



## Higher Education Assessment Board Regulations (Non-Partner College Qualifications)

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Person Responsible	AP Performance and Development (with responsibility for Higher Education)
Approval/review body	SLT
Frequency of Review*	36 months

*\* Policies will be reviewed more frequently if legal changes or good practice require*

Review History:		
Date of review	Reviewed by	Reason for review
August 2015	HE Development Manager	College name and logo change
July 2016	AP Sport & Care	Inclusion of assessment failure procedure
April 2017	AP Sport, Care & Computing	Change of job title.
April 2019	AP Performance & Development	Scheduled Review
Sept 2021	HE Officer/ VP - EAS	Scheduled Review
Dec 2023	VP IL&R	Change to frequency of review

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## 1. Introduction

The Quality Assurance Agency (“QAA”) Quality Code Chapter B6 requires that:

“Institutions publicise and implement effective clear and consistent policies for the membership, procedures, powers and accountability of assessment panels and boards of examiners.”

In accordance with this, the following procedures are to be implemented for Higher Education Programmes that are validated by non-university organisations such as Pearson (Edexcel). For qualifications awarded by partner universities, please see university assessment policies.

[Appeals and Complaints \(canterbury.ac.uk\)](http://canterbury.ac.uk)

[Microsoft Word - Section 10 Guidance on Ac Appeals and Complaints 2015 clean.doc \(kent.ac.uk\)](#)

[Academic Appeals \(Taught Awards\) | Documents | University of Greenwich](#)

## 2. Assessment Board

The Assessment Board has specific responsibility for the following:

- 2.1. the confirmation of overall grades;
- 2.2. the making of or recommendation for awards;
- 2.3. the progression of students onto the next stage of the programme;
- 2.4. the determination of re-assessment arrangements; and
- 2.5. the making of academic decisions based on the outcome of extenuating circumstances applications and alleged academic offences.

The Assessment Board has a **Membership List** (see Appendix 1). This list will be checked and modified where appropriate in the term prior to the Assessment Board meeting to ensure that it is accurate and current. Assessment boards will require a minimum of four members, including a manager (Chair), the programme leader, a programme team staff member and an independent member (someone who is not involved with teaching or assessing on that programme).

If attendance is an issue, due to timetabling commitments for example, then this will need to be facilitated by managers within the department. It may be possible that remote access to Assessment Board meetings via online conference systems or recordings is permitted when absence is unavoidable. It is also important that all viewpoints from absent members are able to be put forward in an appropriate and timely manner. To avoid cancellation of meetings due to late-notice of unavoidable absence, contingency plans involving alternative members of staff should be made prior to the Assessment Board and where appropriate, online meetings convene.

Any member of an assessment board that has any personal interest, involvement or relationship with a student being assessed should declare this prior to the meeting being held to avoid conflicts of interest. This issue will then be reviewed, and where appropriate, a suitable replacement can be made.

Assessment Boards are scheduled for the end of the session (generally at the end of the academic year). The **Agenda** (see Appendix 2) is to be sent out in advance of the meeting. The proceedings of the Assessment Board will be properly recorded and minuted, and these will be made available on the Higher Education StaffNet site. Any items requiring further attention are to be identified and reported back on at a subsequent meeting under "Matters Arising".

It is helpful for the External Examiner to be present at the assessment board whenever possible, to make their comments at the Board on standards and level of achievement. In this case, they are only present in the capacity of an adviser; they have no power of veto at the Board. Currently, attendance by External Examiners appointed by Pearson is not compulsory. However, it may be advisable that external examiners arrange their visit to coincide with the Assessment Board.

During the Assessment Board, it is general practice that students' names are not kept anonymous, unless it is felt that there is adequate reason for them to remain so.

It is not general practice that student work is available at an Assessment Board, as the grades have previously been agreed. It is also not general practice for grades to be submitted at the Assessment Board, but rather at a **Pre-Assessment Board**.

Cases of extenuating circumstances and deferrals should be discussed and processed prior to Assessment Boards in accordance with the HE Extenuating Circumstances Policy. Final deadlines for coursework submission are generally at least two weeks prior to the date of the Assessment Board, which enables assessments to be marked and verified in advance of the meeting. In the case of an assessment remaining outstanding at the time of the Assessment Board due to extenuating circumstances, no judgement will be made until members meet at a **Re-sit Assessment Board**.

Decisions made at the Assessment Board are in accordance with Awarding Organisation regulations. Students will be notified of the decision of the Assessment Board by Programme Leaders in writing within two weeks of the Assessment Board. Unless by prior agreement, no discussion of individual results or counselling of students should take place until after the results have been ratified and published. Students may appeal against the decision of an Assessment Board through the appropriate channels outlined in the North Kent College's HE Student Assessment Appeals Policy.

Where a student successfully achieves all modules at level 4 or 5, they will either progress onto the next stage of the qualification, or will have achieved the qualification dependent on the level of study and the award.

Note that for Pearson qualifications, if a student has failed to complete one or more modules, then the following regulations are imposed:

#### **Failure of 35 credits or less:**

*'Re-sit'*: This requires the student to undertake assessment at the earliest opportunity to retrieve failure; this takes place prior to the commencement of the next stage of the programme. Only failed criteria are re-attempted. Re-sit grades are not penalised (capped). In this event, a Re-sit Assessment Board will be required.

#### **Failure of more than 35 credits:**

The following decisions are available to the assessment board:

*'Fail: Repeat'*: This is where the Assessment Board stipulates that some or all of the assessment requirements for the failed modules must be attempted again during the following academic year. In such situations there will be an expectation of the normal level of engagement that would accompany a first attempt of the module (e.g. attendance and assessment). Students are required to re-register for the repeating year. Tuition fees are dependent on the number of credits being repeated (refer to the Fees Policy for further information).

*'Re-sit Due to Extenuating Circumstances'*: Where extenuating circumstances have prevented a student from completing up to 50 credits, a re-sit may be allowed. This requires the student to undertake assessment at the earliest opportunity to retrieve failure; this takes place prior to the commencement of the next stage of the programme. Only failed criteria are re-attempted. Re-sit grades are not penalised (capped).

Guidance on Assessment Boards for Chair can be found in Appendix 3 and for Programme Leaders in appendix 4.

### **3. Pre-Assessment Board**

The purpose of the Pre-Assessment Board is to ensure that all the information required for the Assessment Board has been collected and marks for all modules are available and in the correct format. It is at this stage that individual assessment grades and module grades are confirmed and any differences in opinion can be discussed and resolved. Recommendations that need to be made to the Assessment Board can be discussed at the Pre-Assessment Board.

The Pre-Assessment Board has a **Membership List** (see Appendix 5). This list will be checked and modified where appropriate in the term prior to the Assessment Board Meetings to ensure that it is accurate and current. If attendance is a problem, due to timetabling issues for example, then this should be facilitated by managers within the department. In cases where module leaders are going to be absent, they must still ensure that their marks are forwarded to the programme leader in advance of the Pre-Assessment Board.

Pre-Assessment Boards are scheduled for the end of the session (generally at the end of an academic year). The **Agenda** (see Appendix 6) is to be sent out in advance of the meeting. The proceedings of the Assessment Board will be properly recorded and minuted and these will be made available on the site. Any items requiring further attention are to be identified and reported back on at a subsequent meeting under “Matters Arising”, ideally prior to the Assessment Board.

Guidance on Pre-Assessment Boards for Programme Leaders can be found in appendix 7.

#### **4. Re-sit Assessment Board**

In the event that a final decision concerning a student cannot be made at the Assessment Board, a Re-sit Assessment Board will take place. The procedures and membership list at this board will replicate that of the first Assessment Board. The **Agenda** (see Appendix 2) is to be sent out in advance of the meeting. The proceedings of the Re-sit Assessment Board will be properly recorded and minuted and these will be made available on the Higher Education site.

The Re-sit Assessment Board will be scheduled for a time that is convenient for members of the membership list and should take place prior to the next programme cohort or academic year.

## **Appendix 1 - Assessment Board Membership List**

**Chair – Vice Principal – Engagement and Support**

**Deputy Chair** – Board member from outside of the programme team

**External Examiner(s)**

**Board Members** – Members of academic staff who act as assessors on the programmes for which results are being considered. This should include the relevant programme leaders.

**Independent members** – “Critical friends”. Members who are not involved with teaching on the programmes for which results are being considered

### **Minimum Requirement of Four Members:**

1. Vice Principal – Engagement and Support
2. Programme Leader;
3. One assessor from the programme; and
4. One independent member

## Appendix 2 - Template for the Assessment Board Agenda

### Assessment Board Agenda

<b>Programme Title</b>	
<b>Qualification awarded by:</b>	
<b>Department</b>	
<b>Curriculum Area</b>	
<b>Programme Leader</b>	
<b>External Examiner</b>	

#### Agenda Item

#### Person Responsible (inc. Title)

1. Apologies for absence
2. Confidentiality Statement - Appendix 8
3. Minutes and matters arising
4. Exceptional Circumstances information
5. Consideration of student results and progression or completion
6. Record of decisions made on students with outstanding work (including deadlines given)
7. External examiner(s) comments
8. Confirm how students are to be notified of results
9. AOB

## **Appendix 3 - Guidance on Chairing Assessment Boards**

### **1. Before the meeting**

- 1.1. be prepared: date, time and place;
- 1.2. check minutes of previous meeting;
- 1.3. check matters arising have been dealt with;
- 1.4. talk with programme leader;
- 1.5. check agenda;
- 1.6. look out for outstanding issues;
- 1.7. familiarise yourself with regulations;
- 1.8. check module and award lists; and
- 1.9. ensure all paperwork is ready.

### **2. During the meeting**

- 2.1. ensure meeting runs to schedule;
- 2.2. recognise achievement of students;
- 2.3. treat students fairly;
- 2.4. ensure mark/award lists are signed;
- 2.5. ensure parity across programmes;
- 2.6. give external examiners opportunity to report;
- 2.7. manage external examiners input;
- 2.8. follow up matters arising; and
- 2.9. positive closure.

### **3. After the meeting**

- 3.1. chairs actions;
- 3.2. check minutes.

## **Appendix 4 - Guidance for Programme Leaders for Preparation of the Assessment Board**

### **1. Before the meeting**

- 1.1. book meeting: date, time, place and catering;
- 1.2. communicate with external examiner;
- 1.3. check minutes of previous meeting and matters arising have been dealt with;
- 1.4. look for outstanding issues;
- 1.5. check updated module and award lists;
- 1.6. familiarise yourself with regulations;
- 1.7. collect extenuating circumstances paperwork;
- 1.8. ensure all paperwork is ready; and
- 1.9. hold a Pre-Assessment Board meeting.

### **2. During the meeting**

- 2.1. take accurate minutes;
- 2.2. monitor rules and regulations;
- 2.3. circulate mark and spreadsheets;
- 2.4. annotate draft awards list;
- 2.5. ensure mark/award lists are signed;
- 2.6. agree date of next meeting; and
- 2.7. collect all draft paperwork.

### **3. After the meeting**

- 3.1. return amended and signed awards lists
- 3.2. file or shred paperwork
- 3.3. write up draft minutes and circulate within two weeks
- 3.4. arrange for confirmation of results to be given to students
- 3.5. collect and return sample work
- 3.6. prepare for re-sit assessments

## **Appendix 5 - Pre-Assessment Board Membership List**

**Chair** – Programme Leader

**Deputy Chair** – Board member

**Board Members** – members of academic staff who assess work on the programme for which results are being considered

## Appendix 6 – Template for Pre-Assessment Board Agenda

### Pre-Assessment Board Agenda

**Programme title:**

**Date:**

**Board members present:**

#### **Agenda**

#### **Person Responsible (inc. Title)**

- 1 Minutes & Matters Arising
- 2 Apologies
- 3 Confidentiality - Appendix 8
- 4 Consideration of student results
- 5 Decisions on students who have outstanding work
- 6 Actions

## **Appendix 7 - Guidance for Programme Leaders for Preparation of Pre-Assessment Board**

### **1. Before the meeting:**

- 1.1. book meeting: date, time, place;
- 1.2. check minutes of previous Assessment Board meeting and matters arising have been dealt with;
- 1.3. look for outstanding issues;
- 1.4. check updated module and award lists;
- 1.5. familiarise yourself with regulations;
- 1.6. collect extenuating circumstances paperwork and evidence; and
- 1.7. ensure all paperwork is ready.

### **2. During the meeting:**

- 2.1. take accurate minutes;
- 2.2. monitor rules and regulations;
- 2.3. circulate mark and spreadsheets;
- 2.4. annotate draft awards list;
- 2.5. ensure mark/award lists are signed;
- 2.6. agree date of next meeting; and
- 2.7. collect all draft paperwork.

### **3. After the meeting:**

- 3.1. return amended and signed awards lists;
- 3.2. file or shred paperwork;
- 3.3. write up draft minutes and circulate within two weeks;
- 3.4. contact students to confirm results;
- 3.5. collect and return sample work; and
- 3.6. prepare for re-sit examinations.

## **Appendix 8 – Confidentiality Statement**

Members of the Pre-Assessment Board, Assessment Board and Re-sit Assessment Board are reminded their presence declares an agreement that:

1. The proceedings of the Board are confidential until the minutes have been ratified.
2. Any member of the Board having a personal interest of any kind in any student(s)' results shall declare this prior to the commencement of the Board. It is for the Board to decide what action, if any, is to be taken as a result of such a disclosure prior to the continuation of the meeting.
3. Only the outcome of any deliberations regarding extenuating circumstances will be noted in the minutes and notified to the student. Members of the Board are reminded that all cases are treated individually and that there shall be no disclosure of the reasoning as to why, or why not, extenuating circumstances have, or have not, been taken into consideration.
4. Results will be issued to individual students formally in writing after completion of the Board, and must not be divulged prior to this.
5. All grades as agreed at the Board are final, other than in cases which have been formally deferred to a later Board and are noted as such in the minutes of the Board. All other grades including provisional grades must be removed from all other computer systems and all related documents destroyed immediately after the meeting.