



HCC

TAG Appeals Process

SManning
JUNE 2021

Prior to Results Days

1. Students in Y11 and Y13 and their parents will be sent a letter informing them of the appeals procedure. This will also include the JCQ forms.
2. The JCQ document about appeals and the Centre Policy for A/AS levels and GCSEs for Summer 2021 will be put on the website.
3. HODs will be sent copies of this process and the PowerPoint from ASCL.
4. HODs will have ensured that their declarations have been signed by themselves and all the staff involved in producing CAGs.
5. HODs will also ensure that their Assessment Records are complete and in their areas on SharePoint.
6. HODs will also ensure that any PowerPoints or copies of emails sent to students about the evidence used will be in their area on SharePoint.
7. HODs will also ensure that their sampling plans for moderation are in their areas on SharePoint.

Results Days

1. Students will receive a hard copy of the JCQ appeals forms in the envelope with their results.
2. The named person for all appeals will be **SARAH SAYERS**.

Stage One Appeals (Centre Review)

1. Students will be reminded that if they want to submit a Centre Review that this is about an administration error and must be done first – they cannot appeal directly to the examination board.
2. Students must complete **and sign** the form themselves. They must understand that they are signing to say that they understand that their grade can go up or **down**.
3. They will submit the form to Sarah Sayers who will date and time record when she receives the form.
3. Students will be advised that once they request a Centre Review then the results of the review will stand. Students cannot withdraw from an appeal once the investigation has concluded.
4. The investigations will be carried out by Sue Manning (GCSE) and Selina Burroughs (A Level and BTEC). The result will be report back to Sarah Sayers.
5. Sarah Sayers will then inform the student of the outcome of the appeal and let them know that they can then appeal to the exam board if they are still not satisfied.
6. The student will need to complete the second part of the form for a Stage Two Appeal.

Stage Two Appeals (Awarding Organisation)

(Extracts from JCQ Guidance 2021)

1. A centre **must** submit an appeal to the awarding organisation if the student considers that:
 - a. the centre did not follow its procedure properly or consistently in arriving at the result, or during the centre review
 - b. the awarding organisation made an administrative error in relation to the result
 - c. the centre made an **unreasonable exercise of academic judgement** in the choice of evidence from which to determine the grade and/or the determination of that grade from the evidence.
2. Please note that the requirements for each ground of appeal are different and not all grounds require any additional rationale:
 - appeals made on the grounds of a general procedural check or on the grounds that there has been an unreasonable exercise of academic judgement in the determination of the grade from the evidence **do not** require submission of an explanation
 - appeals made on the grounds of a procedural check in relation to mitigating circumstances or access arrangements/reasonable requirements **do require** submission of an explanation
 - appeals made on the grounds of an unreasonable exercise of academic judgement in the choice of evidence from which to determine the grade **do require** an explanation of the student's concerns
 - appeals made on the grounds of an administrative error **do require** an explanation of the perceived error.
3. The appeal at this stage will 'evaluate the learners result in light of the grounds of the appeal'.
4. Where an appeal is made on the grounds of an unreasonable exercise of academic judgement (either in the choice of evidence from which to determine the grade and/ or the determination of that grade from the evidence), the awarding organisation will take into account Ofqual's guidance which sets out that the starting point is the Teacher Assessed Grade itself and not any alternative grade put forward as part of the appeal. Therefore, the focus of any appeal will be on whether the Teacher Assessed Grade was unreasonable and not that any other grade or mark would have been reasonable.
5. As the Teacher Assessed Grade is holistic in nature, the awarding organisation's independent reviewer will take a similarly holistic approach to their decision-making. The purpose of the independent review is not to review the marking of individual assessments.
6. The independent reviewer will consider whether the original Teacher Assessed Grade decision was reasonable. The independent reviewer will not consider whether they would have given an alternative grade or whether an alternative grade could also reasonably have been given. The independent reviewer will consider whether the original Teacher Assessed Grade decision was reasonable on its own terms, not if any alternative proposition for the Teacher Assessed Grade or evidence put forward by the student, would be a more appropriate exercise of academic judgement. There may be a difference of opinion as to the assessed grade without there being an unreasonable exercise of academic judgement. The

reviewer will only conclude that there has been an unreasonable exercise of academic judgement if the **Teacher Assessed Grade was clearly wrong** – i.e. there was no basis upon which the grade could properly have been given. Where the appeal concerns the selection of evidence, the academic decision will be

7. If any Y13 students request a Stage Two appeal then the appropriate HOD may be contacted for further information and they will be advised to let their university know that they are appealing.

Reporting the outcome

1. The case will either be:
 - a. rejected (disallowed) or upheld (allowed) in whole or in part. The fact that an appeal has been upheld (allowed) will not necessarily result in a grade change for the student.
 - b. Where the awarding organisation:
 - identifies a procedural error or
 - finds alternative evidence should have been included in the range of evidence and that this may have impacted the Teacher Assessed Grade, they will report these findings to the centre and direct them to review the Teacher Assessed Grade. The centre must then inform the awarding organisation if it believes there should be a change to the grade.
 - c. An awarding organisation may impose a change to the grade. Appeals made on the grounds of procedural error will be evaluated by a staff member or an independent reviewer appointed by the awarding organisation. Following final quality assurance checks, where it considers it appropriate to do so, the awarding organisation will make the grade amendment and report the outcome of the appeal, with reasons for its decision, to the centre.
 - d. Where an unreasonable exercise of academic judgement is identified by the awarding organisation, the independent reviewer will determine the alternative grade. The awarding organisation will then report the revised grade and outcome of the appeal, with reasons, to the centre. The centre must share the outcome of the awarding organisation appeal, and where appropriate the next stage of the process, with the student promptly.

Key Dates

Key Dates for priority appeals*

10 August to 16 August 2021	Window for students to request a centre review
10 August to 20 August 2021	Centres conduct centre reviews
10 August to 23 August 2021	Centres submit appeals to awarding organisations

** A priority appeal is only for students applying to higher education who did not attain their firm choice (i.e. the offer they accepted as their first choice) and wish to appeal an A level or other Level 3 qualification result.*

Key dates for non-priority appeals

From result day to 3 September 2021	Window for students to request a centre review
From result day to 10 September 2021	Centres conduct centre reviews
From result day to 17 September 2021	Centres submit appeals to awarding organisations

Publication of GCE AS and A-level results – 10 August 2021

Publication of GCSE results – 12 August 2021

JCQ Ref	The cohort assessment record (or equivalent centre documentation) including the following:	DOCUMENTS ON SHAREPOINT							
		En	Ma	Sc	Hu ms	Co mp	Fr	Cre ATE	PE
1	The roles of the two members of staff who checked and confirmed the grades for this subject.	Y	Y	Y	Y	Y	Y	Y	Y
2	The evidence selected for the cohort and an explanation of how the evidence has been used to support the determination of grades. (Assessment Record).	Y	Y	Y	Y	Y	Y	Y	Y
3	Details of individual variations in the evidence selected for students within the cohort and a rationale for each variation.	On individual student front sheets							
4	Confirmation of any mitigating circumstances which have been taken into account for individual students, and an explanation of the way in which they have been taken into account.	Discussed at ELT level moderation							
5	Confirmation of any access arrangements or reasonable adjustments agreed for individual students, and an explanation of the way in which any failure to provide agreed access arrangements or reasonable adjustments has been taken into account.	Discussed at ELT level moderation							
7	Any available correspondence or records of discussions with students or parents about concerns related to the grading process. Teachers are not expected to document all conversations about student or parental concerns, but records that are available should be submitted to the Awarding Organisation in the event of an appeal.	Students signed to say that they had shared anything with staff. Parents were asked to contribute.							
8	A copy of information shared with the student about the evidence selected, and marks or grades awarded for each item of evidence	Y	Y	Y	Y	Y	Y	Y	Y
9	Details of any procedural or administrative errors which have come to light since the original submission of teacher assessed grades, and confirmation of action taken to address these.								
10	All available student evidence which has been used in determining the grade.	All evidence held centrally							
11	A copy of the student's request for a centre review and a copy of the centre's response.								

