

### **5.2.1.5 Grade Appeals Policy**

Following QQI, ICD adopts the QAA definition of 'appeal.' According to the UK's QAA (2013 p. 4) an academic appeal is "a request for a review of a decision of an academic body charged with making decisions on student progression, assessment and awards."

There are invalid grounds for a learner appeal of a grade. Students have a right to be assisted/advised by their class representative in relation to the appeals policy should they so wish.

#### **Invalid grounds for a learner appeal of a grade:**

Following guidance from QQI, as provided by the independent QQI Reengagement Panel during 2019, ICD will not allow learner appeals of grades on the following grounds:

- i. Dissatisfaction with the grade received by the student in an assessment or module (this is not grounds for an appeal)
- ii. Disagreement with the academic judgement of examiner(s)/assessor(s) (this is not grounds for an appeals)

Any appeals lodged on either of the two above grounds will be disregarded/rejected. However, students are entitled to feedback on an assessment grade, a recheck of the marks calculation for an assessment, or a review of an assessment grade, as described below.

#### **Grade Feedback, Rechecks, and Reviews Procedure:**

While a learner cannot appeal a grade on the basis of a disagreement with the judgment of the assessor/examiner, the learner is entitled to feedback, for a grade recheck, and to a review, on request, according to the following stages:

**Stage 1 – Feedback:** The student should ensure they have received feedback on their grade from the examiner (e.g. the module lecturer). The student should contact the examiner within two (2) weeks of receiving their grade(s) for feedback. If the student is not satisfied with the feedback, they can move to stage 2.

**Stage 2 – Recheck:** “Re-check means the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage” (QQI 2013b section 4.10.3). If a student wishes to have their mark rechecked, they should in the first instance contact the examiner (e.g. module lecturer) within one (1) week of receiving feedback. The outcome of a recheck may lead to the student’s grade increasing, decreasing, or remaining the same. If the student is not satisfied with the outcome of stage 2, they may choose to move to stage 3.

**Stage 3 – Review:** A student who is not satisfied with the outcome of stage two has the option to request a review. Each time a student requests a review, they will incur a fee of €50 (payment process managed and recorded by the Registrar). If the review results in an increase in the student’s grade/mark, the review fee will be refunded. “Review means the re-consideration of the assessment decision, either by the original assessor or by other competent persons. Learners are required to state the grounds for the requested review” (QQI 2013b section 4.10.3). The student should indicate to the relevant lecturer and the Registrar that they wish for their grade to be reviewed. The student must contact the lecturer and Registrar within one (1) week of the completion of stage 2 to request a review. The lecturer is obliged, on request, to re-examine the work and reconsider the grade. The lecturer does have the power to change the grade having reassessed the work. The outcome of a review may lead to the student’s grade increasing, decreasing, or remaining the same. The outcome will be communicated by the lecturer to the Registrar who will communicate the outcome to the student. A student can only request a review of an assessment decision once. Students are disallowed from requesting a second review of the same assessment decision/grade.

**Valid Grounds for a Learner to Make a Complaint Relating to Academic Process or Opportunities:**

If a student has an issue that is different to a specific disagreement over a grade, they should consult ICD’s complaints procedures (section 7.2.1 of ICD’s Quality Assurance Policy). Students may lodge an official complaint relating to the assessment process, the assessment criteria, the relevance of the assessment tasks to the intended programme learning outcomes, or other learning opportunities issues. However, students may not lodge a complaint specifically due to a difference of opinion regarding the grade received for an assessment.