



APPEALS POLICY

TABLE OF CONTENTS

1. Introduction	2
2. Scope	2
3. Aim	3
4. Grounds For Appeals Against Assessment Decisions	4
5. Stage 1	4
6. Stage 2	5
7. Stage 3	5
8. Do I Have Mitigating Circumstances	5

INTRODUCTION

Britts Imperial University College is committed to monitoring and evaluating all its teaching and assessment operations to enhance Learners' opportunity to attain the highest grades where possible. Feedback and comments on these operations are always welcome and Learners are encouraged to provide feedback to class lecturers and programme leaders directly and through regular module evaluations. Additionally, feedback can be presented to management.

The Learner Appeals Procedure is the mechanism by which Learners enrolled with the College can have their concern related to Academic issues and assessments evaluated and investigated. In all cases, Learner appeal requests will be considered with the highest level of consideration and with full confidentiality of the Learner wherever possible. Learners are not allowed to appeal against academic judgements. He/she can only make an appeal on decisions related to pointing out any omissions/errors with specific references.

SCOPE

This policy and associated procedure apply to all current Learners registered for academic programs provided by the Britts Imperial University College, who want to appeal against an assessment, progression or withdrawal decision made by their assessor or the Board of Examiners.

1. A current Learner includes those registered on programmes, those on an interruption of studies, those on a temporary suspension from the College and those who have recently left the College and are within the time limit for making an appeal.
2. Learners who are withdrawn for non-academic reasons, such as not registering on time because they have not followed procedures clearly, or for misconduct cannot use the appeal procedure. They must follow the College's Complaints Procedure.

AIM

The Britts Imperial University College will ensure fair, accessible and timely procedures for handling Learner appeals against assessment decisions. The outcome from these procedures will facilitate enhancement of the learning opportunities provided.

- Britts Imperial University College will make available opportunities for Learners to raise academic appeals without risk of disadvantage.
- Britts Imperial University College will encourage constructive engagement with the appeals process which offers opportunities for early and informal resolution.
- Britts Imperial University College will make its appeals procedures easily available to all Learners through its communication systems. The institute will make clear distinctions so that Learners know which procedure to follow depending upon where the responsibility for appeals lies.
- The policy is intended to provide clear and accurate advice and guidance for Learners appealing against an assessment decision, and for staff involved in handling or supporting complaints.
- Appeals procedures will be conducted in a timely and fair manner.
- The academic appeals process will be monitored by the college's senior management which will review policy and operations following appeals and will require changes to practice where appropriate.
- The management will monitor and evaluate the appeals procedure and reflect outcomes from appeals in order to enhance learning opportunities.

GROUNDINGS FOR APPEALS AGAINST ASSESSMENT DECISIONS

The only grounds on which an appeal may be based are as follows:

- That there exist circumstances affecting the performance of the candidate which the assessor or internal verifier were unaware of
- That there were procedural irregularities in the conduct of the assessment (including administrative errors)
- That there is positive evidence of prejudice, bias or inadequate assessment
- There is evidence of assessment malpractice

The college is committed to open and fair assessment. Learners should be involved in the process of assessment. The purpose of the assessment and what is required to achieve a particular grade or level of competence should be clearly explained to the Learners. Similarly, constructive feedback should be provided, which clearly explains why a particular mark/grade has been awarded and what

the Learner needs to do to improve the standard of his/her work. There may occasionally be times when the Learners and assessor have differing views about an assessment decision. The appeal must be lodged within 5 working days of the results being issued.

The Quality Nominee and staff will make every effort to ensure that meetings are arranged at the Learner's convenience.

Learners wishing to appeal must provide a clear explanation of the nature of the appeal and the grounds on which they are appeal

STAGE 1

The Learner will be invited to explain the reasons for concern, and to re-examine the work / evidence with the assessor. The assessor should explain fully the reasons for the grade and listen carefully to the points made by the Learner, taking due account of them in his/her consideration of whether there is a case for changing the grade. It is expected that most appeals will proceed no further than this. Where a Learner has claimed prejudice, bias or inadequate assessment the appeal will proceed directly to stage 2..

STAGE 2

If the Learner is still unhappy about an assessment decision after stage one has been carried out, he/she should complete the Learner Appeal Form. This should be submitted with the Learner work or evidence and any explanation the Learner may wish to include within five working days of the stage 1 decision. The internal verifier will reconsider the decision and inform the Learner of his/her decision within five working days. If the assignment has already been internally verified, the programme leader will ask another colleague to blind double mark it. The decision will also be entered on the Learner Appeal Form. The Quality Nominee will oversee Stage 2 appeals.

In the event that, the Learner is unhappy about the reconsidered assessment the appeal will move to stage three

STAGE 3

At this stage, the Learner Appeal Form and relevant evidence will be sent to an Appeal Panel, which will include the Learner, a friend (if the Learner so wishes), the original assessor, the internal verifier (from Stage Two) and two independent members appointed by the Quality Nominee, one of whom will be appointed as Chair. The Panel will meet at a time convenient to the Learner.

In exceptional cases, the External Examiner from OTHM may be requested to investigate the appeal. The Panel will reach a decision within ten working days of the meeting of the Panel and will make recommendations to the Internal Quality Nominee in writing. The IQM will make the final decision on the appeal. This decision will be final and will be communicated to the Learner

DO I HAVE MITIGATING CIRCUMSTANCES

The circumstances that the Learner is seeking to mitigate must be unforeseeable or unpreventable and he/she must be able to demonstrate how these circumstances could have a significant impact upon his/her academic performance. For the purposes of appeal, he/she must show that the assessor was not aware of these problems.

Common examples include:

- Significant personal illness or injury (where a Doctor certifies that you should not work or study)
- The critical illness or death of a close family member/dependent.
- Significant family crises or financial problems leading to acute stress.
- Absence for public service.

Circumstances not normally considered:

- Events that were planned in advance or could reasonably be foreseen (e.g. booked holiday) – arrangements should be agreed in advance with the programme leader once known.
- Failure, loss or theft of a computer, printer or storage medium.
- Non-diagnosed illness (e.g. exam stress).
- Inadequate time management/planning.
- Paid employment or volunteering commitments– arrangements should be agreed in advance with the programme leader.