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2.4 All assessment information pertaining to individual students

- 4.4 To receive and record the decisions of RPL Panels and, in accordance with relevant regulations and procedures, the award of credit exemption and/or transfer against any modules and programmes assigned to the Assessment Board.
- 4.5 To make progression, academic standing decisions for those candidates continuing on programmes assigned to the Assessment Board.
- 4.6 To determine the interim and/or final award and classification (where applicable) for those candidates who are assigned to the Assessment Board.
- 4.7 To keep under review the comparability of assessment results, progression, award, classification and academic standing outcomes for those modules and programmes assigned to the Assessment Board and to take and/or seek such action as the Assessment Board sees fit to address any resultant issues.
- 4.8 To consider appeals against decisions of the Assessment Board according to the regulations and procedures for academic appeals.

## **5. Assessment Board membership**

- 5.1 Assessment Boards membership shall normally be as follows:



7.4 In all cases, decisions taken under 7.1 and 7





- vi. Be consulted about and agree to any proposed changes to the approved, programme-specific course regulations which will directly affect those students currently on programme and be asked to comment upon other proposed changes.
- vii. Attend meetings of the Assessment Board and have access to all assessed work and associated feedback commentary and outcomes of consideration by first/second/double markers, etc.
- viii. See the work of all students proposed for the highest available grading category of the assessment and for failure, and samples of the work of students proposed for each category of assessment grading, in order to ensure that each student is fairly placed in relation to the rest of the cohort. This shall include all types of assessment and all locations of assessment, including placement activity and assessed performances, etc.
- ix. Have the right to moderate the marks awarded by internal examiners, assessment(s) taken by a number of students, according to a rationale to be made known to the Assessment Board and subject to the Assessment external examiners do not have an automatic veto over the decisions of an Assessment Board.
- x. Ensure that the assessments are conducted in accordance with the approved University and course regulations and to request additional marking of
- xi. Attend any meeting(s) of the Assessment Board at which decisions on

of programmes in other UK higher education institutions, with which the Examiner is familiar.

- iii. Judging whether the University's processes for assessment, examination and the determination of awards are sound and fairly conducted.
- iv. Forming an overview of the key characteristics of those programmes assigned to the Assessment Board.
- v. Where necessary and as agreed, coordinating the work of the team of External Examiners.
- vi. Where agreed, acting as mentor to new and/or inexperienced External Examiners appointed to the team.
- vii. Contributing as required to responses made by the Chair of the relevant Assessment Board to requests from students for reviews of the Assessment

or proven use of unfair means in assessment.

- 10.8 The manner in which the above responsibilities are implemented may vary in the case of the external examination of students undertaking periods of teaching experience or other forms of practical placement or of students following University programmes in partner institutions in the UK or overseas. In such cases additional guidelines for the responsibilities of External Examiners will be agreed with the appropriate School/Division.
- 10.9 In general, External Examiners will act as moderators of the assessment

- ii. To prepare and submit all required assessment task material in a timely manner, for purposes including internal and external moderation, printing, collation, and distribution to students.
- iii. To ensure that accurate and genuine marks for the assessed work for which they are responsible, as moderated (where applicable) by internal and external examiners, and (where appropriate) the assessed work itself, are available to the Assessment Board in the agreed format by the due date as published in the academic calendar for the programme(s) concerned.

## **12. General Responsibilities in the Assessment Process**

### **12.1 It is the responsibility of Schools:**

- i. To ensure that they are aware of the implications of the relevant assessment and other regulations for the assessments for which they are immediately responsible and that these regulations are fairly applied.
- ii. To ensure that adequate notice of the details of assessment arrangements is given to each student.
- iii. To advise students who find themselves in difficulties about their rights or obligations unde

### **13. Administrative Responsibilities for Assessment Information**

#### **13.1 Role of Student Data Management (in partnership with the Schools, the Academic Office and the Standards and Enhancement Office):**

##### **13.1.1 Overall planning and co-ordination of the assessment process, including:**

- i. Planning the timing of all Assessment Boards.
- ii. Agreeing and publishing a schedule for the collation and input of assessment data.
- iii. Helping to ensure that all Assessment Board information is prepared and published in standard format.
- iv. Publishing appropriate guidelines and protocols to help ensure a standard approach.
- v. Managing appropriate access to the student record system.

##### **13.1.2 Ensuring the accuracy and integrity of assessment records, including:**

- i. Ensuring the accuracy of student, module and programme assessment records.
- ii. Managing the calculation of, and amendments to module results and student profiles for the Assessment Boards.
- iii. Ensuring that rules for awards are specified and kept up to date on the student records system.

##### **13.1.3 Ensuring that appropriate information is available and accessible to all legitimate users, including:**

- i. Coordinating the output of data for the Assessment Boards.
- ii. Helping to ensure that results from the Assessment Boards are appropriately prepared and processed.
- iii. Making results and award certificates available according to the agreed formats and timescales.

#### **13.2 Role of the Schools**

##### **13.2.1 Carrying out the assessment process in accordance with the timescales agreed with Student Data Management, including:**

- i. Organisation of the Assessment Boards in accordance with the schedule agreed with Student Data Management.
- ii. Liaison with External Examiners for the programme(s) and modules.
- iii. Collation of assessment marks from tutors and input of marks within agreed timescales.

##### **13.2.2 Ensuring the accuracy and integrity of assessment records, including: (in partnership with Student Data Management, the Academic Office and the Standards and Enhancement Office)**

- i. Ensuring the accuracy and integrity of student, module and programme assessment records.
- ii. Ensuring that all entries to student, module and programme assessment records derive from accurate and genuine data and are made using agreed protocols within agreed timescales, and that no amendments to such are



<b>REGULATIONS FOR THE ORGANISATION AND CONDUCT OF ASSESSMENT BOARDS</b>	
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