



UK COLLEGE OF IT LTD.

ASSESSMENT & APPEALS POLICY

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Policy owner	Quality Assurance / Academic Management
Applies to	All UK College of IT learners, tutors, assessors and relevant academic/administrative staff

1. Purpose and Commitment

UK College of IT Ltd. (“the College”) is committed to fair, valid, reliable, transparent and consistent assessment. Assessment is used to determine whether a learner has achieved the published learning outcomes and standards of the relevant programme.

This Policy establishes the principles governing assessment, marking, feedback, quality assurance, reasonable adjustments, special consideration, academic misconduct implications and the process by which eligible assessment decisions may be reviewed or appealed.

The College aims to ensure that assessment decisions are based on the learner evidence generated in accordance with the published assessment requirements and are made consistently by appropriately competent staff.

2. Scope

This Policy applies to all UK College of IT programmes and assessments unless a programme-specific or external awarding-body procedure expressly replaces or supplements it.

It applies to assignments, examinations, quizzes, presentations, projects, portfolios, practical activities, reflective work, capstone projects and other assessed activities.

Where an awarding organisation, professional body, certification body or external partner has mandatory review and appeal requirements, those requirements take precedence where applicable.

3. Assessment Principles

Assessment should be:

- aligned with published programme and module learning outcomes;
- appropriate to the level and nature of the programme;
- based on clear and accessible assessment criteria;
- fair and consistent across learners;
- capable of producing sufficient evidence of achievement;
- conducted with appropriate academic integrity controls;
- supported by proportionate internal quality assurance;
- accessible to learners through reasonable adjustments where applicable; and
- documented sufficiently to support review, audit and appeals.

4. Programme Assessment Information

Before or at the start of a programme, learners should receive clear information about applicable assessment methods, learning outcomes, assessment criteria, submission requirements, deadlines, grading or marking arrangements, permitted resources, academic-integrity requirements and relevant reassessment arrangements.

Where an assessment is changed materially, the College should communicate the change to affected learners and consider whether the change could disadvantage learners who have already commenced preparation.

5. Assessment Methods

Assessment methods may include written assignments, examinations, presentations, case studies, professional projects, portfolios, reflective activities, practical tasks, oral discussions, demonstrations or other methods appropriate to the learning outcomes.

The assessment method should be proportionate to the intended learning outcome and should provide an appropriate opportunity for the learner to demonstrate achievement.

6. Assessment Criteria and Marking Standards

Assessment criteria should be sufficiently clear to support consistent marking and meaningful feedback.

Where grades or marks are used, the College should define the relevant grading framework, performance descriptors or assessment rubric.

Assessors should apply the published criteria rather than introducing undisclosed criteria after submission.

7. Assessor Competence

Assessors should have appropriate subject knowledge, assessment competence and familiarity with the relevant programme requirements.

Where appropriate, the College may maintain records of assessor qualifications, professional experience, training and continuing professional development.

8. Marking and Moderation

Assessment work should be marked against the published criteria.

Depending on programme requirements and risk, the College may use internal moderation, second marking, sampling, standardisation or other quality-assurance processes.

Moderation should support consistency and should not be used arbitrarily to disadvantage a learner.

9. Standardisation

Where more than one assessor marks the same or comparable assessment, the College may conduct standardisation activities to promote consistency.

Standardisation may include discussion of assessment criteria, review of exemplar work, comparison of marking decisions and clarification of borderline or complex cases.

Records of significant standardisation activity may be retained as quality-assurance evidence.

10. Feedback to Learners

Where feedback is part of the programme design, learners should receive feedback that is timely, constructive and sufficiently related to the assessment criteria.

Feedback should help learners understand strengths, areas for improvement and, where appropriate, how to progress in subsequent learning.

Feedback does not guarantee a particular future grade and does not replace the formal assessment decision.

11. Assessment Deadlines and Extensions

Published assessment deadlines should be applied consistently.

Where the programme permits extensions, the process and eligibility criteria should be communicated in advance.

An extension should not normally compromise the integrity of an assessment or provide an unfair advantage.

12. Late Submission

Programme-specific rules should state the consequences of late submission.

Where no specific rule is published, the College will apply a fair and proportionate approach consistent with the programme's assessment framework and any applicable contractual or external requirements.

13. Reasonable Adjustments

UK College of IT will consider reasonable adjustments for disabled learners where applicable.

Adjustments may include additional time, alternative formats, assistive technology, changes to communication methods or other appropriate measures.

An adjustment should remove or reduce disadvantage without compromising the competence or learning outcome being assessed, unless an applicable academic or awarding framework permits otherwise.

Ofqual's General Conditions require awarding organisations subject to those Conditions to provide appeals in relation to decisions concerning reasonable adjustments and special consideration. The College uses this as a quality benchmark where relevant, but this Policy does not imply that the College is an Ofqual-regulated awarding organisation.

14. Special Consideration

Special consideration may be appropriate where a learner experiences an unforeseen event or circumstance that materially affects their ability to take or complete an assessment or demonstrate achievement.

Examples may include serious illness, injury, bereavement, significant technical disruption outside the learner's reasonable control or another documented exceptional circumstance.

Special consideration is not an automatic entitlement and must be considered against the requirements of the relevant programme or external awarding framework.

15. Assessment Integrity

Assessment must be conducted in a manner that protects the authenticity and reliability of learner evidence.

Learners must comply with the Academic Integrity & Plagiarism Policy, including rules concerning plagiarism, collusion, contract cheating, fabrication, unauthorised assistance, impersonation and AI use.

16. Artificial Intelligence and Digital Tools

Assessment instructions should identify whether artificial-intelligence and other digital tools are permitted, restricted or prohibited.

Where AI use is permitted, learners remain responsible for the accuracy, originality, integrity and appropriate acknowledgement of submitted work.

Where AI use is restricted or prohibited, using AI in breach of the published instructions may constitute academic misconduct.

The College will not treat an automated AI-detection score as conclusive proof of misconduct. Concerns should be considered alongside the assessment requirements, evidence, learner explanation and appropriate academic judgement.

17. Plagiarism and Academic Misconduct

Where academic misconduct is suspected, the College will follow the Academic Integrity & Plagiarism Policy.

Assessment results may be withheld or temporarily marked as pending where this is reasonably necessary while a formal academic-integrity matter is investigated.

18. Assessment Records

The College should maintain appropriate records of submissions, marks, feedback, assessment decisions, moderation and relevant quality-assurance activity.

Records should be sufficient to demonstrate how a decision was reached and to enable an eligible review or appeal.

19. Publication of Results

Learners will normally receive assessment results through the designated College communication or learning platform.

Results may be provisional until relevant quality-assurance processes have been completed.

Where a result is corrected following a quality-assurance review, appeal or identified administrative error, the College may update the official record and notify affected learners.

20. Grounds for Review

A learner may request a review where there is a credible basis to believe that:

- the published assessment procedure was not followed;
- there was a material administrative or calculation error;
- the published assessment criteria were not applied correctly;
- relevant evidence was not properly considered where the procedure required it;
- an approved reasonable adjustment was not implemented and this materially affected the assessment;
- there was a material conflict of interest or other procedural fairness issue; or
- new material evidence exists that could not reasonably have been provided earlier, where the programme rules allow this ground.

An appeal should not normally be used simply because a learner disagrees with an academic judgement where the published criteria were properly applied.

21. Review of Marking

Where the programme provides for a review of marking, the review should determine whether the published assessment criteria and procedures were applied appropriately.

Ofqual guidance for regulated qualifications distinguishes a genuine marking error from a learner simply seeking a different academic judgement. The College adopts the same principle as a quality benchmark: a review should identify whether there was an error or procedural problem, not simply provide a second opportunity to obtain a preferred mark.

22. Appeal Grounds

An appeal may normally be made on one or more of the following grounds:

- procedural error;
- inconsistent or unfair application of the published assessment process;
- material administrative error;
- failure to apply approved reasonable adjustments or relevant special consideration procedures;
- material new evidence where permitted; or
- a relevant conflict of interest or other issue affecting the fairness or integrity of the original decision.

Programme-specific appeal grounds may provide additional requirements.

23. What Is Not Normally a Ground for Appeal

The following will not normally constitute sufficient grounds on their own:

- disappointment with the grade;
- comparison with another learner's result;
- a belief that the learner worked hard and therefore deserved a higher mark;
- disagreement with academic judgement where the published criteria were properly applied; or
- submission of new work that attempts to improve the original assessment rather than demonstrating an error in the original decision.

24. Appeal Deadline

Unless a programme-specific rule states otherwise, an appeal should normally be submitted within 10 working days of the date on which the learner was notified of the relevant decision.

Where exceptional circumstances prevented a timely appeal, the College may consider a late appeal where there is a reasonable explanation and doing so would not compromise fairness or assessment integrity.

25. How to Submit an Appeal

An appeal should be submitted to info@ukcollegeofit.uk or through the designated College procedure.

The learner should provide:

- name and learner reference;
- programme and module;
- assessment title;
- date and result of the decision;
- specific grounds for appeal;

- relevant evidence;
- any applicable reasonable-adjustment or special-consideration information; and
- the outcome requested.

26. Acknowledgement

The College will normally acknowledge a valid appeal submission within 5 working days.

If information is missing, the College may request clarification or additional evidence.

27. Initial Eligibility Check

An initial check may determine whether the appeal is within scope, submitted within the applicable deadline, supported by an eligible ground and accompanied by sufficient information.

An appeal that does not meet the basic requirements may be rejected or returned for clarification, with reasons provided where appropriate.

28. Independent Review

Where practicable, an appeal should be considered by a person who was not responsible for the original assessment decision and who has no personal interest in the outcome.

Ofqual's current rules for regulated awarding organisations require appeal decisions to be made by appropriately competent persons without a personal interest and, in specified contexts, by persons not previously involved in marking or review. The College adopts this independence principle as a quality benchmark.

29. Appeal Panel

For significant, complex or high-risk matters, the College may convene an appeal panel.

A panel may include appropriately experienced academic, quality-assurance or management representatives. Members should declare any conflict of interest.

The learner will not normally participate directly in the panel's deliberations, but may submit written evidence and, where the procedure permits, provide an oral statement.

30. Evidence Considered

The reviewer or panel may consider the original assessment, rubric, marking record, feedback, moderation records, programme requirements, relevant communications, reasonable-adjustment records, special-consideration evidence and the learner's appeal submission.

Only evidence relevant to the grounds of appeal should normally be considered.

31. Appeal Outcome

An appeal may be:

- upheld;
- partially upheld; or
- rejected.

Possible remedies may include correction of an administrative error, reconsideration of marking, reassessment where appropriate, correction of a procedural error, reconsideration of an adjustment or special-consideration decision, or confirmation of the original result.

32. Changes to Marks or Results

Where an appeal identifies a material error, the College may correct the relevant result in accordance with the applicable assessment framework.

A corrected result may be higher or lower where the applicable rules permit and where the correction is necessary to restore an accurate and fair outcome. Any external awarding-body restriction must be followed.

33. Discovery of Wider Assessment Errors

If an appeal identifies a systemic assessment or marking problem that may have affected other learners, the College should investigate the potential wider impact.

Where a wider problem is confirmed, the College should take reasonable steps to identify affected learners, correct or mitigate the impact where possible and prevent recurrence.

This principle reflects Ofqual's requirements for regulated awarding organisations where an appeals process reveals a failure in assessment processes. [\[cite\]](#)[turn0search0](#)[turn0search5](#)

34. Communication of Decisions

The appeal outcome should be communicated in writing and should normally state:

- the decision;
- the key reasons for the decision;
- any action to be taken;
- any revised result, where applicable;
- whether further internal review is available; and
- any relevant external route, where applicable.

35. Target Timescale

The College will normally aim to issue an appeal outcome within 20 working days after receiving all information reasonably required.

Complex cases may require additional time. Where this occurs, the learner should be informed of the reason for the delay and the revised expected timescale.

36. Final Internal Decision

Unless a programme-specific procedure provides a further stage, the decision of the designated final appeal reviewer or panel will constitute the College's final internal decision.

Where an external awarding organisation is responsible for the qualification or certification, the learner may have additional rights under that organisation's published procedures.

37. External Routes

Where a qualification is regulated or issued by an external awarding organisation, the applicable external review or appeal process should be communicated to learners.

For regulated qualifications, Ofqual's framework provides for appeals against assessment results and certain other decisions, and learners generally need to follow the awarding organisation's process before seeking an external regulatory review.

UK College of IT must not state that a learner has a right to appeal directly to Ofqual unless the relevant qualification and regulatory framework actually provides such a route.

38. Complaints Versus Appeals

An appeal concerns an eligible challenge to an assessment decision or related academic process.

A complaint concerns dissatisfaction with a service, communication, administration, conduct or other matter that is not necessarily an assessment appeal.

Where a learner raises both issues, the College may separate them and handle each under the appropriate procedure.

39. Confidentiality and Data Protection

Assessment and appeal information will be handled confidentially and processed in accordance with the College's Privacy Policy and applicable data-protection requirements.

Information will be shared only with those who need it for assessment, quality assurance, investigation, safeguarding, legal compliance or administration.

40. Conflict of Interest

Anyone involved in marking, moderation, review or appeal should declare an actual or potential conflict of interest.

Where a conflict could reasonably affect impartiality, the individual should not participate in the relevant decision unless there is a documented reason why participation is unavoidable and appropriate safeguards are in place.

41. No Retaliation

No learner should be disadvantaged for making an appeal in good faith or participating honestly in an assessment review.

Knowingly submitting false evidence or making a malicious allegation may be addressed under the relevant conduct procedures.

42. Learner Support During an Appeal

Learners may seek procedural guidance from learner support or an appropriate College contact.

Support must not include preparing misleading evidence, altering assessed work for the purpose of the appeal or otherwise compromising the integrity of the process.

43. Quality Assurance and Monitoring

The College may monitor assessment outcomes, appeals, complaints, moderation findings, reasonable-adjustment issues and other assessment data to identify recurring risks.

Aggregated findings may be used to improve assessment design, tutor training, marking guidance, programme documentation and learner communications.

44. Records and Retention

The College will maintain appropriate records of assessment decisions, reviews, appeals, evidence, outcomes and corrective actions.

Records will be retained securely for an appropriate period consistent with the College's data-retention requirements, contractual obligations and any applicable external awarding-body requirements.

45. Staff Training

Relevant tutors, assessors and quality-assurance staff should receive appropriate training or guidance concerning assessment criteria, marking, feedback, reasonable adjustments, special consideration, academic misconduct and appeals.

46. Accessibility of the Appeals Process

The College will seek to ensure that the appeal process is accessible.

Reasonable adjustments may be considered for learners who experience barriers in accessing the process, including alternative formats, communication methods or reasonable additional time where appropriate.

47. Policy Review

This Policy will be reviewed at least annually and sooner where there are significant changes to assessment methods, technology, AI use, applicable law, external awarding requirements or the College's programme portfolio.

48. Contact

Assessment / Appeals Contact: info@ukcollegeofit.uk

Quality Assurance: info@ukcollegeofit.uk

Learner Support: info@ukcollegeofit.uk

General Enquiries: info@ukcollegeofit.uk

Appendix A – Assessment Appeal Form

Learner name: _____

Learner reference: _____

Programme: _____

Module / unit: _____

Assessment title: _____

Assessment date / submission date: _____

Result received: _____

Date appeal submitted: _____

Ground(s) of appeal: _____

Summary of concern: _____

Evidence attached: _____

Outcome requested: _____

Learner declaration: I confirm that the information provided is accurate to the best of my knowledge.

Signature / electronic confirmation: _____

Date: _____

Appendix B – Appeal Decision Record

Case reference: _____

Learner: _____

Programme / assessment: _____

Original decision: _____

Grounds considered: _____

Evidence reviewed: _____

Reviewer / panel members: _____

Conflict-of-interest declarations: _____

Decision: Uphold / Partially Uphold / Reject

Reasons: _____

Corrective action / revised result: _____

Further internal review available: _____

Decision communicated on: _____

Appendix C – Assessment Quality Review Checklist

- ☐ Learning outcomes clearly stated
- ☐ Assessment criteria published
- ☐ Assessment method appropriate to learning outcomes
- ☐ Submission requirements clear
- ☐ AI / digital-tool rules clear
- ☐ Academic-integrity requirements clear
- ☐ Reasonable-adjustment arrangements considered
- ☐ Marking criteria applied consistently
- ☐ Moderation / sampling completed where required
- ☐ Feedback provided where applicable
- ☐ Results recorded accurately
- ☐ Appeal route published
- ☐ Appeal decision independent where practicable
- ☐ Wider assessment impact considered where an error is identified
- ☐ Corrective actions recorded and monitored

Appendix D – Related Policies

- Academic Integrity & Plagiarism Policy
- Learner Support Policy
- Equality, Diversity & Inclusion Policy
- Accessibility Statement
- Complaints Policy
- Quality Assurance Policy
- Privacy Policy
- Learner Code of Conduct