

Policy & Procedure	Academic Appeals Procedure
Policy Area	Quality
Version Number	02
Approving Committee	ELT
Date of Approval	27 August 2019
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Responsible Senior Manager	Assistant Principal Performance and Skills

History of Amendments

Date	Version/Pages/Sections Affected	Summary of changes
June 2017	01	Revision to Page 9 to comply with AB guidance. Updated to new template.
August 2019	02	Minor amendments

Policy Statement

This policy and associated procedures identify the actions undertaken in the event a student does not accept an assessment decision provided by a lecturer for internal assessments only. Appeals on externally set assessment decisions i.e. examinations, are considered by the awarding body.

Equality Statement

The College is committed to providing equal opportunities to ensure its students, staff, customers and visitors are treated equally regardless of gender reassignment, race, religion or belief; disability; age; marriage and civil partnerships; pregnancy and maternity; sexual orientation; sex.

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1. Scope

This procedure applies to all academic courses where the College carries out internal assessment. This procedure does **not** apply to externally set examinations. Appeals in this regard must be directed to the relevant Awarding Body, following their guidelines.

2. Stage 1 - Student queries assessment decision

- 2.1.** Student informs the lecturer/assessor of their concerns either verbally or in writing.
- 2.2.** The lecturer/assessor provides written feedback, explaining the rationale for the assessment decision and provides guidance on the remediation process, as required.
- 2.3.** The lecturer/assessor will ensure that any Extended Learning Support needs have been appropriately addressed, and adjust the assessment decision/process accordingly if relevant.
- 2.4.** It is anticipated that the vast majority of assessment appeals will be resolved at this stage.

3. Stage 2 - Student does not accept explanation provided

- 3.1.** Student completes an Academic Appeal Form and forwards to Campus Quality Office.
- 3.2.** Campus Quality Office logs receipt and forwards to relevant Campus Curriculum Quality Leader [CQL/QEL] to action.
- 3.3.** The CQL/QEL notifies the lecturer of the academic appeal, and obtains a copy of the assessment used and the student's work.
- 3.4.** The CQL/QEL forwards materials from the lecturer to the Internal verifier for consideration
- 3.5.** The Internal Verifier (IV) reviews the materials received and confirms if the assessment instrument used and the assessment decision reached is consistent with the evidence requirements of the unit. The IV then informs the CQL/QEL and relevant Head of Sector of the outcome.

- 3.6. Note that the IV cannot act in this capacity if they were also the assessor or if they have any other conflict of interest with either the appellant or the outcome of the appeal.
- 3.7. If IV confirms validity of assessment instrument and assessment decision, the CQL/QEL informs the student that the assessment decision stands; the IV retains the appeals documentation and provides a copy to the Campus Quality Office.
- 3.8. If IV advises that the assessment decision is not sound, then the work should be passed to a third party, familiar with the unit to remark. This person will communicate their findings to the Head of Sector/Quality, who will liaise with the CQL/QEL. The Quality Department will communicate the outcome to the student, copying in the CQL/QEL and Head of Sector.
- 3.9. The IV will then take an appropriate sample from other candidate scripts for the same assessment/class to ensure fairness in assessment outcomes for all candidates.
- 3.10. If the IV advises that the assessment instrument is inconsistent with the requirements of the unit, the CQL/QEL will inform the assessor that an alternative assessment will need to be devised and approved by the IV.
- 3.11. Stage 2 should be completed within 5 working days; except in situations where an alternative assessment needs to be devised. The Quality department, CQL/QEL and Head of Sector will agree a communication to students informing them of the process to be followed.

4. Stage 3 - Student still does not accept decision

- 4.1. Student re-submits appeal in writing to the campus Quality Office, clearly explaining the grounds on which they disagree with the Stage 2 outcome.
- 4.2. Appeal heard by Educational Leadership Team [ELT].
- 4.3. ELT informs Quality Directorate of outcome.
- 4.4. Quality Directorate advise the student of the outcome.
- 4.5. If appeal is not upheld, student advised that they have the right to appeal directly to the awarding body, and to contact the relevant Campus Quality Office for guidance.
- 4.6. Students and staff may attend the Stage 3 appeals hearing and be accompanied by a representative.

4.7. Stage 3 should normally be completed within 10 working days from receipt of Stage 3 Appeal.

4.8. The campus Quality office will keep the student up to date with the progress of the appeal.

5. Final Appeal to the Awarding Body

Students who have exhausted the college procedure as outlined above may have the right of appeal to the awarding body responsible for accrediting the qualification.

Please contact the Quality Department for further guidance on this matter.

NB: SQA will only consider this type of appeal for regulated qualifications.

6. Roles and Responsibilities

6.1. Role of Quality Directorate

- To record each stage of the process
- To forward documentation as required
- To advise the student as appropriate

6.2. Role of Curriculum Quality Leader

- To liaise between the relevant lecturer and internal verifier
- To inform the student as appropriate
- To keep the relevant Campus Quality Office informed

6.3. Role of the Head of Sector

- To be kept informed
- To ensure process is undertaken in accordance with these guidelines
- To manage the professional dialogue on assessments as required
- To keep the Quality Directorate informed if necessary

6.4. Role of Internal Verifier

- To review assessment decision as required
- To review instrument of assessment

- To inform relevant Head of Sector as required

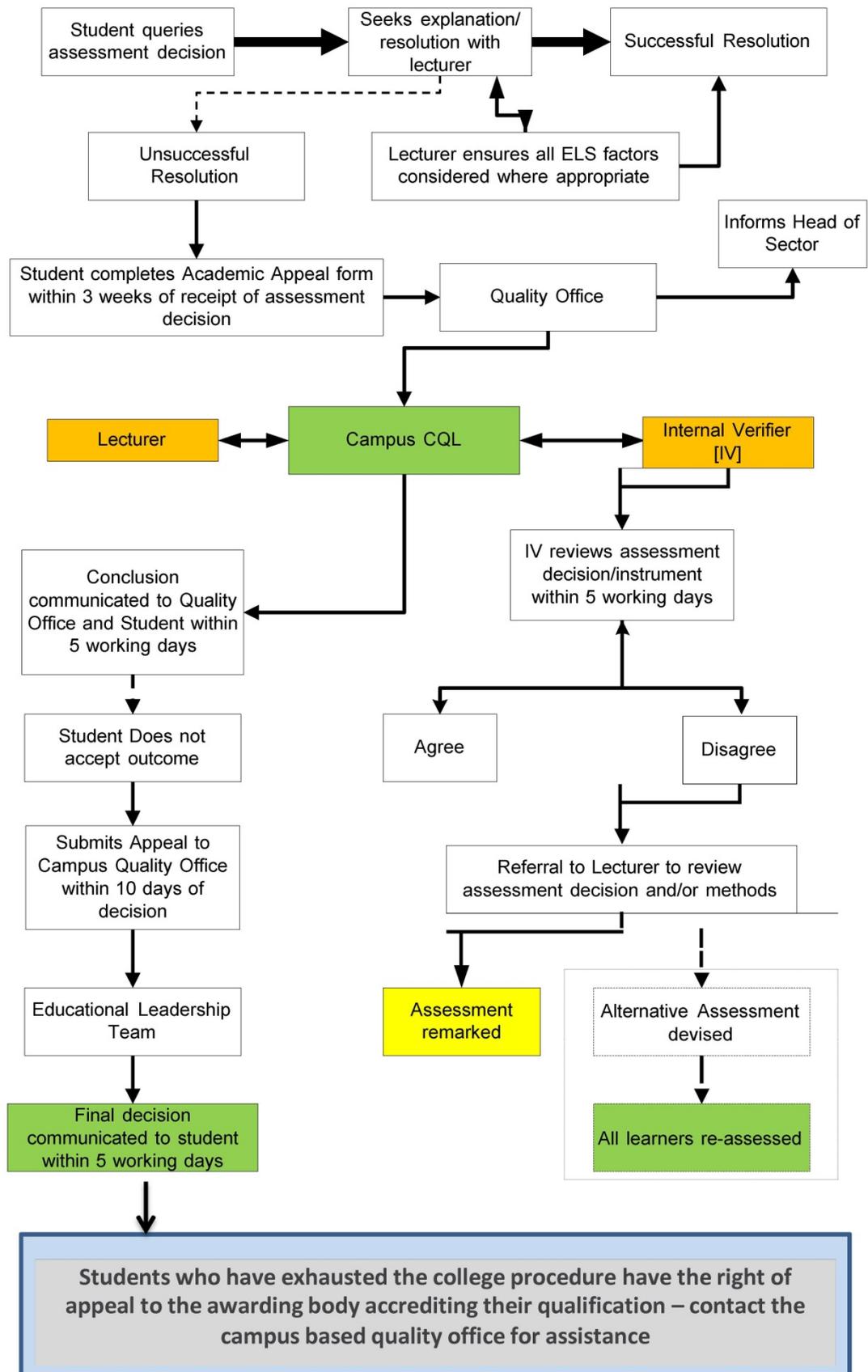
6.5. Grounds for Appeal

- Assessment deemed inappropriate or not current
- Assessment methods irregular – not standardised across all candidates
- Assessment time too short – insufficiency of opportunity to complete
- Assessment not relevant to performance criteria or insufficient information provided to enable candidate to complete
- Extenuating circumstances

6.6. ELS considerations

- Review Personal Learning and Support Plan for individual requirements
- Identify and comply with all necessary adjustments

Appendix 1 – Academic Appeal Flowchart



Equality Impact Assessment

Name of policy/procedure/decision: Academic Appeals Procedure

Provide a brief summary of the aims of the policy/procedure/decision and main activities:

The aim of this Procedure is to set out the circumstances in which a student can appeal the outcome of an internal assessment.

Assessed By:

Clare Fraser

Date: 02 October 2019

This stage establishes whether a policy, procedure or decision will have a differential impact from an equality perspective on people who share protected characteristics or whether it is “equality neutral” (i.e. have no effect either positive or negative).

The protected characteristics are: age, disability, gender reassignment, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

1. Who will benefit from this (students/staff/stakeholders)? Is there likely to be a positive impact on people who share protected characteristics, and if so, how? Or is it clear at this stage that it will be equality “neutral”? i.e. will not have a differential impact on any equality group/s?

The approach which is set out in this Procedure should have a neutral impact on protected groups.

2. Is there likely to be an adverse impact on people who share protected characteristics? If so, who may be affected and why? Or is it clear at this stage that it will be equality “neutral”?

The Procedure includes steps to mitigate against the risk of adverse treatment. The rationale for the assessment decision is evidenced by the member of staff, and the Procedure obliges staff to ensure that any Extended Learning Support needs have been appropriately addressed, and adjust the assessment decision/process accordingly if relevant. This demonstrates the commitment to making reasonable adjustments. Additionally, the College will provide support in understanding the implications of this Procedure.

3. What action will you take to ensure that you are monitoring the impact of this Procedure?

Student outcomes will be monitored among others by the Equality and Diversity Committee, part of whose focus will be on students with protected characteristics.