

Assessment Dispute

Statement: The Lean Hub must ensure that any learner who feels their assessment mark is inaccurate or unfair can dispute their results. We enable this by:

- 1) Ensuring the disputation procedures are widely available and clear to all learners;
- 2) Following disputation procedures that are as far as possible free of conflict of interest;
- 3) Meeting mental health and wellbeing requirements for the pastoral care of the learner during the disputation procedure.

By fulfilling these requirements, The Lean Hub can ensure the safety and well-being of their learners as well as the best probability of the success of the applicant in the completion of their certificate.

Assessment Disputation procedures and policies:

Learners are made aware of their ability to dispute an assessment mark by:

- a. Publication in the student handbook of the process and all relevant contact details
- b. Verbal communication at time of signing training agreement
- c. Verbal communication at commencement of training to cohort
- d. Publication on the Lean Hub website

The Lean Hub process for disputation:

- e. Provide a timely response to any disputation enquiry to acknowledge and inform the learner of the process and a reasonable timeline.
- f. Interview the learner to ascertain the reasons for their disputation by TLH staff who was not the original assessor
- g. Marking of the assessment by a qualified TLH assessor who was not the original assessor
- h. Staff review of the additional assessment mark along with the learner's reason for disputation and new mark delivered.
- i. Communication of new mark along with clear reasoning provided to the learner
- j. Contact details and process for further disputation directly with NZQA provided in case learner is unhappy with final assessment mark.

The Lean Hub will meet mental health and well-being requirements for the learner by:

- 1) Providing clear and timely communication to the learner,
- 2) Using appropriate and respectful language during all engagement with the learner,
- 3) Ensuring the original assessor is not used for the review mark and not in direct contact with the learner if learner so requests,
- 4) Considering the learner's relevant circumstances to the fullest when providing marks and communication.