



Assessment Appeals Policy and Procedure

Responsibility for this policy: Head of Student Experience and Improvement

Date: October 2018

Review Date: April 2026

Impact Assessment Date: April 2023

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History of Changes

Version	Description of Change	Authorised by	Date
1.1	Minor rewording and updating from 2013 version. Inclusion of statement regarding right to escalation to SPSO/OFQUAL	J Stalker	21-10-16
1.2	Amendment of escalation statement to reflect SQA appeals process, in line with systems verification guidance	J Stalker	1-6-17
1.3	Amendment of escalation statement to reflect new C&G appeals process, in line with May 2018 guidance	J Stalker	24-5-18
1.4	Insertion of Statement of Inclusiveness. Update to terminology	S Fraser	1-4-21
1.5	Inclusion at 4.3 of AAT requirement for appeals to be considered by staff without conflict of interest	S Fraser	25-8-21
1.6	Amendment at 4.12 to include all AO's offering regulated qualifications	S Fraser	9-11-22
1.7	Minor wording updates to job titles	B Brownlee	11-4-23

West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Please see end of this document for EIA.

1 Purpose

To ensure that the College Assessment Policy and Procedures is applied fairly and consistently to provide students with a clear framework within which they can appeal against assessment decisions.

2 Policy

West Lothian College will allow all students the right of appeal against decisions relating to the College Assessment Policy and Procedure.

3 Responsibility

3.1 The Vice Principal Learning and Attainment is responsible for the management of the policy and its implementation.

3.2 All members of staff and all students are responsible for the effective operation and implementation of the policy and procedure.

3.3 The Head of Student Experience and Improvement is responsible for the operation, evaluation and review of the policy and procedure.

3.4 The Student Support Manager is responsible for the advocacy and support of the student.

3.5 The Faculty Director is responsible for convening the hearing at Stage Two and for recording and communicating the outcome.

3.6 The Head of Student Experience and Improvement is responsible for convening the panel meeting at Stage Three and for recording and communicating the outcome.

3.7 Individual lecturers are responsible for ensuring that students are familiar with this policy and procedure.

4 Procedure

Stage One:

4.1 A student should engage with college staff to exhaust all informal means of resolving issues before progressing to a formal appeal. These steps should be initiated within 5 working days of receiving notification of the assessment decision.

Stage Two:

- 4.2 A student who wishes to make a formal appeal against a college decision should submit the appeal in writing within 10 working days of being informed that Stage One has not been resolved to the student's satisfaction.
- 4.3 The letter of appeal will be sent to the relevant Faculty Director and will state clearly the basis of the appeal and any personal circumstances that the student wishes to be considered. New evidence to support the appeal may be included. Where the appeal involves an AAT student, the appeal will be sent to a Faculty Director without conflict of interest.
- 4.4 The Student Support Manager will be available to support and assist the student in drawing up a letter of appeal.
- 4.5 The Faculty Director will give written acknowledgement of receipt of the letter of appeal, normally within 3 working days.
- 4.6 An appeal hearing will be held to give the student the opportunity to personally discuss the basis of the appeal.
- 4.7 The student may choose to be accompanied by a representative or friend. No legal representation will be allowed.
- 4.8 The appeal will be considered by a nominated panel within 10 working days of receipt of the letter of appeal. In circumstances where 10 days is inappropriate, this period may be extended by mutual agreement.
- 4.9 Membership of the hearing will comprise the Faculty Director, the relevant assessor and one other member of lecturing staff.
- 4.10 The decision of the panel will be confirmed in writing by the Faculty Director to the student within 5 working days of the hearing.
- 4.11 If the appeal is not resolved to the student's satisfaction, the student may move to Stage Three of the procedure.
- 4.12 Appeals from students on courses accredited by other awarding bodies, which are not resolved at Stage Two, will be communicated to the awarding body, and will be subject to that awarding body's appeals procedure. Should they still remain dissatisfied with decisions made by both the centre and the awarding body they then have the right to escalate the appeal directly to the regulator where appropriate and the responsibility for this action lies solely with the student. Where a centre is a public body then a complaint can be further escalated to the Scottish Public Services Ombudsman (SPSO). In the case of City & Guilds/ILM and other awarding organisations offering regulated qualifications the final point of escalation is SQA Accreditation (on accreditation@sqa.org.uk) following awarding body review of the appeal. The

regulatory body is unable to overturn assessment decisions or academic judgements.

Stage Three:

- 4.13 The student should submit a letter detailing the basis of the appeal of the outcome of Stage Two to the Head of Student Experience and Improvement within 5 working days of receipt of the outcome of Stage Two.
- 4.14 The Head of Student Experience and Improvement will give written acknowledgement of receipt of the letter of appeal, normally within 3 working days.
- 4.15 The appeal will be considered by a nominated panel, which will meet normally within 5 working days of receipt of the letter of appeal. In circumstances where this is inappropriate, this period may be extended by mutual agreement.
- 4.16 Membership of the panel will comprise the Vice Principal Learning and Attainment, the Head of Student Experience and Improvement and one other member of staff.
- 4.17 The decision of the panel will be confirmed in writing by the Head of Student Experience and Improvement to the student within 5 working days of the meeting.
- 4.18 The decision of the appeals panel is final.
- 4.19 The Head of Student Experience and Improvement will report annually to the Learning and Teaching Committee on the nature and outcomes of formal appeals.

5 Communication of Policy to Students

Students will be informed of the Assessment Appeals Policy through the Induction and Tutorial processes.

6 Evaluation and Review

Next scheduled review date: April 2026

Equality Impact Assessment

Before carrying out an EIA, you should familiarise yourself with the College's EIA Policy Statement and Guidance, along with further information and resources which are available on SharePoint.

EIA covers **strategies, policies, procedures, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services**, but will be referred to hereinafter as 'policy/practice'.

Policy/Practice (name or brief description):	Assessment Appeals Policy and Procedure
Strategy/Policy includes Equalities Statement of Inclusiveness? Yes	Text to be included in strategy/policy: Statement of Inclusiveness West Lothian College is an inclusive organisation and all policies, procedures, strategies, plans, provisions, criteria, functions, practices and activities, including decisions and the delivery of services are assessed to consider the impact on staff and students covered by the Equalities Act 2010 by the completion of an Equalities Impact Assessment (EIA). Protected characteristics are defined as age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation.
Reason for Equality Impact Assessment (choose from the following options):	
<ul style="list-style-type: none"> • Proposed new policy/practice • Proposed change to an existing policy/practice • Undertaking a review of an 	<ul style="list-style-type: none"> • Undertaking a review of existing policies/practices

<p>existing policy/practice</p> <ul style="list-style-type: none"> • Other (please give detail): 	
<p>Person responsible for the policy area or practice:</p>	
<p>Name:</p> <p>Job title:</p>	<p>Beth Brownlee</p> <p>Head of Student Experience and Improvement</p>
<p>An Equality Impact Assessment must be carried out if the policy/practice:</p> <ul style="list-style-type: none"> • affects operational or strategic functions of the College • is relevant to the promotion of equality (in terms of the Public Sector Equality Duty ‘needs’ as set out in the Policy and Guidance) 	
<p>Why the EIA is being carried out</p>	<p>Scheduled review of P&P</p>
<p>Equality Groups</p> <p>Relevant to the Policy/Practice, identify which of the undernoted equality groups are impacted upon:</p>	
<ul style="list-style-type: none"> • Age • Disability • race (including ethnicity and nationality) • religion or belief • sex • sexual orientation • gender reassignment • pregnancy and maternity 	<p>None</p>

<ul style="list-style-type: none"> • marriage or civil partnership 	
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Record your assessment against the following statements:

Statement	Equality assessment
Detail the evidence of the needs of the identified equality groups and any gaps in information	As well as ensuring that assessment and appeal is fair and accessible to all, the policy directs lecturers/assessors towards identifying additional support needs and ensuring these needs are met.
Will application of this policy/practice lead to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups?	This policy has no impact on the above groups and applies equally to all students.
If yes, how will the policy/practice be changed to contribute to advancing equality of opportunity	
State how this policy/practice will foster good relations:	Where a student has additional assessment support needs, individual circumstances would be taken into account through the Support for Learning process so as not to apply assessment conditions that would be to the detriment of any individual student.
Will the policy/practice create any barriers for any other groups?	No
If yes, how will the policy/practice be changed to contribute to	

advancing equality of opportunity	
Which equality groups or communities have been consulted in the development and review of this policy/practice?	None

Equality Impact Assessment Outcome	
Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision. (Delete the options that do not apply):	
Option 1: No change required – the assessment is that the policy/practice is/will be robust.	
Monitoring	
When will the policy/practice next be reviewed?	April 2023
Publication of EIA	
Can this EIA be published in full, now? Please state Yes or No If No – please specify when it may be published or indicate restrictions that apply:	Yes

Sign-off

EIA undertaken by

Name:

Shelagh Fraser

Date:

11 April 2023

Accepted by person responsible
for the policy/practice named
above:

Name:

Beth Brownlee

Date:

11 April 2023

Approved by Equalities
Committee

Date:

Retain a copy of this form for your own records and send a copy to lbyrne@west-lothian.ac.uk