

**LINCOLN COLLEGE**

**STUDENT ASSESSMENT AND APPEALS POLICY  
AND PROCEDURES –  
HIGHER EDUCATION**

**POLICY CQ/PO/1**

**SPONSOR**

Director – Performance and Standards

## **EQUALITY AND DIVERSITY STATEMENT**

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate all forms of unlawful discrimination, specifically across all protected characteristics. We will work towards a fair and just organisation and promote inclusion for all those impacted by Lincoln College and the wider community.

# LINCOLN COLLEGE

## STUDENT ASSESSMENT AND APPEALS POLICY AND PROCEDURES – HIGHER EDUCATION

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**STUDENT ASSESSMENT AND APPEALS POLICY AND PROCEDURES –  
HIGHER EDUCATION**

**1 PURPOSE**

The Student Assessment and Appeals Policy and Procedures (Higher Education) apply to all higher education students of Lincoln College. The policy and procedure are implemented to ensure that service standards and appeals made regarding internal assessment are monitored and managed fairly and consistently.

**2 AIMS**

The policy and accompanying procedures aim to give a framework against which staff and students can carry out their responsibilities related to internal assessment; it gives access to appeals procedures for students and identifies the service standards that can be expected.

**3 INTRODUCTION**

3.1 For the purposes of this policy, the term assessment refers to decisions made regarding assessed work, progression to the next stage or level within a course and the achievement of an award.

3.2 This procedure should be considered in conjunction with the Student Complaints and Grievance Procedure.

3.3 Where there is any conflict between this policy and any validating organisation's assessment rules, the validating organisation's rules will take precedence but any resulting variations from the policy must be clearly communicated to students at the start of the course.

3.4 It is expected that, unless in exceptional and fully documented circumstances, a student who wishes to appeal an assessment decision must invoke their right to appeal within four weeks of receipt of the ratified assessment grade.

3.5 All appeals will be handled as confidential matters.

3.6 Any person involved will have the right to be accompanied by an advocate (who may be a member of staff, another learner of the college or a relative) during any part of the appeals procedure.

3.7 Advocates can be used by those individuals who are not able or do not feel sufficiently confident to represent themselves.

3.8 Students who have a disability that prevents them from submitting a written appeal may request that a member of staff completes any required documentation on their behalf.

3.9 The full process will be completed within 90 calendar days.

## **4 ASSESSMENT POLICY**

### **Student assessment**

- 4.1 Students should have had the opportunity to acquire the necessary underpinning skills and knowledge prior to assessment.
- 4.2 The assessment expectations required by tutors should be made explicitly clear via an assessment briefing, which should be made available in a range of formats to suit individual learning needs.
- 4.3 A module/unit and course assessment strategy should permit students to undertake assessment using a variety of means (for example assignments, presentations, blogging, portfolio, demonstration) to meet students' preferred learning styles whilst also developing relevant employability skills.
- 4.4 Module assessment strategies and associated assessment items must be reviewed and updated annually to ensure assessment currency, validity, reliability and reduce the possibility of academic misconduct.
- 4.5 Students should not be denied access to assessment on the basis of attendance alone.
- 4.6 Additional demands should not usually be placed on students over and above those which determine whether the required criteria have been met. Individual support may be arranged for students with learning difficulties and disabilities and/or speakers of other languages, provided that they do not compromise the required outcomes.
- 4.7 In line with validating organisation guidance and situational definitions, reasonable adjustments should be made to summative assessment of a qualification to enable a student to demonstrate their knowledge, skills and understanding.
- 4.8 Special consideration may be given to students under extenuating circumstances in line with validating organisation guidance. An example of this may be a serious illness or injury.
- 4.9 Special consideration cannot give the student an unfair advantage and the student's results must reflect achievement in assessment and not potential ability.

### **Student submission of assessment evidence**

- 4.10 All assessment evidence should be handed in by the given deadline using the correct hand in procedure, as directed by the subject tutor.
- 4.11 Requests for extensions may be granted in exceptional circumstances only at the discretion of the course coordinator. This must be recorded on 'ProMonitor' or 'SmartAssessor' (or authorised alternative) by the staff concerned so all parties are aware. The student must seek the extension no later than two working days prior to the original deadline. The student should provide independent verification (eg. doctor's note) to support the

application for extension. Poor time management is not sufficient grounds for an extension to be granted.

4.12 If a student's work is accepted after an agreed deadline by the assessor, it will be assessed to the relevant criteria and the grade will not be limited. Late submission of assessment evidence, without an agreed extension may lead to conduct sanctions being imposed.

4.13 FOR OPEN UNIVERSITY STUDENTS ONLY: Once assessed evidence is handed back to the learner they will be given one new, negotiated deadline to resubmit assessment evidence should they wish to improve the grade. Work submitted after this deadline will not be re-graded.

## 5 SERVICE STANDARDS

The following Service Standards are defined to ensure that internally assessed work is promptly marked and returned to students and therefore positively impacting on an individual's learning process. Internally assessed work will be defined as:

*"Work that is produced by students, candidates or trainees that contributes to the formative or summative assessment process"*

5.1 The Service Standards for the assessment of student work should be inclusive, where practical, of the internal quality assurance (IQA) process. However, all student work should be returned with a provisional grade, subject to internal and external quality assurance processes. The IQA process should aim to be completed within a further ten working days of returning the assessment decision and feedback to the student. The submission of a 'provisional grade' should be clearly stated on the assessment documentation and explained to the student.

5.2 All student work which is submitted to the specified deadline will be assessed within a period of twenty working (term-time) days from the submission deadline. In situations where students submit work for assessment late, either with or without authorisation, assessment will take place within a timescale agreed between the marker and the student. The timescale agreed should consider the following factors:

- Workload of the staff member concerned
- Key dates for the submission of grades/marks to the validating organisation
- Availability of marked work for the processes of internal and external quality assurance and moderation
- Impact on the student's progression.

5.3 The assessment process will include the provision of appropriate feedback to the student and the internal verification of a sample of assessed pieces of work.

## 6 APPEALS

All appeals must be dealt with fully, promptly and all persons involved must be given the opportunity to state their points of view. All appeals will be handled confidentially.

Any person involved will have the right to be accompanied by another person or advocate (who may be a student member of the college, a relative, employer representative or managing agent representative).

### **APPEALS PROCEDURE FOR PEARSON HIGHER EDUCATION PROVISION**

#### **Informal Procedures**

- 6.1 When a student wishes to make an appeal, they must first discuss the matter with the subject teacher, personal tutor or course coordinator within five working days of receiving the assessment decision.
- 6.2 If the matter remains unresolved the student may request a meeting with the relevant curriculum lead. This interview should be arranged within five working days of the submission of the request and the student may be accompanied by another person.
- 6.3 If, after any action taken by the curriculum lead or members of the programme team to resolve the issue, the student is still dissatisfied, they may, within five working days of exhausting the informal procedure, request that formal procedures be actioned.

#### **Formal Procedures**

- 6.4 Learners have the right to appeal against the outcome of the action taken by the curriculum lead or members of the programme team, and this will be made clear in the written confirmation noting the outcomes of the action.
- 6.5 Appeals must be made, in writing, to College Appeals Panel and be received within ten working days of receipt of the written confirmation of the action taken.
- 6.6 All appeals must follow the procedure noted in the College Appeals Panel Policy and Procedure (Policy CQ/PO/26) which can be obtained by contacting [quality@lincolncollege.ac.uk](mailto:quality@lincolncollege.ac.uk). The Director – Performance and Standards will lead the investigation into any appeal.

#### **Re-grading**

- 6.7 Where re-grading is agreed, this must be carried out within ten working days of the decision being made (whether by the informal or formal procedure) this will include internal verification of the re-assessment decision.

## **Re-submission**

- 6.8 Where a re-assessment opportunity is agreed, this must be undertaken in a manner which limits any impact on other assessed work carried out by the student, with the deadline for submission being negotiated between the student and the tutor.

## **Appeals to the Validating Organisation**

- 6.9 If the matter remains unresolved, the student is entitled to make an appeal to the validating organisation. The right to appeal to the validating organisation only exists after conclusion of the formal procedure.

## **APPEALS PROCEDURES FOR HIGHER EDUCATION INSTITUTION (HEI) VALIDATED PROVISION (NOT PEARSON BTEC PROVISION)**

Where a course is validated by a HEI, a student may not appeal an individual mark that has been awarded, unless they are studying on an Open University validated course, in which case they should refer to Open University guidance (for guidance students should contact their tutor, access the college website or access the [Regulations for validated awards of the Open University.](#)) Assessments are carried out by a first marker, a second marker and an External Examiner, and then ratified by a Board of Examiners. A student may appeal the process of marking, verification or moderation of an assessment within ten working days of receiving assessment decisions.

Students cannot appeal against a module result simply due to disagreeing with the academic judgement, because they are disappointed with the result or because of the consequences of that lower than hoped for result. Students must make a case, with evidence to support it, that the college has made a procedural error in reaching that result.

## **Informal Procedure**

- 6.10 Where a student feels a mark awarded is not appropriate or not justified, they should seek an individual tutorial to discuss the matter and receive feedback on their assessment performance.
- 6.11 Where a student wishes to appeal the process of marking, verification or moderation of an assessment, they should first discuss the matter with the subject teacher, personal tutor or course coordinator.
- 6.12 If the matter remains unresolved, the student may request a meeting with the relevant curriculum lead. This interview should be arranged within five working days of the submission of the request and the student may be accompanied by another person.
- 6.13 If, after any action taken by the curriculum lead or members of the programme team to resolve the issue, the student is still dissatisfied, they may request that formal procedures be actioned.

## **Formal Procedure**

- 6.14 Learners have the right to appeal against the outcome of the action taken by the curriculum lead or members of the programme team, and this will be made clear in the written confirmation noting the outcomes of the action.
- 6.15 Appeals must be made, in writing, to College Appeals Panel and be received within ten working days of receipt of the written confirmation of the action taken.
- 6.16 All appeals must follow the procedure noted in the College Appeals Panel Policy and Procedure (Policy CQ/PO/26) which can be obtained by contacting [quality@lincolncollege.ac.uk](mailto:quality@lincolncollege.ac.uk).

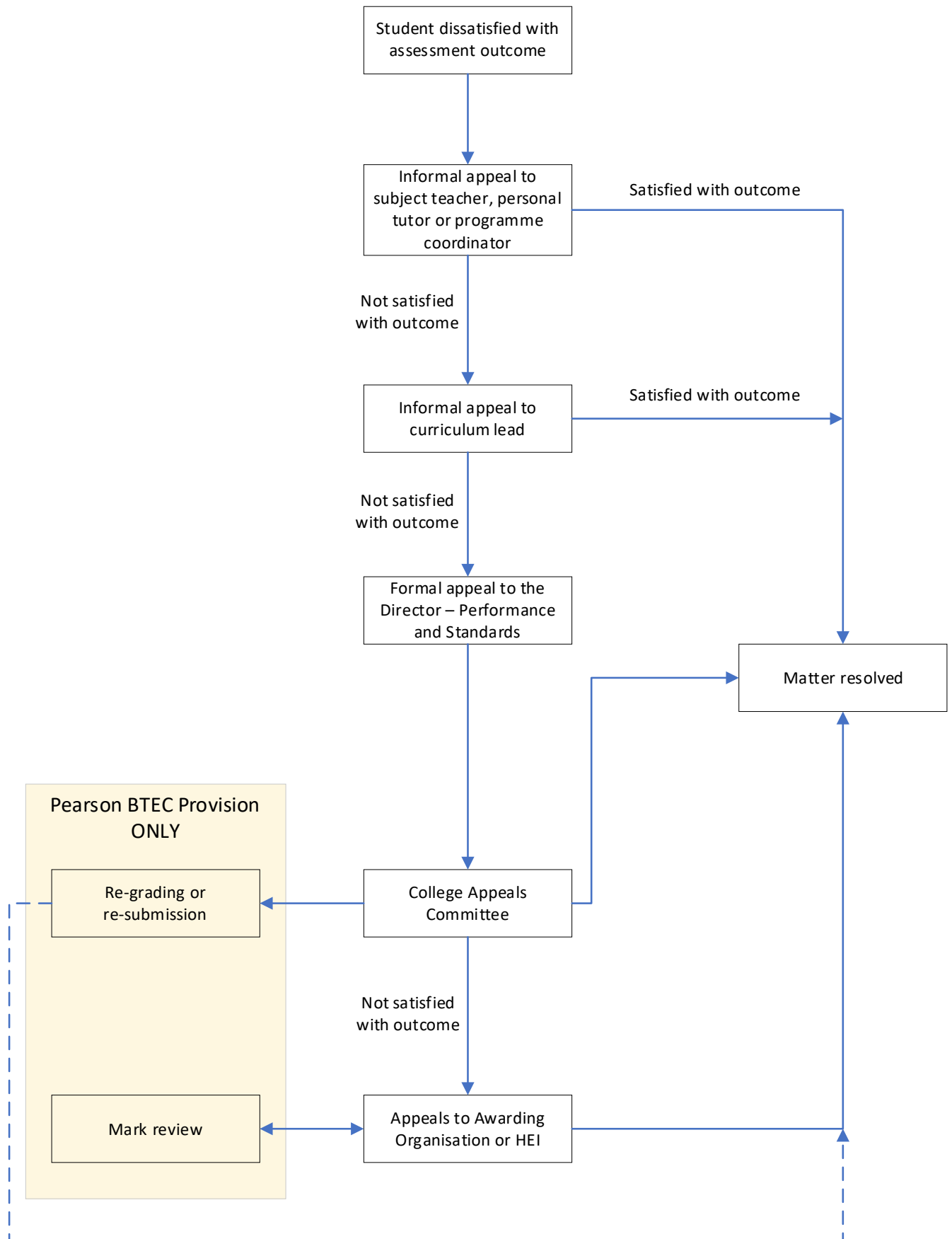
## **Appeals to the Validating Institution**

- 6.17 If the matter remains unresolved, the student is entitled to make an appeal to the validating organisation. The right to appeal to the validating organisation only exists after conclusion of the Formal Procedure.

## **7 ANNUAL REVIEW OF THE STUDENT ASSESSMENT, APPEALS POLICY AND PROCEDURE**

The Learning Standards Quality Committee will review the HE Student Assessment, Appeals Policy and Procedure on an annual basis and make recommendations for its development.

## APPENDIX 1 – Overview of student appeals process



## APPENDIX 2 - Mark Review Form (for Pearson BTEC Provision)

### Appendix A



AQA      City & Guilds      CCEA      OCR      Pearson      WJEC

### Clerical re-checks, reviews of marking and Appeals

#### Candidate consent form

##### Information for candidates

The following information explains what may happen following a clerical re-check, a review of marking and any subsequent appeal.

If your school or college submits an application for a clerical re-check or a review of the original marking, and then a subsequent appeal, for one of your examinations after your subject grade has been issued, there are three possible outcomes:

- Your original mark is lowered, so your final grade may be lower than the original grade you received.
- Your original mark is confirmed as correct, so there is no change to your grade.
- Your original mark is raised, so your final grade may be higher than the original grade you received.

In order to proceed with the clerical re-check or review of marking, you **must** sign the form below. This tells the head of your school or college that you have understood what the outcome might be, and that you give your consent to the clerical re-check or review of marking being submitted.

##### Candidate consent form

Centre Number	Centre Name
Candidate Number	Candidate Name

##### Details of enquiry (Awarding Body, Qualification level, Subject title, component/unit)

.....  
.....

**I give my consent to the head of my school or college to submit a clerical re-check or a review of marking for the examination(s) listed above. In giving consent I understand that the final subject grade and/or mark awarded to me following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded for this subject.**

Signed: ..... Date: .....

**This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal.**

## **APPENDIX 3 – Procedure for Mark Appeals Committee Hearings**

Appeals to student marks will be heard by an Appeals Committee, which shall be chaired by the Director – Performance and Standards and involve the Assistant Principal – Higher Education and the relevant curriculum lead. All correspondence and information relating to the outcome of the appeal in question will be made available to the committee, prior to the hearing.

### *Order of the Hearing*

1. The Director – Performance and Standards will welcome the appellant and committee members to the hearing, make introductions and will clarify if notes are to be taken at the meeting and to whom they shall be made available. It is standard practice for both sides to take their own notes should they wish.
2. The appellant will be given the opportunity to state the grounds for their appeal and bring to the attention of the committee key information related to their appeal.
3. The committee may ask the appellant any questions relating to the situation.
4. The Assistant Principal – Higher Education may ask the appellant any questions relating to the situation.
5. The relevant curriculum lead will be given the opportunity to state the outcomes of the informal procedure related to the situation.
6. The committee may ask the relevant curriculum lead any questions relating to the situation.
7. The appellant may ask the relevant curriculum lead any questions relating to the situation.
8. The committee may ask either party any further questions relating to the situation.
9. The appellant may be asked to withdraw from the meeting to allow the committee time to consider the appeal.
10. The appellant shall be recalled to the hearing once the committee has considered the appeal and, if a decision has been reached, informed of the outcome of the appeal.
11. Written confirmation of the decision will be sent to the complainant within 7 working days of the hearing.
12. The complainant will be advised of their right to appeal against the decision and informed who the appeal should be lodged with and in what timescale.