



## **Appealing Against Assessment Decisions Policy and Procedure**

Myerscough College recognises that there may from time to time be disputes regarding assessment decisions. The purpose of this Policy and Procedure is to support students and staff to appropriately deal with any such disputes with the aim of these being resolved effectively.

It is the College's Policy that all appeals against assessment decisions are considered in an equitable, open and expedient manner and that they be resolved as early in the procedure as possible.

The Appealing Against Assessment Decisions Policy and Procedure is applicable to all students and staff at all College Centres.

## Procedure

To be the subject of an appeal, the assessment must appear on the formal assessment strategy for the module, unit or course.

### 1. Higher Education

For all appeals relating to Higher Education assessment decisions, the academic regulations of the validating University are followed.

The University procedures for appeals against assessment decisions are located on the Academic Regulations page of the UCLan website. Specific reference points are the UCLan Academic regulations, section 1: Appeals against Assessment Board Decisions and the UCLan Assessment Handbook, section 7: Appeals against Assessment Board Decisions for Taught Programmes.

In addition to the above, information for Higher Education Students regarding appeals processes is published in Student Handbooks.

### 2. Further Education

#### 2.1 Stage 1

If a Further Education student wishes to make an appeal relating to an assessment, the matter should be raised initially with the relevant Assessor. The appeal should be raised orally in the first instance. This must be done within five working days of notification of the assessment decision.

The Assessor will attempt to resolve the complaint informally. He/she shall enquire into the appeal and will discuss it with the complainant, consider the information provided and advise the complainant of the decision. The decision will normally be communicated to the complainant orally, within five working days of the appeal being raised.

If, upon receipt of the decision, the complainant is still dissatisfied with the decision, he/she may progress the appeal to Stage Two.

All appeals must be made within five working days of the assessment feedback.

#### 2.2 Stage 2

If the appeal has not been resolved at Stage One, the complainant may refer the appeal to the relevant Internal Verifier by completing the Stage Two Appeals Form. The complainant must complete the form by providing full details of the complaint and should address it to the Internal Verifier (this information can be obtained via the Assistant Head of Department). This must be done within five working days of the end of Stage One.

The Internal Verifier will review the assessment decision with the Assessor, the Course Tutor, the Head/Assistant Head of Area and/or the External Verifier, as necessary.

The Internal Verifier will consider all the matters pertaining to the assessment and determine the outcome, usually within 20 working days of receipt of the Stage Two appeal. The result of the appeal will be communicated to all parties by completing the appeals form and copying it to all parties concerned.

### **2.3 Stage 3**

If the complaint is not resolved to the satisfaction of the student at Stage Two, the appeal will be referred to the Assistant Principal FE through the Internal Verifier and via the Curriculum Administration Supervisor who will update the student record. This must be done within five working days of the end of Stage Two.

The Assistant Principal FE will consider the appeal with the Internal Verifier and a nominated technical expert and will be supplied with all the documentation submitted in relation to the earlier stages of the procedure.

The Assistant Principal FE will determine the assessment decision. Such decision will be final and will be communicated to all parties in writing. This will usually be within 20 days from receipt of the Stage Three appeal. The decision will then be binding.

#### **Notes:**

The procedure may, by agreement of the parties concerned, be used for settling a common appeal where more than one individual has the same complaint.

#### **Documents associated with the Appealing Against Assessment Decisions Policy and Procedure**

QAA UK Quality Code for Higher Education - [Chapter B9: Academic Appeals and Student Complaints](#)  
UCLAN Academic Regulations  
UCLAN Assessment Handbook  
Stage Two Appeals Form (Further Education)

#### **Appendices**

Appendix 1 – Stage Two Appeals Form (Further Education)



**STAGE TWO APPEALS FORM (Further Education)**

<b>Name of Student:</b>	
<b>Date:</b>	
<b>Course:</b>	
<b>Module Code:</b>	
<b>Assessment Title/Code:</b>	
<b>Assessor:</b>	
<b>Internal Verifier:</b>	

**Details of Appeal:**

Student Signature: \_\_\_\_\_

**Outcome of the Appeal:**

Internal Verifier Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Document History			
<b>Author:</b>	Assistant Principal HE	<b>Ref and Document Version:</b>	Appealing Against Assessment Decisions Policy and Procedure - V1
<b>Approval:</b>	College Executive	<b>Approval Date:</b>	September 2015
<b>Review Date:</b>	September 2018		
<b>Publication:</b>	Staff Intranet Student Intranet College Website		
Quality Assurance			
This Policy and Procedure maps to the following external quality assurance frameworks			
Framework		Framework Section Reference(s)	
<b>Common Inspection Framework</b>			
<b>MATRIX</b>			
<b>QAA</b>		QAA UK Quality Code for Higher Education – Chapter B9: Academic Appeals and Student Complaints	
<b>QIA</b>			
<b>SFA</b>			

#### **All Myerscough College Policies are subject to screening for Equality Impact Assessment**

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of* our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.

#### **Safeguarding, Learner Protection and Prevent**

All staff have a responsibility to support and promote the College’s commitment to providing a safe environment for students, staff and visitors. Additionally, all staff have a responsibility to report any safeguarding or Prevent issues to the Designated Senior Lead for Safeguarding and Prevent.