



## **Assessment Board Policy and Procedure**

**Approved**

**6 July 2023**

**Approved by**

**Academic Board**

<b>Procedure Title</b>	<b>Assessment Board Policy and Procedure</b>
<b>Document Owner</b>	<b>Academic Registrar</b>

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New College Durham is committed to safeguarding and promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

If you require this document in an alternative format and/or language, please contact [records@newdur.ac.uk](mailto:records@newdur.ac.uk)

We review our policies regularly to update them and to ensure that they are accessible and fair to all. All policies are subject to equality impact assessments which are carried out to determine whether the policy has, or is likely to have, a different impact on those with protected characteristics. We are always keen to hear from anyone who wants to contribute to these impact assessments and we welcome suggestions for improving the accessibility of fairness of this and all College policies.

To make suggestions or to see further information please contact:

**Academic Registry**  
[registry@newdur.ac.uk](mailto:registry@newdur.ac.uk)

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## **1. Scope**

This procedure covers the management of assessment boards and includes references to templates and complementary procedures. It will ensure the College manages its Assessment Boards according to its own Academic Regulations and those of its partner validating institutions and Awarding Organisations for higher national qualifications.

## **2. Responsibilities**

The Academic Board is responsible for the quality and standards of all the College's higher level academic awards. It also has a responsibility to ensure that academic standards are maintained on awards validated by an external awarding/validating body and delivered by the College. It delegates powers to the Progression and Award Boards to determine awards.

The responsibility of each Assessment Board (of any type) is to make its judgement on student performance based upon approved terms of reference and to record these using approved templates.

The Academic Registrar is responsible for ensuring this document and other procedures for the management of Assessment Boards that comply with NCD and validating partner regulations are maintained and developed and that these procedures are audited for compliance.

The Director of Higher Education (Compliance and Regulations) is responsible for determining the Assessment Board Schedule, including consulting on amendments, and disseminating to the Higher Education Academic Standards and Quality Board (HEASQB) and to attendees. The Director will also ensure attendance is adhered to by maintaining an audit process for the schedule.

Other roles within Assessment Boards and their respective responsibilities are detailed in appendix 1.

## **3. Relationship with existing policies and regulations**

This document should be read in the context of the following College policies and related procedures:

- Assessment Board Paperwork Processes
- NCD Academic Regulations Governing the Awards of Foundation Degrees:
  - Section C Regulations Governing Assessment and Progression
  - Section D Regulations Relating to External Examiners
- Academic Registry Policy
- HE Assessment Policy
- Academic Integrity Policy

- Fitness to Practise Policy
- Procedure for the Consideration of Extenuating Circumstances/Mitigation
- Recognition of Prior Learning Policy
- Suspension of Studies Policy
- Exit Awards Procedure

This document should be read in the context of the following external guidance and regulatory documentation in addition to guidance from the relevant Designated Quality Body:

- [Regulations for validated awards of The Open University](#)
- [BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment](#)

#### 4. Policy Statements

To enable the effective reporting and management of all assessment activity, the regulations determine that all prescribed higher education programmes are presented to an Assessment Board.

Assessment Boards will meet throughout the academic year, normally twice for each intake.

All Module Assessment outcomes and Progression and Awards decisions are to be reported at the earliest opportunity to an Assessment Board.

All Assessment Boards must be fully documented, and records maintained for audit and compliance purposes.

New College Durham has elected to operate two types of Assessment Board, a Module Assessment Board (MAB) and a Progression and Award Board (PAB). These boards are operated separately (re-convened or extraordinary Assessment Boards will operate as a Module, Progression and Award Board, MPAB).

Non-compliance with this policy by Curriculum Teams will be escalated to the Assistant Principal for Curriculum and will be managed under the College's Disciplinary Policy for Staff.

Penalties for non-compliance from an external partner should be detailed within the partner contract and would be managed by the Assistant Principal for HE Collaborative Partnerships and International.

Non-compliance by other supporting staff will be escalated to the Vice Principal within their area.

#### 5. Assessment Board Schedule

Scheduling of the Assessment Boards operates as follows:

- An Assessment Board schedule will be produced and published by the HE Development Unit (HEDU) for the following academic year.

- b. The Assessment Board schedule will contain all NCD and partner validated provision and will follow appropriate consultation. It includes details of the external examiner and programme team members who should be in attendance.
- c. The schedule will include the period to be allocated to pre-board validation activity and dates and times of MABs and PABs and will identify the window where the curriculum team conducts the pre-board checks which include validating the marks.
- d. The Assessment Board schedule will be presented to the HEASQB for note at its first meeting of the academic year and then published to all relevant staff and partners.
- e. Once the schedule is published, programme teams are required to ensure all Teaching, Learning and Assessment activities covering the academic year are planned and managed in line with the Assessment Board date(s) for their programme. These activities will include:
  - The finalising of assessment activities for each module
  - The internal and external moderation activities for all modules
- f. Compliance with the Assessment Board Schedule will be audited.

The purpose of the Assessment Board schedule is to ensure all members of the programme team are aware of the timeline governing their programme.

No changes to the Assessment Board Schedule, once published, can be made without the approval of the Director of Higher Education (Compliance and Regulations).

## **6. Markbook**

Module leaders (or delegates) input marks into HE Markbook as soon as they are available. Academic Registry will audit the timeliness of marks being entered into HE Markbook in line with the submission dates. Marks will be validated within the pre-board window.

## **7. Pre-Board Activity**

Pre-board there will be a curriculum led process during which each Programme Team will use the College's HE Markbook to:

- Check and validate the provisional marks for all students for each module.
- Identify any anomalies and correct these prior to validating them.
- Identify any missing marks and ensure these are input and validated.
- Check assessment decisions comply with regulations.

The pre-board activity must be organised and held by the Head of School or Curriculum Manager within the window identified by the Director of Higher Education (Compliance and Regulations) on the Assessment Board schedule.

The pre-board activity must be attended by all module leaders who are presenting marks for their modules. If a module leader is absent, a delegate who is a member of the curriculum team must be charged with presenting the marks.

The curriculum team will assure the accuracy of all student marks. Students approved for mitigation/suspension of studies, repeat, referred or deferred must be discussed to assure all relevant students are presented at the appropriate Board(s).

If module tutors are using a tracker they are advised to review their marks from their own records as part of the process in addition to the central record held on HE Markbook. The pre-board window is the final opportunity for teams to validate marks entered in to HE Markbook.

The pre-board checklist must be completed and signed off by the Head of School or delegate. This should detail any amendments required by the Registry Team. Templates are held with the Assessment Board Paperwork Processes documentation on the College Intranet.

A representative from HEDU will assist the curriculum team at this time on request.

## **8. Module Assessment Board**

The Module Assessment Board (MAB) receives and confirms marks at individual module level. The MAB reviews the mark for each individual module on a programme and confirms whether the student has passed the module prior to the student marks profile being presented at the Progression and Awards Board (PAB).

Students' marks must be confirmed at a MAB before the student mark profile can be considered by a PAB for a decision to either progress to the next level of the award or award the qualification.

A decision to compensate a module cannot be made by a MAB.

In accordance with NCD Academic Regulations and the regulatory requirements of awarding bodies, all student assessment outcomes are to be reported to an Assessment Board at the earliest opportunity.

The Assessment Board can only be chaired by a member of staff who:

- Has sufficient experience in Higher Education in a managerial capacity (eg. Vice Principal, Director, Head of School, HEDU Manager); and
- Has received annual update training in the Assessment Board regulations and procedures or has been authorised by a Partner awarding HEI; and
- Is not directly involved in curriculum delivery or assessment for the programmes being considered and have received the Chairing of Assessment

Board training.

- The Chair must step down from consideration of a programme cohort where a conflict is present relating to an interest, involvement or relationship with an assessed student. A suitable nominated member must cover the Chair's duties for the relevant programme. Where this occurs, it will be minuted.

All Assessment Boards are supported by a Secretary to the Board who must have attended annual update training and will be an experienced member of the administrative support staff.

The agenda will be followed in full by the Chair to guide the Assessment Board through the various stages of its responsibilities, with each section being discussed and noted in the minutes.

At the MAB:

- The signed checklist from the pre-board will be tabled.
- All assessment outcomes, relating to the preceding semester, are to be reported on a module-by-module basis by each Module Leader, in exceptional circumstances by a delegate who is part of the curriculum team.
- The Module Leader, or delegate will read all refers, defers and fails student by student. They will present the students with the highest overall mark to the student with the lowest overall mark. Where the list of students extends to more than one page, the first and last students names and overall marks will be read out in the same manner as the first page.
- Once all modules have been presented, the External Examiner (EE) will provide confirmation of the academic standards by way of a verbal presentation of their findings in relation to the moderation of assessment activities including any issues relating to the delivery of modules in the context of the programme(s)
- If the EE for NCD validated programmes is unable to attend, their Academic Standards Report will be presented at the Board by the Programme Leader and tabled for inclusion in the records. If confirmation of academic standards is not received from the EE by the Assessment Board, either in attendance verbally or by the relevant report, then all marks reported are deemed unratified until the relevant report is received. This would invoke a Chair's Action and the Director for Higher Education will inform the Higher Education Academic Standards and Quality Board (HEASQB).
- An EE representing an OU validated programme must inform the OU as soon as possible of their non-attendance at an Assessment board. The OU will decide how to proceed. It is optional for EEs of Pearson validated programmes to attend Assessment Boards.
- Assessment Boards are to be held in facilities appropriate to ensure the smooth and effective conduct of the business of an Assessment Board. A check will be undertaken by the Secretary to the Board prior to the Assessment Board taking place.



- Where anomalies are identified during the MAB, these will be identified by the Secretary to the Board on the module board papers and details forwarded to the Registry Team.
- Should any member of the Assessment Board leave the room prior to the completion of its business, or anyone enter the room following the commencement of its activities, specific details must be noted in the minutes.

## 9. Progression and Award Boards

The Progression and Award Assessment Board (PAB) has delegated powers from the Academic Board to determine progression and awards of students studying on New College Durham Foundation Degree programmes. The PAB also recommends awards for other awarding bodies through the relevant reporting and regulatory processes of the individual awarding or validating organisation (Pearson, Open University).

Students' marks must be confirmed at a MAB before the student profile can be considered by a PAB. All ratified assessment outcomes and amended anomalies from the MAB are included in the PAB reports.

A decision to compensate a module can only be made by the Progression and Award Board.

All students must be presented to a Progression and Award Board to progress from one level/year to the next within a programme, or for an award decision or classification to be made. For part-time students where there is no level progression, a PAB will record the student progressing from one year to the next.

At the PAB:

- All PAB reports are to be checked by the Programme Leader (or if absent, by a named delegate, normally the Curriculum Manager) prior to the meeting.
- The Programme Leader will present student profiles for consideration and ratification.
- Once all student progression and awards information has been presented the Lead EE will provide confirmation of the academic standards by way of a verbal presentation of their findings in relation to the moderation of assessment activities.
- The Lead EE will consider the following as presented by the Programme Leader:
  - the overall profile of marks for each student and recommend students for awards or make recommendations for a course of action in the case of failure;
  - recommendations about students, not in their final year, regarding progression or for a course of action in the case of a student not being eligible to progress to the next level;
  - awarding credit to students on modules passed by compensation;

- assuring that the assessment process at programme level is operated in a fair and reliable manner making use of agreed foundation degree and/or degree classification criteria and in line with NCD and validating partner regulations and assessment procedures; and
- the appropriate standards for the awards.

Academic Registry follow an Exit Award Procedure to ensure eligibility and acceptance is established prior to the PAB. These are documented in the minutes and recorded in the MIS by the Registry Team.

Open University programmes with final or exit awards for ratification and OU Award Recommendations List should be prioritised so that OU submission deadlines can be met. If OU programmes require that a module EE rather than a Lead EE is required this will be accommodated.

## **10. Reconvened boards**

Reconvened boards will operate as a MPAB. The MPAB will operate in line with the MAB and PAB process, but with the PAB immediately following the MAB. The PAB EE will need to be present at this reconvening board if any progression/final awards are presented, but as modules will have been through the IQA/EQA process and standards and quality confirmed by the relevant EE at MABs previously, no other EEs will be required.

## **11. Exceptional circumstances**

### **a. Adjournment of the Assessment Board**

Once the Assessment Board has officially commenced it should only be adjourned in exceptional circumstances and at the discretion of the Chair. Should an adjournment be taken specific details of the timings and reasons for the adjournment are to be noted in the minutes.

Should an adjournment be forced upon an Assessment Board, due to the need to evacuate the building(s), then the proceedings of the Board will be suspended, and the room secured until such time the emergency is at an end and the Board can reconvene.

Only in exceptional circumstances and with the approval of the Director of Higher Education (Compliance and Regulations) should a programme team be permitted to delay the presentation of assessment results to an Assessment Board.

### **b. Module, Progression and Award Board**

In exceptional circumstances the MAB and the PAB can be held as together as a Module, Progression and Award Board (MPAB), when this is not the reconvened

Board. This can only be undertaken with the approval of the Vice Principal responsible for Higher Education, or delegate. In this instance, an agenda relating to the MPAB will be used.

### **c. Extraordinary Assessment Board**

Under exceptional circumstances an extraordinary Assessment Board may be convened at the direction of the Vice Principal responsible for Higher Education. The board may be designated MAB, PAB or MPAB but the rationale must be communicated in writing to the Director of Higher Education (Compliance and Regulations) prior to scheduling.

### **d. Online or Remote Boards**

Some Assessment Boards may need to operate remotely. In this instance, they will be conducted via Teams.

For Open University validated programmes, the decision to operate an assessment board remotely lies with the Open University. The Open University will advise on how this is conducted.

## **12. Chair's actions**

It is acknowledged that circumstances can emerge which require a decision to be taken outside of an Assessment Board. The concept of a 'Chair's Action' is set out in the regulations for NCD and validating partners. The primary purpose of a Chair's Action is to minimise unnecessary delays in decision-making.

Where a situation arises during an Assessment Board in which either a module mark or a Progression or Award decision cannot be approved and which would unnecessarily hinder or disadvantage the progress of a student, if required to wait until the next scheduled Assessment Board, a process referred to as Chair's Action can be invoked.

Examples of a Chair's Action include:

- Fulfil an explicit Board decision, following completion of an action (e.g., receipt of External Examiner paperwork)
- Follow resolution of an internal review or appeal
- Correct an administrative error or delay

Under New College Durham Regulations (Section C4.2.6) the opportunity for Chair's Action to be taken outside of an Assessment Board can only be authorised by an Assessment Board.

*(Please Note: This mechanism is also likely to be available under the regulations of our validating partner HEIs however it is important to clearly understand the*

*parameters which may govern their arrangements therefore when operating under partner HEI regulations please ensure those regulatory/procedural requirements are always met).*

The process of a Chair's Action is as follows:

- a. The Assessment Board can direct the Chair to make a decision on its behalf, outside the Assessment Board meeting and within a specific time limit.
- b. Any Chair's Action must be clearly framed to provide for one or more outcomes; if a given set of conditions has been met then the Chair is authorised to agree a specified course of action; if those conditions have not been met then the Chair is mandated to take an alternate specified course of action. All of which is defined by the Assessment Board.
- c. At NO point can a Chair's Action be invoked without the specific authority of an Assessment Board, unless instructed by the Vice Principal with responsibility for Higher Education, or the Director of Higher Education (Compliance and Regulations), as the result of an investigation into an error or omission (see section 14).
- d. Any Chair's Action is to be clearly noted in the minutes with the students ID and brief action, ensuring the specific details of the potential courses of action along with the timescales for its completion is to be noted.
- e. The production of the Chair's Action Report must be prioritised by the Secretary to the Board and emailed to the Chair at the earliest opportunity. Once completed, a Chair's Action Report for each Assessment Board and all supporting evidence gathered in the pursuit of the action is to be completed within 10 College days and attached to the minutes.
- f. The Assessment Board, under exceptional circumstances, has the discretion to frame a Chair's Action which is significantly beyond the timescale stated above as and when the situation under consideration warrants such an action. What constitutes exceptional circumstances is a matter for the Assessment Board to determine.
- g. If the timescale governing the Chair's Action is passed without the required action being completed, as specified by the Assessment Board, then the opportunity is spent and is to be reported to the next meeting of the Assessment Board.
- h. At NO point has the Chair any authority to vary the terms of a Chair's Action without the explicit written permission of the Director of Higher Education (Compliance and Regulations).

### **13. Student notification of results**

All students studying for an NCD validated qualification are informed of their assessment performance once an Assessment Board has concluded (this excludes delays deemed beyond the reasonable control of the College). Students are informed of their results by Academic Registry, co-ordinated with the Secretary to

the Board and programme teams. The detail of these processes is included in the Assessment Board Paperwork Processes.

Students studying partner validated awards will be informed of results at the earliest convenience once the relevant awarding body procedures have been followed. Details of the process in relation to the ratification of results is contained within the Academic Registry Policy.

Pass Lists must not be published. They may be produced for the information of internal programme teams or Partner HEIs, but they must not be made publicly available.

The PAB results of validating partner awards will be co-ordinated by Registry, who following the awarding body procedures (ratification) will liaise with internal relevant stakeholders to ensure students are notified of results.

In the case of Pearson HN awards, it will be the programme team who enter the relevant marks onto Edexcel online, following the ratification of Assessment Board results by the EE.

#### **14. Post Board errors and omissions**

An Assessment Board will take all reasonable steps to ensure no errors or omissions occur during the course of its activities and whilst every effort is made to ensure that all personnel exercise due diligence in all aspects of the preparation, operation and follow up activities associated with Assessment Boards, this procedure recognises the potential for errors/omissions to come to light following the completion of an Assessment Board.

It is the responsibility of all staff involved in the preparation, operation and follow up activity of an Assessment Board (see appendix 1) to report any concern about an error/omission, once discovered, to the Vice Principal responsible for Higher Education or the Director of Higher Education (Compliance and Regulations). This report will take the form of an e-mail at the earliest possible opportunity in which the nature of their concern is clearly stated.

The Vice Principal responsible for Higher Education or Director of Higher Education (Compliance and Regulations) will then ask the Deputy Principal to co-ordinate an initial investigation within 1 College day of the e-mail being received.

This investigation will involve an initial discussion with the member of staff reporting the concern in order to establish the facts. If it is established that a prima-facia case for further investigation exists, then the Deputy Principal will compile an Assessment Board Review findings report within 3 College days of the error / omission being reported.

The report must include evidence from all the key participants of the original

board, including the relevant EE, and will:

- a. review the nature of the error/omission;
- b. establish whether and error/omission has occurred;
- c. determine the impact on student outcomes;
- d. determine whether a student's progression or award has been compromised in any way;
- e. formulate an action plan which will fully address the error/omission; and
- f. identify any opportunities to improve procedures.

If the review report concludes that an error/omission has occurred, then corrective action is to be formulated and a clear action plan and recommendations agreed.

The review report will then be submitted to the Vice Principal responsible for Higher Education or the Director of Higher Education (Compliance and Regulations), who will then take appropriate action from the report as identified.

One of the outcomes of the Assessment Board Review Report will be for the Vice Principal responsible for Higher Education or the Director of Higher Education (Compliance and Regulations) to communicate with the impacted students by formal letter. This should provide the impacted students with a clear explanation of:

- a. the nature of the error/omission;
- b. the impact on their individual outcomes arising from the error/omission; and
- c. when the consequences on their outcomes as a result of the rectification of the error/omission will be communicated, within a maximum of 15 College Days.

Possible outcomes of the review:

1. If the error/omission has no material impact upon the student outcomes then the review report will note for the record that an error/omission occurred, the implications have been fully assessed and what actions have been formulated and implemented which will avoid a repetition of the error/omission.
2. The error/omission has had an impact on a specific student's outcome. The investigation report will recommend for the students' marks profile to either be presented to the next available Assessment Board, or for Chair's Action to be taken for that specific student outcome if delaying to an assessment board would have a detrimental impact on the student's progression/award. This will be determined by the circumstances surrounding the omission/error and evidence provided as outlined in the investigation report.
3. The error/omission has had an impact on a group of student's outcomes. In these circumstances, either the errors/omissions will be presented to the next available Assessment board, or an exceptional Assessment Board will be reconvened within 10 college days of the review report being finalised, at which the issues are to be fully explored and appropriate decisions taken.

This aspect of the procedure will not affect a student's entitlement to invoke an academic appeal through the College Academic Appeals Procedure.

It is the responsibility of the Chair of the original Assessment Board to take responsibility for the full implementation of any agreed action plan.

The Vice Principal responsible for Higher Education will table the report for note to HEAQSB and Academic Board and respond to any questions which may arise.

## **15. Evaluation and review**

The effectiveness of this policy will be monitored annually to ensure compliance with any relevant Academic Regulations and Designated Quality Body rules. It will be formally reviewed every five years. This mechanism recognises that changes to legislation may prompt a review of the policy before the five years stipulated.

## Appendix 1: Assessment Board Roles

The responsibilities outlined below apply to all Assessment Boards convened by New College Durham.

**Chairs** of Assessment Boards are required to:

- Ensure the effective management and conduct of the Assessment Board in accordance with the applicable regulations and procedures (NCD or Partner HEI).
- Chair the Assessment Board as determined by the published schedule, mindful of the need for independence and impartiality.
- Report to the Director for Higher Education (Compliance and Regulation), at the earliest possible opportunity, any circumstances which may give rise to the Chair having a potential conflict of interest in the chairing of a Board.
- At least 24 hours before, receive and review the minutes of the previous Assessment Board and data sheets to familiarise themselves with the documentation and to identify areas which may require some preparatory work.
- Ensure that the Assessment Board is attended by all tutors whose modules are being presented or ensure an alternate programme team member is nominated.
- Ensure the Assessment Board has all the relevant information available required to fulfil its function.
- Ensure a copy of the regulations and associated procedures governing the programme for which the Assessment Board has been convened is available for reference.
- Ensure any mitigating circumstances or academic misconduct reports are available to the Assessment Board for reference. These are supplied by HEDU.
- Ensure that the Assessment Board is conducted efficiently and effectively and without undue delay in its decision making.
- Ensure all participants are aware of the need for confidentiality of the proceedings.
- Ensure all attendees are aware of the need for a clear declaration of any potential conflicts of interest.
- At the Assessment Board, once business has concluded, ensure all the relevant documentation has been signed by the relevant attendees.
- Ensure the Chair's Actions are completed, and a report is returned to the Secretary to the Board within the prescribed deadline and with any supporting evidence, for inclusion within the minutes.
- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

**Heads of School** are required to:

- Ensure that Curriculum Managers are fully aware of the Assessment Board Schedule and liaise with the Director of Higher Education (Compliance and Regulations) to ensure the schedule is not compromised by factors unknown at the time of its development and publication.
- Ensure they, or a Curriculum Manager, lead pre-board activity for all programmes within their School completing the pre-board checklist as required.



- Ensure that Curriculum Managers work collaboratively with their Programme Leaders to ensure programme team preparations for all Boards.
- Report to the Vice Principal for Higher Education at the earliest opportunity any circumstance which represents a risk of a programme team failing to undertake pre board activity or an Assessment Board.
- Report to the Vice Principal for Higher Education any circumstances which give rise to a delay in the presentation of module marks/grades to an Assessment Board.
- Undertake the responsibilities of the Curriculum Manager if they are not available to attend Assessment Boards.
- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

**Curriculum Managers** are required to:

- Check the Assessment Board Schedule to ensure all programmes within their portfolio of responsibility are listed correctly and that all Programme and Module Leaders are aware of the date, time and location of their Assessment Boards.
- Attend Assessment Boards to ensure the programme team fulfil their responsibilities in the presentation of student marks/grades and the determination of progression award decisions.
- Ensure that the programme team are fully prepared for Assessment Boards.
- Report to the Head of School at the earliest possible opportunity any circumstances which represent a risk of a programme team failing to undertake pre board activity or an Assessment Board.
- Report to the Head of School any circumstances which give rise to a request for a delay in the presentation of module grades to an Assessment Board.
- Report to the Head of School any Tutor who does not attend the Pre-Board without prior approval from the Curriculum Manager.
- Undertake the responsibilities of the Programme Leader if they are not available to attend an Assessment Board.
- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

**Programme Leaders** are required to:

- Check the Assessment Board Schedule to ensure their programme is listed correctly and that all Module Leaders, along with their External Examiners, are aware of the date, time and location of their Assessment Boards.
- Ensure all assessment activity (including Internal and External Quality Assurance processes) is completed in full and marks/grades are input to HE Markbook at least 5 College days prior to the time allotted for the pre-board activity.
- Ensure they liaise with the External Examiner in order to secure the relevant Academic Standards Report or confirmation of their attendance, or otherwise, at the relevant Assessment Board (EEs of OU and Pearson validated awards do not need to submit an Academic Standards Report. OU EEs must inform the OU of any non-attendance at a Board as soon as possible).

- Ensure, if the External Examiner has recommended a change to any module cohort marks, that the Registry Team are aware of the potential for an adjustment to marks.
- Ensure the programme team collaborates to ensure anomalies around student marks/grades are known and understood.
- Report to the Curriculum Manager, at the earliest opportunity, any circumstances which represents a risk of the programme team not being fully ready to undertake an Assessment Board.
- Attend Assessment Boards to ensure the programme team present their module marks/grades and contribute to progression and award decisions.
- Report to the Curriculum Manager any non-attendances at an Assessment Board, any member of the programme team who has not had prior approval for their absence.
- Ensure all programme team members are fully supportive in resolving any issues arising prior to the PAB.
- Following the PAB, and working with the Secretary to the Board, be responsible for ensuring refer/defer letters are generated, listing relevant information.
- Undertake the responsibilities of any Module Leader if they are not available to attend an Assessment Board.
- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

**Module Leaders** are required to:

- Check the Assessment Board Schedule to ensure they are aware of the date, time and location of their Assessment Boards as well as of any pre-board activities.
- Work collaboratively in ensuring all teaching learning and assessment activities align with the scheduled Assessment Board dates.
- Report to the Programme Leader, at the earliest opportunity, if there is any reason why they may not be able to attend any Assessment Board.
- Liaise with the Programme Leader to ensure all Internal and External Quality Assurance processes have been completed in full and within the timescales required.
- Ensure all student assessment marks/grades are input to HE Markbook at least 5 College days prior to the time allotted for pre-board activities.
- Attend any pre-board meetings and Assessment Boards and present their module marks/grades and contribute to the consideration of progression award decisions.
- Work collaboratively to ensure actions noted on the pre-board checklist are completed in full prior to the MAB.
- Work collaboratively with the Programme Leader to ensure follow up activity is completed accurately and in a timely manner.
- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

The **Secretary to the Assessment Board** is required to:

- In preparation for the MAB, check attendees, assemble appropriate documentation including Agenda, attendance list, previous Assessment Board minutes and any other supporting documentation which needs to be made available to the members of the Assessment Board (Mitigation report, Academic Malpractice report, Fitness to Practise report). These documents should be available from HEDU.
- Ensure a copy of the Academic Standards Report (in the case of non-attendance of an EE of an NCD validated award) is made available to the Chair so that the main points can be read out at the MAB. This document should be available from HEDU.
- Support the Chair to provide copies of relevant documents to attendees.
- Attend the Assessment Board and minute the proceedings, taking particular care to ensure any chairs actions are recorded in specific detail.
- At the end of the meeting ensure a master set of documents, signed electronically, are passed formally to Academic Registry.
- Gather in all working copies of documentation used during the Board for appropriate disposal.
- Following any MAB or PAB ensure updates and corrections, as well as a copy of the Chair's Action Report, are passed to the Registry Team within one day. If none are recorded the Registry Team must also be informed.
- Following the Assessment Board, work with the Registry Co-ordinator and Programme Leader to provide results to students as per the Assessment Board Paperwork Process.
- Support the Programme Leader in the dispatch (via e-mail with read receipt activated) of formal documentation, via e-mail, to students with defer/refer or re-submission requirements.
- If a Chair's Action has been initiated by the Board, ensure, within the prescribed deadline, a copy of the completed Chair's Action Report is secured from the Chair and attached to the minutes.
- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

The **Higher Education Development Unit** is required to:

- Prepare the Assessment Board Schedule covering all NCD and Partner HEI provision, for the forthcoming academic year, by the end of July.
- Ensure the Assessment Board Schedule is presented to HEASQB to note and then publish.
- No later than three months prior to a series of Assessment Boards survey the College HE community in order to identify any training needs specifically related to Assessment Boards.
- Respond in a timely manner to any training / development needs, relating to Assessment Boards, identified by the HE community through the provision of appropriate training and development activities / events.
- Ensure the appropriate and most up-to-date regulatory information is available to programme teams relating to NCD and other partner HEIs.

- Provide advice and support to Chairs, Curriculum Managers and Programme Leaders on the regulatory arrangements and the conduct of Assessment Boards as and when requested.
- Full paper review against regs prior to any board
- Ensure, through an audit process, that the published Assessment Board Schedule is adhered to by Programme teams and report to the Head of higher Education, any instances of non-compliance.
- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

The **Academic Registrar** is required to:

- Send a representative to all Boards (reserving the option to attend in person) to observe the process and authenticate the data which is taken away from them.
- Authenticate the Transcript and Diploma Supplement.
- Hold the records of all Assessment Boards and preserve them permanently.
- Co-ordinate an audit process which will confirm the conduct of the Assessment Boards against this procedure via a checklist completed every 2 years for each School.
- Co-ordinate any investigative review arising from an error/omission of an Assessment Board.

The **Registry Team** is required to:

- Work with CIS to ensure the rigour of the programme /module creation process to minimise any errors in the data presented to the pre- board and ensure the accuracy of the Board output so the Academic Registrar can authenticate the results.
- Provide Module Results Sheets for Module Assessment Boards and Individual Student Records for Progression Award Board two full College days prior to the Assessment Board to ALL Board Attendees in order to enable appropriate checks to be made.
- Ensure, following any Board, that all updates / corrections are carried out within two full College days.
- Following the OU Assessment Boards, and according to the Academic Registry Policy, forward the results to the 'Module Results Approval and Qualifications Classification Panel (MRAQCP) for ratification. Results cannot be sent to students until they have been ratified by the OU.
- For NCD awards and following the Assessment Board, provide results to students as per the Assessment Board Paperwork Process.
- Ensure, once all Assessment Boards have been completed, that Assessment Board results are made available to partner HEIs in the agreed format and within the prescribed timescales.
- Inform CIS of any data issues in relation to Assessment Board outcomes and enter achievement into the MIS.
- Co-ordinate the provision of the Diploma Supplement and the Certificate to the students.
- Co-ordinate future student requests for information relating to achievements.

- Co-operate in full with any investigative review arising from an error/omission of an Assessment Board.

The **Systems Team** is required to:

- Work with Registry to ensure reporting requirements are met for the production of Assessment Board Paperwork, Transcripts, Diploma Supplements and Certificates.
- Be System Owner to the Academic Registrar's Data Owner and maintain the system used to store Assessment Board data.