

Assessment Appeals, Enquiries and Reviews Procedure

Skills Bootcamp Provision | Adult Learners 19+ | Version 2.0

Policy field	Current position
Provider	Quack Recruitment & Training Ltd
Applies to	Adult learners aged 19+, applicants where an assessment-related decision has been made, tutors, assessors, internal quality assurers, invigilators, examination staff, managers, contractors, associates and any person involved in assessment, reasonable adjustments, special consideration, results or certification.
Policy owner / Lead IQA	Jessica Roughton - Quality & Compliance Lead, Lead IQA, DSL and SEND Lead
Senior accountable lead / Head of Centre	Dion Bishop - Director of Contracts & Operations
Independent review route	A suitably competent internal or external reviewer who was not involved in the original decision or Stage 1 appeal. Governance oversight will be used where a senior leader, close personal relationship or conflict of interest is involved.
Approved appeal routes	compliance@quackrecruitmentandtraining.co.uk 0333 577 0036 written appeal to Quack Recruitment & Training Ltd head office. Reasonable assistance will be provided where an appellant cannot submit in writing without support.
Approved systems and records	PICS, Highfield systems/Vault, Microsoft Teams and SharePoint, approved learner files, assessment and IQA records, exam records, reasonable-adjustment records, appeal log, correspondence and quality-improvement records.
Effective date / next review	August 2026 / August 2027, or sooner following legislation, regulator, awarding-organisation, funder or operational change.
Policy intent Learners must have a clear, accessible and impartial route to challenge assessment-related decisions. Appeals will be handled promptly, by competent people without a personal interest in the decision, using the evidence and rules that applied at the time. No learner will be disadvantaged for raising a genuine appeal.	

Contents

1. Purpose and Policy Intent	3
2. Scope and Boundaries.....	3
3. Legal, Regulatory and Awarding-Organisation Context.....	3
4. Definitions	4
5. Principles and Permitted Grounds	4
5.1 Core principles	4
5.2 Permitted grounds	4
6. Roles and Responsibilities.....	5
7. Clarification, Enquiries and Early Resolution	5
8. Stage 1 - Formal Appeal	6
8.1 Submitting an appeal.....	6
8.2 Triage and acknowledgement	6
8.3 Review and decision	6
9. Stage 2 - Independent Internal Review.....	6
10. External Escalation to Highfield or Another Awarding Organisation	7
11. Specific Appeal Routes.....	7
12. Evidence, Confidentiality and Record Keeping.....	8
13. Outcomes, Corrections and Wider Impact.....	8
14. Monitoring, Quality Assurance and Review	8
Appendix A: Appeal Submission Checklist	9
Appendix B: Appeal Decision Checklist.....	9
Appendix C: Appeal Route and Timescale Matrix	9
Appendix D: Version Control.....	10

1. Purpose and Policy Intent

This procedure establishes a fair, transparent and auditable process for learners and other eligible appellants to challenge an assessment-related decision made by Quack Recruitment & Training Ltd. It replaces the October 2024 Appeals Procedure and reflects Quack's current Skills Bootcamp, Highfield qualification, online learning, assessment, IQA and learner-support arrangements.

The purpose is to ensure that appeals are considered by competent people who are sufficiently independent from the original decision; that evidence is preserved; that reasonable adjustments are available; that outcomes are communicated with reasons; and that any wider failure affecting other learners is identified and corrected.

Important distinction

An appeal is not simply a request for a more favourable result. It must identify a permitted ground, such as an incorrect application of assessment criteria, a procedural failure, bias or conflict of interest, failure to implement an approved adjustment, or material circumstances that were not properly considered.

2. Scope and Boundaries

This procedure covers	Examples
Internal assessment decisions	Judgements made by Quack assessors on portfolios, workbooks, practical activity, observations, professional discussions or other centre-assessed evidence.
Assessment administration and conduct	Concerns that an assessment was not conducted in line with the required procedure, that the environment caused material disadvantage, or that instructions or time arrangements were applied incorrectly.
Reasonable adjustments and special consideration	A Quack decision about support, access arrangements or special consideration, including a failure to implement an approved arrangement.
Examination and externally assessed results	Quack's administration or conduct of an examination and requests that Quack submit an enquiry or appeal to the awarding organisation.
Malpractice or maladministration sanctions	A decision made under the Malpractice, Maladministration and Assessment Integrity Policy where that policy provides an appeal route.
Certification or achievement decisions	A decision to withhold, amend or withdraw an internal achievement claim or certificate request, where the learner is eligible to appeal.

This procedure does not replace the Complaints Policy, Learner Conduct Procedure, staff grievance or disciplinary procedures, safeguarding procedures or a funder's formal complaint route. A service complaint, dissatisfaction with teaching, or concern about staff conduct will be redirected to the appropriate policy unless it materially affected the assessment decision.

Quack cannot overturn a decision made solely by an awarding organisation. In those cases, Quack will explain the relevant external enquiry or appeal route and, where appropriate, submit the request on the learner's behalf with their consent.

3. Legal, Regulatory and Awarding-Organisation Context

Framework / requirement	Relevance to this procedure
Ofqual General Conditions of Recognition - Condition I1	Awarding organisations must maintain an effective appeals process, use competent and impartial decision-makers, publish timescales and correct failures identified through appeals. Quack's internal procedure supports learners to exhaust the centre route before external escalation.
Highfield Enquiries and Appeals Procedure V4.2, February 2026	Highfield requires approved centres to maintain internal appeal arrangements. Learners are normally expected to complete the centre process before appealing to Highfield. Current Highfield time limits, evidence requirements and fees must be checked at the point of external escalation.
Highfield qualification specifications and centre requirements	Define qualification-specific assessment methods, evidence standards, reasonable adjustments, special consideration and centre responsibilities.
Equality Act 2010	Requires accessible processes and reasonable adjustments. An appellant must not be disadvantaged because of disability, communication need or another protected characteristic.
UK GDPR and Data Protection Act 2018	Appeal records must be accurate, secure, relevant, retained appropriately and shared only with authorised people or bodies.

Framework / requirement	Relevance to this procedure
Skills Bootcamp and funder requirements	Assessment and achievement evidence may support milestone claims. Corrections must be reflected in learner records, awarding-organisation systems and funding evidence where applicable.

This procedure should be read alongside the Internal Quality Assurance, Assessment and Standardisation Policy, Exams Policy, Malpractice, Maladministration and Assessment Integrity Policy, Learner Support Policy, EDI Policy, Complaints Policy, Online and E-Learning Policy, GDPR and Learner Privacy Policy and relevant awarding-organisation documents.

4. Definitions

Term	Meaning for this procedure
Appeal	A formal challenge to an assessment-related decision or process on one or more permitted grounds.
Appellant	The learner, or an authorised representative acting with the learner's consent, who submits an appeal.
Enquiry about a result or decision	A request for clarification or a clerical/procedural check before a formal appeal. This is not a full rehearing.
Original decision-maker	The assessor, IQA, invigilator, manager or other person whose decision or action is being challenged.
Stage 1 reviewer	A competent person who did not make the original decision and who has no personal interest in the outcome.
Independent internal reviewer	A competent person, normally internal or external, who was not involved in the original decision or Stage 1 review and is sufficiently independent to conduct the final internal review.
Procedural irregularity	A material failure to follow the published assessment, examination, adjustment, IQA or decision-making procedure.
Material evidence	Information capable of affecting the decision, rather than peripheral or unrelated information.
Reasonable adjustment	An authorised change that removes or reduces disadvantage without changing the competence standard being assessed.
Special consideration	Post-assessment consideration of a temporary illness, injury or other event that materially affected the learner, in line with awarding-organisation rules.

5. Principles and Permitted Grounds

5.1 Core principles

- Learners will be told about the appeals route during induction and before or during assessment activity where relevant.
- Appeals will be handled without bias, unnecessary delay or retaliation.
- Decision-makers must be competent, declare conflicts of interest and have had no material involvement in the decision they are reviewing.
- The assessment standards and rules that applied at the time of the original decision will be used.
- Original evidence, feedback, assessment records, examination records and audit trails must be preserved and must not be rewritten or destroyed.
- Learners may be accompanied or supported by a representative at meetings, provided this does not obstruct the process or compromise another person's confidentiality.
- Reasonable adjustments will be made to the appeal process where required.
- The outcome may confirm, amend, replace or set aside the original decision. A reassessment may be required, but an appeal does not automatically result in reassessment.
- Where a failure may have affected other learners, Quack will identify them and take corrective or mitigating action.

5.2 Permitted grounds

Ground	Examples
Incorrect application of criteria	The assessor applied the wrong criteria, interpreted a requirement inconsistently or made a decision unsupported by the evidence.
Procedural failure	The published assessment, examination, IQA, reasonable-adjustment or special-consideration procedure was not followed properly or fairly.

Ground	Examples
Bias, conflict or lack of independence	The decision-maker had an undeclared personal interest, close relationship or other conflict that could have affected impartiality.
Approved adjustment not implemented	An agreed access arrangement or reasonable adjustment was not provided or was materially different from that authorised.
Material evidence not considered	Relevant evidence was available or submitted within the permitted time but was overlooked or excluded without proper reason.
Material administrative error	Incorrect learner identity, marks, registration, result entry, certificate claim or other clerical error affected the decision.
Assessment environment or conduct	The environment, invigilation or conduct of the assessment materially disadvantaged the learner and the issue was not adequately addressed at the time.

Disagreement with academic or professional judgement, without evidence of one of the grounds above, will not normally be sufficient. New evidence that could reasonably have been provided at the time may be excluded unless there is a credible explanation for the delay.

6. Roles and Responsibilities

Role	Key responsibilities	Evidence / assurance
Senior accountable lead / Director of Contracts & Operations	Ensure the procedure is resourced; protect independence; approve external escalation where required; ensure decisions are implemented; monitor serious or repeated failures.	Appeal log, management review, external correspondence, corrective-action records.
Policy owner / Lead IQA	Triage appeals; appoint competent reviewers; preserve evidence; monitor timescales; advise on awarding-organisation routes; analyse trends and wider impact.	Triage record, appointment record, appeal file, quality reports, QIP actions.
Stage 1 reviewer	Review the permitted grounds and relevant evidence impartially; seek clarification; make a reasoned decision; identify any wider risk.	Review notes, evidence schedule, written decision.
Independent internal reviewer	Review the handling and reasonableness of the Stage 1 decision; consider procedural fairness, competence, conflict and evidence; issue the final internal decision.	Independent review report, declarations, final decision.
Original assessor / decision-maker	Provide records and factual information; cooperate with the review; preserve evidence; avoid influencing the reviewer or contacting the appellant inappropriately.	Assessment records, statement, correspondence.
Exams / administration staff	Provide entries, attendance, invigilation, results, access arrangement and certificate records; submit external requests when authorised.	Exam file, Highfield correspondence, submission receipt.
Learner / appellant	Submit the appeal promptly; identify grounds; provide relevant evidence; cooperate reasonably; maintain respectful communication.	Appeal form or email, evidence and meeting notes.
Governance / independent adviser	Provide oversight where senior leaders, conflicts, repeated failures or significant funding/qualification risk are involved.	Independent assurance, governance minutes, action monitoring.

7. Clarification, Enquiries and Early Resolution

A learner is encouraged, but not required, to seek clarification promptly from the assessor or relevant staff member before making a formal appeal. This allows factual errors, missing feedback or misunderstandings to be corrected quickly without limiting the learner's right to appeal.

Route	Action	Indicative timescale
Clarification	The learner asks for an explanation of the assessment decision, criteria applied or procedure followed. The assessor explains the decision and records any correction.	Normally within 3 working days.
Clerical or procedural enquiry	The learner or staff member asks for a check of marks, entries, identity, transcription, evidence receipt, approved adjustment or procedural records.	Normally within 5 working days.
External result enquiry	Where the result was issued by Highfield or another awarding organisation, Quack checks the current external enquiry route, obtains learner consent and submits the request where appropriate.	Within the awarding organisation's current deadline; Highfield currently expects requests within 10 working days of release.

Deadline protection

Seeking clarification does not extend an awarding organisation's external deadline. Staff must escalate immediately where an external enquiry or appeal may be required so the learner's right to use that route is not lost.

8. Stage 1 - Formal Appeal

8.1 Submitting an appeal

A Stage 1 appeal should normally be submitted within 10 working days of the decision or outcome being communicated. Quack may accept a late appeal where there is a credible reason, such as illness, disability, bereavement, safeguarding circumstances, delayed receipt of the decision or a material access barrier.

The appeal may be submitted by email, post or another agreed accessible format. Quack will assist a learner to record an appeal where they cannot reasonably submit it in writing. An authorised representative may act for the learner where consent is evidenced.

- learner's full name, date of birth and learner/Highfield registration number where known;
- programme, qualification, unit or assessment concerned;
- date and description of the decision being appealed;
- specific permitted ground or grounds;
- relevant evidence and the outcome sought;
- any reasonable adjustment or communication support required;
- confirmation of consent where a representative is acting.

8.2 Triage and acknowledgement

The Policy Owner will acknowledge a formal appeal within 2 working days, record it on the appeal log and complete an initial triage. Triage determines jurisdiction, deadline, safeguarding or malpractice implications, evidence preservation, conflict of interest, external deadlines and the competent reviewer required.

Triage outcome	Response
Valid Stage 1 appeal	Appoint reviewer and confirm scope, evidence and expected timescale.
Insufficient information	Request specific information and provide a reasonable deadline. The appeal will not be rejected solely because the learner requires support to explain it.
Wrong policy route	Explain and transfer to the correct policy with the learner's knowledge, preserving the original date of receipt.
External decision	Explain Quack's limited authority and activate the relevant Highfield or other awarding-organisation process.
Urgent risk	Escalate safeguarding, malpractice, data, fraud or qualification-integrity risk immediately without waiting for the appeal outcome.

8.3 Review and decision

The Stage 1 reviewer will normally issue a written outcome within 10 working days of receiving a complete appeal. Complex cases may require more time where interviews, external advice, practical evidence or awarding-organisation input are needed. The appellant will be told the reason and revised date before the original deadline expires.

The reviewer may examine the learner's work, assessment plan, feedback, assessor and IQA records, examination or attendance records, reasonable-adjustment evidence, relevant qualification requirements, witness information and correspondence. The reviewer may meet the learner and relevant staff separately. The learner will be given a fair opportunity to explain the appeal and respond to material adverse information where appropriate.

The written decision will state the appeal considered, evidence reviewed, findings against each ground, outcome, reasons, required corrective action and the right to request Stage 2 review. It will not disclose another person's confidential information unless lawful and necessary.

9. Stage 2 - Independent Internal Review

A learner who remains dissatisfied may request a Stage 2 review within 10 working days of the Stage 1 outcome. The request must identify why the Stage 1 decision or process is said to be unreasonable, procedurally flawed, conflicted, unsupported by evidence or otherwise unsafe.

The Stage 2 reviewer must be competent and must not have made the original decision, conducted Stage 1 or have a personal interest in the matter. Where internal independence or competence cannot be achieved, Quack will appoint an external qualified IQA, assessor or other appropriate reviewer. Where the appeal involves Dion Bishop, Jessica Roughton, a close personal relationship or a significant organisational conflict, independent governance or external oversight will be used.

Stage 2 is a review of the fairness, competence, evidence and reasonableness of the earlier process. It is not automatically a full rehearing, although the reviewer may require further evidence, interviews, re-sampling or an independent reassessment where necessary to reach a safe decision.

Stage 2 control	Standard
Acknowledgement	Within 2 working days.
Reviewer appointment	Conflict and competence checked and recorded before evidence is released.
Decision timescale	Normally within 15 working days of a complete request; delays explained in writing.
Possible outcomes	Confirm Stage 1; amend it; set it aside; require reassessment or re-IQA; refer to the awarding organisation; or direct further investigation.
Final internal outcome	Written reasons, action owners, completion dates and external escalation information.

No internal appeal fee

Quack does not charge a learner for Stage 1 or Stage 2 internal appeals. An awarding organisation may apply its own enquiry or appeal fee. Quack will explain any current fee and obtain the learner's agreement before committing them to a charge.

10. External Escalation to Highfield or Another Awarding Organisation

Where the appeal concerns a regulated qualification or awarding-organisation decision and Quack's internal process has been exhausted, the learner may ask Quack to support escalation to Highfield Qualifications or the relevant awarding organisation. Exceptional direct escalation may be appropriate if Quack has ceased trading, cannot provide an impartial process, is implicated in the concern or the external deadline requires immediate action.

External route	Control
Highfield Qualifications	Use the current Highfield Enquiries and Appeals Procedure. At the date of this policy, Highfield requires centres to have internal appeal arrangements and generally expects learners to exhaust them before external appeal. Highfield's current deadlines and fees must be confirmed at the time of submission.
Other awarding organisation	Follow that organisation's current published enquiry, review or appeal procedure and centre agreement.
Qualification regulator	After the awarding-organisation process is complete, the learner may be able to raise a procedural concern with the relevant regulator. The regulator does not normally replace the awarding organisation's academic judgement.
Funder or commissioner	Where the matter also concerns funded provision, Quack will explain any applicable funder complaint or escalation route after the appropriate internal process.

Quack will preserve and provide the relevant centre evidence, subject to consent, confidentiality, data protection and awarding-organisation requirements. Staff must not obstruct, discourage or retaliate against a learner who uses an external route in good faith.

11. Specific Appeal Routes

Issue	How it is managed
Internal assessor decision	Stage 1 review by a competent assessor or IQA independent of the original decision; Stage 2 by a further independent reviewer if requested.
Externally marked examination result	Quack checks the awarding organisation's enquiry about results and appeal route. Quack cannot independently re-mark or change the external result.
Reasonable adjustment decision	Quack reviews its own identification, evidence, application and implementation. A decision made by Highfield must be appealed through Highfield's route.
Special consideration	Quack checks whether the application was made correctly and within the external rules. The awarding organisation determines the external outcome.
Malpractice or maladministration sanction	Use the appeal provisions in the Malpractice, Maladministration and Assessment Integrity Policy, with this procedure applied where referenced.
Assessment environment or invigilation	Review risk assessment, room and equipment records, incident reports, invigilator statements, learner report and whether the issue was raised at the time.

Issue	How it is managed
Late or non-attendance	An appeal may consider whether the recorded facts, notification, support, adjustment or special circumstances were handled correctly. It does not automatically create a right to a free resit.
Certificate or achievement claim	Review the assessment and IQA evidence, system records, audit trail and awarding-organisation rules before any correction or claim is made.

12. Evidence, Confidentiality and Record Keeping

An appeal file must be created and retained securely. Access is restricted to people who require the information for review, quality assurance, external escalation, safeguarding, legal or regulatory purposes. Appeal information must not be placed in general learner notes where this would expose confidential material unnecessarily.

- original assessment evidence and learner submissions;
- assessment plans, feedback, decisions and assessor declarations;
- IQA sampling, standardisation and action records;
- examination, attendance, identity and invigilation records;
- reasonable-adjustment and special-consideration records;
- appeal submission, acknowledgement, correspondence and evidence schedule;
- conflict-of-interest and reviewer-competence checks;
- meeting notes, findings, decisions and corrective actions;
- awarding-organisation, regulator or funder correspondence where applicable.

Original records must not be altered to make the appeal appear stronger or weaker. Any correction must preserve the original entry, identify who made the correction, state the date and reason, and maintain a clear audit trail. Records will be retained in line with awarding-organisation, funder, data-protection and document-retention requirements.

13. Outcomes, Corrections and Wider Impact

Outcome	Required action
Appeal not upheld	Confirm the original decision with clear reasons and explain the next stage or external route.
Appeal partly or fully upheld	Correct the decision or process; update records; arrange reassessment, re-IQA or another remedy; confirm action and timescales to the learner.
External referral required	Pause any unsafe claim or certification where necessary and provide the awarding organisation with complete, accurate evidence.
Wider failure identified	Identify other potentially affected learners, review the sample or cohort, correct or mitigate impact, notify relevant bodies and prevent recurrence.
Staff practice concern	Provide feedback, CPD, supervision, enhanced sampling, capability or disciplinary action proportionate to the findings.
Funding or data impact	Correct PICS, ILR-related records, milestone evidence, internal reports and funder submissions where required, preserving the audit trail.

A successful appeal will not be treated as evidence of wrongdoing by an assessor unless the findings support that conclusion. The purpose is to reach a safe and fair decision, protect learners and improve systems.

14. Monitoring, Quality Assurance and Review

Monitoring activity	Purpose	Frequency / trigger
Appeal log review	Monitor volumes, themes, timescales, outcomes, repeat assessors or qualifications and unresolved actions.	Quarterly and after each significant case.
IQA and standardisation review	Use appeal findings to test assessment consistency, interpretation of criteria, feedback and adjustment practice.	At the next relevant IQA or standardisation activity.
Corrective-action verification	Confirm actions were completed and resolved the root cause.	At case closure and follow-up.
Learner voice comparison	Check whether appeal themes align with feedback, complaints, withdrawal or support data.	Cohort and SAR/QIP cycle.
Governance oversight	Review significant, repeated, conflicted or externally escalated appeals.	As required and through governance reporting.

Monitoring activity	Purpose	Frequency / trigger
Policy review	Update for legal, Ofqual, Highfield, funder or operational changes.	Annual or sooner when required.

No individual learner outcome will be reported publicly. Management and governance reporting will normally use anonymised or aggregated information unless named information is necessary and lawful.

Appendix A: Appeal Submission Checklist

Check	Required information	Complete / evidence
Identity	Learner name, date of birth, contact details and registration/reference number.	
Decision	Qualification, assessment, date and copy or description of the decision.	
Grounds	Specific permitted ground or grounds, explained clearly.	
Evidence	Relevant assessment, correspondence, adjustment, incident or other evidence.	
Outcome sought	What the learner believes should happen.	
Deadline	Submitted within 10 working days or reason for lateness recorded.	
Support	Reasonable adjustment, representative or communication need identified.	
Consent	Consent recorded where a representative is acting or external submission is required.	

Appendix B: Appeal Decision Checklist

Stage	Control	Complete / evidence
Triage	Correct policy route, deadline, external deadline and urgent risks checked.	
Independence	Reviewer competence, prior involvement and conflict of interest checked.	
Evidence preservation	Original assessment, IQA, exam and system records secured.	
Scope	Permitted grounds and issues under review confirmed to the appellant.	
Fair participation	Learner given reasonable opportunity to provide evidence and respond.	
Rules applied	Current-at-the-time qualification criteria and procedures identified.	
Findings	Each ground addressed with evidence and reasons.	
Outcome	Decision, corrective actions, owners and dates recorded.	
Wider impact	Other learners, claims, certificates, staff practice and systems considered.	
Communication	Outcome and next route issued within timescale or delay explained.	

Appendix C: Appeal Route and Timescale Matrix

Route	Submit by	Acknowledgement	Target outcome
Clarification / clerical enquiry	As soon as possible; before external deadlines expire.	Promptly.	3-5 working days.
Stage 1 formal appeal	Normally within 10 working days of decision.	Within 2 working days.	Normally within 10 working days of complete appeal.
Stage 2 independent review	Within 10 working days of Stage 1 outcome.	Within 2 working days.	Normally within 15 working days of complete request.

Route	Submit by	Acknowledgement	Target outcome
Highfield enquiry / appeal	Current Highfield deadline applies; check at time of request.	Highfield procedure applies.	Highfield procedure applies.
Other awarding organisation	Current awarding-organisation deadline applies.	External procedure applies.	External procedure applies.

Appendix D: Version Control

Version	Date	Author / owner	Summary of change	Next review
1.0	9 October 2024	Dion Bishop	Original assessment appeals procedure.	Superseded
2.0	August 2026	Dion Bishop / Quality Team	Complete rewrite for adult Skills Bootcamp provision; clarified enquiries, Stage 1 and Stage 2 appeals; strengthened independence, reasonable adjustments, evidence preservation, Highfield escalation, timescales, wider-impact review and quality assurance.	August 2027

Reference framework

This procedure has been developed with reference to Ofqual General Conditions of Recognition, including Condition I1; Highfield Enquiries and Appeals Procedure V4.2 (February 2026); relevant Highfield qualification and centre requirements; the Equality Act 2010; UK GDPR and the Data Protection Act 2018; Skills Bootcamp and funder requirements; and Ofsted further education and skills inspection materials. External rules, deadlines and fees must always be checked at the point of use.