

# Assessment Boards Policy and Procedure (Taught Courses)

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## 1. Purpose

- 1.1 The University is responsible for the standard of its awards. In the case of taught courses, Academic Board discharges this responsibility by delegating relevant powers to Assessment Boards to make decisions on marks, progression and awards. This document sets out the policy and procedures for the conduct and operation of such boards.
- 1.2 **Educational Partnership Assessment Boards:** Where courses are delivered through an approved educational partnership, arrangements for the composition and conduct of Assessment Boards and the conduct of academic appeals will be formalised at the time of approval of the partnership arrangement. While the specific arrangements may vary depending on the nature of the partnership activity, the University in all instances maintains responsibility for the standards of its awards and will ensure that these are maintained through the effective implementation of appropriate policies and procedures. This responsibility cannot be delegated.

## 2. Key responsibilities

- 2.1 Assessment Boards are responsible for implementing the assessment regulations and for conferring awards on behalf of Academic Board.
- 2.2 Responsibility for the management and implementation of this policy and its procedures lies with the Academic Registrar.
- 2.3 Registry is responsible for the scheduling of the above Boards in consultation with the relevant Head of School.
- 2.4 Members of Assessment Boards have responsibility for making decisions on student achievement which are fair, consistent, robust and in accordance with the approved assessment regulations.
- 2.5 The Academic Standards and Quality Committee recommends to Academic Board changes to the current *Assessment Board Policy and Procedure*. Academic Board approves new policies or amendments to existing policies, including the *Assessment Board Policy and Procedure*.
- 2.6 References in this policy to any University officer shall include their properly appointed nominee.
- 2.7 Where units are shared across courses (common units) each unit is allocated to an owning course as part of the course approval process. It is the responsibility of the owning course to consider these units and communicate outcomes to other courses involved before Assessment Board results are published. External Examiners are not expected to attend each Assessment Board where the unit is presented but will be expected to attend the Board where they have the responsibility for a named course award.
- 2.8 Where courses are delivered through or with an approved Educational Partner it is the responsibility of the relevant Head of School, working with the relevant Link Tutor to ensure that the Preparatory Board and Assessment Board includes appropriate representation of academic colleagues from all partners involved in the courses. The Course Leader, or other similar officer, from each partner and the University Link Tutor appointed to the course shall be a member of the Board.

### 3. Introduction and principles

- 3.1 An Assessment Board shall be appointed for every course of study leading to an award of the University. Assessment Boards operate under the delegated authority of Academic Board. Assessment Boards review student achievement and individual student results in accordance with the assessment regulations, and confer awards of the University upon those who have fulfilled the learning outcomes of an approved course and achieved the standards required for an award. No other body has authority to recommend conferment of an award of this institution.
- 3.2 The Assessment Board is responsible for all assessments that contribute to the recommendation of an award.
- 3.3 No award may be made without the participation of an approved External Examiner(s).
- 3.4 Matters discussed during an Assessment Board are confidential to that Board and should remain permanently confidential at all times.
- 3.5 Registry is responsible for the scheduling of the above Boards in consultation with the relevant Head of School.

### 4. Exceptional Personal Circumstances Panel

- 4.1 The Exceptional Personal Circumstances Panel meets before the Assessment Board in order to determine whether or not submitted applications for circumstances to be taken into account are valid.
- 4.2 The Exceptional Personal Circumstances Panel is held in advance of the Preparatory Board. Details about the operation of the Exceptional Personal Circumstances Panel can be found in the *Exceptional Personal Circumstances Policy*.

### 5. Preparatory Board

- 5.1 The Preparatory Board is a meeting to ensure that all required and relevant information is available for the subsequent Progression Board or Assessment Board and to confirm that there are no errors, and to ensure that the proposed student outcomes as recorded in the Assessment Board reports are consistent with the Assessment Regulations. The Preparatory Board also allows for the identification of potential issues affecting individual students which need to be investigated before the Progression or Assessment Board.
- 5.2 **The terms of reference for the Preparatory Board** are as follows:
  1. *To ensure that all required and relevant information will be available to the Progression or Assessment Board, including ensuring that all data is available and accurate, and identifying any units or issues which merit detailed discussion. This includes information regarding recommendations from the Exceptional Personal Circumstances Panel, any Academic Misconduct Panels, Academic Appeals Boards, decisions regarding exemption based on Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) or UK Credit Transfer, and outcomes of unit and course assessment performance and progression rate analyses.*
  2. *For unit leaders to confirm that marking and moderation processes have been completed and unit reports have been reviewed and approved.*
  3. *For Registry to confirm quality assurance processes have been completed.*

4. *To confirm arrangements for the Assessment Board, including confirmation that at least one External Examiner will be present.*

5.3 The **Membership** of the Preparatory Board is as follows:

- Head of School (Chair) (or nominee)
- Course / Framework Leader (or nominee)
- Unit Leaders (or representatives)
- Academic staff for the course as appropriate (for Apprenticeship courses, this will include the appointed tripartite review lead and the appointed End Point Assessment Lead (or nominees))
- Academic Registrar (or nominee) (Secretary)
- Course Administrator (Clerk)

**Additional membership** for courses delivered under an Educational Partnership:

- The Link Tutor for the course
- A named senior member of partner staff responsible for academic administration

#### **Quorum**

- Head of School (or nominee) (Chair)
- Course / Framework Leader (or nominee)
- Unit Leaders (or representative)
- Academic Registrar (or nominee) (Secretary)
- Course Administrator (Clerk)

And for courses delivered under an Educational Partnership:

- The Link Tutor for the course
- A named senior member of partner staff responsible for academic administration

5.4 The indicative agenda for the Preparatory Board is available in Appendix One.

## **6. Progression Board**

6.1 This is a meeting of internal examiners, operating with delegated authority from the Academic Board to consider student progression and attainment in accordance with the Assessment Regulations. Progression Boards are not required for all units, but enable mid-year assessment decision making for those units which act as pre-requisite learning to future units or placement requirements.

6.2 **The terms of reference of the Progression Board** are set out below:

1. *To apply the assessment regulations and to ensure fairness and parity to all students.*
2. *To consider the learners' unit profile in accordance with the assessment regulations, agree progression or reassessment.*
3. *To confirm full unit marks, including any exceptional adjustment of marks undertaken by the Board in the light of discussion on moderation or mitigation affecting whole unit cohorts.*
4. *To receive outcomes from the Exceptional Personal Circumstances Panel on the validity and timing of individual students' circumstances and to consider the circumstance in light of the individual student profile.*
5. *To implement outcomes of any Academic Misconduct decisions, Academic*

*Appeals Board and Recognition of Prior Learning / Recognition of Prior Experiential Learning / UK Credit Transfer decisions*

6. To consider whether a student has satisfied any additional requirements as specified for awards including placements and other requirements for professional recognition or accreditation for employment or practice.
7. To consider any matters raised by External Examiners in relation to the Unit or Units.
8. To refer actions and issues affecting quality and standards to the Academic Standards and Quality Committee (as appropriate).
9. To authorise the release of progression decisions, marks and grades in a timely manner.

6.3 Membership for Progression Boards is set out below:

**Chair**

Head of School (or nominee)

**Members**

Academic Registrar (or nominee) (Secretary)

Course / Framework Lead(s) (or nominee)

External Examiners (as appropriate) (External Examiners may be invited but are not required for Progression Boards)

**In attendance**

Course Administrator (Clerk)

**Additional membership** for Apprenticeship courses

The appointed tripartite review Lead(s) (or nominees)

**Additional membership** for courses delivered under an Educational Partnership:

- The Link Tutor for the course
- A named senior member of partner staff responsible for academic administration

**Quorum**

- Head of School (or nominee) (Chair)
- Unit Lead(s) (or representative(s))
- Course Leader (or nominee)
- Academic Registrar (or nominee) (Secretary)

And for Apprenticeship courses

- The appointed tripartite review Lead(s) (or nominees)

And for courses delivered under an Educational Partnership

- The Link Tutor for the course
- A named senior member of partner staff responsible for academic administration

6.4 The indicative agenda for the Progression Board is available in Appendix Two.

## **7. Assessment Boards**

7.1 This is a meeting of internal and External Examiners, operating with delegated authority from the Academic Board to consider student progression and attainment in accordance with the assessment regulations and to confer awards of the University upon those who have fulfilled the learning outcomes of an approved course of study and achieved the standards required for an

award.

7.2 **The terms of reference of the Assessment Board** are set out below:

1. *To consider whether students have passed all of the requirements of their level and course of study and have achieved a standard that accords with a consistent national standard of awards.*
2. *To apply the Assessment Regulations and to ensure fairness and parity to all students.*
3. *To ratify any decisions made via the Progression Board.*
4. *To consider the students' overall profile in accordance with the Assessment Regulations, agree progression, awards or reassessment.*
5. *To confer on behalf of Academic Board awards of taught degrees, with classification where appropriate, and the award of credit.*
6. *To confirm full unit marks, including any exceptional adjustment of marks undertaken by the Board in the light of discussion on moderation or mitigation affecting whole unit cohorts.*
7. *To receive outcomes from the Exceptional Personal Circumstances Panel on the validity and timing of individual students' circumstances and to consider the circumstance in light of the individual student profile.*
8. *To implement outcomes of any Academic Misconduct decisions, Academic Appeals Boards, Recognition of Prior Learning / Recognition of Prior Experiential Learning / UK Credit Transfer decisions.*
9. *To consider whether a student has satisfied any additional requirements as specified for awards including placements and other requirements for professional recognition or accreditation for employment or practice.*
10. *To consider extensions to the maximum period of registration for individual students (taking into account PSRB requirements) (**Note: where this arises from a student's request for a study break this decision will normally be taken on Chair's action**).*
11. *To consider any matters raised by External Examiners.*
12. *To refer actions and issues affecting quality and standards to the Academic Standards and Quality Committee (as appropriate).*
13. *To consider nominations for academic achievement, and decide on the award of academic prizes.*
14. *To authorise the release of marks, grades and awards in a timely manner.*

7.3 **Membership for Assessment Boards** is set out below:

**Chair**

Head of School (or nominee)

**Members**

Academic Registrar (or nominee) (Secretary)

Course / Framework Lead(s) (or nominee)

External Examiners (as appropriate)

**In attendance**

Course Administrator (Clerk)

**Additional membership** for Apprenticeship courses

The appointed tripartite review Lead(s)

The appointed End Point Assessment Lead  
The EPA Independent Assessor

**Additional membership** for courses delivered under an Educational Partnership:

- The Link Tutor for the course
- A named senior member of partner staff responsible for academic administration

**Quorum**

- Head of School (or nominee) (Chair)
- Course /Framework Leader (or nominee)
- External Examiner(s)
- Academic Registrar (or nominee) (Secretary)

And for courses delivered under an Educational Partnership:

- The Link Tutor for the course
- A named senior member of partner staff responsible for academic administration

7.4 The indicative agenda for the Assessment Board is available in Appendix Three.

## 8. Roles and Responsibilities

8.1 The Assessment Board is responsible for the consideration and final determination of unit, level and course results for the course under its remit, for ensuring that the standards of awards are maintained and that all the requirements for assessments that contribute to the gaining of an academic award are fulfilled, as set out in the relevant Assessment Regulations.

8.2 Individual roles in preparation for, and at Preparatory / Assessment Boards are provided below.

8.3 **Chair:** The Chair is primarily responsible for the following:

- advising members on the format of the Board;
- ensuring all agenda items are covered;
- ensuring the Board is conducted in accordance with the regulations of the University and the course / framework;
- ensuring the Board reaches decisions on student achievement which are fair, consistent and robust;
- ensuring that all members feel able to contribute to discussions;
- summarising the decisions before moving onto the next item;
- ensuring the outcome of each decision is clear and accurately recorded;
- supporting External Examiners during the Board, particularly to ensure they are familiar with the format and the relevant regulations;
- agreeing the scope of, and taking Chair's Action decisions in line with this policy;
- signing the Board report;
- identifying and referring actions as appropriate;
- ensuring the accuracy of the minutes, including the rationale for any exceptional decisions;
- communicating with the Secretary before, during and after the Board.

The Chair should also have a thorough understanding of the Assessment Regulations.

- 8.4 **Course / Framework Leader:** The Course / Framework Leader is responsible for presenting information as required, for example on the delivery and management of the course or the assessment processes over the year, and contributing to discussions during the Board. The Course / Framework Leader should be knowledgeable about the University Assessment Regulations and the specific regulations for their course(s).
- 8.5 **Unit Leaders:** Unit Leaders are responsible for providing agreed marks to Registry by the specified deadline after ensuring the unit mark sheets are fully completed, aggregated, agreed, and signed by markers and moderators. Unit Leaders are responsible for confirming the accuracy of the results in the SRS in advance of the Preparatory Board. Unit Leaders should attend the Preparatory Board to contribute to discussions and to comment on or answer any questions relating to their unit. Where attendance is not possible, the Unit Leader must make arrangements to ensure the unit is appropriately represented.
- 8.6 **Secretary:** The Secretary is responsible for ensuring the provision of secretarial and administrative support to the Assessment Board in advance, during and after the meeting in liaison with Board members and relevant colleagues in Registry. The Secretary should be in a position to advise the Chair on the current regulations in force for the relevant cohorts of students, provide advice on individual student cases, advise on issues relating to the course as a whole and ensure consistent application of the Assessment Regulations across Schools. The Secretary is responsible for ensuring that the formal record of the meetings is maintained, that accurate results are published and that all central records are updated and maintained accordingly. The Secretary should establish good communication with the Chair before, during, and after Assessment Boards. This may be facilitated by regular meetings with the Chair and where appropriate, the Course / Framework Lead. It is recommended that the Secretary does not also act as Clerk as it is difficult to both offer advice / answer queries and take minutes at the same time.
- 8.7 **External Examiners:** The principal roles of External Examiners are to provide an independent view to help ensure that the academic standards of the institution's awards are appropriately set and maintained; to confirm that the performance of students is comparable with that of their peers on similar courses elsewhere in the sector; to confirm that assessment processes are sound and fairly operated; to confirm that the quality of learning opportunities is maintained; and to confirm that provision meets the requirements of relevant Professional, Regulatory or Statutory Bodies (PSRBs).
- 8.8 The involvement of External Examiners is required for all levels of assessment that contribute to the award classification. Therefore, External Examiners are not normally required for Level 3 or for Level 4 of honours degree courses, unless otherwise stated by PSRB requirements, but are required for qualifications that terminate at Level 4.
- 8.9 External Examiner involvement is required for all courses delivered under an Educational Partnership arrangement, regardless of level.
- 8.10 External Examiners are encouraged, where possible, to raise and discuss with the Course Team any concerns they have in advance of the Assessment Board. This, for example, may allow time for further moderation of a unit to take place, if it is deemed appropriate, ahead of the Board.
- 8.11 External Examiners will be expected to discuss final decisions on progression and attainment



during the Assessment Board and to consider if standards of student performance are comparable with practice across the sector.

- 8.12 External Examiners are required to submit a formal written report within two weeks of the meeting. For further information on the role of External Examiners please see the *External Examining Policy and Procedures*.
- 8.13 Where it is identified, through moderation by External Examiners, or through other means, that students in a cohort have been adversely affected in an assessment (e.g., concerns regarding marking standards, flawed assessments, etc.) the Course Leader should ensure any information relating to the issue is made available at the Assessment Board to aid in the Board decisions. Similarly, information relating to individual student issues should also be made available.
- 8.14 For Apprenticeship Courses: The appointed **tripartite review Lead(s)** and the appointed **End Point Assessment Lead** are responsible for confirming the tripartite review and readiness for EPA of the apprentices. For Integrated Degree Apprenticeships, **the EPA Independent Assessor** is responsible for confirming decisions made in relation to the completion of the EPA.
- 8.15 For Partnership Courses: The Link Tutor supports the partner Course and Unit Leaders and confirms that the relevant assessment policy and procedures have been applied. The senior member of partner staff responsible for academic administration works with the secretary and clerk to ensure the required actions are taken in relation to the release of marks (in accordance with the pre-agreed process set out in the Partnership Operations Manual).
- 8.16 **Conflicts of Interest at Assessment Boards:** At the beginning of the Assessment Board meeting members of the Board must declare any family or other personal interest, involvement or relationship other than the normal professional relationship required by their role at the University with any student on any unit or course under consideration and shall take no part in any discussion relating to that student's performance. The Chair has the right to ask the member to withdraw from the meeting at any point should this become necessary. The declaration of interest, including a 'nil return' where applicable should be recorded in the minutes.

## 9. Attendance at Assessment Boards

- 9.1 If an internal member is unable to attend an Assessment Board, they should advise the Clerk in advance and arrange for appropriate representation on their behalf at the Board.
- 9.2 If an External Examiner is unable to attend an Assessment Board, they should explain the situation to the Chair and the Course Administrator, send apologies and submit a written report in advance of the meeting with comments on the samples of work they have seen. If at least one External Examiner can attend the Assessment Board, the meeting can go ahead and the absent External Examiner(s) will be required to endorse the decisions made by the Assessment Board. In such cases following the Assessment Board an updated Board Report and Assessment Board minutes should be sent using a secure and reliable method. External Examiners should be asked to respond, by a specified deadline, to signify their endorsement to the decisions made. In asking the External Examiner to respond it may be appropriate to state that non-response will be taken as endorsement of the decisions. The email sent back in response by the External Examiner should be filed with the Board Report. If an External

Examiner does not respond by the specified deadline the results of the Assessment Board will be published on the date agreed during the meeting. In such cases outstanding responses from External Examiner(s) should be followed up following publication of results to complete Assessment Board records.

- 9.3 Where no External Examiners are able to attend an Assessment Board, the meeting will be postponed.
- 9.4 If the Board is inquorate, either (i) the meeting may continue but any decisions made will remain provisional until confirmed by an Assessment Board which is quorate, such meeting to be arranged at the earliest opportunity; or (ii) the meeting shall be postponed and reconvened at the earliest opportunity when a quorum may be secured.
- 9.5 **Meeting via correspondence:** A Board may be convened virtually, by correspondence, but a quorate number of replies must be received for any decision to be enacted. The decision should subsequently be confirmed and recorded in the minutes of the next meeting of the Board.

## 10. Assessment Board Reports

- 10.1 Assessment Board reports are produced from the Student Record System (SRS) by Registry. This requires the timely receipt of all agreed marks for each unit in order for Registry to input the marks. Assessment Board reports will be prepared in good time and checked in advance of the Preparatory Board. Information about Assessment Board reports is available from Registry.

## 11. Assessment Board Discussion and Decisions

- 11.1 In order for an Assessment Board to make decisions on student achievement which are fair, consistent and robust, the Board is required to consider whether students have passed all of the requirements of their level / course of study to pass / proceed / achieve an award and have achieved a standard that accords with national standards of awards in line with the Assessment Board terms of reference.
- 11.2 According to the statutory definition of “completion”, students must attempt the final piece of assessment for each unit that they have enrolled onto within 13 months of starting the relevant academic year. If a student fails to sit the final exam or submit the final piece of coursework (as applicable) then the student must be reported as a non-completion. It is therefore important that the outcome of each student’s assessment for each unit that they are enrolled on to is accurately recorded.
- 11.3 For an apprenticeship this also includes evidence of passing Gateway; specifically, evidence of completion of their English and Maths qualifications, and sight of their off the job learning log to confirm that the minimum off the job learning hours have been achieved. For apprentices who have completed their apprenticeship in fewer than their planned hours, as set out in their Training Plan, a Statement of Completion and Gateway Review form dated and signed by apprentice and employer are also required.
- 11.4 To assist us in complying with the above requirements all students who are enrolled at any point in an academic year should be presented to a Board for consideration regardless of whether they have completed the assessment for any units or not.
- **Live** students are those who have actively engaged with their course for the academic year being considered at the Board.

- **Withdrawn** students are those who have chosen to stop studying during the academic year being considered at the Board and who do not intend to continue studying.
  - **Study Break** students are those who have been granted permission to take a study break, either at the beginning or during the academic year being considered at the Board but who do intend to continue studying.
- 11.5 For withdrawn students the Board should formally award any credit or any intermediate award that the student is entitled to as appropriate.
- 11.6 For study break students the Board should agree whether the student is allowed to continue on the course or whether they should be awarded whatever credits or award that they have achieved to date. Account must be taken of the maximum period of registration for the course, which includes any PSRB requirements. (Note: given timing such decisions are normally taken on Chair's action, as required.)
- 11.7 Assessment Boards may decide to send some students a letter of commendation. The criteria for sending these letters are left to the discretion of the Assessment Board. Where applicable these letters will be sent out through Registry.
- 11.8 Decisions for each student should be noted on the Assessment Board Report by the Clerk.
- 11.9 Both the Assessment Board Report and the minutes should include details of any extensions, reassessment arrangements and intermediate awards. Details of any instances in which it is agreed that Chair's Action may be taken should also be noted.
- 11.10 Care should be taken when issuing intermediate awards to students who have entered on the basis of Recognition of Prior Learning (RPL) / Recognition of Prior Experiential Learning (RPEL) / credit transfer to ensure that they have completed the relevant number of credits to receive the award. Further guidance is available in the *Recognition of Prior Learning (RPL) and Credit Transfer Policy and Procedures*.
- 11.11 The rationale for any discretionary decisions should be clearly understood and recorded in the minutes with reference to the relevant Assessment Regulation. The details of decisions regarding students with exceptional personal circumstances and any other issues or unusual events should also be clearly recorded.
- 11.12 An updated electronic copy of the Assessment Board Report is saved in Registry by the Clerk.

## 12. Chair's Action

- 12.1 If an Assessment Board does not have all the appropriate information available in order to come to a fair and robust decision for an individual student, the Board may agree that the Chair of the Assessment Board can make decisions on the Board's behalf using Chair's Action. The number of Chair's Actions agreed by the Board should be kept to a minimum.
- 12.2 Situations where a Chair's Action is appropriate include:
- where an issue has already been raised at the Assessment Board and it has been agreed that the Chair may take action on behalf of the Board without further consultation;
  - where a student's mark has been incorrectly recorded at the Assessment Board and this

is subsequently brought to the attention of the Chair, Chair's Action may be used to rectify the mistake;

- where a mark was not available at the meeting of the Assessment Board (normally where the student has been granted an extension) (although Chair's Action may only be used where the work involved has been subject to external examination to ensure that cohort standards are maintained)
- where a student notifies the University that they do not wish to continue with their studies and they wish to receive an intermediate award for which their eligibility has already been ratified by the Assessment Board;
- where a student indicates a wish to take a study break and there are grounds for considering extending the maximum period of registration.

12.3 Chair's Action **may not** be used to:

- Decide the results of students or cohorts outside the standard Assessment Board schedule (an extraordinary Assessment Board may be convened as required).
- Change the results of any student on the basis of appeal or complaint.

12.4 Chair's Action forms are available from Registry and the Academic Registrar can provide further guidance on how to complete them if necessary.

12.5 If the Chair's Action results in a final award being issued or changed, the relevant External Examiners must be consulted and confirmation of this included on the Chair's Action form.

12.6 The Clerk should keep a list of all Chairs' Actions to ensure that any outstanding decisions on individual students are not overlooked. A list of Chairs' Actions should be prepared for the next meeting of the Assessment Board for ratification.

### 13. Minutes and Notes

13.1 Preparatory Board notes: The Clerk to the Preparatory Board is responsible for producing informal notes of Preparatory Boards prior to the Assessment Board. These notes will be for reference only and should aid the Secretary in preparing for the Assessment Board. Preparatory Board notes are for internal use only and not shared with external members of the Board.

13.2 Progression Board minutes: The Clerk is responsible for producing and distributing minutes of Progression Boards normally within two weeks of the meeting. Care should be taken to ensure that all non-standard decisions taken by the Progression Board are recorded, the nature of any debate and where and why discretion has been used with reference to the relevant assessment regulation. It should also include the rationale for any agreed Chair's Action. Where a learner proceeds simply on formula, no minute need be taken. Individual members of staff should not normally be identified by name in the minutes.

13.3 Assessment Board minutes: The Clerk is responsible for producing and distributing minutes of Assessment Boards normally within three weeks of the meeting. Care should be taken to ensure that all non-standard decisions taken by the Assessment Board are recorded, the nature of any debate and where and why discretion has been used with reference to the relevant Assessment Regulation. It should also include the rationale for any agreed Chair's Action. Where a student proceeds simply on formula, no minute need be taken. Individual members of staff should not normally be identified by name in the minutes.

- 13.4 Following the Assessment Board, the minutes should be submitted to the Chair for agreement and signature. Assessment Board minutes should be clearly marked as confidential and made available to the Chair, the Academic Registrar, the relevant Course / Framework Leader and the External Examiners only, and should be sent via a safe and secure method with a reminder of the confidential nature of the minutes.
- 13.5 Students are permitted to obtain a copy of extracts of the minutes which relate to them under the Freedom of Information Act. A student wishing to obtain this information should e-mail Registry. If any such formal request is made, care must be taken to ensure that no information about a student is issued to any other student.
- 13.6 Notes and Minutes templates for Preparatory, Progression and Assessment Boards are available on the SIP.

#### **14. Notification of Results**

- 14.1 All students will receive notification of their results at the end of the academic year. Students will be advised in advance when and where the results will be published. Registry is responsible for releasing results to students. Results should normally be published within seven days of the Assessment Board. If there are exceptional circumstances, the Chair of the Assessment Board, Course Leader and Academic Registrar will agree the release date and how this will be communicated to students. Results will not be communicated to students over the telephone.
- 14.2 Students who have failed, or have work outstanding, will be informed in writing, including arrangements for reassessments / repeats and the support which is available.

#### **15. Confidentiality**

- 15.1 No one attending an Assessment Board should discuss the decisions made at the Board with anyone not also in attendance, or speak to students about their detailed performance or provide students with results before the official date for the release of results. Decisions are reached by the Assessment Board as a whole, and staff must not enter into discussions with students about the details of those decisions.
- 15.2 Members of all Assessment Boards are reminded of the permanent confidentiality of proceedings at the end of the meeting. Hard copy documentation circulated during the meeting will be shredded or disposed of securely by the Clerk following Assessment Boards.
- 15.3 When distributing the minutes, the Secretary should remind Board members of the confidential nature of the minutes which must not be shared with other colleagues or with students.
- 15.4 Student results must not be disclosed to or discussed with third parties including parents or other students without that student's express permission in writing. Student requests for a transcript or reference of any kind must be received in writing / by e-mail. Particular care should be taken if results are being sent overseas. Information may be given to Local Authorities, the Police and a number of other statutory bodies in accordance with the University's Privacy Notice (if in doubt the Academic Registrar should be consulted).

#### **16. Conferment of Awards and issuing of certificates and transcripts**

- 16.1 Assessment Boards are authorised to confer awards of the University on behalf of Academic Board upon those who have fulfilled the learning outcomes of an approved course of study and achieved the standards required for an award in line with the Assessment Regulations. The Vice-Chancellor and Academic Registrar confirm all taught awards made by Assessment Boards through signature on the award certificate on behalf of Academic Board.
- 16.2 Award Certificates are issued to students who successfully complete award-bearing courses of the University. Certificates are produced by Registry. Certificates can be produced by Registry only when it has received evidence from the Assessment Board that students have successfully completed their course of study or have been recommended for an intermediate award and the relevant award has been ratified by an Assessment Board.
- 16.3 Certificates will contain security features that can be used by the University to verify that a certificate is genuine, for example, watermarked paper.
- 16.4 For courses delivered under an approved educational partnership award certificates and transcripts will be issued by the University.
- 16.5 Students who have successfully completed their course or who have been recommended for an intermediate award will be invited to the next Awards Ceremony as long as their award has been approved by the specified deadline. The deadline is set annually by the Academic Registrar.
- 16.6 Students can choose to attend an Awards Ceremony. If they are unable to attend, or do not wish to attend, they will receive their award certificate by post.

## 17. Academic Appeals

- 17.1 Students have the right to appeal against the decision of an Assessment Board. The permitted grounds for appeal and the required procedure are set out in the *Academic Appeals Policy and Procedures*.

Version	2.4
Approved by	Academic Board
Originator/Author	Assistant Registrar (Quality Assurance)
Owner	Academic Registrar
Reference source	The QAA Quality Code <a href="#">Higher education credit framework for England: guidance on academic credit arrangements in higher education in England</a> <a href="#">QAA Quality Code Advice and Guidance – Assessment (November 2018)</a>  Equivalent Policies from Bournemouth University, University of Southampton, University of Bristol
Date approved	19 July 2024
Effective from	August 2024 (except where boards are taking place from the prior academic year)
Review date	2024/25
Target	Registry, All academic staff and members of Assessment Boards, External Examiners
Policy location	Public website, Internal
Equality analysis	No direct impact

## Appendix ONE: Agenda for Preparatory Board

1. Introductions and context
  - 1.1. Apologies
  - 1.2. Declarations of any conflicts of interest
  - 1.3. Reminder of Terms of Reference of the Preparatory Board, and Assessment Regulations
  - 1.4. Confirmation of the scope of the Progression or Assessment Board the Preparatory Board is established to prepare for
2. In turn, Unit Leaders confirm that assessment design and scrutiny has been undertaken in accordance with the *Setting and Scrutiny of Assessment Policy and Procedure*, that the marking and moderation policy has been applied to their unit and to identify any issues relating to the implementation of these policies.
3. Unit Leader confirms if any changes have been made to the assessment, e.g., removal of questions.
4. Unit Leader identification of any issues relating to the implementation of the *Marking and Moderation Policy* that may be raised at the Board.
5. Registry confirm that quality assurance checks have been completed for each unit.
6. Where applicable (e.g., Apprenticeship courses) the Unit Leader confirms all Gateway criteria were achieved and the EPAO Lead confirms all EPA Plan criteria were achieved.
7. Course Leader presents the candidates, allowing for the scrutiny of marks in the Board Report to ensure that mark profiles are complete and there are no errors, and to highlight any issues that require follow-up before the Progression or Assessment Board.
8. Identification of particular units which may need specific scrutiny by the Progression or Assessment Board.
9. Identification of potential issues affecting individual students which need to be investigated before the Progression or Assessment Board meeting.
10. Ensure recommendations from the Exceptional Personal Circumstances Panel, any Academic Offences Panels, Academic Appeals Boards and decisions regarding Recognition of Prior Learning (RPL) / Credit Transfer are reflected correctly on the Board Report.
11. Unit Monitoring Reports (reminder / distribution of / collection of / note taken of unit results, as appropriate).
12. Any other business.



## Appendix TWO: Agenda for Progression Board

1. Introductions and context
  - 1.1. Apologies
  - 1.2. Declarations of any conflicts of interest
  - 1.3. Reminder of Terms of Reference of the Progression Board, and Assessment Regulations
2. Minutes of the last Assessment Board (*note the date and nature of the last Progression or Assessment Board*)
  - 2.1. Matters arising
  - 2.2. Ratification of Chair's Action
3. All units to be presented by the relevant Unit Leader (or nominee), to include in all cases:
  - 3.1. confirmation of marking / moderation arrangements
  - 3.2. confirmation of unit marks and notification of any adjustments
  - 3.3. Where applicable, (e.g., Apprenticeship courses) the Unit Leader confirms all Gateway criteria were achieved and the EPAO Lead confirms all EPA Plan criteria were achieved  
  
*And by exception\**
  - 3.4. discussion and agreement on any adjustment of marks required to the unit in the light of moderation
  - 3.5. discussion and agreement on any action to be taken in the light of exceptional circumstances or issues that the Unit Leader confirms if any changes have been made to the assessment, e.g., removal of questions
4. Course Leader presents results and recommendations for Board decision
5. Confirmation of date for publication of results and arrangements for reassessments
6. Reports and comments:
  - 6.1. Oral reports from External Examiners (as appropriate)
  - 6.2. Comments relating to Progression Board process / decisions made from other members (as appropriate)
7. Recommendations for action at the next Course Steering Committee meeting (including those raised by the External Examiner).
8. Items to be reported by exception to ASQC (e.g., issues of academic standards across units)
9. Confirmation of the arrangements for the next Assessment Board(s), including External Examiner involvement and any changes in External Examiner appointments
10. Any other business
11. Reminder of the permanent confidentiality of proceedings (members to hand in all Board Reports and/or destroy any electronic copies)
12. Chair to sign the Board report (front sheet only)



*\*Such units would normally be identified during preparations for the Board (typically the Preparatory Board)*

## Appendix THREE: Agenda for an Assessment Board

1. Introductions and context
  - 1.1. Introduction and welcome by Chair
  - 1.2. Apologies
  - 1.3. Declaration of any conflict of interest
  - 1.4. Reminder of Terms of Reference of the Assessment Board, and Assessment Regulations
  
2. Minutes of the last Assessment Board (*note the date and nature of the last Progression or Assessment Board*)
  - 2.1. Matters arising
  - 2.2. Ratification of decisions made via Progression Board (as applicable)
  - 2.3. Ratification of Chair's Action
  
3. All units for consideration to be presented by the relevant Unit Leader (or nominee), to include in all cases:
  - 3.1. Confirmation of units which have not previously been presented to Progression or Assessment Board
  - 3.2. Confirmation of marking / moderation arrangements
  - 3.3. Confirmation of unit marks and notification of any adjustments
  - 3.4. Where applicable (e.g., Apprenticeship courses) the Unit Leader confirms all Gateway criteria were achieved and the EPAO Lead confirms all EPA Plan criteria were achieved

*And by exception\**

  - 3.5. Discussion and agreement on any adjustment of marks required to the unit in the light of moderation
  - 3.6. Discussion and agreement on any action to be taken in the light of exceptional circumstances or issues that have affected the unit cohort (e.g. disruption of exam, period of absence by tutor)
  
4. Course / Framework Leader presents results and recommendations for Board decision, including:
  - 4.1. To note grade(s) received from the Exceptional Personal Circumstances Panel
  - 4.2. To note any Academic Offences decisions (as appropriate)
  - 4.3. To note any Recognition of Prior Learning (RPL)/credit transfer decisions (as appropriate)
  - 4.4. To note fulfilment (or otherwise) of any placement/additional requirements (as appropriate)
  
5. Confirmation of the arrangements for reassessments (or further reassessments) and repeats including, where required, consideration of extensions to maximum periods of registration (subject to PSRB requirements)
  
6. Confirmation of the award of prizes (as appropriate)
  
7. Confirmation of date for publication of results

8. Reports and comments:
  - 8.1. Oral reports from External Examiners (as appropriate)\*\*
  - 8.2. Comments relating to Assessment Board process / decisions made from other members (as appropriate)
9. Recommendations for action at the next Course Steering Committee meeting (including those raised by the External Examiner)
10. Items to be reported by exception to ASQC (e.g. issues of academic standards across units / course)
11. Confirmation of the arrangements for the next Assessment Board(s), including External Examiner involvement and any changes in External Examiner appointments
12. Any other business
13. Reminder of the permanent confidentiality of proceedings (members to hand in all Board Reports and / or destroy any electronic copies)
14. Chair to sign the Board report (front sheet only)

*\*Such units would normally be identified during preparations for the Board (typically the Preparatory Board)*

*\*\* Written report to be submitted within two weeks of the Assessment Board meeting*