

## A4.21 – Learning Assessment Appeal



<b>Approval Body:</b>	Academic Council
<b>Approval Date:</b>	May 2015
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<b>Supporting Documents:</b>	Formal Learning Assessment Appeal Package <a href="#">Private Training Institutions Regulatory Unit</a>
<b>Related Policy:</b>	A4.31 Student Appeals A4.5 Code of Student Conduct

### Purpose

The Learning Assessment Appeal policy defines the levels of appeal and outlines the principles governing faculty responsibilities, grade adjustments, and the appeal process. Its purpose is to ensure fair and equitable procedures for students to address concerns related to their academic standing and assessment outcomes. The policy facilitates both informal and formal avenues for students to seek resolution.

### Definitions

#### Formal Learning Assessment Appeal

A structured and official process through which a student contests an assigned grade. This appeal is initiated when students believe that their academic standing has been adversely affected by factors such as an unjust substantive academic evaluation or other circumstances unrelated to substantive academic judgment. The appeal involves submitting a Formal Learning Assessment Appeal Package, adhering to specified timelines and criteria, and undergoing a thorough investigation by the College Appeals Committee.

#### Informal Learning Assessment Appeal

The initial step in the process through which students address concerns about an assigned grade or outcome. It provides students with an opportunity to seek resolution in a less formal manner and directly with the course faculty member.

#### Learning Assessment Appeal

Commonly known as a Grade Appeal, refers to a formal process through which students dispute an assigned grade based on the belief that it does not accurately reflect their performance or progress in a course. This also includes a challenge or request for reconsideration of a decision by an academic body that decides on student awards. Such appeals may involve requests to amend marks, progress decisions, or final award classifications.

### Description

Every student is entitled to fair and equitable procedures for initiating and addressing complaints stemming from college/university regulations, policies, or actions that directly impact their academic standing. This policy serves as a mechanism for students who believe they have faced a disadvantage in their academic standing. This may arise either from an unjust substantive academic evaluation of their work or from factors unrelated to substantive academic judgment. The policy facilitates the appeal of assessment outcomes in such cases.

## Principles

- Every student is entitled to a fair and equitable process for addressing concerns related to their academic standing and assessment outcomes.
- Students are expected to use the appeal process responsibly, ethically, and in good faith. Vexatious, malicious, repetitive, or bad-faith use of the appeal process, including filing appeals with the intent to harass, intimidate, challenge academic decisions without grounds, or disrupt institutional processes, is prohibited and may constitute a breach of the *A4.5 Code of Student Conduct* policy.
- Faculty members are responsible for evaluating academic performance and assigning grades. Faculty members are expected to uphold the integrity of the grading process, ensuring assessments are objective and transparent. Changes to grades are permissible only in the case of verified errors or as a result of a grade appeal outcome.
- Students have the right to appeal an assessment outcome that they believe does not accurately reflect their academic performance. This appeal process allows students to challenge grades they feel have been assigned arbitrarily or unjustly.
- Students are encouraged to seek informal resolution as the first step in the appeal process. This allows students to directly address concerns with the instructor in a less formal manner, providing an opportunity for mutual understanding and resolution.
- If informal resolution is unsuccessful, students have access to a formal appeal process, including a structured and official review of the grade by the College Appeals Committees.
- The appeal process is designed to be transparent and accountable, ensuring that decisions are based on thorough investigations and that students are informed of the outcome in a timely manner.
- If a decision is made at the informal resolution stage and no appeal is submitted within the allotted appeal period, it is final and binding. All decisions made at the formal stage are final and binding. This ensures closure for all parties involved and upholds the integrity of the academic process.
- Students are responsible for submitting the Formal Learning Assessment Appeal Package in a timely manner, ensuring that the appeal process is efficient and respects established timelines.
- Students have the right to continue their academic progress, including attending classes and completing coursework, while their Learning Assessment Appeal is under review, excluding work experience, clinical practice, and practice education courses to safeguard public safety and professional standards.
- Students have the right to withdraw their appeal at any stage of the process, ensuring that the appeal is resolved at their discretion. Once withdrawn, the matter will be considered closed, and no further appeals will be permitted on the same issue, promoting closure and finality in the process.
- All communications, documentation, and evidence related to the appeal(s) will be placed in the Stenberg College Formal Appeals files, and copies placed on the student's file.