

Terms of Reference for Higher Education Module Assessment/Progression and Award Boards

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Introduction

1.0 Principles

- 1.1 The following information outlines the constitution and terms of reference for higher education (HE) Assessment Boards, including Module Assessment Boards and Progression and Award Boards, including the responsibilities of those who are members.
- 1.2 HE Assessment Board members are responsible for the operation of the decision-making process relating to individual and final assessment marks, progression and awards. Decisions of assessment boards in respect of assessment results and the conferment of awards constitute recommendations to the validating partner.
- 1.3 Each Assessment Board will make judgements on student performance within its respective terms of reference. It will minute the basis on which decisions are made and forward the results to the internal Exams Department and the validating partner.
- 1.4 All results approved by the HE Assessment Boards, then ratified by the Awarding Body or Validating partner (e.g. for Open University MRAQCP ratification), will be summarised and data presented to the HE Academic Board. This will enable the members of HE Academic Board to monitor student performance data, identifying both positive and negative trends.

2.0 Authority of Assessment Boards

- 2.1 The power to confer academic awards rests with the validating partner. The validating partner has delegated its authority to the College in respect of awards made to individual students.

3.0 Scope and Powers

- 3.1 Nobody other than Assessment Board members have the authority to recommend to the validating partner the outcome of assessment, the conferment of an award, or to amend the decision of a properly constituted Assessment Board acting within its terms of reference and in accordance with the regulations for the programme of study.
- 3.2 The validating partner has the right and duty to monitor the proceedings of an Assessment Board. It may intervene to be assured of, or to ensure, the proper conduct of a Board either on its own initiative or at the request of the College.
- 3.3 Additionally, the College will operate a system of independent observation to assure itself that Assessment Boards operate properly and effectively within their terms of reference. As such, an independent observer, nominated by the Vice Principal: Curriculum and Quality (VPCQ), is entitled to attend any Assessment Board. Such observers do not have the authority to participate in the Board's decision-making.
- 3.4 An Assessment Board may not alter any regulation.

4.0 Confidentiality of Assessment Board

- 4.1 The deliberations of all Assessment Boards are strictly confidential. All proceedings which relate to individual students are confidential to members of the Assessment Board, the HE Administrator to the Board, the Principal and VPCQ.
- 4.2 Marks or grades awarded for summative assessment tasks may be communicated to students as part of the assessment feedback process. However, it must be stipulated that such marks or grades are provisional and subject to being presented to, and formally agreed by the relevant Assessment Board, Exams Office, and ratification by the Awarding Body or Validating partner (e.g. for Open University MRAQCP ratification).

5.0 Impartiality of Assessment Boards

- 5.1 The deliberations of all Assessment Boards will take place with due regard to the principles of transparency, independence, equity and impartiality. Assessment Boards will ensure there is no conflict of interest during proceedings that might compromise these principles.
- 5.2 Members of Assessment Boards are required to inform the Chair of any personal interest, involvement or relationship with a student being considered. This should normally take place in advance of the meeting of the Board.
- 5.3 Any person, who may or may not be a member of the Assessment Board, with responsibility for assessing student work, who has a potential conflict of interest must declare that interest to the Chair of the Board. In such circumstances, that person should not be the sole examiner for the student concerned on any individual module.
- 5.4 In addition to those declared in advance, the Chair should ask members present at a meeting of a Assessment Board for expressions of personal interest which may impair the impartiality of any judgements made by the Board.
- 5.5 If a member of the Assessment Board is aware of any potential conflict of interest, this must be declared and recorded in the minutes of the meeting. Unless prior dispensation has been given by the Chair, the member will leave the meeting of the Board when the individual case is being considered. In instances where the member concerned is permitted to remain in attendance during consideration of the student(s) concerned, the person involved shall not take part in any discussion or decisions pertaining to the issues or student(s) concerned. This action will be recorded in the minutes.
- 5.6 In instances where Assessment Boards are asked to consider outcomes from other regulatory processes (e.g. academic misconduct, extenuating circumstances), due regard will be given to the impartiality of the Chair and Members of the Board. If the Chair has had any previous formal involvement in a case to be considered by an Assessment Board, they will declare an interest and hand the Chair over to an appropriate senior colleague for the duration of the relevant discussion. Similarly, if they declare an interest, they must not take part in the discussion and decision making process. The minutes of the Assessment Board should record all such declarations and actions.
- 5.7 If a member of staff is a student on a module/programme being considered by the Board, they will not be involved in the Board in any capacity.

6.0 System of Assessment Boards

- 6.1 The College operates a two-tier system of Assessment Boards to determine the outcome of student assessment. This system is conducted sequentially through Module Assessment Boards and Progression and Award Boards.
- 6.2 Module Assessment Boards determine the marks for each individual module a student has studied and consider matters relating to failure and reassessment. Progression and Award Boards receive marks from the relevant Module Assessment Board(s) and determine progression and awards upon completion of the modules relating to a particular stage of study Progression and Award Boards will apply compensation where appropriate and determine whether a student may be offered the opportunity to trail or restudy modules. All such decisions will be taken within the regulatory framework set by the validating partners.

7.0 Scheduling and Frequency of Assessment Boards

- 7.1 Assessment Boards meet on a serial basis. Both Module Assessment Boards and Progression and Award Boards will meet as required, normally on at least two occasions during an academic year, though where appropriate, more meetings of each Board are permitted.
- 7.2.1 Prior to any formal assessment board taking place, a 'Pre-Board' will be scheduled to ensure the accuracy of all information and data to be presented at the actual Board. Programme teams will be required to collate and records all students grades and assessment data, completing the relevant awarding body / validating partner approved 'Presentation of Student Data' spreadsheet(s).
- 7.2.2 Once complete this will submitted to the HE Office for quality checking prior to the 'Pre-Board'.
- 7.2.3 An appropriate administrator will be present at the 'Pre-board', where any issues or errors are identified, these are recorded on the 'Pre-Board Actions Tracker'. These actions must be closed out and progress reported to the HE Office prior to the formal assessment board.
- 7.3 The first formal assessment board of the academic year will consider current student performance, including first-sit and all completed modules. This can be referred to as the first point of consideration. Further Assessment Boards will deal with matters relating to current student performance, including all fully completed modules, in addition to second-sit performance and, where necessary, deferred assessment. This is known as the second point of consideration. This would be arranged to ensure resit occurred at the earliest opportunity.
- Note:** *further student performance, or additional submissions will be considered at the next appropriate Assessment Board(s).*
- 7.4 The timing of Assessment Boards will be determined by the College, unless the validating partner has an over-riding requirement which will take precedence. Scheduling will usually be organised in such a way as to best facilitate student progression and achievement.
- 7.5 Where appropriate, Module Assessment Boards and Progression and Award Boards may be combined into a single event, but each Board must be held independently in accordance with its constitution and terms of reference.
- 7.6 It is the responsibility of the Assistant Director: Curriculum and Quality, Head of HE and/or HE Development Coordinator to liaise with HE Administrator of Board to schedule and coordinate the Assessment Boards.

Module Assessment Board: Terms of Reference

8.0 Establishment, Purpose and Scope of a Module Assessment Board

- 8.1 A Module Assessment Board will be established for each programme/award assessed by the College. Every module will be included within the scope of one such Board.
- 8.2 The Module Assessment Board is responsible for considering student performance on individual modules comprising a programme of study and ratifying the assessment results for those modules. They will forward these results to the relevant Progression and Award Board.
- 8.3 In determining results, the Module Assessment Board will pay due regard to the maintenance of academic standards and the fairness and consistency of the assessment process. All decisions will be taken in accordance with the appropriate validating partners assessment regulations.
- 8.4 A Module Assessment Board does not have the authority to change the marks/grades of individual students or groups of students. Any such changes must be undertaken in reference to the cohort as a whole and with due regard for the equity of the assessment process. All changes must be agreed by the programme team, Module External Examiner, the HE Office, and The Open University (if relevant). These discussions must have taken place prior to the Assessment Board, and presented to the board members for the Chair to seek approval.
- 8.5 A Module Assessment Board is not vested with the power to recommend students for awards. Rather, it is charged with monitoring the academic standards and performance data of the modules within its remit. As such, a Module Assessment Board, in exceptional circumstances, has the authority to suspend consideration of a module and instigate an investigation into the validity of the results if it believes a programme management issue has arisen and the application of the Regulations would be unjust to a student or students.
- 8.6 A Module Assessment Board may delegate the tasks defined within its terms of reference to the Chair, individual members, or sub-groups. All such delegations must have clear justification and be recorded in the minutes. Any actions taken on behalf of the Board shall be reported at its next meeting.

9.0 Constitution and Membership of a Module Assessment Board

- 9.1 A Module Assessment Board will normally have the following membership:
- a) Chair: a senior academic or manager who is independent of the programme and/or subject area(s) under consideration.
 - b) The Programme Leader responsible for the programme(s) to which the modules being considered contribute.
 - c) The Module Leader, or nominee, of each module whose results will be considered.
 - d) The Module External Examiner(s) associated with the modules under consideration.
 - e) A representative from the awarding / validating partner.
 - f) HE Administrator to the Module Assessment Board.
- 9.2 The following have the right to attend a Module Board:
- a) Principal, VPCQ or nominee

b) Independent observer, a member of internal or external academic or quality staff, with prior approval from the Chair.

9.3 If a Module External Examiner is not able to attend the meeting of the Board, they must be consulted. All decisions taken by the Module Assessment Board remain provisional until confirmed by the appropriate External Examiner(s).

***Note:** for Open University, a senior partner representative would need to give authority for the module assessment board to take place without an External Examiner present.*

9.4 No student may be a member of a Module Assessment Board or otherwise attend a meeting of the Board. Members of staff who are students on the module(s) under consideration by the Board are considered as students in this context.

10.0 Functions of a Module Assessment Board

10.1 To receive the minutes of the previous meeting of the board and note any business undertaken by Chair's action.

10.2 To ensure all decisions made about individual students are taken with due regard for the principles of equity, impartiality and consistency.

10.3 To ensure all decisions made by the Board are taken in accordance with the appropriate Assessment Regulations.

10.4 To determine and ratify the marks for the assessment and reassessment of individual students registered on modules considered by the Board, considering any Extenuating Circumstances which have been approved or are otherwise pending approval.

10.5 To determine the reassessment arrangements in respect of students who have not satisfied the criteria to pass a module considered by the Board and notify the relevant Progression and Award Board(s) of such arrangements and/or the outcomes of those arrangements.

10.6 To monitor student performance in relation to module marks and statistics and confirm that the standards achieved in the modules under consideration are being maintained and are consistent with comparable standards in the sector.

10.7 To identify any anomalies in student performance or other cause for concern which may indicate a programme management issue has arisen that could lead to an injustice being transacted in the Board's decision-making and/or the application of the Assessment Regulations. In such cases, the ratification of results for the module(s) concerned should be deferred.

10.8 To implement the appropriate penalty in the event of it being established that a student has breached the Regulations Relating to Academic Misconduct.

10.9 To act in accordance with the outcomes of any appeals, made through the College's Assessment Review Procedures, which have been upheld.

10.10 To agree what actions shall be delegated to the Chair, nominee or sub-group, of the Board and to confirm that all such actions will be reported to the Board at its next meeting.

10.11 To meet any additional expectations required by Professional, Statutory and Regulatory Bodies (PSRBs) or other such external bodies.

11.0 Operational and Procedural Matters

11.1 Decisions about student performance on each module will be taken on the basis of the evidence presented on the outcomes of assessments only. No reference will be made to any other evidence submitted by the student or members of the Board.

11.2 When making decisions about individual student performance, the Module Assessment Board will normally only discuss those students who have failed to satisfy the requirements of the assessments.

11.3 An individual student who has approved Extenuating Circumstances in a particular module, or who is awaiting the outcome of an application that is pending, will be flagged on the relevant module report(s) considered by the Board. However, the details of the circumstances will not be made available to the Board members.

11.4 The Module Assessment Board will thus confirm in respect of each student on each module within its remit:

- a) The ratified mark that will be entered student's record and which will appear on the student's transcript.
- b) The student has passed, failed or is eligible to be reassessed in the module under consideration or consideration of outcomes for the module(s) in question is deferred.

12.0 Delegated Authority (Chair's Action)

12.1 A Module Assessment Board may delegate its responsibilities to the respective Chair in relation to recommendations concerning an individual student, or group of students, subject to the approval of the relevant external examiner(s). Delegated responsibility should only be exercised in exceptional cases, for example to:

- a) Correct errors and/or omissions in the assessment marks and/or module results presented to an Assessment Board.
- b) Approve changes to a student's assessment marks and/or module results following assessment review, with appropriate approval from the programme team, External Examiner and HE Office.
- c) Consider module results for a very small number of students where it is not practical to reconvene a Module Board.

Note: consideration of 'Awards' **CANNOT** be considered via a Chair's Action.

13.0 Responsibilities of Member of a Module Assessment Board

13.1 The Chair of the Module Assessment Board is responsible for:

- a) Proposing and determining that the Board is quorate. The Board will be deemed as quorate by the Chair, if attended by the programme external examiner, the programme leader(s) and a

representative from an awarding / validating partner, (the external examiner may attend in person or by other means).

- b) Ensuring the proper conduct of the board and that it operates within its approved terms of reference.
- c) Ensuring all discussions undertaken by the Board are confidential.
- d) Ensuring all decisions taken by the Board are impartial and there is no conflict of interest during the assessment process that might compromise the impartiality of the Board.
- e) Ensuring student receive fair and equitable treatment from the Board and that decisions are taken on the basis of the evidence before it.
- f) Ensuring the data considered by the Board is complete and accurate.
- g) Ensuring the Board is conducted in accordance with the appropriate Assessment Regulations.
- h) Ensuring an agreed decision is reached for each student on each module within the Board's remit and that this decision and any attendant requirements are communicated to the student.
- i) Ensuring that the comments of the External Examiner(s) are reported to the Board. Where External Examiners are unable to attend the meeting of the Board and written comments are unavailable, the Chair will make it clear that all decisions of the Board remain provisional pending receipt of such comments and will confirm the arrangements for securing them.
- j) Where necessary, instigating the Irregular Results Procedure.
- k) Confirming that the minutes are a full and accurate records of the Board's decision-making, and that any conflicts of interest and all delegated actions are properly detailed.
- l) Ensuring all delegated actions are completed within the appropriate timeframe.

13.2 The HE Administrator to Board is responsible for:

- a) Scheduling the meeting of the Board and notifying members of the date, time and venue.
- b) Liaising with the relevant Programme Leader(s) to ensure that all necessary information and documentation required by the Board is available.
- c) Producing and circulating an agenda detailing the proceedings of the Board.
- d) Ensuring all papers, documents and information required to inform the Board's decision-making are available to members.
- e) Recording minutes of the meeting in such a way that all decisions are unambiguously and fully recorded, particularly in instances where the Board had exercised discretion in its decision making or in cases where a conflict of interest has been declared.
- f) Ensuring the minutes are checked and approved by the Chair.
- g) Assisting the Chair in the tracking and execution of any delegated actions.
- h) Ensuring the decisions of the board are communicated to the Exams Department.
- i) Ensuring the approved minutes of the meeting are stored securely.

13.3 Members of a Module Assessment Board are responsible for:

- a) Attending all meetings of the Module Assessment Board of which they are members. If, exceptionally, a member is unable to attend they will propose an appropriate substitute to the Chair.
- b) Undertaking sufficient preparation in advance of scheduled meetings of the Board so as to be able properly to contribute to the deliberations and decision-making of the Board.
- c) Being fully conversant with the relevant Assessment Regulations in operation at the Board.
- d) Submitting full and accurate marks to the HE Administrator of the Board by the agreed deadline.
- e) Checking and confirming the information relating to the modules they will represent at the Board by the agreed deadline.
- f) Ensuring that appropriate arrangements are in place for students permitted to be reassessed on modules considered by the Board.
- g) Respecting the confidentiality of the Board's proceedings.

h) Undertaking any actions delegated to them by the Board by the agreed deadline.

13.4 The Module External Examiner(s) is responsible for:

- a) Confirming that the assessment process is conducted in accordance with the appropriate Assessment Regulations and, where necessary, programme-specific regulations.
- b) Confirming that all students have been assessed fairly in relation to the relevant module specification and that the students who have passed modules have fulfilled the relevant learning outcomes and reached the required standard.
- c) Confirming that the range of marks awarded to students by internal assessors fairly reflects the standards of those students' performance, with due regard to standards on comparable modules delivered elsewhere in UK HE.
- d) Where necessary, offering guidance in respect to the instigation of the Irregular Results Procedure and, thereafter, contributing to the execution of those procedures.
- e) Presenting a verbal report at the end of the meeting. This will form part of the official minutes.
- f) Presenting a written report at the end of the academic year of the Board(s) endorsing the decisions taken.

13.5 Members of the Module Assessment Board will expect to:

- a) Be provided with complete and accurate information to support the Board's decision-making
- b) Be able to engage in open and honest discussions based on mutual respect and reciprocal appreciation of different professional roles, experience and expertise.

Progression and Award Board: Terms of Reference

14.0 Establishment, Purpose and Scope of a Progression and Award Board

- 14.1 A progression and Award Board will be established by the College for each programme/award assessed and recommended for conferment by the College. Every award will be included within the scope of one such Progression and Award Board.
- 14.2 A Progression and Award Board is responsible, on behalf of the College, for considering the overall profile of each student registered on a programme of study and for making decisions in accordance with the appropriate awarding / validating partner Assessment Regulations, including decisions on compensation, progression, restudy and the conferment and classification of awards.
- 14.3 In determining results, the Progression and Award Board will pay due regard to the maintenance of academic standards and the fairness and consistency of assessment process.
- 14.4 A Progression and Award Board receives the decisions made by the associated Module Board(s) and will automatically endorse all such decisions concerning marks/grades, eligibility for reassessment and deferred assessment.
- 14.5 Under no circumstances may a Progression and Award Board change the marks/grades of individual students or groups of students that have been presented and agreed by a properly constituted Module Board. Any changes must be agreed by the programme team, Module External Examiner, and the HE Office. These changes must be communicated to the validating partner prior to the

Assessment Board. These discussions must have taken place prior to the Board, and presented to the board members for the Chair to seek approval.

- 14.6 A Progression and Award Board may delegate the tasks defined within its terms of reference to the Chair, individual members or sub-groups. All such delegations must have clear justification and be recorded in the minutes. Any actions taken on behalf of the board shall be reported at its next meeting.

15.0 Constitution and Membership of a Progression and Award Board

- 15.1 A Progression and Award Board will normally have the following membership:

- a) Chair: a senior academic or manager who is independent of the programme and/or subject area(s) under consideration.
- b) The Programme/Course Leader responsible for the programme(s) to which the modules being considered contribute.
- c) The Module Leader, or nominee, of each module whose results will be considered.
- d) The Module External Examiner(s) associated with the modules under consideration.
- e) A representative from the awarding / validating partner.
- f) HE Administrator to the Module Board.

- 15.2 The following have the right to attend a Progression and Award Board

- a) Principal, VPCQ or nominee
- b) Independent observer, a member of internal or external academic or quality staff, with prior approval from the Chair.

- 15.3 Where necessary, the Chair may co-opt additional members to the Board to assist the Board in the discharge of its powers and to support the maintenance of academic standards and the fairness and consistency of the assessment process.

***Note:** for Open University, a senior partner representative would need to give prior authority for the progression and award board to take place without an External Examiner present and confirm who would control the meeting.*

- 15.4 No student may be a member of a Progression and Award Board or otherwise attend a meeting of the Board. Members of staff who are students registered on a programme under consideration by the Board are considered as students in the context.

- 15.5 There will be no formal numerical quorum established for meetings of a Progression and Award Board. Whether the Board is quorate will be determined by the Chair. Quorum will not be established without the presence of the Chair.

16.0 Meetings of a Progression and Award Board

- 16.1 All meetings of the Progression and Award Board will be chaired a senior academic or manager who has undertaken the appropriate training for Assessment Board.

- 16.2 The Progression and Award Board will meet as required, normally on two occasions during an academic year, though, where appropriate, more meetings of the Board are permitted.

16.3 Meetings of the Progression and Award Board will be scheduled to best facilitate a student progression, completion and achievement.

17.0 Functions of a Progression and Award Board

17.1 To receive the minutes of the previous meeting of the Board and note any business undertaken by Chair's action.

17.2 To ensure all decisions made about individual students are taken with due regard for principles of equity, impartiality and consistency.

17.3 To ensure all decisions made by the Board are taken in accordance with the appropriate awarding/validating partner Assessment Regulations.

17.4 To consider all information which is pertinent to reaching a decision on the overall performance of each student. This includes, but may not be limited to:

- a) The decisions of the associated Module Board (including those in respect of the ratification of marks/grades; the arrangements for and/or outcomes of reassessment, the recommendation(s)).
- b) Any credit awarded to the student through the Recognition of Prior Learning Policy.
- c) Details of approved extensions on assessed work.
- d) Any approved or pending Extenuating Circumstances.
- e) Implement the appropriate penalty agreed by the Associated Module Assessment Board in the event of it being established that a student has breached the Regulations Relating to Academic Misconduct

17.5 To confirm the award and progression results for individual students with regard to credit and award requirements.

17.6 To recommend to the validating partners, the conferment of awards to individual students who are deemed have completed their programme of studies. This shall include awards made under Aegrotat procedures or awards conferred posthumously.

17.7 To recommend to the validating partner, the conferment of awards to eligible students who have withdrawn from the College or who are otherwise unable to continue on their programme of studies.

17.8 To confirm if a student is eligible to progress to the next stage of the programme, including whether they are permitted progress while trailing up to the equivalent of 20 credits, if permitted in the appropriate awarding/validating partners Assessment Regulations (compensation).

17.9 To confirm if a student's overall performance in a single stage of a programme will be permitted to compensate for failure if allowed in the appropriate awarding/validating partners Assessment Regulations.

17.10 To decide if student will be permitted to restudy failed modules if permitted in the appropriate awarding/validating partners Assessment Regulations.

17.11 To decide if a student will be offered the opportunity to restudy a stage of a programme as though for the first time if permitted in the appropriate awarding/validating partners Assessment Regulation.

17.12 To consider the profile of part-time students and either:

- a) Make a formal progression decision if the minimum profile for progression has been achieved
- b) Confirm their eligibility to continue their studies into the next academic year

17.13 To implement the appropriate penalty agreed by the Associated Module Assessment Board in the event of it being established that a student has breached the Regulations Relating to Academic Misconduct.

17.14 To consider the deficiencies in student profiles that prevent progression or completion and agree appropriate actions relating to the provision of academic advice and related support and guidance.

17.15 To make final decisions regarding a student's eligibility to continue on their programme of study and, where necessary, confirm the termination of registration.

17.16 To monitor data on student performance and confirm that the standards achieved in the awards under consideration are being maintained.

17.17 To act in accordance with the outcome of any appeals, made through the College's Assessment Review Procedures, which have been upheld.

17.18 To agree what actions shall be delegated to the Chair, nominee or sub-group, and to confirm that all such actions will be reported to the Board at its next meeting.

17.19 To meet any additional expectations required by Professional, Statutory and Regulatory Bodies (PSRBs) or other such external bodies.

18.0 Operational and Procedural Matters

18.1 Decisions about student progression and achievement will be taken on the basis of the evidence before the Board only.

18.2 When making decisions about individual student performance, the Progression and Award Board will normally only discuss in detail those students who are potential failures or who may not be able to proceed or be conferred their intended award.

18.3 An individual student who has approved Extenuating Circumstances in one or more modules, or who is awaiting the outcome of an application that is pending, will be flagged on the relevant report considered by the Board. However, the details of the circumstances will not be made available to the Board members.

19.0 Delegated Authority (Chair's Action)

19.1 A Progression and Award Board may delegate its responsibilities to the respective Chair in relation to recommendations concerning an individual student, or groups of students, subject to the approval of the relevant external examiner(s). Delegated responsibility should only be exercised in exceptional cases, for example:

- a) To correct errors and/or omissions in the assessment marks and/or module results presented to the Assessment Board.
- b) To approve changes to a student's assessment marks and/or module results following assessment review.

20.0 Responsibilities of Members of a Progression and Award Board

20.1 The Chair of the Progression and Award Board is responsible for:

- a) Proposing and determining that the Board is quorate. The Board will be deemed as quorate by the Chair, if attended by the programme external examiner, the programme leader(s) and a representative from an awarding / validating partner.
- b) Ensuring the proper conduct of the Board and that it operates within its approved terms of reference.
- c) Ensuring all discussions undertaken by the Board are confidential.
- d) Ensuring all decisions taken by the Board are impartial and there is no conflict of interest during the assessment process that might compromise the impartiality of the Board.
- e) Ensuring students receive fair and equitable treatment from the Board and that decisions are taken on the basis of the evidence before it.
- f) Ensuring the data considered by the Board are complete and accurate.
- g) Ensuring the Board is conducted in accordance with the appropriate Assessment Regulations.
- h) Ensuring an agreed progression decision is reached for each student considered within the Board's remit and that this decision and any attendant requirements are communicated to the student.
- i) Confirming that the minutes are a full and accurate record of the Board's decision-making, and that any discretionary decisions, conflicts of interest and all delegated actions are properly detailed.
- j) Ensuring all delegated actions are completed within the appropriate timeframe.

20.2 The HE Administrator to Board is responsible for:

- a) Scheduling the meeting of the Board and notifying members of the date, time and venue.
- b) Liaising with the relevant Programme Leader(s) to ensure that all necessary information and documentation required by the Board is available.
- c) Producing and circulating an agenda detailing the proceedings of the Board.
- d) Ensuring that all papers, documents and information required to inform the Board's decision making are available to members.
- e) Recording minutes of the meeting in such a way that all decisions are unambiguously and fully recorded, particularly in instances where the Board had exercised discretion in its decision making or in cases where a conflict of interest has been declared.
- f) Ensuring the minutes are checked and approved by the Chair.
- g) Assisting the Chair in the tracking and execution of any delegated actions.
- h) Ensuring the decisions of the Board are communicated to the Exams Department.
- i) Ensuring the approved minutes of the meeting are stored securely.

20.3 Members of a Progression and Award Board are responsible for:

- a) Attending all meetings of the Progression and Award Board of which they are members. If, exceptionally, a member is unable to attend they will propose an appropriate substitute to the Chair.
- b) Undertaking sufficient preparation in advance of scheduled meetings of the Board so as to be able to properly contribute to the deliberations and decision-making of the Board.
- c) Being fully conversant with the relevant Assessment Regulations in operation at the Board.
- d) Checking and confirming the information relating to the student profiles under consideration.
- e) Respecting the confidentiality of the Board's proceedings.
- f) Undertaking any actions delegated to them by the Board by the agreed deadline.

20.4 The Award External Examiner is responsible for:

- a) Being fully conversant with the relevant Assessment Regulations in operation at the Board.
- b) Confirming that the assessment process is conducted in accordance with the appropriate Assessment Regulations and, where necessary, programme-specific regulations.
- c) Verifying the implementation of those Regulations in progressing and conferring awards to students.
- d) Confirming that students are considered equitably and that the Assessment Regulations have been applied fairly and consistently in the Board's decision-making.
- e) Presenting a verbal report at the end of the meeting of the Board that will form part of the minutes. This should include a statement that they accept the classification/award decisions. This will be followed by a formal written report following the Board.
- f) Presenting a formal written report for all classifications and award decisions.

20.5 Members of the Progression and Award Board will expect:

- a) To be provided with complete and accurate information to support the Board's decision making.
- b) To be able to engage in open and honest discussions based on mutual respect and reciprocal appreciation of different professional roles, experience and expertise.