Discussion of Examination Scripts (or Equivalent) with Assessors Procedure

Section 1 - Introduction

Purpose and Parent Policy

(1) This procedure details the means through which a student can discuss their examination scripts (or equivalent in other forms of formal examination) with their Assessor under the [Assessment, Grading and Certification Policy](). This procedure applies to all summative formal examinations (i.e. written, oral or practical).

Responsibilities

Student Responsibilities

(2) The student is responsible for requesting a discussion of their script in writing to the Programme Director.

Staff Responsibilities

(3) The Programme Director, or nominee, is responsible for arranging the discussion of a script.

Faculty Responsibilities

(4) The Programme Director or nominee from the Faculty of the programme is ultimately responsible for the implementation of the procedure.

(5) The relevant Assessor, or nominee where they are unavailable, is responsible for supervising the discussion of the script.

Section 2 - Procedure

Part A - Procedure for the Discussion of Examination scripts (or Equivalent) with Assessors

Submitting a Request for Discussion with an Examiner

(6) The student submits the request in writing to the Programme Director.

(7) The request must be submitted within five days of the release of the provisional assessment result to the student.

(8) The Programme Director notifies the module lead of the request.

Arranging a Discussion Meeting

(9) The Programme Director or nominee liaises with the Assessor.

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(10) The meeting may be facilitated online or be a face-to-face meeting in Hibernia College.

(11) The meeting takes place as soon as is practical. Confirmation of all attendees at the meeting must be circulated in writing a minimum of 48 hours prior to the meeting. Only those named may be present.

Conducting the Discussion Meeting

(12) The College provides:

    a. A quiet private space for the student, Assessor and Programme Director or nominee to meet or a suitable online plaform.
    b. A note-taker who creates and circulates with all those in attendance a written note of the meeting to include any outcomes, actions or points for further clarification.

(13) The student may not bring any recording equipment into the meeting or take any materials or notes out of the meeting.

(14) The Programme Director or nominee chairs the meeting. The meeting begins and ends at the discretion of the Programme Director or nominee.

(15) The College record of the meeting is the definitive record.

Status and Details

Status	Current
Effective Date	18th September 2023
Review Date	18th September 2026
Approval Authority	Quality Assurance Officer
Approval Date	15th September 2023
Expiry Date	Not Applicable
Enquiries Contact	Quality Assurance

Glossary Terms and Definitions

"Assessment" - The assessment of a student's learning means inference (for example, judgement or estimation or evaluation) of a student's knowledge, skill or competence by comparison with a standard and based on appropriate evidence. This includes self-assessment.

"Policy" - Policies are principled statements adopted by the College at a high level to enable decisions about actions and desired outcomes to which the College is committed. They clearly articulate the formal position of the College on specific issues in order to guide internal decision-making. Policies set out 'what to do' on a given issue. They have a medium- to long-term review cycle.

"Procedure" - Procedures are the broad actions that must be carried out to implement a policy. They set out 'how to do' what the policy specifies must be done.

"Programme" - A programme of education and training refers to any process by which learners may acquire knowledge, skill or competence. It includes courses of study or instruction, apprenticeships, training and employment. A programme offers learners the learning opportunities by which they may attain educational goals (expressed as the intended programme learning outcome) by learning activities in a learning environment. A programme is normally comprised of modules. A programme leading to a major award will normally require a 'cohesion generating' process which integrates constituent modules so that the minimum intended programme learning outcomes are supported. The cohesion generating process should establish the epistemological and cultural identity of the programme. It should also coordinate alignment of activities with the minimum intended programme learning outcomes and introduce learners to the broader community of practice to which they aspire. (QQI (2013) Assessment and Standards Revised)

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