



Teacher Assessed Grades Appeals Policy

Summer Exam Series 2021

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Changes to this edition

First edition.

1. Introduction

- 1.1 The summer 2021 exam series for A levels, GCSEs and Level 2 and 3 vocational qualifications could not take place because of the COVID-19 pandemic. As many students as possible will now receive qualifications based on Teacher Assessed Grades (TAGs)*, which are based on the content they have been taught.
- 1.2 This Policy sets out the approach for all schools (hereby known as centres) within Minerva Learning Trust in the handling of appeals and sets out the exceptional appeals process for results issued in summer 2021 in line with the guidance set out by the JCQ awarding organisations.
- 1.3 The appeals process for summer 2021 allows students to appeal their grade where they believe there has been an error. An outline of the process is provided below:

1. **Stage One** - Students **must** first ask their centre to review whether an administrative or procedural error has been made. If the centre identifies an error with the grade submitted to the awarding organisation, it must submit a revised grade with rationale for the grade change to the awarding organisation. If the awarding organisation is satisfied with the rationale presented by the centre **and** it considers it is appropriate to correct the result, it will issue a revised grade. More information can be found below.
2. **Stage Two** - Where the centre does not believe that an error has been made but a student believes that an error persists, a student may ask the centre to submit an appeal to the awarding organisation on their behalf. The centre **must** submit the student's appeal if requested and must provide the required full supporting evidence. Depending on the grounds of the appeal, the awarding organisation will consider:
 - whether the grade reflects an unreasonable exercise of academic judgement
 - and/or whether the centre followed its procedures properly and consistently in arriving at the student's result or in conducting its review
 - and/or whether the awarding organisation made an administrative error.

More information can be found below and summary flow chart can be found in **Appendix A**.

- 1.4 These procedures are designed to meet the General Qualifications Alternative Awarding framework for summer 2021 - <https://www.gov.uk/government/publications/general-qualifications-alternative-awarding-framework> together with the relevant general/standard and qualification level conditions, of the qualification regulators for England, and Wales (Ofqual and Qualifications Wales). Their regulatory documentation underpins the awarding organisations' appeals processes.
- 1.5 Candidates, or parents and carers of candidates, must follow the processes and procedures outlined in this policy and through the channels of communication identified by their centre if they wish to make an appeal. They **must not** approach or attempt to discuss results with subject teachers or other members of school staff. Any undue pressure from candidates, or parents and carers of candidates, to review the TAGs process ahead of results day is considered malpractice and would need to be reported to the Awarding Body.
- 1.6 Centre staff should follow the processes and procedures set out in this policy and, should make candidates, or parents and carers of candidates, aware of this policy if they are approached by individuals. Staff should not enter into a discussion about TAGs appeals with candidates, or parents or carers of candidates.

2. Retaining of Evidence

- 2.1 It is important that, where possible, all evidence and records on which a student's grade is based, including copies of the student's work and any mark records, is retained safely by each centre. This will be needed to support the determination of students' grades, the internal and external quality assurance processes and appeals. It is not a requirement that the original version is retained and a scanned copy of handwritten evidence or digital document will be acceptable. Any evidence produced after 24 March 2021 must be retained by the centre.
- 2.2 Evidence of a student's performance not used to determine grades, could still be required for the appeals process in exceptional cases where the awarding organisation deems the selection of evidence to have been unreasonable. Where such evidence still exists at the time this policy was published, it should not be destroyed/deleted or returned to the student. If a student appeals because they believe their centre made an unreasonable exercise of academic judgement in selecting the evidence used, alternative evidence may need to be submitted to an awarding organisation. This alternative evidence could be highlighted by a student when a centre shares information with them regarding the determination of their grade.
- 2.3 Centres must retain any information about a student's access arrangements, reasonable adjustments, or mitigating circumstances affecting their performance in an assessment (such as special consideration), which has been considered during the process of determining a student's grade even if this was deemed not to be relevant. This must include the reason for the teacher's decision.
- 2.4 Records of student evidence should be kept accessible so that they can be used if a student wishes to appeal their grade.

3. Sharing Information with Students

- 3.1 Students will want to understand how their grades will be determined this summer, so they can be assured the process will be fairly and consistently applied.
- 3.2 Students will also want to understand the steps they can take if they believe something has gone wrong in determining a grade and how they can request a centre review and awarding organisation appeal. Centres are expected to support students through the centre review and awarding organisation appeals process.
- 3.3 All centres are expected to share the following information with students in advance of results day:
- The sources of evidence that will be used to determine their grade for each subject along with (and where deemed appropriate by the centre) any grades/marks associated with them. This transparency will allow students to identify any errors or highlight circumstances relating to pieces of evidence and should reduce the number of instances where students request a centre review or awarding organisation appeal once results have been issued
 - The centre policy and any supporting documentation
 - Details of any variations in evidence used based on disruption to what a student was taught
 - Details of any special circumstances that have been considered in determining their grade, e.g. access arrangements/reasonable adjustments or mitigating circumstances such as illness.
 - Information and guidance about the appeals process including; how to submit a request for a centre review or an awarding organisation appeal.
- 3.4 Centres must not share the following information with students prior to results day as centres are required to maintain the confidentiality of students' grades:
- Students **must not** be told the final Teacher Assessed Grade that has been submitted to the awarding organisation. Grades must only be shared with students on the published results date once the awarding organisation has issued the final grades.
 - Where the qualification is an Extended Project Qualification or consists of a single portfolio, the candidate **must not** be informed of the grade for that piece of evidence prior to the published results date.
 - Provision of the Teacher Assessed Grade to any student, or other party, before the agreed date for release of results, will be viewed as malpractice and appropriate action will be taken by the relevant awarding organisation.

4. Process for Centre Procedural and Administrative Error

- 4.1 Although centres will have undertaken robust internal checks and a quality assurance exercise to ensure the grades they submit to awarding organisations are correct, there is always a small possibility that a procedural or administrative error is identified, outside of the centre review process, before the results are reported. After the submission of grades, a centre may wish to undertake a further quality assurance exercise in order to minimise the number of potential centre reviews based on administrative errors.
- 4.2 If this happens after Teacher Assessed Grades have been submitted, but before the awarding organisation's online portal for the submission of Teacher Assessed Grades has closed, the centre must re-submit the revised Teacher Assessed Grade. This must be accompanied by a new Head of Centre Declaration.
- 4.3 Where a procedural or administrative error is discovered before results day, but after the awarding organisation's online portal for the submission of Teacher Assessed Grades has closed, the centre must contact the relevant awarding organisation with details of the error identified.
- 4.4 In a small number of cases, the error may be identified too close to results day for it to be rectified by the awarding organisation before the student receives their results. In these cases, the centre must make clear to the student when they receive their results that an error has been identified and reported to the awarding organisation to be corrected. The centre must explain to the student what impact this is likely to have on their grade, particularly if the grade will be lower as a result. Students should be made aware of their right to appeal in this situation.
- 4.5 If after results day a centre identifies that an error that has impacted a student who has not submitted an appeal, centres should consider whether it is appropriate to correct the grades for these students. In most cases, it will be appropriate to correct the grade to ensure students receive grades that accurately reflect their performance. However, centres should consider the impact lowering a grade may have on the student concerned before deciding whether to request the grade to be lowered.
- 4.7 The guidance provided by each awarding organisation should be followed by **all centres** to inform each awarding organisation of a procedural or administrative error.

5. Stage One – Centre Reviews

- 5.1 This is the first stage of the appeals process. This section covers the centre's role in handling requests from students who wish to correct a perceived error once they have received their grades.
- 5.2 Any student may submit a request for a centre review on the grounds that the centre has:
- Failed to follow its procedures properly or consistently in arriving at that result or
 - Made an administrative error in relation to the result.
- 5.3 Requests for appeals on the grounds of academic judgement (unreasonableness) will only be considered by awarding organisations (at Stage Two) and not by centres. In these cases, an initial centre review must still be completed by the centre to ensure that the centre has not made any procedural or administrative errors. The centre must not review its academic judgements during the centre review stage.
- 5.4 To decide whether to request a review, centres must provide students with access to certain information prior to results day, as set out in section 3.3 of this policy.
- 5.5 A centre review must be completed upon request by the student. The timelines for completing the review and communicating the result to the student should be communicated clearly in advance of results day and upheld by the centre.
- 5.6 This must be completed and an outcome reported to the student before an appeal can be submitted to the awarding organisation. Any appeals submitted where this has not happened, will be rejected by the awarding organisation and a new application will need to be submitted once the centre review has been completed.
- 5.7 All requests for a centre review, must be made directly to the centre. It is recommended that requests for centre reviews are made by the candidate to the centre
- 5.8 Each centre within Minerva Learning Trust must provide clear information to students about how to make and submit an appeal and the deadlines for doing so, as outlined below:

16 August 2021 (priority appeals - 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)

3 September 2021 (in all other cases). This will enable centres to meet the deadlines to submit appeals to awarding organisations.

- 5.9 Given the short timescales for requesting centre reviews, and for submitting subsequent awarding organisations appeals, all centres must establish:
- A clearly documented process and appropriate resources in place to handle reviews and appeal requests from results days
 - Clearly communicated the process to students in advance of results days
 - Ready access to the materials needed by the student to assess and decide whether to request a review. These must be made available on all centre's websites.
- 5.10 To assist centres and students to promptly request and handle reviews, the template request and consent in **Appendix A** should be used by all centres and all students for all centre review requests.

- 5.11 The centre must keep a record of all review applications received. This should include a record of the outcome of those reviews and the date the candidate was informed of the outcome. How this is organised is up to the centre, but it should be easy to access the information from a centre review, should an appeal subsequently be submitted to the awarding organisation.
- 5.12 A Student may submit a request for a review but subsequently decide they wish to withdraw it. They should be allowed to do so as long as no finding has been made. A centre review application cannot be withdrawn once a finding has been made.
- 5.13 An example of a centre administrative error is the transposing of grades for students with similar names. Such factual errors should be easy to identify and determine.
- 5.14 The appropriateness of the centre's procedure will already have been checked by the awarding organisation as part of its external quality assurance process. The focus of a review on procedural grounds will therefore be whether the centre followed its procedure properly and consistently in arriving at the grade being challenged.
- 5.15 The types of procedural failure a student may raise and a centre will need to check may include:
- a. The existence and consideration of mitigating circumstances at the time of an assessment
 - b. The provision of agreed access arrangements/reasonable adjustments for an assessment
 - c. The process for determining and quality assuring grades (for example internal standardisation, authentication of student work).
- 5.16 Procedural and administrative checks may take place before or after results have been issued whether they are prompted by a student or a centre's own quality assurance processes. Centres will need access to all of the following records and will need to consider:
- a. The reason presented by the student for the review, where this has been specified and any evidence provided by the student about issues that were not known about at the time the grade was determined
 - b. The centre's approved policy and whether it was followed properly and consistently
 - c. The evidence which was used to determine the student's grade
 - d. Any relevant assessment records detailing for the student any amendments to the range of evidence used for the cohort and, where applicable, steps taken to address any known mitigating circumstances/special consideration or approved access arrangements/reasonable adjustments
 - e. A record that the grades had been signed off by at least two teachers in the subject, one of whom was the head of department/subject lead or Head of Centre where there was only one teacher in the department/subject
 - f. The record, where it exists, of any relevant pre-results communications between the centre and student (for example, where a student has raised mitigating circumstances earlier in the process)
 - g. Relevant centre administration records.
- 5.17 In cases where the centre considers that there has been a procedural failure or administrative error, the centre needs to decide whether this affected the grade submitted to the awarding organisation.
- 5.18 The resulting outcome may be that the grade is raised, stays the same or is lowered, depending on the impact of the error or failure.

- 5.19 In such cases where the grade is lowered as a result of the review, the student who has submitted the review will already have consented to their grade being lowered as a possible outcome and the centre should therefore submit a request to lower the grade to the relevant awarding organisation.
- 5.20 The review may highlight other students who have been impacted by the same issue. In some cases, those students may also be found to have a lower grade than they should and the centre should rectify this. In other cases, there may be a student or students whose reported grade is too high. For example, one student's marks could have been transposed with another student's, leading to one student having a grade higher than it should be but the student with the higher grade is unlikely to have submitted a centre review.
- 5.21 These students will not have consented to having their grades lowered unless they have separately submitted requests for reviews. In these cases, the centre must carefully consider the impact of lowering the students' grades before requesting the awarding organisation to do so. In most instances, it will be appropriate to lower the grade, as not to do so could have an adverse impact on public confidence. Allowing incorrect grades to stand could also have an adverse impact on employers or educational institutions who rely on the grade in future as well as on the student, if for example they progress on to a course they were not equipped for. However, there could also be an adverse impact on the individual student by correcting the grade at this point.
- 5.22 It is possible for a procedural failure or an administrative error to be identified but for this not to have had any impact on the grade awarded. In this case the outcome of the review would be that the grade stays the same.

Reporting an outcome – pre-results

- 5.23 If a centre review takes place before results are issued, and an error is identified, the error should be corrected before results are issued. Centres may confirm to the student that the review has been completed, that an error has been identified and that the appropriate steps have been taken to rectify the error. However, centres must not share information about any new grade that has been submitted for the student until the date for the publication of results.

Reporting an outcome – post-results

- 5.24 Once the centre has considered the review and determined if a grade change is necessary due to a procedural failure or administrative error, it must report the outcome either to the student who submitted the review (if the grade has not changed) or to the awarding organisation to request a change to the grade.
- 5.25 If the centre's review finds a failure and concludes that a grade change is needed, before reporting the outcome to the student, the centre must submit an error correction request to the relevant awarding organisation as soon as possible, following the procedures set out by the individual awarding organisation.
- 5.26 The error correction request to the awarding organisation must include the outcome of the review, the reason for the decision made and must be signed off by the Head of Centre or a designated member of the senior leadership team. Awarding organisation staff will then consider the outcome and reasons and make the final decision about changing the grade.
- 5.27 Amended grades will be reported to the centre by the awarding organisation, to be shared with the student along with the centre's review decision. In cases where the awarding organisation disagrees with the centre's decision to amend a grade as the result of a review and considers it inappropriate to do so, or considers a different grade to be appropriate, the awarding organisation will clearly communicate its reasons to the centre. This should also be shared with the student.

- 5.28 The decision the centre provides to the student should be set out using the template included at **Appendix A** which should be accompanied by a separate outcome letter. These must set out:
- a. Whether or not the review found a procedural failure or administrative error
 - b. If it did, what that error was
 - c. The reason for the finding
 - d. Whether there was a grade change and, if so, what the new grade is (if reporting an outcome pre-results, this information must not be provided)
 - e. A reason for the grade change, or lack of change (including any additional explanation from the awarding organisation where its decision was different to the centre's); and
 - f. Information on the next steps if a student wishes to submit an appeal to the awarding organisation.
- 5.29 Whether or not a procedural or administrative failure was found, and whether or not the grade changed as a result, all students have the right to submit an appeal to the awarding organisation as the next stage in the process.
- 5.30 Any appeal to the awarding organisation must be submitted on the student's behalf by the centre, with the consent of the student. A refusal to submit an appeal for the student could be considered malpractice and investigated by the awarding organisation as such.

6. Stage Two – Appeals to the Awarding Organisation

6.1 This is the second stage of the appeals process in summer 2021. This section covers the centre's role in submitting student appeal requests to awarding organisations, including the supporting information needed, what the awarding organisation will do and how outcomes will be reported.

Who can request an appeal and when?

6.2 Any student who considers that there has been a procedural error, an administrative error or that their grade reflects an unreasonable exercise of academic judgement (either because of the way that the grade has been determined and/or the selection of the evidence), may submit a request for an awarding organisation appeal **after they have received the outcome of their centre review and after the publication of results.**

6.3 An appeal can only be made against a result issued. Any student who believes that the centre's decision to withdraw an entry due to insufficient evidence on which to determine a Teacher Assessed Grade, or not to make an entry in the first place, must raise such concerns through the centre's complaints process. Any continuing concerns following completion of the centre's complaints process may subsequently be raised through the awarding organisation's complaints process.

6.4 All requests for an appeal must be made directly to the centre which submitted the grade and must be received by the awarding organisation by the dates outlined below:

23 August 2021 for priority appeals (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), or by

17 September 2021 for non-priority appeals.

6.5 Awarding organisations will not accept appeals directly from students or parents. Appeals submitted by students or parents directly to an awarding organisation will not be processed and will need to be re-submitted via the centre.

6.6 Any student who requests a priority appeal must include their UCAS personal ID with the appeal application for it to be processed as such. They should also notify their higher education provider that they have requested an appeal at the earliest possible opportunity so they can decide how to handle their offer.

6.7 Given the importance of students being able to access the appeals process, and the short timescales for submitting and completing awarding organisation appeals, centres must:

- a. Have a clearly documented process and appropriate resource in place to handle reviews and appeal requests from results days
- b. Have clearly communicated the process to students in advance of results days
- c. Have ready access to the materials needed to submit the appeal to minimise the likelihood of the awarding organisation needing to request further information
- d. Have a named contact available for any awarding organisation queries who will know about the appeals submitted and be able to assist promptly.

6.8 Centres must accept and submit a request for an appeal from a student. A failure to do so could constitute malpractice and awarding organisations are required to follow up on such cases. The appeal submission should include the outcome of the initial centre review showing the centre's own findings when considering the student's concerns. The timelines for submitting the appeal and communicating the result to the student should be communicated clearly in advance of results day and upheld by the centre.

6.9 Appeals cannot be made to an awarding organisation until the centre review has been completed. Any submitted where this is not the case will be rejected by the awarding organisation and a new application will need to be submitted after the centre review has concluded.

How to appeal

6.10 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.

6.11 It is essential that there is a named available contact at the centre with whom the awarding organisation can liaise, should further information be needed before the appeal can be progressed. This will help to minimise any delays to the process.

6.12 Each appeal should be submitted in line with the individual awarding organisation guidance.

6.13 The information the awarding organisation will require when a student appeal is submitted includes:

- a. What they consider the centre failed to do, why that was a failure to follow the centre's procedures, and why that failure was important to the determination of the Teacher Assessed Grade
- b. In what way they consider the awarding organisation made an administrative error, and what difference it made to the determination of the Teacher Assessed Grade
- c. In what way they consider there was an unreasonable exercise of academic judgement:
 - i. In the selection of evidence used to determine the Teacher Assessed Grade
 - ii. In the determination of a Teacher Assessed Grade from the selected evidence.

6.14 Once the centre has submitted the appeal to the awarding organisation, it should confirm to the student that it has done so.

6.15 A student may submit a request for an appeal but subsequently decide they wish to withdraw it. Awarding organisations will accept requests for appeals to be withdrawn as long as no finding has been made. An application for an awarding organisation appeal cannot be withdrawn once a finding has been made.

Reporting the outcome

6.16 As a result of the appeal, the case will either be 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.

6.17 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. An awarding organisation may impose a change to the grade.

Appeals made on the grounds of procedural error should be evaluated by a staff member or, in some instances, by the independent reviewer appointed by the awarding organisation.

6.18 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.

6.19 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.

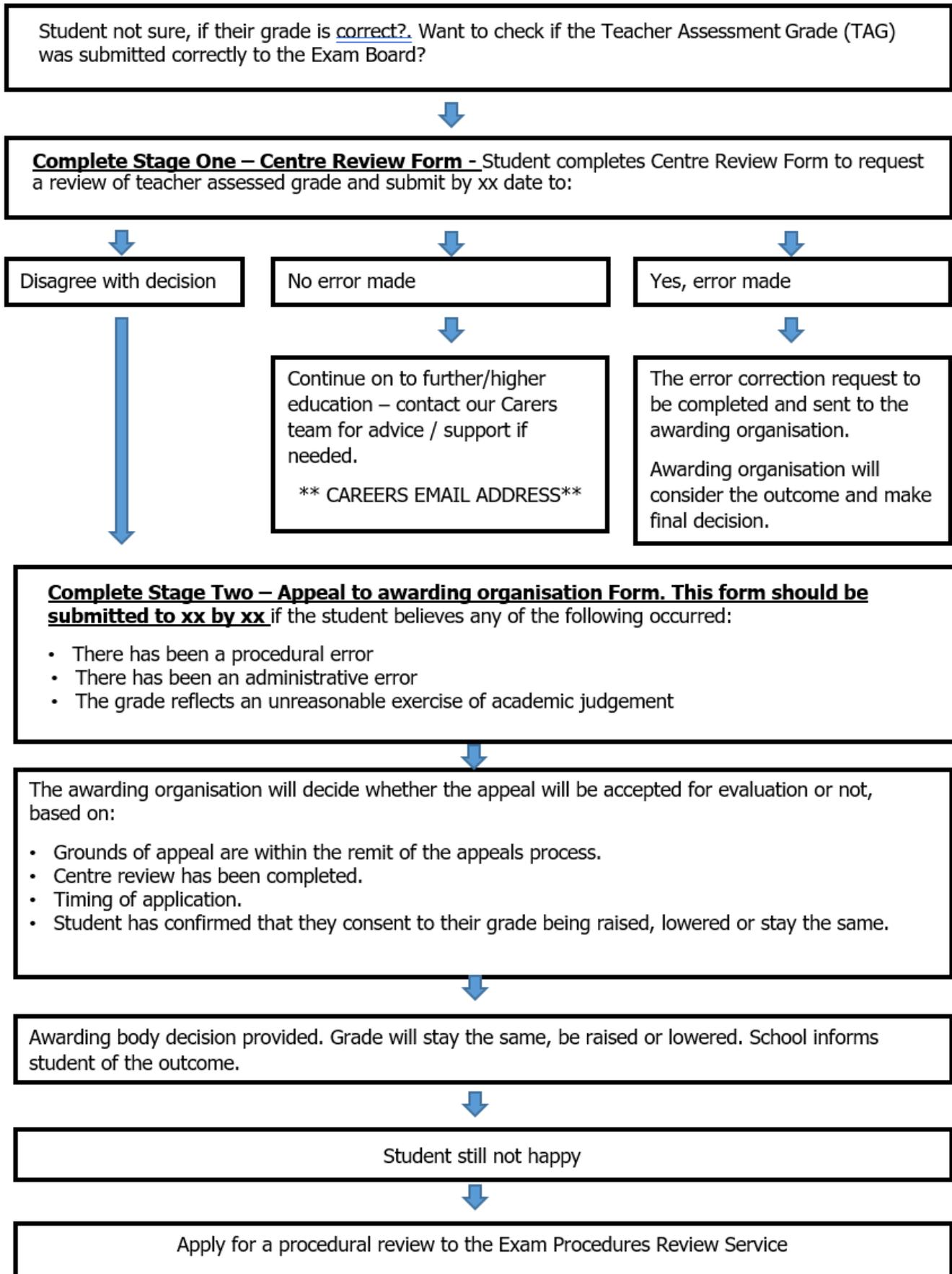
6.20 The centre must share the outcome of the awarding organisation appeal, and where appropriate the next stage of the process, with the student promptly.

6.21 The centre must keep a record of all appeal requests received. This should include a record of the outcome of the appeal, the nature of the appeal and the date the candidate was informed of the outcome. How this is organised is up to the centre, but it should be easy to access the information from an appeal, should it be needed.

6.22 Following the conclusion of the awarding organisation's appeal process, a student who remains concerned their grade was incorrect may be able to apply for a procedural review to the Exam Procedures Review Service (EPRS) from the relevant regulator. There are EPRS processes for Ofqual (England) and Qualification Wales.

Appendix A

Summary Flow Chart of Appeals Process



Appendix B

Centre Review Student Request and Consent Form

Important Information for Students

What may happen to your grade during the centre review and appeals process?

If you request a centre review or an awarding organisation appeal there are three possible outcomes:

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

Once a finding has been made you cannot withdraw your request for a centre review or appeal. If your grade has been lowered you will not be able to revert back to the original grade you received on results day.

What will be checked during a centre review?

You can ask the centre to check whether it made a **procedural error**, an **administrative error**, or both. A procedural error means a failure to follow the process set out in the centre policy. An administrative error means an error in recording your grade or submitting your grade to the awarding organisation. You must request a centre review before you can request an awarding organisation appeal. This is so the awarding organisation is certain that your grade is as the centre intended.

What will be checked during an awarding organisation appeal?

You can ask the awarding organisation to check whether the centre made a **procedural** or **administrative error** - or whether the awarding organisation itself made an **administrative error**. You can also ask the awarding organisation to check whether the academic judgement of the centre was unreasonable, either in the selection of evidence or the determination of your grade.

When do I need to submit my request?

You should submit a request for a centre review by **16 August 2021 for a priority appeal**, or by **1 September 2021 for non-priority appeals**.

Once you have received the outcome of your centre review, if you wish to request an awarding organisation appeal you should do so as soon as possible. Your school or college will submit this on your behalf. Requests for a priority appeal should be submitted by **23 August 2021** and requests for non-priority appeals should be submitted by **14 September 2021**. Priority appeals that aren't submitted to the awarding organisation by 23 August 2021 will still be treated as a priority but they may not be completed in time for those with a higher education place dependent on the outcome of the appeal.

What is a priority appeal?

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. You should inform your intended higher education provider that you have requested a centre review or appeal.

What is your UCAS personal ID and why is it needed?

Your UCAS personal ID is the 10 digit code included in all correspondence from UCAS. This is needed to confirm that a student's place is dependent on the outcome of the appeal.

Stage 1 – Stage One Centre Review Request Form

Section 1 - Student request

This section is to be completed by the student. A request for a centre review must be submitted to the centre, not the awarding organisation. A centre review must be conducted before an appeal to the awarding organisation. This is so the awarding organisation is certain that your grade is as the centre intended.

Centre Name		Centre Number	
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Student Name		Candidate Number	
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Qualification title e.g. AQA GCSE English Language			
Teacher Assessed Grade issued			
Is this a priority appeal? A priority appeal is only for students applying to higher education who did not attain their firm choice and wish to appeal an A level or other Level 3 qualification result.	Yes	If Yes provide your UCAS personal ID e.g. 123-456-7890	
	No		

Grounds for centre review			
Please tick one or both of the options if they apply to your request. If you don't think either apply, your centre will still conduct a review for administrative and procedural errors so the awarding organisation can be certain that your grade is as the centre intended.			
Administrative Error by the centre e.g. the wrong grade/mark was recorded against an item of evidence		Procedural Error by the centre e.g. a reasonable adjustment / access arrangement was not provided for an eligible student	

Supporting evidence
Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade.

Acknowledgement:	
I confirm that I am requesting a centre review for the qualification named above and that I have read and understood the information provided in the 'Important information for students' section above. In submitting this review, I am aware that:	
<ul style="list-style-type: none"> The outcome of the review may result in my grade remaining the same, being lowered or raised The next stage (Stage Two, the appeal to awarding organisation) may only be requested once the centre review (Stage One) has been requested and concluded. 	
Student Name: _____	
Student signature: _____	Date: _____

Section 2 - Centre Review Outcome

This section should be completed by the centre and shared with the student as a record of the outcome of the centre review.

Centre Review Outcome			
Please tick the outcome of the review and then record the original grade and the revised grade if applicable.			
Upheld		Not upheld	Partially upheld
Original Teacher Assessed Grade		Revised Teacher Assessed Grade if applicable	

Information considered by the centre
Please provide a short explanation of the evidence that you have reviewed.

Rationale for the outcome of the centre review
Outline the centre's findings from the centre review e.g. procedural or administrative error and if relevant, details of the error.

Authorisation and dates of next stages			
Please complete the boxes as appropriate. Boxes 1 and 2 must be completed in every case. Boxes 3 and 4 need only be completed when requesting grade change.			
1. Date that the decision and rationale was issued to student		2. Date student informed of how to proceed to stage 2 (Appeal to awarding organisation)	
3. Confirmation that a senior leader has authorised any grade change		4. Date that grade change is submitted to awarding organisation	

Appendix C

Stage Two Request for Appeal to Awarding Organisation Form

Important Information for Students

What may happen to your grade during the centre review and appeals process?

If you request a centre review or an awarding organisation appeal there are three possible outcomes:

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

Once a finding has been made you cannot withdraw your request for a centre review or appeal. If your grade has been lowered you will not be able to revert back to the original grade you received on results day.

What will be checked during a centre review?

You can ask the centre to check whether it made a **procedural error**, an **administrative error**, or both. A procedural error means a failure to follow the process set out in the centre policy. An administrative error means an error in recording your grade or submitting your grade to the awarding organisation. You must request a centre review before you can request an awarding organisation appeal. This is so the awarding organisation is certain that your grade is as the centre intended.

What will be checked during an awarding organisation appeal?

You can ask the awarding organisation to check whether the centre made a **procedural** or **administrative error** - or whether the awarding organisation itself made an **administrative error**. You can also ask the awarding organisation to check whether the academic judgement of the centre was unreasonable, either in the selection of evidence or the determination of your grade.

When do I need to submit my request?

You should submit a request for a centre review by **16 August 2021 for a priority appeal**, or by **3 September 2021 for non-priority appeals**.

Once you have received the outcome of your centre review, if you wish to request an awarding organisation appeal you should do so as soon as possible. Your school or college will submit this on your behalf. Requests for a priority appeal should be submitted by **23 August 2021** and requests for non-priority appeals should be submitted by **14 September 2021**. Priority appeals that aren't submitted to the awarding organisation by 23 August 2021 will still be treated as a priority but they may not be completed in time for those with a higher education place dependent on the outcome of the appeal.

What is a priority appeal?

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. You should inform your intended higher education provider that you have requested a centre review or appeal.

What is your UCAS personal ID and why is it needed?

Your UCAS personal ID is the 10 digit code included at the top of all correspondence from UCAS (Letters or emails). This is needed to confirm that a student's place is dependent on the outcome of the appeal.

2 (b) Issues with access arrangements / reasonable adjustments and/or mitigating circumstances

You **must** provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade.

3 (a) Selection of evidence

You **must** provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade.

3 (b) Determination of the Teacher Assessed Grade

You can provide a short explanation of the reason for your appeal if you want to.

Acknowledgement

I confirm that I am requesting an appeal for the qualification named above and that I have read and understood the information provided in the 'Important information for students' section above.

I am aware that:

- The outcome of the appeal may result in my grade remaining the same, being lowered or raised
- I understand that there is no further opportunity to appeal to the awarding organisation and that the next stage would be to contact the regulator. The awarding organisation will include the next appropriate steps, where applicable, in their appeal outcome letter which you will receive from your school/college.

Student name: _____

Student signature: _____

Date: _____

An evidence checklist to support students with appeals can be accessed here: [Optional Evidence Checklist for Student Appeals](#)