ASSESSMENT BOARD POLICY

1. This policy sets out the arrangements for the operation of assessment boards at the University of Suffolk and its partner institutions, and covers Module Boards, Progression and -groups. The policy should be read alongside the relevant assessment regulations for the course.

2. Assessment boards shall be established for each of our

the Senate. At the start of each academic year each school, partner college and partner institution should submit membership details of their Progression and Award Boards to the Quality Committee for information.

4. A Progression and Award Board has delegated powers to make final decisions about student progression and award in accordance with paragraph 3 above, with the exception of some cases where final recommendations of the Progression and Award Board may be submitted for ratification to an external body.

5. All proceedings of assessment boards, except their published outcomes, are confidential.

6. Each assessment board shall be chaired by a senior member of staff who has been trained for the role. The relevant Dean of School (or equivalent in the partner colleges) will normally undertake the role of Chair of the Progression and Award Board. Where the relevant Dean is not available, the role may be undertaken by an Associate Dean from that school or another Dean. In exceptional circumstances, another senior member of the School who has been trained for the role may also act as Chair. Course Leaders will not be eligible to chair Progression and Award Boards for their own course. It is recognised that on occasion a Chair will have contributed to the teaching, assessment or support of students whose results are to be considered at a Progression and Award Board. Chairs should declare potential conflicts of interest and seek alternative Chairing arrangements where any conflict of interest may directly impact the consideration of . Assessment boards held by partner institutions will be chaired by a senior member of University staff. A full list of nominees for the role of Chair of the Progression and Award Board will be submitted to the Academic Registrar, normally at the start of each academic year.

complies with agreed policy; and that registers or evidence of student attendance/engagement are available. The Chair will also be responsible for ensuring that the recommendations of the Pre-Board are reported to the Progression and Award Board. The Progression and Award Board will either confirm the recommendations of the Pre-Board or will seek further clarification, at which point the Progression and Award Board may confirm or amend the recommendation of the Pre-Board.

Progression and Award Boards

26. A Progression and Award Board shall carry out the following functions:

- Confirm and review the minutes of the previous meeting and matters arising.
- Formally acknowledge the module results ratified by the Module Board.
- Consider and determine the assessment opportunities (within the relevant assessment regulations) for students granted deferrals by the Extenuating Circumstances Panel, setting clear dates by which assessment should occur where these dates htreWthBTeldlem0 g0(t)28(h)-

- Consider the outcomes of the Academic Misconduct Panel and determine the penalties for proven cases of academic misconduct, in accordance with the Academic Misconduct Policy.
- Consider the outcomes of the Academic Appeals Panel and determine the appropriate action (within the relevant assessment regulations).
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29. The External Examiner should be invited to attend all Progression and Award Boards with good notice and arrangements made such as to facilitate ease of attendance. Where an External Examiner is

43. To identify and facilitate discussion of problematic cases or cases where there are special circumstances,

63. To produce a written report for the Progression and Award Board in which they assure the Board that all assessment processes have been completed according to the Universit
and procedures, and that all work and documentation has been available for the External Examiner to review. The report should also note any issues that have affected the assessment processes.

64. To ensure that, where appropriate, evidence of assessment process is available to the Board.

ROLE OF MODULE LEADER

65. To ensure that component results are normally provided to the Academic Administrator at least 72 hours prior to the Module Board.

66. To confirm that component and module results
system are correct.

67. To ensure that moderation in accordance with the Assessment Moderation Policy has occurred, evidence of the assessment process (where necessary) has been obtained and appropriate consultation has taken place.

ROLE OF CLERK

68. To ensure that accommodation is booked and that dates for Progression and Award Board

meetings will be maintained.

69. To ensure as far as possible that assessment board meetings do not clash with other events which might require the presence of assessment board members.

70. To ensure that External Examiners are aware of the dates of scheduled Progression and Award Board meetings.

71. To ensure that the agenda is made available to members of the Progression and Award Board in advance of the meeting.

72. To ensure that papers and the minutes of the previous meeting are made available to members of the Progression and Award Board at the meeting.

73.

GLOSSARY OF ASSESSMENT BOARD TERMS AND ASSOCIATED ACADEMIC PROFILE CODES

REFERRAL

A student they have failed a component of assessment, either by submitting work of inadequate standard (exam or coursework), recorded
as RS, or by failing, for no good reason, to complete an assessment within a stated timescale, recorded as RN. Where permissible within the relevant assessment regulations, referred students can redeem their position within a timescale and in accordance with arrangements stipulated by the assessment board.

DEFERRAL

An assessment board n a performance if, for good reason, the student has failed to complete an assignment within the normal time schedule or attend a scheduled exam, normally as a result of an approved application for extenuating circumstances (see below). The assessment board will need to define the timing and arrangements for the recovery of any deferrals. In exceptional authorised circumstances, an administrative deferral may be applied where there are unavoidable institutional reasons why the results for a particular module/component or cohort are The assessment board will stipulate a timescale for any mechanism by which these students can complete their assessments.

DELAYED DECISION

Where a component of assessment is under investigation for alleged academic misconduct in accordance with the Academic Misconduct Policy,
profile as DD.

EXTENUATING CIRCUMSTANCES

All work submitted by students for assessment shall be marked on its merits without consideration of any extenuating circumstances known to the marker. However, any approved extenuating circumstances (under the aegis of the Additional Time due to Extenuating Circumstances Policy) resulting in the granting of a deferral by the Extenuating Circumstances Panel will be taken into account by the assessment board when determining whether to offer the student a further submission attempt (this should be without penalty for any first submissions, and with the existing penalty for any resubmissions) or to repeat the module(s) in accordance with the relevant assessment regulations.

APPENDIX 1

PROGRESSION AND AWARD BOARDS

Terms of Reference

1) Under delegated authority from the Senate, and with reference to the University of Suffolk Framework and Regulations for the relevant award, to consider and determine:

   a) the performance of students in relation to marks for individual components of assessment and for modules overall

   b) ways by which students who fail to satisfy the assessment requirements can redeem their position, setting clear dates by which reassessment should occur, and clarifying whether re-assessment is by resubmission of the component(s) or retake of the module and any conditions associated with the reassessment

   c) the recognition of prior learning (including certificated and experiential learning), in accordance with the Recognition of Prior Learning Policy

   d) whether students are eligible to progress from one stage of a course to another (including making decisions regarding termination of registration due to academic failure)

   e) whether apprentices are eligible to progress through Gateway

   f) the achievement of employability skills and any other approved awards and/or activities for inclusion on the Higher Education Achievement Report (HEAR)

   g)

   h) the conferment of final awards, including determination of the class or grade and name of the award

   i) the conferment of exit awards and Aegrotat awards, where eligible, for students who withdraw or are withdrawn before completion of their course, including whether the exit awards should be named or unnamed.

2) To consider the recommendations of the Extenuating Circumstances Panel in accordance with the

3) To consider the recommendations of the Academic Appeals Panel in accordance with the Academic Appeals Procedure.

4) To consider the recommendations of the Academic Misconduct Panel and determine penalties for academic misconduct in accordance with the Academic Misconduct Policy.

5) To ensure that regulations relating to assessment are applied in a fair and consistent manner and that academic standards are maintained.

6) To review the assessment arrangements for the course as a whole and make recommendations to the Course Committee and/or to the Senate.

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