

**Policy and Procedure on Board of Examiners: Results Approval Panel (FET)**

Policy       Procedure       Protocol       Guideline

**Office of the Nursing and Midwifery Services Director (ONMSD): Consortium of Centres of Nursing and Midwifery Education (CCNME)**

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## 1.0 Purpose

The purpose of the results approval process is to ensure that appropriate decisions are taken regarding the outcome of the assessment and external authentication processes for FET programmes delivered in the CCNME.

## 2.0 Scope

This policy applies to:

Academic Council & Committees	Programme Board	Board of Examiners	CCNME Programme Teams	External Authenticator
✓	✓	✓	✓	✓

## 3.0 Policy Statement

The objective of results approval is to ensure that assessment decisions and results are reviewed, judged and processed in a fair, consistent and transparent manner; ensuring appropriate decisions are taken regarding the outcome of the assessment and authentication processes.

## 4.0 Roles and Responsibilities

	Academic Council & Committees	Programme Board	Board of Examiners	CCNME Programme Teams	External Authenticator
Responsible for Implementation	✓	✓	✓	✓	✓
Responsible for Monitoring & Review	✓	✓	✓	✓	✓

### 4.1 Programme Board

- 4.1.1 Ensure that learner achievement is assessed in a fair and consistent way in line with the national standards for the award.
- 4.1.2 Ensure consistency is reflected throughout the assessment, grading and certification process.

### 4.2 Board of Examiners

- 4.2.1 Board of Examiners is the primary decision-making body for learner award and classification decisions for both HET and FET QQI validated programmes of education.
- 4.2.2 The Board of Examiners may be set up in a number of different ways to reflect the CCNME organisational needs e.g. a Board may be responsible for one programme, a group of programmes or a group of modules.
- 4.2.3 The Board of Examiners will schedule FET Results Approval Panel meetings and HET Board of Examiners' meetings separately and inform all relevant parties in advance.

- 4.2.4 Conduct proceedings in a fair, impartial and transparent manner, while maintaining confidentiality around learner information.
- 4.2.5 **Responsibilities of the Results Approval Panel**  
 The Results Approval Panel ensure that results are fully quality assured in accordance with the CCNME Quality Assurance agreement. It will approve and ratify final results for submission to QQI for certification. This process includes:
- 4.2.5.1 Reviewing all learner results recorded;
- 4.2.5.2 Reviewing the Internal Verification and External Authentication Reports;
- 4.2.5.3 Judging the outcomes and recommendations of the reports (including changes to assessment grades) made;
- 4.2.5.4 Reaching agreement on any response/actions required;
- 4.2.5.5 Reaching agreements to approve and ratify the authenticated results;
- 4.2.5.6 Agreement to the submission to QQI by the CCNME of final results to request certification.
- 4.2.5.7 The RAP also has responsibility to:
- 4.2.5.7.1 Identify any issues arising and make recommendations for corrective action;
- 4.2.5.7.2 Complete Results Approval Panel minutes and report.
- 4.2.6 Ensure collection and secure storage of all learner assessment material during the Board of Examiners: RAP.
- 4.2.7 Ensure that confidential documentation is not removed from the meeting.
- 4.2.8 Collect copies of learner assessment results and shred immediately post meeting.

### **4.3 Programme Committee**

- 4.3.1 The Chairperson of the Programme Committee schedules a Pre-RAP meeting, at least three working days, to verify the accuracy of learner assessment results and relevant documentation in advance of the Board of Examiners: RAP.
- 4.3.2 The Chairperson of the Programme Committee collates the following documentation, in preparation for attendance at the Board of Examiners: RAP
- 4.3.2.1.1 CCNME's Policies, Procedures, Protocols and Guidelines (PPPGs) on the Assessment of Learners and associated documents.
- 4.3.2.1.2 CCNME Sampling Strategy.
- 4.3.2.1.3 Award Specifications and Validated Components/Programmes.
- 4.3.2.1.4 Assessment materials - assessment briefs, examination papers, and portfolio/work experience templates.
- 4.3.3 Assessment documentation - marking schemes, outline solutions, answer plans; programme and assessment timetables.
- 4.3.4 The Programme Co-ordinator collates the following documentation and submits to Chairperson of the Programme Committee, in preparation for attendance at the Board of Examiners: RAP:
- Learner assessment results.
  - Internal Verification Report.
  - External Authentication Report.
- 4.3.5 The Chairperson of the Programme Committee provides the Chairperson of the Board of Examiners (RAP) with copies of learner assessment results for distribution to members of the Board.

#### 4.4 Learner

4.4.1 Be familiar with the Board of Examiners: Results Approval Process

#### 5.0 Procedure

- 5.1 Terms of Reference are established to define the purpose and structure of the RAP outlining
  - 5.1.1 roles and responsibilities
  - 5.1.2 processes for arriving at decisions for example by:
    - 5.1.2.1 Consensus
    - 5.1.2.2 Majority vote
    - 5.1.2.3 Executive decision making
  - 5.1.3 the schedule for the process, for example; the order in which learner results will be grouped and presented
  - 5.1.4 the schedule for staff members and others who will report to or advise the panel in relation to results for learner groups
- 5.2 The proceedings of the RAP must be conducted in a fair, impartial and transparent manner, while maintaining confidentiality around learner information for example
  - 5.2.1 Agree a confidentiality statement
  - 5.2.2 Refer to learners by a number
  - 5.2.3 Allow consideration of documented information only and exclude oral comments in relation to learners.
- 5.3 The RAP chairperson requests panel members to confirm their compliance with the confidentiality statement at the commencement of all RAP meetings.
- 5.4 Members of the RAP are made aware of potential conflicts of interest. Conflicts of interest may include:
  - Family relationship
  - Personal relationship
  - Grievance/similar issue
  - Other issues
- 5.5 A panel member who feels that they may have a conflict of interest should indicate this to the panel chair prior to the RAP meeting or as soon as the conflict becomes apparent. That person should request to be excused from the relevant section of the panel meeting.
- 5.6 Minutes of the Board of Examiners RAP meeting will be recorded and sent to the Chairperson of the Programme Board and subsequent submission to the Chairperson of the Programme Committee. Minutes will include:
  - Matters arising
  - Decisions made
  - Recommendations or actions taken
  - Documentation of procedures followed in reaching decisions in situations where disagreement arose.

## 5.7 Procedure post Board of Examiners: Results Approval Panel

- 5.7.1 Following the ratification of learner results by the RAP, all approved results will be submitted to QQI as per the published Certification Dates by QQI.
- 5.7.2 The Centre will enter the approved results onto the QBS and make a request to QQI for certification.
- 5.7.3 The Centre will confirm that it had adhered to all elements of the authentication process.
- 5.7.4 Once the results are approved, they are made available to learners within 2 working days.
- 5.7.5 The Programme Coordinator is available to learners for additional feedback, if requested.
- 5.7.6 Where a learner wishes to appeal against a decision of the Board of Examiners: RAP, they are advised to access and adhere to the Assessment Appeals Policy.
- 5.7.7 QQI will issue certificates for all the results received except learners identified as requesting an appeal.

## 6.0 Document Control

Document Title	<b>Policy and Procedure on Board of Examiners: Results Approval Panel</b>	
Author	Consortium of Centres of Nursing and Midwifery Education (CCNME)	
Version Control	Version	Date of Approval
	V.1.0	04/11/2022
Policy Review	November 2025	
Supporting Documentation	<ul style="list-style-type: none"> <li>• <i>Qualifications and Quality Assurance (Education and Training) Act 2012</i>. No. 28/2012 [online]. Available from: <a href="https://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html">https://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html</a> [accessed 31 January 2022].</li> <li>• <i>Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019</i>. No. 32/2019 [online]. Available from: <a href="https://www.irishstatutebook.ie/eli/2019/act/32/enacted/en/html">https://www.irishstatutebook.ie/eli/2019/act/32/enacted/en/html</a> [accessed 31 January 2022].</li> <li>• Quality and Qualifications Ireland (QQI). (2013). <i>Assessment and Standards, Revised 2013</i> [online]. Available from: <a href="https://www.qqi.ie/sites/default/files/2021-09/assessment_and_standards-revised-2013.pdf">https://www.qqi.ie/sites/default/files/2021-09/assessment_and_standards-revised-2013.pdf</a> [accessed 30 January 2022].</li> <li>• Quality and Qualifications Ireland (QQI). (2016a). <i>Core Statutory Quality Assurance Guidelines developed by QQI for use by all Providers</i> [online]. Available from: <a href="https://www.qqi.ie/sites/default/files/media/file-uploads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf">https://www.qqi.ie/sites/default/files/media/file-uploads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf</a> [accessed 30 January 2022].</li> <li>• Quality and Qualifications Ireland (QQI). (2014). <i>Policy for Determining Awards Standards</i> [online]. Available from: <a href="https://www.qqi.ie/sites/default/files/media/file-">https://www.qqi.ie/sites/default/files/media/file-</a></li> </ul>	

	<p><a href="#">uploads/Policy%20for%20Determining%20Award%20Standards.pdf</a> [accessed 30 January 2022].</p> <ul style="list-style-type: none"> <li>• Quality and Qualifications Ireland (QQI). (2016b). <i>QQI Sector Specific Independent/Private Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis</i>. Dublin: Quality and Qualifications Ireland.</li> <li>• Quality and Qualifications Ireland (QQI). (2018). <i>Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018)</i> [online]. Available from: <a href="https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-for-providers-revised-2013.pdf">https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-for-providers-revised-2013.pdf</a> [accessed 30 January 2022].</li> </ul>
Related Policies & Procedures	<ul style="list-style-type: none"> <li>• <a href="#">Policy on Assessment of Learners</a> [PDF, 8 Pages]</li> <li>• <a href="#">Policy on Reasonable Accommodation in Assessment</a> [PDF, 5 Pages]</li> <li>• <a href="#">Procedure on Reasonable Accommodation in Assessment</a> [PDF, 5 Pages]</li> <li>• <a href="#">Policy on Submission of Assessment</a> [PDF, 4 Pages]</li> <li>• <a href="#">Procedure on Submission of Assessment</a> [PDF, 5 Pages]</li> <li>• <a href="#">Policy on Security of Assessment</a> [PDF, 4 Pages]</li> <li>• <a href="#">Procedure on Security of Assessment</a> [PDF, 8 Pages]</li> <li>• <a href="#">Procedure on Regulations for the Conduct of Written Examinations</a> [PDF, 8 Pages]</li> <li>• <a href="#">Procedure on Grading and Certification of Learner Assessment</a> [PDF, 8 Pages]</li> <li>• <a href="#">Procedure for Internal Verification as part of the Authentication Process (FET)</a> [PDF, 4 Pages]</li> <li>• <a href="#">Procedure on External Authentication (FET)</a> [PDF, 4 Pages]</li> <li>• <a href="#">Policy on Assessment Appeals</a> [PDF, 7 Pages]</li> <li>• <a href="#">Procedure on Review, Recheck and Appeal of Learner Assessment Decisions</a> [PDF, 6 Pages]</li> <li>• <a href="#">Policy on Promoting and Maintaining Academic Integrity</a> [PDF, 7 Pages]</li> <li>• <a href="#">Procedure on Promotion of Academic Integrity among Learners</a> [PDF, 5 Pages]</li> </ul>
Related Resources	<ul style="list-style-type: none"> <li>• Confidentiality Statement for Results Approval Panel Members Form</li> <li>• Checklist for the Results Approval Process</li> </ul>