

LEARNERS' GUIDE TO APPEALING AN ASSESSMENT DECISION

INTRODUCTION

If you feel that any of your work has been assessed inaccurately or unfairly by one of your tutors, you may use the College Appeals Procedure to have this work reassessed. You should start this process as soon as possible and certainly within 10 days.

This is the process which will be used:

Stage 1

You should first of all appeal to the tutor or assessor who made the original decision and who provided you with feedback. The tutor/assessor will discuss with you the reasons for making their assessment decision.

Stage 2

If you are still not satisfied with this decision, your tutor or assessor will refer the matter to their nominated internal verifier/standards moderator or to the programme area leader for your programme of study.

This person will re-assess your work against the standards set by the Awarding Body and will communicate their decision to you and to your tutor or assessor.

Stage 3

If you are still not satisfied after Stages 1 and 2 of the procedure have been completed, the programme coordinator or lead internal verifier/standards moderator will organise an Appeals Panel for consideration of your appeal.

The Appeals Panel shall meet within the next 10 working days.

An appeals panel will consist of the Head of School, or their nominee, the Curriculum Manager for the appropriate curriculum area and the quality nominee for the appropriate Awarding body.

The decision of the Appeals Panel will be final, as far as the College is concerned.

Stage 4

If you are still not satisfied with this decision, you have the right to contact the Awarding Body for your qualification and request that they investigate the matter further, who will then instigate their own complaint procedures.

Stage 5

If you still remain unhappy with the final decision that is made by the awarding body, you can then raise your complaint to the Qualification Regulator (Ofqual), whose decision will be final.

The guide will be reviewed by the QTLP Department annually.

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