



Academic Appeals Policy & Procedure

Policy Author: Quality and Transforming Learning

Date of Approval: March 2026

Approved By: SLT Policy Committee

Reviewed: Annually

OUR VISION

**To be an
exceptional college**

OUR MISSION

**Empowering futures,
transforming lives**

OUR CULTURE AND VALUES

Barking & Dagenham College is a unique, diverse and inclusive environment in which everyone is supported to grow, develop and really flourish.

We treat each student as an individual because we know that everyone is different. Every individual has their own unique talents, circumstances, challenges and aspirations. Every student brings something special and it is this diversity and richness of ideas that makes College life interesting, fun and vibrant. Our culture is such that all students, staff and visitors should feel welcome, safe and valued. Guided by our principles of honesty, integrity and transparency, we treat each other respectfully and seek to establish trust. By building resilience and confidence, we encourage students and staff to rise above challenges with determination and a positive mindset.

Whilst we are rightly proud of our unique internal culture, Barking & Dagenham College is an outward facing organisation that recognises the critical importance of working through networks and collaboration to lead change and influence local agendas. By partnering with industry-leading employers and embracing innovation, digital technologies and new ways of thinking, we strive to push the boundaries of learning and ensure that our students are ahead of the curve. Our many stakeholder partnerships mean that we have established our place at the heart of our community and as a key partner in the regeneration of the London Borough of Barking and Dagenham.

At Barking & Dagenham College, we are dedicated to inspiring students and staff to embrace challenges and pursue their dreams with confidence. Most of all, we are ambitious and we expect excellence - from ourselves and from our students.

CONTENTS

1	Statement of Purpose	2
2	Scope	2
3	Criteria for Appeal.....	3
4	Procedure for Appeal	3
5	Review	4
6	Process Flowcharts	4
7	Student Academic Appeal Form	6
8	Amendments	7

1 Statement of Purpose

The purpose of this policy is to ensure fair treatment and assessment opportunities for students. It recognises that students working towards qualifications that are either internally or externally assessed, have a right to seek a review of decisions that affect them.

The College operates a rigorous system of internal quality assurance (IQA) to guarantee fair assessment that complies with awarding body requirements. It is recognised, however, that there could be exceptional circumstances when individual students or groups may wish to appeal against decisions relating to assessment. FE students may request support from the Quality Manager in order to access and understand the awarding organisation appeals process. Likewise, the Head of Higher Education is available to provide similar support for appeals related to university franchised validated programmes. For HE programmes the College will refer to the University's own policy with regard to appeals.

This procedure confirms the College's compliance with **JCQ's General Regulations for Approved Centres** that the centre will:

- have in place for inspection a written internal appeals procedure, which must be reviewed and updated annually.
- draw to the attention of candidates and their parents/carers the internal appeals policy.
- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

2 Scope

This policy and process may be used if students wish to appeal against an **internal assessment** decision relating to their coursework, or an assessment decision which affects their academic status or progress within the College including (but not limited to) the following:

- Assessment of suitability for a course
- Internal assessment decisions (centre assessed marks)
- Centre decisions not to support an application for post results services clerical re-check, a review of marking, a review of moderation or an appeal
- Centre decisions relating to access arrangements and special consideration
- Exam entries
- Transfer to a different course
- Progression.

If a student wishes to appeal against an external assessment, such as an external exam, they should speak to their subject tutor/assessor or Student Learning Mentor/Sector Lead in the first instance to enquire about re-grading or re-moderating the work. Appeals for external assessment (this may include exams, coursework, controlled assessments, post results services) will need to be made to the relevant awarding organisation by the Exams Manager.

While it is recognised that in most circumstances student queries relating to assessment can and will be resolved informally, the formal appeals procedure is available to support students in their appeal. They can seek help from their Student Learning Mentor or a member of the Quality team.

The College discourages the use of artificial intelligence or large language models to generate the substantive content of appeals, as such use can obscure issues, hamper understanding, and delay the process. AI tools may be used only to refine language or structure; submissions must reflect the individual's own account and issues. Revisions may be required where this is not the case.

3 Criteria for Appeal

A student can appeal against a decision relating to their coursework, or an assessment decision which affects their academic status or progress if:

- they have spoken to the tutor in question and still consider, and can demonstrate, the decision to be unfair.
- they consider the decision to be inconsistent with other information received.

4 Procedure for Appeal

Stage 1 - Course Team Level

Before initiating an appeal, a student must discuss the matter with the subject tutor/assessor.

- Any student wishing to question an assessment decision should bring the matter to the attention of the subject tutor/assessor as quickly as possible and certainly within one week of receiving the assessment decision.
- If agreement cannot be reached the assessor should bring the situation to the attention of the Curriculum Team Leader who should arrange for a second assessment of the students work in discussion with the internal quality assurer (IQA)
- In consultation with the student a decision may be made to:
 - Accept the original decision
 - Modify the decision
 - Re-assess the work
 -

Note: this process will adhere to the specific requirement of the awarding organisation in terms of grading of assessments

- This should take place within 2 weeks of the original assessment decision being known to the student
- If on completion of the above the student still believes there is grounds for appeal the Curriculum Team Leader (CTL) should be informed in writing as described in Stage 2

Stage 2 - Directorate Level

The student can request a further review by the Curriculum Manager (CM), Head of Department (HOD), Director or Executive Director (ED)

- This request must be put in writing (see appendix 1) to the appropriate Curriculum Manager/Head of Department/ Director/ Executive Director including the reasons why the student wants an appeal considered. These might be:
 - The assessment was not conducted in accordance with the appropriate Awarding Organisation's approved regulations and/or assessment methods
 - The assessment was not conducted in accordance with the College Internal Quality Assurance of Assessment Policy
 - That some other procedural irregularity to the assessment occurred

Note: If putting an appeal in writing presents particular problems, the student should ask for assistance. Student Learning Mentors are able to support with this.

- It is important to include all the relevant evidence and reasons at this stage. Should the appeal be rejected and subsequently the student asks for it to be considered at stage 3, the student will not be allowed to introduce new evidence or new reasons.
- The CM/HOD/Director/ED will review the assessment process that has been followed in the light of all the available evidence and will advise the student of any change in the assessment outcome as a result of the review.

- This review will normally take place within one working week of receiving the appeal. The outcome of the review will be:
 - To uphold the appeal
 - To reject the appeal
 - To refer the appeal to the Quality team, where the decision needs further and independent consideration or investigation.

Stage 3 - College Level

The student must request an appeal under Stage 3 in writing to the Quality Team (Quality@bdc.ac.uk). The student is not allowed to introduce any further evidence where an assessment decision has already been subject to an earlier stage of the process.

- The Quality Team will review the documentation provided and can ask to meet the student and any relevant staff as part of the investigation.

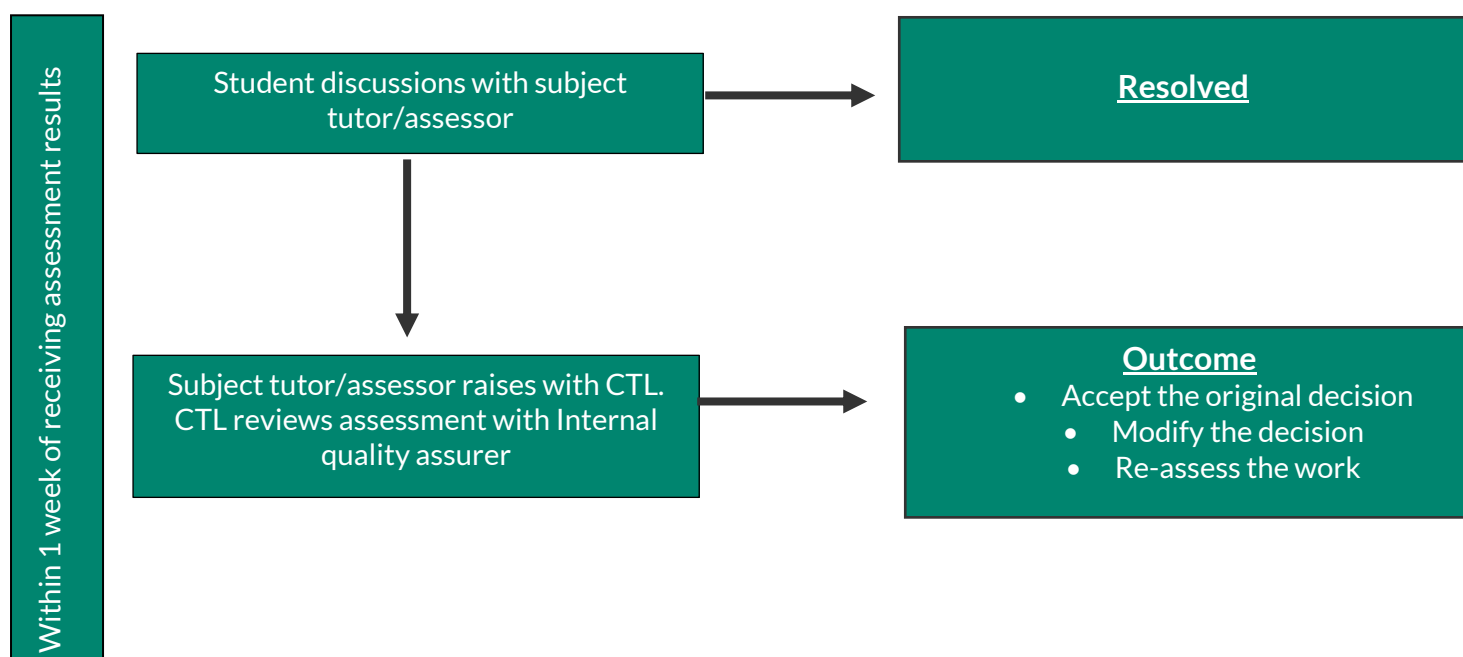
There are two possible outcomes from the review:

- The appeal should not be upheld and the assessment outcomes remain the same. The matter will be considered closed and the student will have no further right of appeal.
- The appeal is upheld and the assessment outcome is changed. The Quality Team will ensure the student's assessment records are amended and will inform the Curriculum team of the decision together with any recommendation about the conduct of the assessment procedures.
- The decision of the stage 3 review will be final and confirmed to the student in writing indicating the reasons for the decision, normally within five working days of the review.
- The college appeal panel is the final stage of the internal college procedure. If the student believes that the matter requires further attention then they must make representation to external agencies. In the case of an academic appeal, it would be appropriate to contact the awarding organisation or validating university who have responsibility for the programme or course concerned.

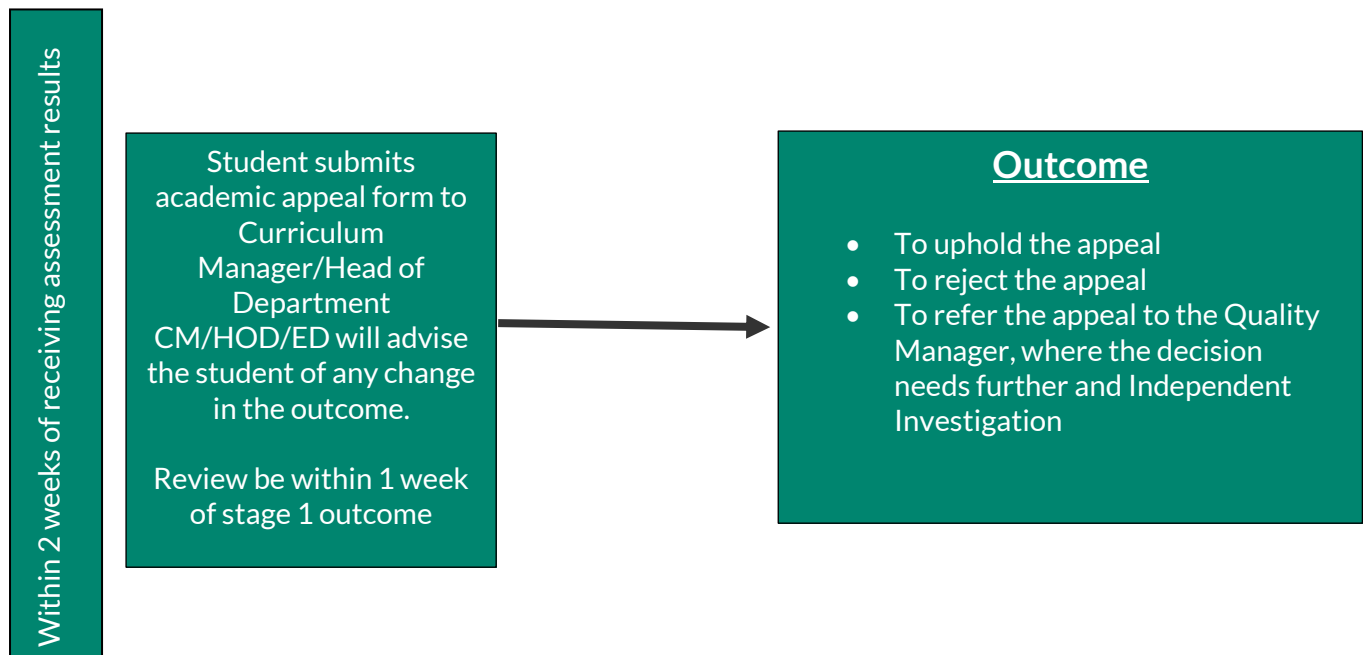
5 Review

*This policy will be periodically monitored in light of legislative, regulatory, codifiable of necessary changes, and in any event formally reviewed, and revised if necessary, on an **annual basis in July/August**.*

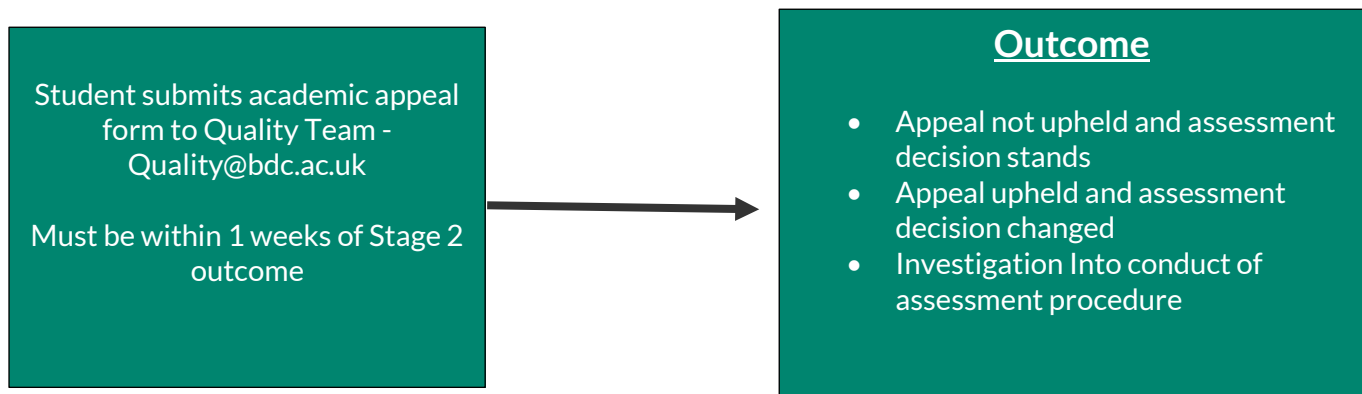
6 Process Flowcharts



Stage 2 - Formal



Stage 3 - Appeals the outcome



7 Student Academic Appeal Form

Student Name	
Student ID	
Course Title	
Year of Study	
Curriculum Team Leader	
Department	
Unit/Module	
Assessment Title / Number	
Grade Awarded	
Internal Verifier and Date (If applicable)	
Students Reason for Appeal:	
Student Signature:	Date:
Assessor Comments:	

8 Amendments

Amendments to Existing Policy

Amendments Made	Page Number	Line/Section Number	Made by	Date
Amendments in line with JCQ Guidelines around access arrangements and special considerations	4	<i>Purpose and Scope</i>	<i>Alison Bartrip</i>	<i>20/03/2025</i>