



Assessment Appeal Policy

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Contact Officer	Registrar
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Related Documents	Student Complaint and Appeal Policy Student Complaint and Appeal Procedure

1. Purpose

The intent of this Policy is to provide a framework and process for appeals against academic assessment at the Australian Institute of Higher Education Pty Ltd ('the Institute') which are transparent, consistent, and equitable.

2. Principles

Key principles informing this Policy are:

- that in the event of dissatisfaction with an assessment process, all students are provided with an opportunity to appeal,
- that appeals are dealt with consistently, transparently and equitably, and
- that appeals will be resolved in a way that maintains the academic quality and rigor of the Institute's assessment processes.

3. Context

This Policy has been developed in recognition of the fact that, while the Institute endeavours to ensure its assessment processes are satisfactory for all students and staff, there may be circumstances in which students have legitimate concerns about the outcomes of an assessment.

4. Scope

This Policy applies to all students and academic staff at the Institute, and all Institute courses.

5. Definitions

See the *AIH Glossary of Terms* for definitions.

6. Policy details

6.1 Principles

- 6.1.1** All students have a right to appeal an assessment decision but the appeals process should be approached in a responsible manner. Appellants must lodge appeals based upon the specified grounds for appeal and follow processes outlined in this Procedure.
- 6.1.2** The Institute will not accept petitions or group complaints. All complaints must be made individually.
- 6.1.3** All appeals are treated seriously and resolved fairly, according to consistent guidelines.
- 6.1.4** Confidentiality is maintained by all staff members involved in the appeal process. Students are not to be disadvantaged by making an assessment appeal.

6.2 Grounds for Appeal

- 6.2.1** The following are acceptable grounds for appeal:
 - a. The learning outcomes were not clearly defined in the unit material.
 - b. Assessment tasks were not clearly defined in the unit material.
 - c. Assessment procedure outlined in the unit material was not followed.
 - d. A piece of work handed in on time had not been marked.
 - e. Perceived bias by a member of academic staff against the student may have affected the grade or mark awarded to the student. This allegation must be supported in writing with specifics.
 - f. Alleged wrongful advice from teaching staff. Examples include: advice relating to the content of the examination or approval of an extension for an assignment.
 - g. Inappropriate or incorrect application of marking criteria.

7. Legislation

This Policy complies with Higher Education Standards Framework standard 2.4 (Student Grievances and Complaints), which specifies that:

“Current and prospective students have access to mechanisms that are capable of resolving grievances about any aspect of their experience with the higher education provider, its agents or related parties.

There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.

Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.”

8. Version Control

This Policy has been endorsed by the Australia Institute of Higher Education Academic Board as at February 2017 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under 'Policies and Procedures'.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2017-1	Ms. McCoy	New document	22 February 2017	6 March 2017