



**cmeth**

Bord Oideachais agus Oiliúna  
an Chabháin agus Mhuineacháin  
*Cavan and Monaghan  
Education and Training Board*



**QAES**

QUALITY ASSURANCE AND  
ENHANCEMENT SERVICE

## Assessment Reference Framework

### Assessment Process Appeals

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## QQI Assessment Principles

Quality assured assessment ensures that in criterion referenced assessment “learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award” (QQI, 2013 p.5). Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (2013) principles for assessment.

### 1. Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Learners can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

### 2. Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Learner evidence is reliable
- Results are consistent across various assessors, contexts, conditions and learners over time.

### 3. Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures: learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

#### 4. Quality

Quality in assessment ensures that all assessment processes are quality assured.

#### 5. Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

Based on QQI Principles for Assessment (QQI, 2013)

Learners have the right to appeal the assessment process within a specified timeframe. In order to ensure adherence to the principles of assessment, the following process should be followed in relation to assessment process appeals. This will thus ensure that assessment is fair for all learners along with being reliable and consistent across ETBs, programmes and modules.

## 1. Definitions

### 1.1 Assessment Process Appeal

An assessment process appeal refers to the appeal by a learner to the provider based on the assessment conditions and/or process: the learner believes the assessment conditions and/or process negatively impacted his/her assessment performance.

### 1.2 Timeframe for lodging an Assessment Process Appeal

Assessment Process Appeals should be made within **5 days** of the issuing of approved results.

## 2. Assessment Process Appeals Roles and Responsibilities

### 2.1 The Programme Co-ordinator

The Programme Co-ordinator must:

- Ensure that all learners are made aware of:
  - the grounds for making an appeal (assessment result appeal and assessment process appeal)
  - the maximum time allowed to lodge an appeal
- Communicate the deadline date for requesting an appeal to the learner. Learners may not appeal after this date.
- Receive the appeal application from the learner
- Submit [Assessment Process Appeals Application Form](#) to the Independent Appeals Committee
- Inform the awarding body of the result change (if successful)
- Inform the learner of the outcome of the appeals application.

### 2.2 The Learner

If a learner wishes to appeal an assessment process, the learner must:

- Note the grounds for appeal (assessment result appeal or assessment process appeal)
- Note the timeframe for appeal (see Section 1.2)
- Lodge an appeal (with fee if applicable) (see Section 3).

### 2.3 The Independent Appeals Committee

The Independent Appeals Committee must:

- Examine the learner appeal
- Investigate whether relevant assessment procedures were followed
- Make a decision on the appeal

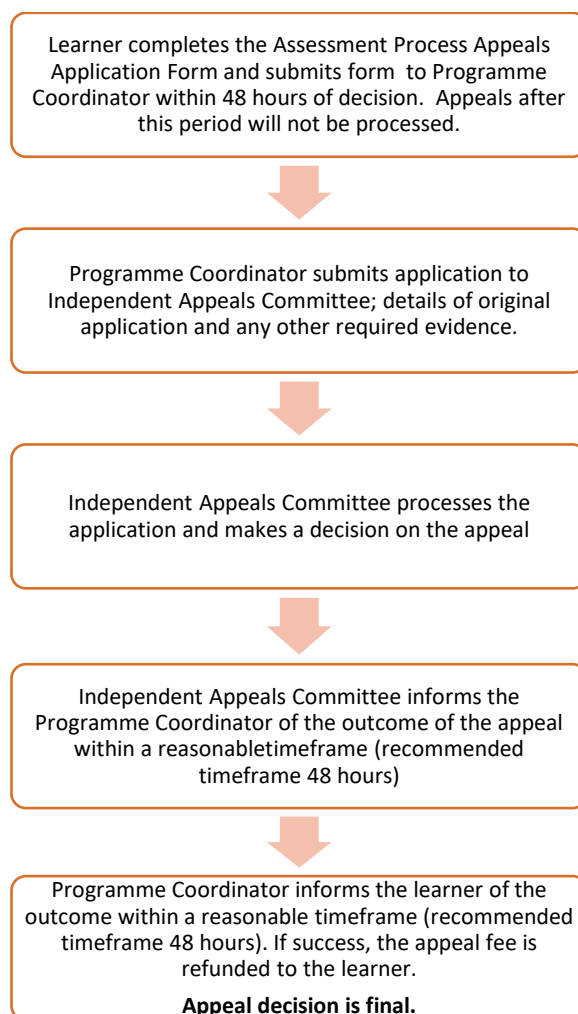
### 3. Assessment Process Appeals

**Note:**

- The learner is notified by the Centre of the deadline for appeals within the given assessment period.
- CMETB will endeavour to complete all appeals within a reasonable timeframe twenty (20) working days on receipt of appeal. Every effort should be made to process the application as promptly as possible, especially if CAO/other deadlines may be impacted.

Where possible, the learner discusses the appeal application with the Learning Practitioner and/or Programme Co-ordinator and examines grounds for appeal and timeframe before proceeding.

The following process outlines the steps involved in an assessment process appeal.



## 4. References

QQI (2013) Quality Assuring Assessment Guidelines for Providers. Available at:

<https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2c%20Revised%202013.pdf>

## APPENDIX 1: Assessment Process Appeals Application Form

<b>Part A: To be completed by the learner and returned to the Programme Co-ordinator by a specified deadline</b>	
Centre Name:	
Learner Name:	
Learner Address:	
Learner Number/ PPSN No (if required)	
Programme Code/Title:	
Are there impending deadlines which may need to be considered with this application: CAO Applicant/Other Applicant:	Yes/No
If yes, please give details:	

Please circle appropriate appeal:

<b>Reasonable Accommodation in Assessment</b> outcome	Yes/No
<b>Assessment Deadlines (short-term extension)</b> outcome	Yes/No
<b>Assessment Deadlines (compassionate consideration in extenuating circumstances)</b> outcome	Yes/No
<b>Learner Assessment Malpractice</b> outcome	Yes/No
Other (please give details):	Yes/No
<b>Details of appeal application</b> (please provide full details of reasons for appeal):	

Learner Signature:

Date:

Programme Coordinator Signature:

Date:

Programme Coordinator Name:



<b>Part B: To be completed by the Independent Appeals Committee</b>		
Independent Appeals Committee Members:		
Details of evidence received:		
Date received:		
Outcome of decision:	Successful/Unsuccessful	
Date:		
Decision Details:		
Independent Appeals Committee Signatures and Date:	Signature	Date