

Capital City College Group Assessment / Academic Appeals Policy

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Capital City College Group Assessment /Academic Appeals Policy

Academic / Appeal: a request from a learner to revisit an assessment decision which they consider to disadvantage them

This policy aims to:

- enable the learner to enquire, question or appeal against an assessment decision and can be based on:
- a procedural irregularity in the assessment process
- access to blended learning assessment approaches and digital skills
- results based on centre assessed grades and adaptations under the Ofqual Extra-Ordinary Regulatory Framework (ERF)
- bias or perception of bias
- mitigating (extenuating) circumstances where the Assessor / Assessment Board was not made aware of a significant factor relating to the assessment of the learner when the original decision was made
- attempt to reach agreement between the learner and the assessor at the earliest opportunity
- standardise and record any appeal to ensure openness and fairness
- facilitate a learner's ultimate right of appeal to the Awarding Organisation, where appropriate
- protect the interests of all learners, and the integrity of the qualification

In order to do this each College will:

- inform the learner at induction of the Assessment Appeals Policy and procedures, and provide access to written information for later reference
 - ensure that learners are aware of how to submit online assessments through the relevant eLearning platform
 - minimise barriers to access online learning and assessment opportunities
 - inform learners of their results within the Awarding Organisation specified timeframe
 - record, track and validate any appeal
 - forward the appeal to the Awarding Organisation when a learner considers that a decision continues to disadvantage them after the internal appeals process has been exhausted
 - keep appeals records for inspection by the Awarding Organisation according to their requirements
 - use the stages in this procedure to structure appeals
 - take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
 - monitor appeals to inform quality improvement
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Informal Assessment Appeals Procedure

It is expected that before using any stage of this procedure the learner will attempt to resolve the matter at a local level by talking to the teaching staff concerned as soon as feasibly possible.

Formal Assessment Appeals Procedure

A learner wishing to appeal against a formal / summative assessment decision can use the following procedure to resolve the matter. The learner should put their appeal in writing, to the Curriculum / Programme Manager / Head of School within 10 working days of the event giving rise to the appeal and before any standardisation, moderation or Assessment Review (whichever is the earlier).

Use of the procedure

- Learners can use Stage 1 of this procedure to appeal against a teacher's assessment of their work if the issue cannot be resolved informally
- Learners can use Stages 1 – 3 of this procedure if they believe that assessment has not been conducted within the approved procedures
- Before results have been reported to the Awarding Organisation, learners can use Stage 3 of this procedure if the overall result of their qualification was adversely affected by illness or other factors, for which evidence exists, but which they were unable to make known, for exceptional reasons, at the time and which have therefore not already been taken into account (Mitigating or Extenuating Circumstances)

Learners considering using this procedure should note that:

- An appeal cannot be admitted once the assessment under question has been through the Group's standardisation, moderation or Assessment Review procedures
 - All appeals will be considered on their merit, but the following are not considered to be legitimate grounds for appeal; any appeals based exclusively on one or more of these grounds will be rejected automatically:
 - Appeals against the **academic judgment** of Internal or External Examiners
 - Appeals that are based on the informal assessment of a learner's work by members of academic staff
 - Where a learner disagrees with the conclusions reached by the individual or panel which considered mitigating (extenuating) circumstances
 - The retrospective reporting of mitigating (extenuating) circumstances that might have been reasonably made known at the time
 - Marginal failure to attain a higher class or level of award
 - Lack of awareness by the learner of the relevant procedure/regulations
 - Vexatious appeals
 - Learners cannot appeal against work that was not handed in by the deadline date set by the teaching team
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- Appeals to Awarding Organisations may not be made until this procedure has been fully exhausted

At any stage of the Assessment Appeals procedure the learner should put the appeal in writing. This should include the following information:

- Full name and address, programme and year of study
- Details of the decision which is the subject of the appeal
- The name(s) of the teacher(s) who made the decision
- Full details of the reasons for the appeal (including supporting evidence eg medical certificates, reports by professionals, financial information or witness statements)

Stage 1 (FORMAL)

- The learner should put their appeal in writing, to the Curriculum / Programme Manager / Head of School within 10 working days of the event giving rise to the appeal and before any standardisation, moderation or Assessment Review (whichever is the earlier)
- An appropriate manager will investigate the appeal. This may result in a special standardisation exercise or reassessment if it is deemed appropriate
- The learner will receive a written statement of the outcome within 10 working days of the receipt of the appeal

Stage 2 (FORMAL)

- If Stage 1 does not produce an acceptable resolution the learner should put their appeal in writing to the Director for their programme within 5 working days of receiving the outcome from the Curriculum / Programme Manager / Head of School, informing them that they have done so
- An appropriate Director will convene and chair an Academic Appeals Panel to review the appeal within 10 working days of receiving it from the learner
- The panel will consist of a Curriculum Director /Assistant Principal
- The Curriculum / Programme Manager / Head of School and/or the relevant teacher(s) are expected to attend to give evidence. In addition, panel members will include staff who are not involved with the learner
- The learner, who can be accompanied, will be invited to attend to present their case
- The learner will receive the written decision of the Academic Appeals Panel, from the Curriculum Director / Assistant Principal within 5 working days of the panel meeting.

Stage 3 (REVIEW)

- If Stage 2 does not produce an acceptable resolution to the learner, or if the procedure is being initiated at this stage as it relates to the overall final result of the qualification, the learner should write to the Director of Performance & Quality copying in the Principal within 5 working days of receiving the outcome of Stage 2 or from receiving their overall award result, informing the Director that they have done so
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- If there is new evidence [and valid reasons for not providing this earlier] or improper procedures these are conditions that can be considered
- The Director of Performance & Quality and the Principal will review all the available evidence relating to the appeal and the processes previously used to investigate it, and will respond to the appeal within 10 working days sending the learner a Completion of Procedure letter

Appeal to the Awarding Organisation

- If a learner is still dissatisfied after exhausting the CCCG appeals process they may appeal to the Awarding Organisation. The learner should discuss the process with the Director / Principal. A fee may be levied by the Awarding Organisation.

Higher Education – External Review

For learners enrolled on University-franchised and University-validated programmes.

Learners on a University-**franchised** or University-**validated** programme must follow that University's Academic Appeals Procedures outlined in the academic regulations and in their learner handbooks.

For learners enrolled on the Pearson BTEC Higher Nationals

Learners must first complete the CCCG's internal academic appeals process before pursuing the matter further. They may raise the matter with Pearson, the awarding organisation, as well as escalation to the Office of the Independent Adjudicator.

If HE learners (BTEC Higher Nationals, University-validated/franchised programmes) remain unsatisfied with the outcome of their appeal they have the right to ask the Office of the Independent Adjudicator (OIA) to review their complaint about the outcome of CCCG's Academic Appeals process and/or that of the partner University or Pearson. The complaint should be submitted to the OIA within 12 months of the date of the Completion of Procedures letter.

The OIA looks at issues such as whether the College followed its procedures, whether these procedures were reasonable, and whether CCCG's final decision was reasonable in all the circumstances. CCCG will respond to any OIA enquires in line with OIA timeframes.

The OIA cannot normally look at complaints:

- Where the learner has not progressed through all stages of CCCG's Appeals Procedures or complied with the partner university's processes
- Where the Completion of Procedures letter is received outside the twelve-month time limit
- Where matters have been or are being considered in court.

Recording Academic / Assessment Appeals

CCCG records all Academic / Appeals at the formal and review stages so that data can be used for analysis and management recording. Personal information about learners will be removed and care taken that learners are not identifiable.

The analysis of management reports detailing concerns, complaints and academic / appeals performance will help to ensure that any trends or wider issues are quickly identified and addressed. Reports will be shared with the appropriate CCCG committees.

Note:

The Heads of Teaching and Learning, Higher Education, Capital City College Training and the Head of Examinations across the Colleges (part of Capital City College Group) worked on these policies together to ensure that there is a consistent message across the Group.
