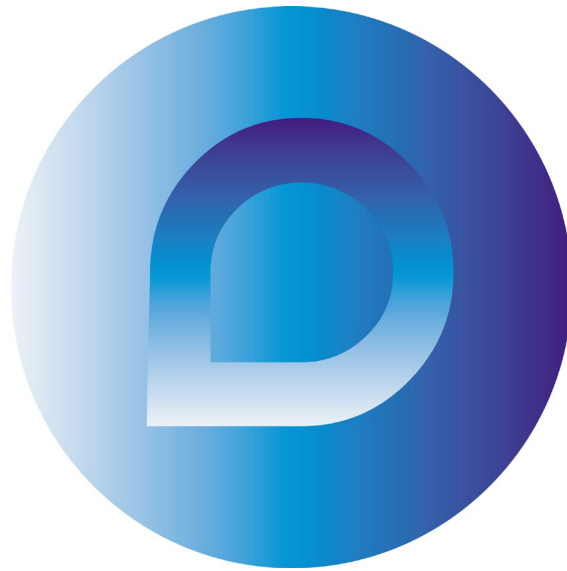


# Assessment Appeals Policy

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**Reviewed: April 2022**

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Next Review:	April 2023
Appraised:	28/05/2019
Next Appraisal:	August 2022

## Assessment Appeals Policy

### Purpose

The purpose of this policy and procedure is to safeguard the interests of all learners in recognising that all learners have the right to appeal against decisions made about the standard of their work or the marks or grades allocated, whether internally or externally, or any other decision which affects learners' progress.

### Scope

The Assessment Appeals Procedure applies to all assessments of learners' work.

Where qualifications are assessed and marked externally by the Awarding Organisation each Awarding Organisation has an appeals procedure, a copy of which will be held by the Quality Manager/Examinations Officer. Learn by Design will support any learner who wishes to appeal to an Awarding Organisation. However, if there is a financial cost involved, Learn by Design will require the learner to pay any fees incurred.

All learners will be informed of the appeals procedure during their induction programme and this information will also be included in the Learner Handbook.

There is an informal and formal procedure available. The formal procedure will only be instituted when the informal procedure has failed or is inappropriate.

Every attempt will be made to resolve disputes as near as possible to the point of origin. The following procedures will act in partnership with any existing Grievance or Disciplinary Procedures and Equality & Diversity Policy. Nothing in these procedures shall be construed as diminishing any rights currently held by the learner.

The number and substance of informal appeals will be recorded and held by the relevant Course Leader (or equivalent) and, of formal appeals, by the Quality Manager for monitoring purposes. Anonymity will be observed, and any such records will play no part in present or subsequent appeals.

### Grounds for Appeal

An assessment decision, including any assessment decision made during Recognition of Prior Learning (RPL).

Any other decision which affects the learner's achievement or progress on his/her course (e.g., option selection, progression onto years 2 and/or 3).