, where the awarding body is responsible for the grades awarded to candidates.

Higher Education (HE) students will need to refer to the Academic Infrastructure of their awarding university. However, HE students can normally only make an appeal on the grounds of one of the following:

- there has been a material irregularity or significant administrative error in the assessment process
- the assessment was not conducted in accordance with the regulations for the programme
- a student's performance in assessment has been affected by illness or other factors which, for valid reason (s), s/he was unable to divulge before the meeting of the Board of Examiners

There are clear outlines and guidance relating to Academic Appeals detailed within the Academic Regulatory Framework (ARF), and furthermore detailed through the 'Arrivals Lounge' of the Virtual Learning Environment (VLE).

Disagreement with the academic judgement of the examiners assessing the merits of an individual piece of work or in reaching any decision based on the marks, grades and other information relating to a candidates performance does not in itself constitute grounds for a request for reconsideration by a candidate.

Those involved in consideration of an appeal at all stages will not attempt to re-examine the student, nor to appraise the professional judgement of the examiners, but to consider whether the decision of the Board of Examiners was fair and whether all relevant factors were taken into account.

There are separate procedures for complaining about any service which Yeovil College provides (Complaints Procedure) and for making disclosures in the public interest (Whistleblowing). The Academic Appeals procedure cannot be used for any of these purposes.

If you have reason to believe that an assessment decision relating to your work is incorrect or has in some way been based on incorrect or partial information, you have the right to appeal against that decision without fear of reprisal or victimisation. Yeovil College will deal with such appeals seriously, impartially and within a reasonable timescale.

Appeals can be made against any assessment made by Yeovil College or its sub-contractors. This includes at entry to a programme (assessment of prior knowledge and experience), during a programme or at the end of a programme. The procedure does not include appeals against the results of examinations/courses, eg GCSEs, where the awarding organisation is responsible for the grades awarded to candidates. Details of how to appeal against such decisions are available from your course lecturer or tutor.

RESPONSIBILITY AND AUTHORITY

Directors of Curriculum are responsible for ensuring the effective implementation of the appeals procedure within their areas.

Curriculum Area Managers are responsible for the day to day operation of the appeals procedure.

All teaching and assessment staff are responsible for informing learners of the procedure and for its effective operation within their programmes. Study programme managers and internal quality assurers may have specific responsibilities as part of their role.

THE FIRST STAGE

In the first place an informal approach is preferred to provide an opportunity to resolve the issue raised without recourse to the formal appeals procedure. You should inform your Study programme manager of your concern. If the matter cannot be resolved within a period of 10 working days the appeal may go to the second stage.

THE SECOND STAGE

The appeal is raised with the relevant Curriculum Area Manager or Internal Quality Assurer. At the start of your programme you will be informed of who you should contact for appeals. Depending on the nature of the assessment arrangements may be made for another assessor to repeat the assessment, to remark the work or to re-examine the evidence. A decision will be made within 10 working days.

THE THIRD STAGE

If you are not satisfied with our response and want to pursue matters further you should write to the Director of Curriculum providing details as follows:

- your name
- a contact address (and preferably telephone and/or e-mail address)
- your programme of study
- the date on which the disputed decision took place
- the nature of the decision
- reasons for the appeal
- any other relevant information

The Director of Curriculum will acknowledge your appeal within 3 working days of its receipt and will arrange for an Appeals Panel to hear the appeal. The panel will consist of:

- the Curriculum Area Manager

- the Director of Curriculum or Director of HE and International, or the Head of Quality Assurance, Teaching Learning & Assessment.
- a Curriculum Area Manager or Internal Quality Assurer from another programme.

The panel meeting will take place within 15 working days. You will receive a written account of the decision within 5 days of the meeting.

This is the end of the internal appeals procedure.

RIGHT TO BE ACCOMPANIED

During the appeal process you have the right to be accompanied by a friend, parent or fellow student. With the agreement of the College, a friend, parent or fellow student may present the appeal on your behalf.

RIGHT TO INFORMATION

You have the right of access to all the information presented to the Appeal Panel.

Timing for appeals on internal assessments that contribute to a GCSE, GCSE in vocational subjects, GCE, VCE or other public examination award


All internal appeals should have been considered and resolved by the date of the last externally-assessed paper of the series (e.g. by the end of June for the summer series). The College will raise any difficulties in meeting this deadline with the Awarding Organisation.

AWARDING ORGANISATIONS

The College will inform the Awarding Organisation of any outcome from an appeal which has implications for the conduct of an examination or the issue of results.

Awarding Organisations have their own appeals procedures which may be used if you have gone through the full College procedure and still do not feel that the outcome is satisfactory. If you wish to make an appeal to an Awarding Organisations you should contact the College Head of Quality Assurance, Teaching, Learning & Assessment who will provide details of how to make the appeal. Alternatively, you may write directly to the Awarding Organisation.

RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

Policy Review				
Author	Position	Approved by SMT	Approval date	Review date
Derrick Goddard	Head of Quality Assurance, Teaching, Learning & Assessment	Signed: 	07.11.17	November 2019

Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Recommend to SED Y/N
Derrick Goddard	Minor amendments clarify arrangements for HE and to job titles	05.09.16	-	Yes
Derrick Goddard	No changes	12.09.17	02.11.16	No

Initial Equality Impact Screening			
Have you consulted on this policy, service, strategy, procedure or function? Yes Details: VP Curriculum & Quality, Director of Teaching & Learning and Quality			
What evidence has been used for this assessment?			
Could a particular group be affected differently in either a negative or positive way? Indicate Y where applicable			
Group Age Disability Gender (incl. Transgender) Race (incl. Gypsy & Traveller) Religion or belief Sex Sexual orientation Marriage & civil partnership Pregnancy & maternity Other groups (see guidance)	Negative impact	Positive impact	Evidence
Please give details:			
If any negative impacts are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening? If yes, please detail below:			
Should the policy, service, strategy, procedure or function proceed to a full Equality Impact Assessment? No If no, please give reasons: there are no negative impacts identified			
Declaration We are satisfied that an initial screening has been carried out on this policy, service, strategy, procedure or function (delete those which do not apply) and a full Equality Impact Assessment is not required. We understand that the Equality Impact Assessment is required by the College and that we take responsibility for the completion and quality of this assessment			
Completed by Author: Derrick Goddard		Position: Head of QA, TL&A	Date: 05.09.16
Reviewed by Safeguarding, Equality & Diversity Group:			Date: 02.11.16
Comments from Safeguarding, Equality & Diversity Group Review:			