

HE ASSESSMENT BOARD PROCEDURE

Assessment Board Procedure

Policy Owner/Procedure: ELT

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CMT		
Unions		
Students		
Employees		
Employers/Stakeholders		

Any Associated Documentation, for Reference:

HE Academic Appeals Procedure, Extenuating Circumstances, Interruptions to Study, Academic Malpractice and Misconduct Procedure.

ELT SIGN-OFF: Marie Haworth, Vice Principal Quality, Teaching, Learning & Learner Support



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Assessment Board Procedure

1. Introduction

This procedure specifies the function, membership and conduct of Module, Course Progression and Assessment Board meetings convened for the purposes of award by University of Central Lancashire (UCLan) and Pearson.

This procedure includes guidance relating to:

- The role of Module and Course Assessment Boards
- Membership of Module and Course Assessment Boards
- Ratification of marks and decisions
- Reassessment tracking and recording

This procedure should be read in conjunction with the relevant academic regulations [Preston College](#)
[BTEC Higher Nationals - Pearson](#)
[UCLan Academic Regulations](#)

All documentation relating to Assessment Boards can be found on the [HE Knowledge Hub](#)

2. Membership

The core membership of any assessment board should include:

- Head of School (or nominee) (Chair)
- HE Manager or nominee (Independent)
- Curriculum Leader
- All Delivery Staff
- Admin – Secretary

In attendance – External Verifier/Examiner

If any member of staff cannot attend the assessment board, they should provide an email to the either the Chair or Curriculum Leader providing details of their contributions to the course and raising any concerns.

3. Record Keeping

A record of all decisions, including the ratification of marks, taken by a Board or by a Chair's action shall be signed or confirmed in writing by:

- a) the Chair of the Board
- b) the External Examiner/Verifier for the Course (Course Assessment Boards only)
- c) the Course Leader or Curriculum Leader

Minutes should include a record of the decision made for every student along with any relevant additional information such as:

- Extent and outcomes of moderation
- Actions taken in response to Extenuating Circumstances (EC) /Interruption to Study (ItS) decisions.
- Details of students or apprentices who will undertake reassessment including identification of individual assessments and associated deadlines and arrangements.
- Implementation of penalties determined by an Academic Malpractice and Misconduct Panel
- Condonation/compensation of module results.
- Where appropriate discussions relating to the scaling of module results and any associated action taken
- Notes of the scope of any Chair's action agreed by the Board.

The minutes should be confirmed by the Chair of the Board and retained by the curriculum. Confirmed minutes must also be centrally archived.

In the case of student or apprentice withdrawal, Boards should consider all results of any assessments taken by them up to the point of the cancellation of their registration.

4. Conflict of Interest

Members of an Assessment Board meeting with an academic or personal interest must declare to the Chair their interest, such declarations must be recorded on the minutes of the meeting. Where appropriate, colleagues with interests will be asked to leave the meeting whilst the specific item is considered; the College's Data Protection policy should be observed where colleagues have access to assessment results and Assessment Board minutes.

No student may be a member of an Assessment Board. If, however, a person who is otherwise qualified to be an examiner for a course, such as an academic colleague or an approved External Examiner, is a student or apprentice because they are registered on another course either within the College or in another institution of higher education, that shall not in itself disqualify that person from carrying out normal examining commitments unless there should be a conflict of interests. Where there is any unavoidable potential conflict of interests the procedures below must be followed.

- i. Any examiner who is aware of any potential conflict of interest (for example being related to, or a close friend of, any student or apprentice registered on the course for which that person is an examiner) must declare their interest as soon as the possibility arises and must not be the sole examiner for the student or apprentice concerned on any individual contributory module.

- ii. Any examiner who has a potential conflict of interests as described above, must inform the Chair(s) of the appropriate Assessment Board and the connection must be recorded in the minutes of the meeting, and the person involved shall not take any part in any discussion covering the student(s) or apprentice(s) concerned; but may, at the discretion of the chairperson, be permitted to remain in attendance for the duration of the discussion.

5. Module Assessment Boards

Each module will be presented by the lead Module Tutor (or the Course Leader if the lead Module Tutor is not in attendance at the meeting) using the College's Module Review form. The presentation should comprise of:

- An overview of the approach taken in moderation of module assessments and any issues arising from this process.
- Consideration of scaling where appropriate in accordance with the regulations of the awarding body.
- Identification of remedial work required for individual students or apprentices, including those requiring reassessment or deadline extensions in the case of approved Extenuating Circumstances.
- Quoracy is defined in the Module Assessment Board terms of reference

6. Course Assessment Board

Each Course will be presented by the Course Leader or Curriculum Leader from the curriculum. The presentation should comprise of:

- An overview of the approach taken in moderation of module assessments and any issues arising from the process.
- The details of any actions considered or applied by a preceding Module Board
- The presentation of progress, stage and or award for each student or apprentice.
- These should be read in the order presented within the report. Where remedial action is required, the Course Leader should, inform the board of the relevant module and present the action agreed at the Module Board.

The Course Assessment Board should have available to them:

- HE Assessment Board Procedure
- The relevant awarding body/partner academic regulations
- A customised agenda utilising the standard template, clearly identifying the Courses under consideration.
- Details of approved or pending applications for Extenuating Circumstances.
- Details of approved or pending applications for Interruption to Study
- The course assessment results report.
- Cases of academic malpractice and misconduct
- The minutes of preceding meetings of the Module Board.

Quoracy is defined above [Membership](#) section.

7. Chair's Actions

For both Module and Course Boards, the Board shall normally take all decisions. A Chair's action may be used exceptionally and must adhere to the following guidelines:

- i. A Chair's action should be mandated in advance by the full Board wherever possible.
- ii. A Chair's action must not be used as a way of circumventing the full Board.
- iii. A Chair's action should be supplemented by wider consultation with identified key members or all members of the Board.
- iv. A Chair's action should be reported to all members so that they know what action has been taken.
- v. The outcome of a Chair's action must be appended to the record of the full Board meeting.

8. Publication of Results

Students and apprentices should be aware that all award and progression decisions are to be considered as provisional until ratified by a meeting of the Assessment Board and, for the award of a UCLan Course, considered as provisional until ratified by the University and formally published *Results Day*.

9. Certification for BTEC HNs awarded by Pearson

Prior to releasing result to students and apprentices, the Curriculum Leader must ensure that:

- a) all claims are validated by an occupationally competent and qualified internal verifier.
- b) all claims for certification are authentic and valid and can be supported by auditable records.

10. Confidentiality

To ensure adherence to the UK General Data Protection Regulations, course teams need to agree and implement a secure method of communication to students and apprentices, for example:

- Secure post (recorded delivery)
- Face to face
- Prior agreed telephone communication (confirm student identity with student number/address etc.)

It should be noted that only the Preston College email system (to and from) can be used to communicate the outcomes of Assessment Board meetings, external e-mail systems (Gmail etc.) are not a secure method of communication.