



ICHAS

Section 7– Policies and Procedures on Teaching, Learning & Assessment

Subject:	Policy on Appeals		
Applicable Standard	QQI Core	Teaching and Learning Assessment of Learners	
Date Approved by Board of Directors:			February 2021
Policy Version	1/2019	Date due for Revision	February 2024

CONTEXT

The following principles and guidelines underpin the Appeals policy in the College:

- Any student who wishes to appeal a decision of a decision maker/decision making body, will be supported to do so.
- Information on the Appeals processes will be available to learners on the Learning Management System and all students are advised that they may discuss appeals options with the Registrar's Office.
- Where students wish to pursue formal Appeals they should, in the first instance, set out the reasons for the appeal on the College Appeals form which is available from the Registrar's Office.
- In circumstances where the information furnished as part of an appeal may suggest that other processes (such as the Complaints Process) should be invoked or apply, then the Registrar (in consultation with the Vice President (Academic Affairs) will advise the appellant on the most appropriate process to pursue.
- Decisions that have already been appealed cannot be appealed on the same grounds subsequently.

POLICY STATEMENT

The College recognises a learner's absolute right to question any decision-making authority within the College and in particular academic decisions. The Appeals Policy is designed to be transparent and fair. Engagement in and completion of the Appeals process marks the internal point of finality for a student's right to question the College's decision-making process.

Grounds for Appeal

Appeals must be evidentially supported and are considered by the Appeals Committee where the appellant believes substantial irregularity has occurred on the

following grounds:

- The assessment processes.
- The conduct of the process or means by which process was conducted
- The assessment criteria including substantive irregularity in the assignment brief or examination paper or the assessment process
- The relevance of the assessment tasks to the intended programme learning outcomes

While learners may appeal the decision made by any decision maker/decision making body of the College, the most common contexts in which Appeals will be made are as follows:

- The conduct of a review process
- A decision about the recognition of prior learning.
- Decisions of the Disciplinary Committee
- Decisions of the Complaints Committee
- Decisions of Officers of The College and in particular, those who have assessment decision making authority, including (but not limited to);
 - The Vice President (Academic Affairs)
 - The Director of Studies
 - The Registrar
 - Programme Directors
 - Lecturers

Excluded Grounds for Appeal

- Failure to adhere to the stated appeals procedures
- Disagreement with a decision
- Academic judgement of the Examiners or Board of Examiners
- Any circumstances other than those stated in the written appeals submission (not including any new evidence arising after the submission deadline)
- Evidence based on third party hearsay

SCOPE

Applies To	Staff	Students	Both	
		✓		
Responsible for Implementation	Appeals Committee, Registrar			
Responsible for Monitoring & Review	Vice President (Corporate Affairs)	Vice President (Academic Affairs)	Registrar	Quality Assurance & Enhancement Officer

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DEFINITIONS

Appeal in this instance is understood as a learner’s “request to a higher authority for the alteration of the decision or judgement of a lower one” or “a request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards’ (Assessment and Standards, QQI, 2013).

RELEVANT GUIDELINES/ POLICIES INFORMING THIS POLICY

- Assessment and Standards (QQI, Revised 2013)
- QQI (Revised, 2013) Quality Assuring Assessment Guidelines for Providers
- Common Awards System Restatement of Policy and Guidelines (2014)
- Green Paper on Assessment of Learners and Learning (Draft 2018)
- European Standards & Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2015)
- Effective Practice Guideline for External Examining (QQI, 2015)
- HET Core Validation Policy and Criteria (2013)
- The International Center for Academic Integrity (2012). The Fundamental Values of Academic Integrity (2nd Edition)
- European Network for Academic Integrity (2018) Glossary for Academic Integrity Report
- Quality and Qualifications Ireland (2016) Statutory Quality Assurance Guidelines Developed by QQI for use by all Providers
- European Association for Quality Assurance in Higher Education (ENQA) et al (2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- Quality and Qualifications Ireland (2016) Sector Specific Statutory Quality Assurance Guidelines Developed by QQI For Independent/Private Providers Coming To QQI On A Voluntary Basis
- Government of Ireland (2012) Qualifications & Quality Assurance (Education and Training Act.

Linked Policies or Procedures

Linked Policies	Policy on Assessment of Learners Policy on Academic Integrity Policy on Grade Recheck and Review of Assessment Decisions
Linked Procedures	Procedures associated with Assessment of Learners Procedures associated with Academic Misconduct Procedures associated with Grade Recheck and Review of Assessment Decisions

