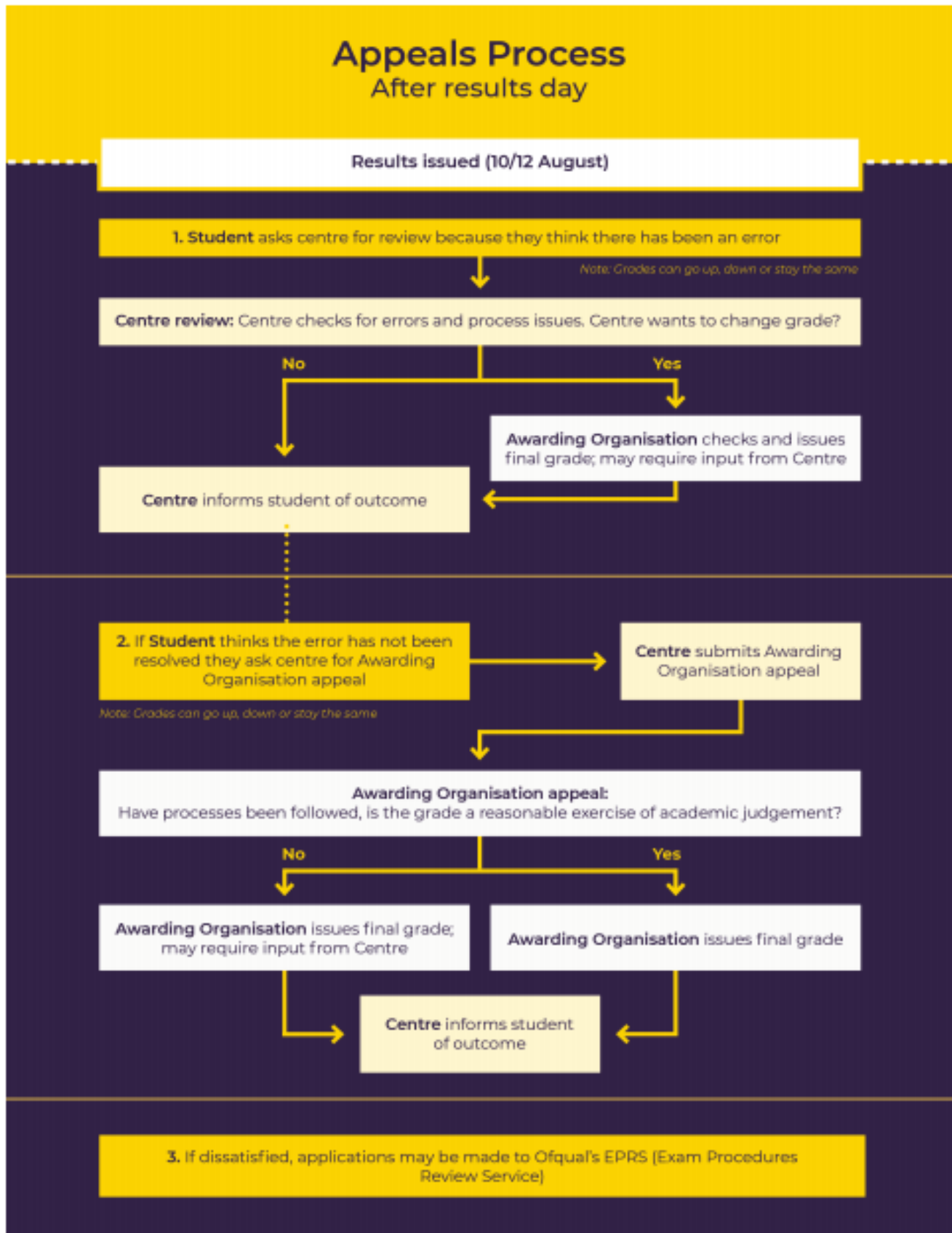




Fulford School - Centre Review and Appeals to Awarding Organisations Policy

FOR A/AS LEVELS AND GCSES FOR SUMMER 2021

Summary of the Appeals Process for Summer 2021



The arrangements for appeals:

Fulford School will support its students, including Private Candidate's through the centre review and awarding organisation appeals process.

Section 5.4 of JCQ Appeals Guidance Summer 2021 (A guide to appeals processes – Summer 2021) <https://www.jcq.org.uk/summer-2021-arrangements/> states:

To decide whether to request a review, students will need access to certain information before results day, or on results day, if it has not already been made available to them. This must include:

- a. the centre policy
- b. the sources of evidence used to determine the student's grade, along with the marks/grades associated with them
- c. details of any variations in evidence used based on disruption to what that student was taught
- d. 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

It is important to note that an appeal needs to have the students' permission in order to be processed. It will not be possible to process a review without this. All appeals must be processed by Fulford School. It is not possible for a student or parent to contact the exam board to request an appeal.

There are two stages to the summer 2021 appeals process:

Stage 1: Centre review

The first stage of the process is referred to as a centre review. If a student does not consider that they have been issued with the correct grade,

- they can ask their Fulford School to check if an administrative or
- procedural error has occurred.

Fulford School will need to ensure the student is aware that their grade could go down, up or stay the same as a result of a Centre review. If Fulford School finds that an error has occurred, they will be able to submit a request to the awarding organisation to correct the error and, if appropriate, amend the grade without the need to make an appeal to the awarding organisation.

Stage 2: Appeal to the awarding organisation

The second stage of the process is referred to as an appeal to the awarding organisation (submitted by Fulford School on the student's behalf). An appeal should be submitted if:

- the awarding organisation has made an administrative error
- the student considers that Fulford School did not follow its procedure properly
- the student considers that the grade awarded was an unreasonable exercise of academic judgement.

Fulford School will need to ensure the student is aware that their grade could go down, up or stay the same as a result of an appeal to the awarding organisation.

Students must request a centre review before requesting an awarding organisation appeal. This is so the awarding organisation is certain that their grade is as the Fulford School intended.

Concerns about your results

When a student receives their results, if they think that a grade is wrong, their first step should be to speak to a member of staff on or after the results day for advice. If a student is not collecting their results in person, this can be done by phoning the school. If, following this conversation, a student wishes to appeal their grade they will be directed to speak to one of the exam team.

The information below describes the arrangements in place at Fulford School for conducting a centre review and (where applicable) submitting an appeal to the awarding organisation following a centre review.

Stage 1 – Centre review

- Any student, including a Private Student, may submit a request for a centre review.
- Requests for appeals on the grounds of academic judgement (unreasonableness) will only be considered by awarding organisations (at Stage Two) and not by Fulford School. In these cases, an initial centre review must still be completed to ensure that Fulford School has not made any procedural or administrative errors. Fulford School will not review their academic judgements during the centre review stage.
- A centre review 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.
- All requests for a centre review, including those from Private Students, must be made directly to Fulford School. It is recommended that requests for centre reviews are made by the student to the school by the deadline dates (see appendix A). This will enable Fulford School to meet the deadlines to submit appeals to awarding organisations.
- Centre reviews which are not submitted by these dates may lead to appeals not being completed in time for those with a higher education place dependent on the outcome of the 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. Students should inform their intended higher education provider that they have requested a centre review or appeal. They will need to provide in the request form(s) their UCAS personal ID code which is included in all correspondence from UCAS. This is needed to confirm that a student's place is dependent on the outcome of the appeal. 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. Please note that universities and colleges are not obliged to hold a place for a student whilst an appeal is being processed.
- At both stages of the appeals process, there may be the need for specialist, expert knowledge (e.g. subject teachers, SEND knowledge). This may not be possible in August. In such cases, we may have to wait until the start of term, but priority appeals will still be treated as a priority.
- Given the short timescales for requesting centre reviews, and for submitting subsequent awarding organisations appeals, Fulford School will have:
 - 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
- Fulford School will accept and process/investigate any request for a review from a student. Failure to do so could constitute malpractice and awarding organisations are required to follow up on such cases.

How to submit a Centre Review

- If a student does not consider they have been issued with the correct grade, they can submit a request for Fulford School to conduct a Centre review to ascertain whether an administrative or procedural error has occurred.

- In order to request a Centre review, students must complete the **JCQ Student Request Form for Centre Reviews and Appeals** – (appendix B) which will be available on the Fulford School website www.fulford.york.sch.uk – *information/exams/results & appeals*.
- Students should read the **‘Important information for students’** instructions, fully complete **Stage 1 – centre review - section A - Student request form including an electronic signature and date**. The form should be saved and returned as an email attachment to: examsoffice@fulford.york.sch.uk
- The form will be returned to students if it has not been signed and dated. This will be likely to delay the process of the review.
- On receipt, all applications of the Centre Reviews will be logged by the Examinations Office.
- The outcome of the centre review may result in the student’s grade remaining the **same**, being **lowered** or **raised**.

Determining a review outcome

- 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.
- The appropriateness of the school’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 Fulford School followed its procedure properly and consistently in arriving at the grade being challenged.
- The types of procedural failure a student may raise and the school will need to check may include:
 - the existence and consideration of mitigating circumstances at the time of an assessment
 - the provision of agreed access arrangements/reasonable adjustments for an assessment
 - the process for determining and quality assuring grades (for example internal standardisation, authentication of student work)
- Procedural and administrative checks may take place before or after results have been issued whether they are prompted by a student or the school’s own quality assurance processes. Fulford School will have access to all the following records and will need to consider:
 - 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
 - the centre’s approved policy and whether it was followed properly and consistently
 - the evidence which was used to determine the student’s grade
 - 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 arrangements/reasonable adjustments
 - a record that the grades had been signed off by at least two teachers in the subject, one of whom was the Curriculum Leader/Subject Teacher or Head of Centre where there was only one teacher in the department/subject
 - 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)
 - relevant centre administration records
- In cases where Fulford School considers that there has been a procedural failure or administrative error, the school will decide whether this affected the grade submitted to the awarding organisation.
- 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.

- 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.
- It is also possible for a procedural failure or an administrative error to be identified at the review which, when rectified, leads to a lowering of the grade. A failure in the grade checking and confirmation process, when resolved as a result of the centre review, could find that the grade should in fact have been lowered as a result of that process as the centre found the grade to be too generous in relation to the evidence of student performance from which the grade was determined.
- As with the administrative error, a mistransposed lower mark could impact a piece of work that is weighted more heavily than the other piece of evidence. When resolved as a result of the centre review, it could be that the grade should have been lower.
- In such cases, 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.
- 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 been awarded a lower grade than they should and Fulford School should rectify this.
- In some 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. These students will not have consented to having their grades lowered unless they have separately submitted requests for reviews. In these cases, Fulford School will carefully consider the impact of lowering the students' grades before requesting the awarding organisation to do so.

Reporting an outcome – pre-results

- If a centre review takes place before results are issued, and an error is identified, the error will be corrected before results are issued. Fulford School will confirm to the student that a review has been completed, that an error had been identified and that the appropriate steps have been taken to rectify the error. Fulford School will 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

- Once Fulford School has considered the Centre review and determined if a grade change is necessary due to a procedural failure or administrative error, it will 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.
- If Fulford School'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. Details of how to do this for each awarding organisation are included at **Appendix A – JCQ A guide to appeals processes Summer 2021 series** - <https://www.jcq.org.uk/summer-2021-arrangements/>
- The error correction request to the awarding organisation will include the outcome of the review, the reason for the decision made and will 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.
- Amended grades will be reported to Fulford School, to be shared with the student along with the school's review decision. In cases where the awarding organisation disagrees with the school'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 school.

- On completion of the review, **section B. Centre review outcome form – JCQ A guide to appeals processes Summer 2021 series – appendix B** will be completed by the school and shared with the student as a record of the outcome, by email from the Examinations Office, in sufficient time prior to the relevant appeal to awarding organisation deadline.
- A record of the outcome of all reviews will be kept by the school.
- 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.
- Any appeal to the awarding organisation must be submitted on the student's behalf by the school that carried out the relevant review, 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.

Stage 2 – Appeal to the awarding organisation

- Any student, including a Private 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.
- An appeal can only be made against a result issued. Any student who believes that Fulford School'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 Fulford School's complaints process. Any continuing concerns following completion of the Fulford School's complaints process may subsequently be raised through the awarding organisation's complaints process.
- The awarding organisation will not be able to consider an appeal that is based solely on differences of opinion - if the student wants to improve their grade they may want to consider entering for the autumn 2021 examination series – **re-sit forms are available from the Examinations Office or www.fulford.york.sch.uk – information/exams/results & appeals – appendix B**
- All requests for appeals, from internal or Private Students, must be made by the student directly to Fulford School who will then submit the appeal request to the awarding organisation. These requests must be received by the awarding organisation deadline dates (*appendix A*). Students can not appeal directly to the awarding organisation.
- 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.
- Given the importance of students being able to access the appeals process, and the short timescales for submitting and completing awarding organisation appeals, Fulford School:
 - has clearly documented process and appropriate resource in place to handle reviews and appeal requests from results days
 - has clearly communicated the process to students in advance of results days
 - has ready access to the materials needed to submit the appeal to minimise the likelihood of the awarding organisation needing to request further information
 - has a named contact available for any awarding organisation queries who will know about the appeals submitted and be able to assist promptly.

- Fulford School will 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 will include the outcome of the initial centre review showing Fulford School's own findings when considering the student's concerns.
- 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

- Fulford School will submit an appeal to the awarding organisation if the student considers that:
 - Fulford School did not follow its procedure properly or consistently in arriving at the result, or during the centre review
 - the awarding organisation made an administrative error in relation to the result
 - Fulford School 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.
- Fulford School will ensure there is a named 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.
- Each awarding organisation will have a system for submission of appeals. The information the awarding organisation will require when a student appeal is submitted includes:
 - what they consider Fulford School failed to do, why that was a failure to follow Fulford School's procedures, and why that failure was important to the determination of the Teacher Assessed Grade
 - 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
 - in what way they consider there was an unreasonable exercise of academic judgement:
 - in the selection of evidence used to determine the Teacher Assessed Grade
 - in the determination of a Teacher Assessed Grade from the selected evidence.
- Please note that the requirements for each ground of appeal are different and not all grounds require any additional rationale:
 - appeals made on the grounds of a general procedural check or on the grounds that there has been an unreasonable exercise of academic judgement in the determination of the grade from the evidence do not require submission of an explanation
 - appeals made on the grounds of a procedural check in relation to mitigating circumstances or access arrangements/reasonable requirements do require submission of an explanation
 - appeals made on the grounds of an unreasonable exercise of academic judgement in the choice of evidence from which to determine the grade do require an explanation of the student's concerns
 - appeals made on the grounds of an administrative error do require an explanation of the perceived error
- a clear statement that grades may be raised, stay the same or be lowered as the result of an appeal, with space to confirm that the student understands this and consents to those outcomes
- relevant accompanying evidence
- a named contact at the centre who can handle any awarding organisation queries.
- A copy of the interactive **JCQ Student Request Form for Centre Reviews and Appeals – appendix B** - will be emailed to the student upon request/ or at the time the Centre Review Outcome Form is emailed out.

- Student's should read the **'Important information for students'** instructions, fully complete **Stage two – appeal to awarding organisation section of the form including electronic signature and date**. The form should be saved and returned as an email attachment to: examsoffice@fulford.york.sch.uk
- The form will be returned to students if it has not been signed and dated – delaying the process of the appeal.
- On receipt, all applications (and the outcomes) of the Appeals will be logged by the Examinations Office.
- The Examinations Office will submit the appeal on the student's behalf according to the requirements of the awarding organisation to which it is being submitted **and will confirm to the student that it has done so**.
- When an application for an appeal is received, the awarding organisation will decide whether it will be accepted for evaluation or not.
- The decision whether to accept the application for an appeal is based on:
 - whether the grounds of appeal are within the remit of the appeals process (where a rationale is required)
 - whether a centre review has been completed
 - the timing of the application in relation to the published deadlines for submitting appeals
 - whether the student has confirmed that they consent to their grade being raised, lowered or staying the same
- If an application for an appeal is not accepted, the reason(s) for this will be given.
- 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.

What happens during the awarding organisation appeal?

- The awarding organisation will determine the grade at appeal and the outcome will be final
- The outcome of the appeal may result in the grade remaining the **same**, being **lowered** or **raised**
- If a student's grade has been lowered, they will not be able to revert back to the original grade they received on results day.
- There is no further opportunity to appeal the outcome to the awarding organisation.
- The Ofqual document Guidance for the General Qualifications Alternative Awarding Framework sets out that an appeal is 'not an investigation by the awarding organisation but an evaluation of the Learner's result in light of the grounds of appeal'. This document may be found at: <https://www.gov.uk/government/publications/general-qualificationsalternative-awarding-framework>
- When considering an appeal, the awarding organisation will consider the factors raised by the appeal and attach such weight to them as it considers appropriate. For example, *'whether a student raised any objection to the inclusion or exclusion of particular evidence before the determination of the TAG is a factor which an awarding organisation may take into account, but it should not be determinative. Similarly, a failure by Fulford School, prior to the determination of the TAG, to disclose to the student what evidence they would rely on might or might not be a relevant factor'*.
- A procedural appeal requires the awarding organisation to *'consider whether there is sufficiently persuasive evidence that Fulford School deviated from its own procedures in the way(s) identified by the student in the grounds of appeal. The determination of such an appeal does not require a comprehensive or step-by-step evaluation of the merits of the procedure set by Fulford School. The appropriateness of Fulford School's procedure will have been checked by the awarding organisation*

as part of its external quality assurance. The question on appeal is whether Fulford School followed that procedure properly and consistently in arriving at the student's TAG'.

- As procedures are evaluated at the centre review stage, it is expected that most procedural errors and centre administrative errors will have already been rectified by Fulford School before an appeal is submitted.
- Where an appeal is made on the grounds of an unreasonable exercise of academic judgement (either in the choice of evidence from which to determine the grade and/ or the determination of that grade from the evidence), the awarding organisation will take into account Ofqual's guidance which sets out that the starting point is the Teacher Assessed Grade itself and not any alternative grade put forward as part of the appeal. Therefore, the focus of any appeal will be on whether the Teacher Assessed Grade was unreasonable and not that any other grade or mark would have been reasonable.
- As the Teacher Assessed Grade is holistic in nature, the awarding organisation's independent reviewer will take a similarly holistic approach to their decision-making. The purpose of the independent review is not to review the marking of individual assessments.
- The independent reviewer will consider whether the original Teacher Assessed Grade decision was reasonable. The independent reviewer will not consider whether they would have given an alternative grade or whether an alternative grade could also reasonably have been given.
 - The independent reviewer will consider whether the original Teacher Assessed Grade decision was reasonable on its own terms, not if any alternative proposition for the Teacher Assessed Grade or evidence put forward by the student, would be a more appropriate exercise of academic judgement. There may be a difference of opinion as to the assessed grade without there being an unreasonable exercise of academic judgement. The reviewer will only conclude that there has been an unreasonable exercise of academic judgement if the Teacher Assessed Grade was clearly wrong – i.e. there was no basis upon which the grade could properly have been given.
- Where the appeal concerns the selection of evidence, the academic decision will be considered in the context of Fulford School's procedure. Where this sets a starting point that the same evidence will be used for all students in a cohort, the relevant question will usually be whether an academic decision to depart from, or not to depart from, the starting point in respect of the particular student was unreasonable.
- Depending on the grounds submitted by the student (procedural/administrative, unreasonableness of academic judgement or both), the awarding organisation may assign the appeal for evaluation either to a member of their staff and/or to an independent reviewer.
- An independent reviewer will be a subject expert appointed by the awarding organisation and trained to evaluate appeals. The independent reviewer will have no personal interest in the decision being appealed and will evaluate any appeal made on the grounds that there was an unreasonable exercise of academic judgement by the centre.
- Where the student submits an appeal on more than one ground (e.g. the awarding organisation is asked to review both procedures and the exercise of academic judgement), **the appeal process is likely to take longer. This could be an important consideration for students who urgently need the outcome of their appeal.**
- For appeals on multiple grounds, it is possible that one ground (e.g. a procedural error) could identify an error that impacts the reported Teacher Assessed Grade. The result of this could then be overridden by a second ground of appeal (e.g. the unreasonableness of the Teacher Assessed Grade). An appeal outcome will therefore only be reported when all submitted grounds have been evaluated. It is also possible that the awarding organisation could identify that the grade awarded was not correct on grounds other than the grounds upon which the appeal was submitted. Where this is the case, the awarding organisation will take the appropriate action to correct the grade.

Reporting the Outcome

- 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.
- 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 Fulford School 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 will be evaluated by a staff member or an independent reviewer appointed by the awarding organisation.

- 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.
- 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.
- The awarding organisation's appeal outcome letter will be provided by email to the student by The Examinations Office, **as soon as reasonably practical after the outcome letter from the awarding organisation is received by the centre.**
- Should the student still remain concerned their grade was incorrect, they may be able to apply for a procedural review.
- The appeal outcome letter will include the next appropriate steps, where applicable, to apply for a procedural review to the Exam Procedures Review Service (EPRS).

APPENDIX A

Key dates:

Priority appeal

16 August 2021 – deadline for a student to request a Stage 1 - centre review

20 August 2021 – deadline by which centre aims to complete Stage 1 - centre review

23 August 2021 – deadline for a student to request a Stage 2 – appeal to awarding organisation

Non-priority appeal

3 September 2021 - deadline for a student to request a Stage 1 - centre review

17 September 2021– deadline for a student to request a Stage 2 – appeal to awarding organisation

Student Request Form for Centre Reviews and Appeals to Awarding Organisations

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 **17 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 one – Centre review

A. 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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Email address		Mobile phone number	
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Qualification title e.g. AQA 8700 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.	<input type="checkbox"/> Yes <input type="checkbox"/> No	If Yes provide your UCAS personal ID e.g. 123-456-7890	

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	<input type="checkbox"/>	Procedural Error by the centre e.g. a reasonable adjustment / access arrangement was not provided for an eligible student	<input type="checkbox"/>

Supporting evidence
Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade. There is a 5,000 character limit.

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
_____	_____	_____
<p>Please ensure you print name, sign & date this form as we cannot process your request without your acknowledgement – electronic signature accepted. Email to: examsoffice@fulford.york.sch.uk</p>		

B. 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 Name		Centre Number	
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Student Name		Candidate Number	
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Centre Review Outcome Please tick the outcome of the review and then record the original grade and the revised grade if applicable.			
Upheld	<input type="checkbox"/>	Not upheld	<input type="checkbox"/>
Partially upheld	<input type="checkbox"/>		<input type="checkbox"/>
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. There is a 5,000 character limit.

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. There is a 5,000 character limit.

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 a 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 Name: Date:		4. Date that grade change is submitted to awarding organisation	

Stage two – Appeal to awarding organisation

This section is to be completed by the student. An awarding organisation appeal must be submitted to the centre and the centre will then submit it to the awarding organisation.

Centre Name		Centre Number	
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Student Name		Candidate Number	
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Qualification title e.g. AQA 8700 GCSE English Language	
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Grounds for appeal Please tick the grounds upon which you wish to appeal	
1. Administrative error by the awarding organisation	<input type="checkbox"/>
2. Procedural issue at the centre	
a. Procedural Error	<input type="checkbox"/>
b. Issues with access arrangements / reasonable adjustments and/or mitigating circumstances	<input type="checkbox"/>
3. Unreasonable exercise of academic judgement	
a. Selection of evidence	<input type="checkbox"/>
b. Determination of Teacher Assessed Grade	<input type="checkbox"/>

Evidence to support an appeal Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade where that relates to your chosen ground for appeal. In some cases you must provide a clear reason but it doesn't have to be lengthy.	
1. Administrative error by the awarding organisation You must provide a clear explanation. There is a 5,000 character limit.	
2. (a) Procedural Error This is when the centre made a procedural error that has not been corrected at Stage One or the centre did not conduct its review properly and consistently. If you can, please add a further explanation below or alternatively refer to the information that you have already provided above. There is a 5,000 character limit.	

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. There is a 5,000 character limit.

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. There is a 5,000 character limit.

3. (b) Determination of the Teacher Assessed Grade

You can provide a short explanation of the reason for your appeal if you want to. There is a 5,000 character limit.

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

Please ensure you print name, sign & date this form as we cannot process your request without your acknowledgement – electronic signature accepted. Email to: examsoffice@fulford.york.sch.uk

Key dates/information for the Autumn 2021 Exam Series:

- **8 September 2021 - Final date for GCE entries**
- **4 October 2021 – Final date for GCSE entries**

Students will be eligible to enter for this series if they've received a grade this summer, or if an exam board reasonably believes they would have been entered for the exams in summer 2021, had they taken place.

Due to the tight deadlines of 8 September GCE & 4 October GCSE, it is advisable for students who wish to re-sit in the Autumn term in the event of their appeal being unsuccessful to submit a re-sit form before the deadline dates above - entries can subsequently be withdrawn up to 25 September without incurring additional fees.

To check exam dates for the Autumn 2021 examination series, please speak to a member of the Exams Office.

Please complete the white boxes below in BLOCK CAPITALS

Your details

UCI number/candidate number			
Candidate forename		Candidate surname	
Contact details (email address and telephone number)			

Exam details

Awarding body	Qualification type (GCSE/A-level) & Subject	Specification (Entry) code	Unit title	Fee(s) (if applicable)
				£
				£
				£
				£

Candidate confirmation

Tick ONE of the boxes below

- This is a first-time entry
- This is a re-sit entry previously taken in
insert month / insert year

By signing here, I am confirming that to the best of my knowledge all details provided above are correct and confirm I will pay any entry fees that may be due:

.....
Date:

Notes for guidance on completing the form

Insert the awarding body, qualification type & subject (for example GCSE English Language) and specification (entry) code

If this is a linear qualification enter the single entry code

If this is a unitised qualification, enter the unit entry code here then add the unit title (the name of the unit)

If entering for more than one unit, list each unit entry code and the certification code (where requesting this) on a separate row

Tick **one** of the boxes indicated

Sign and date the form as confirmation

FOR EXAMS OFFICE USE ONLY	
Date entry received by the exams office	
Payment received (where applicable)	£
Date entry made to awarding body	