Further Education (FE) and Work Based Learning (WBL) Appeals against Assessment Decisions Policy
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Date approved: 25 August 2017
Approved by: SMT
Responsible Manager(s): Director Quality and Standards
Executive Lead: Vice Principal Quality and Curriculum

Applicable to staff: No  
Applicable to students: Yes
Accessible to students: Yes
Accessible to general public: Yes
(including clients)

Consultation
Consultation undertaken with: Date:

- SMT Yes August 17
- AMT No*
- CCMT No*
- Students No*
- Employee representatives (HR policies only) NA*
- Other NA*

* please delete as appropriate

Policy review frequency, normally: annually

(Please delete as appropriate)
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Policy

1. Scope and Purpose

This policy covers all students at Blackpool and The Fylde College studying Further Education (FE) programmes, apprenticeships and Work Based Learning (WBL). Higher Education (HE) students are covered separately through the HE academic regulations.

The purpose of this policy is to ensure an appeal against an assessment decision, which has been raised is handled in a timely and appropriate manner.

2. Policy Statement

Blackpool and The Fylde College is committed to ensuring that every student is given the opportunity to appeal against assessment decisions if they feel they have reasonable justification to do so.

As complaints and Appeals against assessment decisions differ, it should be identified if the issue raised is an appeal against assessment decision or is actually a complaint which is considered under a different procedure.

Enquiries about results may be requested by teaching staff or candidates if there are reasonable grounds for believing there may have been an error in marking.

If an appeal is requested, and reasonable grounds are valid for the appeal, it can be made at the expense of B&FC.

If reasonable grounds for an appeal are not found by B&FC, the candidate may still decide to go ahead with the appeal, but in this case, they will be charged or the cost of the appeal.

The Key principles of the Appeals against Assessment Policy are as follows:

2.1 (stage 1 of appeal) Students who require more information regarding an assessment decision should initially discuss the matter with the appropriate examiner/assessor.

2.2 (stage 2 of appeal) If students are not satisfied with the outcome of stage 1 they can progress their appeal to the next stage of the process by raising the appeal with the Head of Curriculum/Operations managers within seven days of an assessment result being received. The Head of Curriculum will then convene a Curriculum Appeal Panel normally within 7 days of receiving the Appeal. The decision of the Appeal Panel will be communicated in writing, via a formal report, to the student and Quality and Standards normally within seven days.

2.3 (stage 3 of appeal) If the student is not satisfied with the outcome of appeal at stage 2 they can progress their appeal to the next (and final stage) of the
appeal process. This should normally be done in writing, within 7 days of the Curriculum Appeal Panel meeting stating the grounds of the appeal together with the supporting documentation. Stage 3 appeals should be made within seven working days to the Quality and Standards Directorate who will convene a College panel of independent members to review the appeal.

2.4 Quality and Standards will notify relevant parties of its decision, normally within 7 days.

2.5 If the College Appeals Panel upholds the decision of the Curriculum Appeals Board, the student has no further right of appeal within College procedures.

2.6 Every case will be heard and treated fairly in accordance with this policy.

2.7 Students have a right to be accompanied at Appeals panels. If the student or representative does not attend the Appeals panel, the panel may continue to consider the appeal in the student’s absence. The panel may, if it wishes, adjourn the meeting if reasonable grounds for non-attendance have been provided (e.g. sickness absence)

2.8 Appeals submitted outside the specified time limits will not normally be valid.

3. Accountability

3.1 All curriculum staff are responsible for adhering to and ensuring the requirements set out in this policy are followed, if a dispute arises.

3.2 Quality and Standards, is responsible for ensuring that the procedure is implemented, regularly reviewed and updated.

3.3 Heads of Curriculum/Operations managers are responsible for ensuring that all assessment processes are carried out in their service areas and that this appeal process, when conducted, is carried out fairly.

4. Student Involvement

4.1 Students will be the main users of this policy and thus involved throughout its implementation. The policy will be made known to Students via induction to their programme and will be available on Moodle and accessible on the B&FC website. Where a student invokes the appeals process they may have a nominated representative to help them present their case.

5. Linked Procedures

5.1 Appeals against Assessment Decisions Procedure
5.2 Awarding body specific guidance
### 6. Equality Impact Assessment

<table>
<thead>
<tr>
<th>Impact Assessment for the 4 strands of Equality, Safeguarding, Health and Safety and Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working</strong></td>
</tr>
<tr>
<td><strong>Title of Activity:</strong></td>
</tr>
<tr>
<td><strong>Author and Date:</strong> Director of Quality and Standards July 2017</td>
</tr>
<tr>
<td><strong>Equality and Diversity:</strong></td>
</tr>
<tr>
<td>Which of the characteristics maybe impacted upon?</td>
</tr>
<tr>
<td>And, if yes, how has this been considered?</td>
</tr>
<tr>
<td><strong>Safeguarding:</strong></td>
</tr>
<tr>
<td>Are there any aspects of this proposal which could cause a learner/member of staff/visitor to feel unsafe?</td>
</tr>
<tr>
<td>If yes, how has this been considered?</td>
</tr>
<tr>
<td>What are the risks?</td>
</tr>
<tr>
<td>What are the benefits?</td>
</tr>
<tr>
<td><strong>Health and Safety:</strong></td>
</tr>
<tr>
<td>Have any risks been identified?</td>
</tr>
<tr>
<td>If yes, how has this been considered?</td>
</tr>
<tr>
<td>What are the risks?</td>
</tr>
<tr>
<td>What are the benefits?</td>
</tr>
<tr>
<td><strong>Sustainability:</strong></td>
</tr>
<tr>
<td>Are there expected benefits or impacts on sustainability issues?</td>
</tr>
<tr>
<td>If yes, how have these been considered?</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
</tr>
<tr>
<td>What evidence do you have for your conclusions and expectations for these conclusions?</td>
</tr>
<tr>
<td>How will this impact be monitored for all these considerations?</td>
</tr>
<tr>
<td><strong>Is this policy of a high/medium or low risk? :</strong></td>
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