



## Assessment Appeals Policy – Learner Guidelines

### Aim:

Health and Fitness Education recognises that some learners may feel that they have been disadvantaged during the assessment of their training course or qualification, or that their assessor's judgement of their practical performance or competence is incorrect.

This policy therefore exists to provide learners with context on when and how they can appeal against an assessment outcome, and a fair and equitable framework in which they can make an appeal.

This Policy is underpinned by our Equality Policy.

### Valid Reasons for Appeal:

Fundamentally, there are only two valid reasons why a learner can make an appeal against an assessment decision and each of these are listed in the boxes below. We have also provided an appropriate definition of each reason, a working example, and what actions and outcomes can be reasonably expected for each.

#### **Disadvantaged Assessment:**

*Defined:* The learner did not receive a fair and equitable assessment because other learners in attendance, or learners on other courses/assessments, were given more favourable assessment conditions/treatment.

*Example:* A learner undertakes a theory/practical assessment on course and environmental factors (e.g. noise, repeated interruptions, disruptive participant) distracted the learner to the extent that they were unable to appropriately concentrate and meet the requirements of the assessment.

*Control measures:* Our tutors and assessors work tirelessly to ensure that all assessments are fair and that students are not disadvantaged with regards to the environment. However, most of our training venues are live working environments and so occasionally, events may take place that are beyond our control. Our staff will do their utmost to create a favourable assessment environment, but sometimes, just like a live work-based setting, disruptions do occur.

*Actions:* Our assessors will normally take any events that happen within, or around an assessment environment into consideration and will make appropriate allowances. However, assessors do need to physically observe students perform specific tasks (as detailed on the assessor observation checklist) and if these are not observed, or they are not performed to the required standard, then credit cannot be given, irrespective of any disadvantage.

*Outcome:* In the event that a learner is able to evidence that they did not receive the same assessment as other students and that they have been disadvantaged, then we may look at providing additional flexibility/goodwill around re-assessment. Unfortunately, however, we are unable to change the assessment outcome, irrespective of whether a learner has been disadvantaged. Awarding bodies do not permit us to award a pass if the learner has not demonstrated sufficient competence, irrespective of any disadvantage that may or may not have occurred.

### **Incorrect Assessment Result:**

**Defined:** The learner was assessed and the assessment result awarded by the assessor (e.g. refer) did not accurately reflect the learner's performance during that particular assessment instance.

**Example:** A learner undertakes a practical assessment on course and the assessor awards a 'referral' for the assessment because the learner failed to deliver key information or perform a number of required actions, including not delivering/performing these to the required standard.

**Control measures:** Our tutors and assessors will observe all learners within an assessment and make regular notes on performance throughout. They will also frequently refer to the relevant assessor observation checklist to compare a learner's performance against the requirements of the assessment. Assessors are very clear on what the specific requirements are and what they must observe during the assessment. Additionally, our quality assurance team conduct regular standardisation training to ensure that different assessors are operating to the same standard and are working in a unified and standardised approach.

**Actions:** Our assessors will usually make allowances for assessment nerves and the occasional omission. For example, if a learner forgets to demonstrate a single exercise, or misses a couple of muscle groups on one or two exercises, allowances may be made for this and appropriate feedback is provided. However, if information is technically incorrect, specific tasks are not completed on multiple occasions (e.g. demonstrations, corrections), or activities are potentially unsafe or unsuitable for participants, then our assessors have no alternative but to award a referral.

**Outcome:** In the event that a learner strongly feels that they were awarded the wrong assessment outcome, they would need to evidence and prove that this was the case. The only two mechanisms by which this is possible is either:

- a) Video evidence from the assessment – this would need to be a recording of the entire assessment, in accordance with our video assessment guidelines. This is why learners are advised on induction that they have the right to record their assessments. This video would then be re-assessed by a different assessor to ensure that the correct grade was initially awarded. **This is the only valid way that an assessment decision could legitimately be overturned.**
- b) An expert testimony from a witness in attendance of the assessment - this would need to be a technical and professional expert (e.g. another course tutor/assessor) that was in attendance for the whole assessment and who could confirm in writing that the learner met the entirety of the assessment requirements.

## Appeals Procedure

We are committed to ensuring that all learners are given an equal and fair opportunity to demonstrate their knowledge, skills and competence during their assessment(s). We work tirelessly to ensure that our assessors conduct assessments professionally, and in line with the prevailing awarding body requirements.

### \*\*\*Important Reminder\*\*\*

There are only two valid reasons that a learner can launch an appeal – because they have been disadvantaged, or because they feel the assessment grade awarded was incorrect. In the case of the latter, evidence must be supplied with the appeal to prove the wrong grade was awarded. A learner’s testimony is not enough on its own to overturn an assessment decision.

In situations where learners feel that they have a valid reason to appeal their assessment, then the following procedures should be followed:

1. Learners can only launch an appeal (for the reasons stated above) once they have received their assessment decision and feedback from their assessor.
2. All appeals must be made using the Assessment Appeal Form (AP-01) and the appropriate evidence should be supplied with the appeal.
3. Appeal Fee: Appeal applications will carry a fee of £50.00, to cover the associated administrative costs. The Appeal Fee will be refunded should the appeal be upheld.
4. All appeals must be received by HFE within 20 days from the date the assessment decision was awarded.
5. Appeals should be submitted electronically to [IQA@hfe.co.uk](mailto:IQA@hfe.co.uk). Alternatively, they may be posted to the following address:  
STUDENT APPEAL  
Health and Fitness Education  
7-8 Roundhouse Court  
Barnes Wallis Way  
Buckshaw Village  
Chorley  
PR7 7JN
6. On receipt of an appeal and subject to the appropriate evidence and information being supplied, our quality assurance team will conduct a thorough investigation and respond formally within 14 days.
7. In the event that learners are not satisfied with the outcome of the investigation, they have the right to refer their appeal to the relevant awarding organisation (e.g. YMCA Awards, Active IQ). In most cases however, awarding organisations will refer students back to their training provider and encourage them to engage with the tutor and assessor team to work towards re-assessment.