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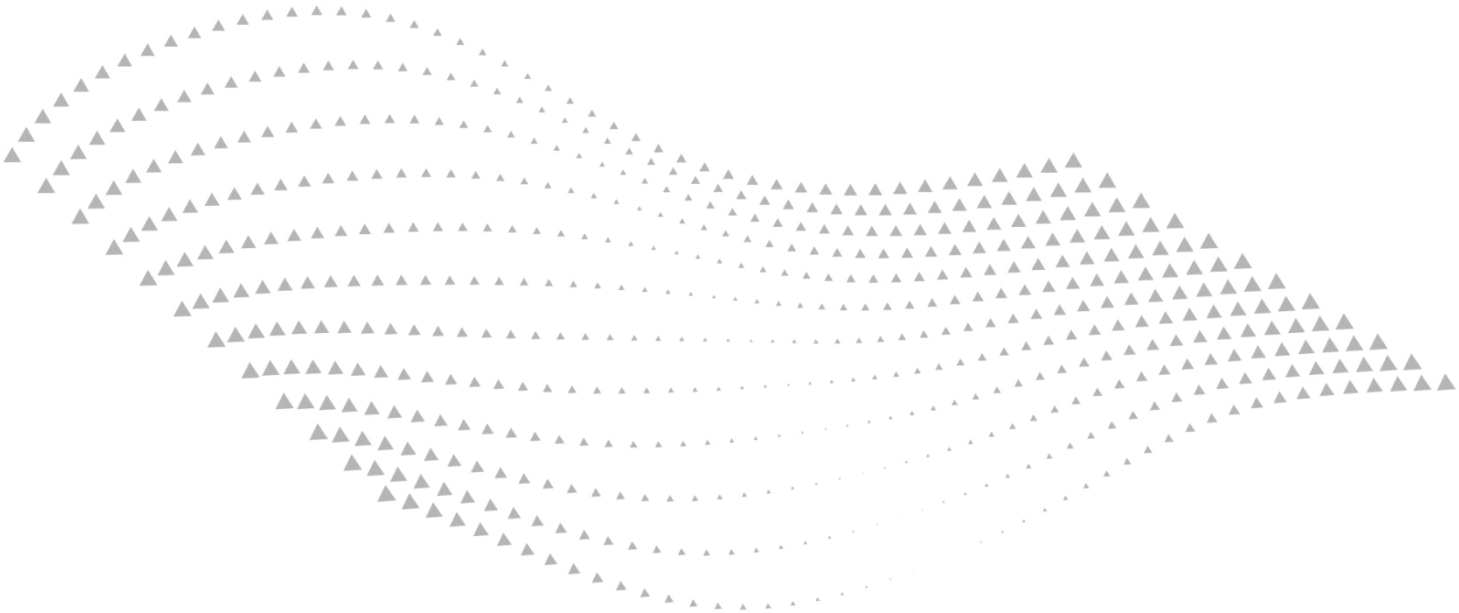
Assessment Board Handbook



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1. BIMM University Assessment Boards

1.1. Purpose of Assessment Boards

1.1.1. Assessment Boards: Module Assessment Boards, Progress Assessment Boards and Award Boards operate on the delegated authority of the Academic Board and ensure that the following functions are carried out to maintain academic standards:

a) With reference to the University's commitment to equality and diversity, consider all matters relating to the assessment and award of individual students.

b) Approve marks achieved by each student for assessment components, the overall module mark, and credit to be awarded.

c) Consider recommendations from Mitigating Circumstances Committees, Academic Misconduct Panels, Fitness to Study Panels and other advisory functions as applicable.

d) Determine whether students are required to be re-assessed, progress or receive an award.

e) Apply any relevant Professional, Statutory and Regulatory Body (PSRB) requirements and course-level regulations following accreditation.

f) Consideration of the final classification for eligible students following the University's Undergraduate Academic Assessment Regulations or the University's Postgraduate Academic Assessment Regulations as appropriate.

g) In consultation with External Examiners, to analyse students' performance within and across academic courses to ensure academic standards are consistent across the University and comparable to standards in other universities.

h) Report any matters about the content, operation and assessment of a course or subject area to the Board of Studies and any significant risk to the University to the Academic Board as appropriate.

1.1.2. Assessment Boards are comprised of University staff and for Award Boards University staff and External Examiners.

1.1.3. Terms of reference and membership for all Assessment Boards can be found in the BIMM University Governance Infrastructure.

1.2. Types of Assessment Boards

1.2.1. The **Module Assessment Board** is responsible for approving the assessment results for all modules within its remit.

1.2.2. The **Progress Assessment Board** is responsible for checking and approving student progression, offering uncapped Retrievals (following mitigation) or capped Retrievals and awarding credit.

1.2.3. The **Award Board** is responsible for deciding on awards to be conferred following the University's Academic Framework, Academic Assessment Regulations and relevant policies and procedures.

1.2.4. Academic Board will approve and publish the Assessment Board schedule each year.

1.3. Pre-Boards

1.3.1. Pre-boards are internal and are used to:

a) Ensure that all marks and penalties have been correctly recorded.

b) Ensure that all paperwork is in order before the Assessment Boards.

c) Ensure that, where applicable, mitigating circumstances, reasonable adjustments, and academic misconduct have been recorded accurately.

d) Ensure that all relevant students are presented.

e) Ensure that all assessment weightings are correct.

f) Ensure that all Retrieval, progression and award calculations are correct

1.4. Responsibilities of the Chair of Assessment Boards

1.4.1. The Chair of the Board will be responsible for the following:

a) Convening the meeting.

b) Ensuring the Board functions following its terms of reference and composition.

c) Ensuring the effective conduct of business.

d) Where an External Examiner is unwilling to endorse the outcome of the internal moderation process and approve marks for ratification by a Module Board, the final decision rests with the Chair of the Board. When such action is taken, the Chair of the Assessment Board must immediately report the decision to the Chair of the Academic Board. However, external Examiners retain the right to make a separate confidential report to the Vice Chancellor on such occasions.

e) Where an External Examiner is unwilling to endorse the outcome of an individual student at the Progress or Award Board, the final decision rests with the Chair of the Board. Where such action is taken, the Chair must report the fact to the Chair of the Academic Board immediately. External Examiners retain the right to make a separate confidential report to the Vice Chancellor on such occasions.

1.5. Responsibilities of the Deputy Chair of Assessment Boards

1.5.1. The Deputy Chair of the Board will be responsible for the following:

a) Ensuring that the Board is conducted following the University's policies and regulations.

b) Seeking the views of External Examiners, where appropriate.

c) Raising concerns over any course or subject area within the remit of the Board and any regulatory issues.

d) Deputising for the Chair when required.

1.6. Responsibilities of the Servicing Officer to Assessment Boards

1.6.1. The Servicing Officer to the Assessment Boards will be responsible for the following:

a) Ensuring that the regulations and relevant guidance are available for reference.

b) Ensuring that there is a complete and accurate record of all marks.

c) Ensuring that papers and arrays of student marks are ready for Assessment Board

meetings.

d) Recording proceedings and minutes of the Assessment Boards and recording approved marks and academic decision outcomes.

e) Ensuring that updates to student records are completed promptly after Assessment Board meetings.

1.7. Responsibilities of Course Leaders

1.7.1. The duties of Course Leaders are the following:

a) Being responsible for overseeing the setting, marking, calibration and moderation of the assessments on their course.

b) Ensuring marking is completed in time for the External Examiners to approve, comment and provide feedback to the appropriate Assessment Board.

c) Checking and approving the arrays of student marks in advance as an accurate record.

d) Attending Assessment Boards, where listed in the composition, and participating in decision making.

e) Presenting their student's results to the Assessment Board.

f) Where requested, commenting on factors related to the modules they are responsible for, e.g., performance levels or any problems with the assessment briefs.

g) Responding to queries on individual students, marking, or other relevant matters.

h) Ensuring that Retrieval assessment briefs are created and provided to students.

1.8. External Examiners

1.8.1. Academic Board appoints external Examiners, and their detailed duties are set out in the University's External Examiner Handbook.

1.8.2. External Examiners are full members of the Award Board.

1.8.3. External moderation is conducted by the External Examiner, who will have access to the same sample of assessments and statistical data that has been reviewed as part of the internal moderation process. They will also have access to the internal moderator's decisions and comments. This process ensures that evidence is provided to the External Examiner that marking, feedback and moderation have been completed.

1.8.4. The External Examiners confirm the appropriateness of the application of the marking and internal moderation processes based on assessment outcomes within the sample they are provided to review. Therefore, they should not act as additional markers on par with internal examiners in any circumstances.

1.8.5. External Examiners may be invited to attend live practical, oral or performance assessments with faculty members. Students must be informed if live assessment arrangements will involve an External Examiner.

1.8.6. If an External Examiner attends a live assessment and is satisfied with the application of the marking and moderation process, they will only need to review that module again if it is delivered at another campus of the University.

1.8.7. Concerning External Examiner samples, it should be noted that:

a) Fails with zero marks (i.e., non-submissions or non-attendance at assessments) are not included in samples.

b) Assessments involving performance work should include a variety of disciplines within the sample where appropriate.

c) External examination of Retrieval assessments is not required.

d) Additional sample work may be made available to External Examiners if requested.

1.8.8. In their independent capacity, External Examiners have the power to:

a) Review assessment tasks and make recommendations for enhancement.

b) Request and obtain reasonable access to assessed parts of any course, including evidence about a student's performance on placement.

c) Review and critique the outcome of the internal moderation process based on the assessment outcomes in the sample.

d) Not endorse the outcome of the internal moderation process.

1.8.9. It is not normally University policy to involve External Examiners in decisions relating to Academic Misconduct, except indirectly as a member of an Assessment Board.

1.9. Confidentiality

1.9.1. These are the University's general principles on confidentiality in assessment:

a) The content of unseen assessment tasks must not be revealed in advance to students.

b) Access to students' marks before and after Assessment Boards should be restricted to members of staff who require access in their work capacity only.

c) Student names are used to present results at Assessment Boards alongside student IDs. However, faculty members should not act as advocates for individual students.

d) Staff members are not permitted to inform students of their recommended classification/award outcome or overall module results before these are published. However, this does not preclude providing provisional assessment marks and feedback to students based on the marking criteria for the assessed work, indicating areas of strength and weakness, and does not preclude a discussion with a student (to give advice and guidance) who has failed to achieve an award before the publication of results.

e) Discussions at Assessment Boards are strictly confidential, though this does not preclude publishing decisions or providing students with a rationale following an Assessment Board decision.

1.10. Protocol Relating to Personal Interest and/or Knowledge

1.10.1. The following should be observed concerning the personal interest and/or knowledge of a student:

a) If there is any personal interest, involvement or relationship between a marker and a student, the marker should not mark the student's work and should declare the interest to the relevant Course Leader.

b) Members of Assessment Boards must likewise declare any personal connection with a student being assessed, either in advance to the Chair of the Assessment

Board or at the meeting before the student's results are considered.

c) Assessment board members' knowledge of exceptional circumstances affecting students should not be discussed at boards regardless of whether a student has made a mitigation claim within the published timeframe.

1.11. Recording of Assessment Board Decisions and the Production of Transcripts

1.11.1. Decisions made at an Assessment Board must be carefully recorded, and in particular, the following must be included on Student Transcripts:

a) First and second (Retrieval) attempts on a module.

b) First and second (Repeat) attempts on a module.

c) Credits awarded by Compensation.

d) Overall mark for an award (to the nearest whole number).

1.12. Recording of Pass/Fail Grading in Assessment Arrays at Level 4

1.12.1. To enter the outcomes of a pass, marginal fail and fail for students at Level 4, each result is assigned a nominal numerical value – these are not grades and are assigned to calculate progression outcomes in the student records system only. The values are:

a) Pass = 40%

b) Marginal Fail = 35%

c) Fail = 1%

d) Non-Submission = 0%