Guidance for Single Tier Boards

(Programme Assessment Boards)

Contents

Module Marking

External Oversight

Programme Assessment Board

1. Design/ Approve Assessments and marking criteria (ML/TT)

2. Students complete assessments (S)

3 Markers collect assignments (ML/TT)

4. Mark/Grade according to criteria (ML/TT)

5. Internal moderation – for example double marking (ML/TT)

6. Submit marks for entry into SITS (ML)

7. Marks uploaded into SITS (S3/IO)

8. Marks verification/ agregated marks sheet produced and issued to ML (S3/IO)

10. ML reviews marks alongside module marks stats from Cognos (ML)

12. ML seeks peer review of marks and together recommend that marks agreed (ML)

13. SITS amended to reflect agreed marks (S3/IO)

14. Unexplained missing marks escalated to PL/HoS (S3/IO)

Key
ML - Module Leader
TT - Teaching Team
S- Student
S3 - School Support Service
IO – International Operations
PL – Programme Leader
HoS – Head of Subject
EE – External Examiner

9. External examiner oversight – including reviewing samples of assessed work – and marks verification sheet (EE)

Calibration if necessary (inc. scaling)

11. External examiner provides feedback to module leader to inform agreement of marks (EE). Module leader confirms receipt of feedback and actions taken as a result

15. Pre-Board Preparation

Checking undertaken to ensure academic confidence in the process completed to date relating to module assessment

Ensure that information presented to the Board is complete and accurate, including identifying what will be reported by exception

Typically this preparation would involve Clerk; Convenor; Programme Leader(s) and members of teaching team as necessary.

This could take the form of a meeting, in which case the Clerk would record actions which may be considered at the PAB

16. PROGRAMME ASSESSMENT BOARD MEETING (PAB)
Meeting to formally confirm that student's module marks can be ratified for the trimester by confirming due process within stages 4-12

The PAB reports by exception

More programmes may be considered within a single meeting to improve consistency in decision-making

Attended by External Examiners with Programme Responsibilities

17. Module and Programme results published in accordance with trimester publication date.

Module Review – informed by evidence gathered (including student feedback) through the module delivery, to inform programme / subject group discussions (routine monitoring). (School LTAC)

mber 2019)

Introduction

The revised process for Single Tier Boards was approved at Quality and Standards in February 2019 and again in November 2019. The flowchart attached details each of the steps involved in the successful implementation of the Single Tier Board. The stages are summarised below. The timeline for each of these stages (for January 2020) is noted in Appendix D.

Flowchart - Overview of Stages

Module Marking (Activities 1 – 7)

This reflects the existing practice and there are no significant proposed changes. As is standard practice, assessment briefs should be internally or externally moderated before issuing to the students. This helps ensure transparency for students and staff and instils the confidence that the assessment is at the appropriate level. The assessments will then be marked/graded in line with marking criteria.

As the assessment briefs and the scripts are internally and/or externally moderated at each stage, before presentation at the Programme Assessment Boards there is no requirement to review the performance of a module, and/or, adjust marks/grades to ensure alignment with other modules within the Subject Group or on the programme. Further guidance regarding moderation practices is available in Appendix E of the Assessment Handbook: Code of Practice on Moderation of Marks and Grades (weblink below).

https://staff.napier.ac.uk/services/dlte/resources/Pages/assessment.aspx

Entering Marks

The results are entered by the Module Leader onto a file by the agreed submission deadline. The file will have been previously generated and stored on the Sharepoint site by S3/IO staff from SITs. (*The use of Sharepoint as a mechanism for uploading results is to ensure alignment with GDPR*). The completed file is then uploaded onto SITs by S3/IO staff by the agreed deadline. After the submission deadline, a report

will be generated and forwarded to the Head of Subject Group, escalated (where required) to the Dean of School, indicating the modules with outstanding marks/grades. *This is a new step in the process.*

Agreeing Marks (Activities 8 - 14)

Before agreeing marks/grades, where appropriate, Module Leaders should liaise with the external examiner with module responsibility, including reviewing assessed work and providing an oversight of module marks/grades distribution. The precise method by which this takes place and details of how external examiner feedback is received is local to the subject group. However, it is important that external examiner feedback is responded to, acted upon and incorporated as part of the module evaluation report. There is currently no requirement for the Module External Examiner to attend the Programme Assessment Boards. The Schools however can invite the external examiners with module responsibilities to visit within the academic year to consider examination scripts and/or to meet with teaching teams. It is the responsibility of the School to ensure that they communicate with the Module External Examiner following appointment, outlining how they propose to interact and seek feedback. Discussions with the external examiners should take place before the marks are agreed.

An aggregated marks sheet will be generated from SITs and will be uploaded onto the Sharepoint site by S3/IO staff for the Module Leader to review and agree. The checklist *(noted below)* provides guidance on key aspects Module Leaders should be cognisant of before agreeing the results.

When agreeing marks/grades Module Leaders are confirming:

- Assessments have been subject to internal moderation and the moderator's feedback is recorded
- Marks/Grades for each component of assessment have been checked and confirmed as accurate

- Overall module results (Merit(or Distinction)/Pass/Fail/Defer) are checked and noted as accurate
- Assessments, have been subject to external moderation, where appropriate *(primarily, but not exclusively at levels 9, 10 and 11)* and the feedback has been recorded to inform annual monitoring and future deliveries.
- Any concerns raised either by the internal moderator/external examiner and, where appropriate, responded to and addressed
- Any instances of students under ACO investigation or other professional body regulatory requirements have been highlighted

In recognising the importance of ensuring accurate data, it is encouraged at this stage when agreeing marks/grades work alongside an academic peer who is removed from the module delivery to confirm. This sense-check of the aggregated marks will help identify where marks on the borderline. The inclusion of this peer support has been introduced following feedback from academic colleagues across the institution.

As part of the Single Tier Board process, School Module Meetings are not required to take place. After the Programme Assessment Boards the School Head of Learning and Teaching, together with associated key staff (e.g. SAL Quality, SAL Student Experience) within the School will review the overall performance of the modules, taking into consideration the module evaluation reports from staff and the module survey feedback (through Eva Sys) from students. This review of modules can take place as part of the School LTA Committee or at a separate meeting - the outcomes and proposed actions, will be reported to and monitored through the School LTA Committee.

Once agreed, the aggregated results (and where appropriate the associated re-assessment instruments) will be confirmed by the administrator in SITs. Details of module results which have not been confirmed will forwarded to the Head of Subject Group, in the first instance, and ultimately escalated to the Dean of School. *This is a new step in the process.*

It is recognised that in exceptional cases scaling may be required (as highlighted in the accompanying flowchart). Details of the definition of scaling and the process/timings, including authorisation steps are noted in Appendix A.

Academic Progression / Award Calculations

SITs is closed to allow for Calculation of Awards/Results by Systems Teams. After this time, any changes to the module results and those module results which are not confirmed, will not be included as part of the recommendations for Award, Progression or compensation pre-populated on the Academic Transcripts. Consequently, the academic transcript will not accurately reflect the student's overall academic profile.

Pre-Board Preparation, including meeting (Stage 15)

The Programme Leader/Team and member of S3/IO administrative staff will meet prior to the Programme Assessment Board to review academic transcripts in order to provide complete and accurate information. At this time they will identify the students for presentation (i) in a summary table (ii) those who require discussion at the board. The Convenor of the Programme Assessment Board may also wish to participate in the pre-board discussions. If the Convenor does not participate, the Programme Leader/Year Tutor and Clerk should brief him/her before the Programme Assessment Board to outline the discussions. Details of the definition and examples of Reporting by Exception are noted in Appendix B and Examples of the Summary Tables are included in Appendix C.

Programme Assessment Boards (Stages 16 and 17)

Programme Assessment Boards, take place at the end of each trimester of study together with the resit diet, and consider the performance of students on all approved programmes of study leading to an award of the University (Section A, University Regulations).

https://staff.napier.ac.uk/services/dlte/Regulations/Documents/2019_20/1%20Section%20A%202019-20.pdf

The Programme Assessment Board should always include general discussion and feedback from the Programme External Examiners, including reflections on the previous trimester/academic year of the programme. The Clerk must capture these discussions as part of the minutes of the Board.

A schedule of Programme Board Assessment meetings should be agreed, published and all members invited by S3/IO staff at the start of the academic year. It is recognised that there may be some programmes which have small student cohorts and therefore Schools may wish to group programmes together for consideration at the Assessment Boards; the grouping of programmes, should be highlighted and agreed in advance by School Head of Learning and Teaching.   The dates of the Programme Assessment Boards will be circulated by the Clerk in line with the University Key Dates Calendar. The date for the pre-board meeting will be arranged following discussion with the Programme Leader/Year Tutor to maximise attendance, in line with the University Key Dates Calendar.

At the commencement of the meeting, the Convenor will provide an overview on the papers presented and the process followed (noted below). This will be followed by the Programme Leader/Year Tutor who will then provide an oral summary of the student performance.

Documentation to be taken to the Programme Assessment Board

Agendas and Previous Minutes

Summary Table outlining the students numbers (awarding, passing, failing, proposed prizes and medal winner)

List of Names of Students and associated award (downloaded from SITs)

Copies of Academic Transcripts for those students whose academic profile will be discussed at the Programme Assessment Board

A Single Copy of the Academic Transcripts for Students whose academic profile will not be discussed in detail at the Programme Assessment Board

A copy of the appropriate Academic Regulations (or electronic access)

Programme Assessment Board - Terms of Reference

- To ensure that the rules and regulations relating to progression are consistently applied and standards maintained.

- To review overall programme by performance and by year/cohort.

- To ratify the marks of the students being considered at the board.

- To identify those students for whom there are extenuating circumstances which could have a bearing on their degree classification or progression to the next stage of study.

- To make decisions regarding students eligible for compensation.

- To determine progression issues, with reference to the Academic Regulations.

- To determine award decisions for students who are at the end of their programme of study.

- To approve recommendations on the award of prizes/medals.

- To make recommendations on exit qualifications for those students who wish to leave/unable to continue with their studies.

Roles and Responsibilities

Convenor

In academic year 19-20, Programme Assessment Boards will be convened by a senior academic staff member, nominated by the Dean (and who has undertaken the recent training delivered by DTLE), who is not involved in the Programme of Study.

The Convenor of the Programme Assessment Board will:

(i)   Ensure the meeting is properly conducted in alignment with the terms of reference.

(ii)   Provide an overview of the process at the start, including students who will not be discussed in detail at the Board (Summary Table produced by Clerk (Example Template in Appendix C).

(iii)   Highlight any issues identified during the pre-board preparation which could impact on the board's confidence in ratifying the marks/grades.

(iv)   Ensure the appropriate academic decisions (award/progression/resit/repeat) are fair, consistent and in line with University Regulations.

(vi)   Take Convenor's Action on decisions outstanding, on the permission of the Board and External Examiner, agreed at the meeting. This is only be used in exceptional circumstances where new information has been produced.

Programme Leader / Programme Team / Year Tutor

(i)   Meet with the relevant administrator, and where appropriate Convenor, to review papers in advance of the meeting to ensure its smooth running.

(ii)   Provide an overview of performance and present students for consideration on the programme / year of programme.

(iii)   Be aware of the University Regulations and Programme Board decisions available.

(iv)   Confirm professional body accreditation with Clerk

Importantly, responsibility for decision making lies with the Programme Assessment Board collectively.

Clerk

Programme Assessment Boards will be clerked by administrative staff from School Support Service or International Operations. In preparation for the Programme Assessment Board, the Clerk must:

(i)   Maintain the membership of the Board (annually), together with details of quorum to validate proceedings.

(ii)   Circulate the dates for the Board for the Academic Year ahead, including Programme External Examiner.

(iii)   Produce an agenda and circulate in advance (minimum two weeks) to all members, including Programme External Examiner.

(iv)   Meet with the Programme Leader/Team, and where appropriate Convenor, to review papers as far in advance of the meeting to ensure its smooth running, including highlighting any issues identified during the pre-board preparation which could impact on the board's confidence in ratifying the marks/grades.

(v)   Prepare Summary Table of data relating to those students who will be considered through Reporting by Exception (Example available in Appendix C). This must be doubled check for accuracy prior to the Board.

(vi)   Calculate cusp classifications for notification/presentation at the Programme Assessment Board.

(vii)   Take a full set of the transcripts to the Programme Assessment Board in case of query.

(vi)   Notify Programme Leader/Team of any students with extenuating circumstances as part of preparatory activities.

(vii)   Take a copy of the University Regulations and Programme Board Outcomes available to the Board.

(viii) Confirm professional body accreditation with Programme Leader

(ix)   Take confirmation of results template for Programme External Examiner to sign

(x)   Take an expenses claim form for Programme External Examiner to complete

In the conduct for the Programme Assessment Board, the Clerk must:

(i)   Be fully conversant with the University Regulations *(a copy of the Academic Regulations must be taken to the Programme Assessment Board)* and Academic decisions available to the Programme Assessment Board

(ii)   Notify the Board of any students with approved Extenuating Circumstances

(iii)   Take minutes which must clearly record key discussion points, including overview of programme and feedback from the Programme External Examiner.

(iv)   Record the final actions and agreed decisions of the Board for each student.

After the Programme Assessment Examination Board, the Clerk must:

(i)   Process outcomes of the board promptly and in line University key dates calendar and publications deadlines. Results will be available to students via e-Student Records/e-vision.

(ii)   Liaise with members of the Tier 4 Board as required to ensure compliance with UKVI Legislation.

(iii)   Promptly produce and circulate minutes, normally within two working weeks, following approval from the Convenor and subsequently confirm at the next meeting of the board. *The minutes must be available within this timeframe, as they may be required as part of an academic appeal.*

(iv)   Monitor and report on Convenor's Action. These decisions, including the rationale, must be documented in a manner that makes them easy to access and distribute.   The document recording Convenor's Actions must be presented at the next meeting of the Programme Assessment Board.

Programme External Examiner

A Programme Assessment Board which does not include an approved programme external examiner is not authorised to confirm awards. The external examiner should be present at the Programme Assessment Board meeting which agrees awards. If for exceptional circumstances the external examiner is not able to attend

the meeting, they should confirm in writing that they have been involved in the assessment process and that they agree with the decisions made at the Programme Assessment Board.

Tier 4 - Programme Assessment Board

For students who are studying on a Tier 4 Visa, the consequence of the academic decision agreed at the Programme Assessment Board will be reviewed to ensure compliance with UKVI Legislation. Programme Leaders will be kept up-to-date of any amendments, which may be necessary. Programme Assessment Board decisions will not be released to students prior to the publication date.

Terms of Reference

▪ To ensure that the consequence of academic decisions agreed at the Programme Assessment Board comply with UKVI regulations.

▪ To identify those students for whom there may be a change in decision to comply with UKVI Legislation.

Scaling

Definition

Scaling is the adjustment of marks/grades for an entire student cohort, based on academic judgement, and may be used when the marks/grades are impacted (positively or negatively) from an issue relating to a module assessment, resulting in a higher or lower expected level of student achievement.   Scaling is the exception, not an automatic process, and should be used where there have been acknowledged problems in the assessment process, any action should be applied consistently to all students. It must not unfairly benefit or disadvantage student groups/cohorts.

Process and Timing

Scaling is a stage in the marking process. Before scaling is applied, the original marks, together with the rationale, discussed initially with the HoSG, School Academic Lead (Quality), Dean and then forwarded to the Vice Principal (Learning and Teaching) for approval. Following agreement internally, the External Examiner (if appropriate), should be consulted before actioned. The rationale for the scaling and the action taken must be highlighted to the relevant Administrator and recorded in SITs and a note, signed by the relevant parties, kept with the original scripts (for audit purposes).   The decision must be transparent and available to the relevant Programme Assessment Boards if required.

Ideally scaling should be applied before assessment marks are agreed but must take place prior to final Programme Assessment Board as regulations do not permit grade/mark changes once these are confirmed by the Board.

<div align="right"><u>**Appendix B**</u></div>

<u>**Reporting by Exception**</u>

All students should be considered by a Programme Assessment Board at least once academic year. It is only at one point in the academic calendar whereby a student progression decision will be required for a student; this will vary depending on when the student started their programme of study and on the student's profile. As a result, not all students should be discussed in detail at the Board or a board sheet copy to be printed for the board, if robust pre-board processes are followed. A copy would be kept with the Clerk for information should there be any queries.

Those students who have a straightforward academic profile which does not require discussion, the outcomes and decisions should be summarised at the Board in the form:

- Statement from Board from Convenor advising who will not be discussed at the board, but have been considered by the Programme Leader/Team prior to the board. A summary table indicating the number of students who are:
    - Students being awarded with their intended award, e.g. BA (Hons)/MSc
    - Students who have asked to exit
    - Pass Proceed / Masters Pass Proceed / Pass Continue Students, including students who are mid-stage of study

A cover summary table will be provided per programme *(Appendix C)* that outlines the details regarding the above. This would include details e.g. 45 students have passed all modules in year one and are successfully progressing to year two; 20 students have successfully met the requirements for the intended award of BA (Hons) Zoology.

Students who should be presented at the Programme Assessment Board for discussion

- Students not being awarded with their intended award

- Students on the cusp of a higher classification
- Students who have failed modules and possibly have exhausted reassessment opportunities and may be given a chance to repeat (will be referred to PDT)
- Students who have timed themselves out on SS
- Student eligible for a compensatory pass
- Students to be considered for any medals/prizes
- List of names of students being presented at the Board should be available.
- Students with complex profiles, (e.g. students with non-engagement, incorrect number of module enrolments, withdrawals etc)
- Students with continuous EC's
- Students required to be considered as a requirement of professional bodies/accreditation.

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Summary for Programme Assessment Boards (UG)

Programme Codes: XXXXXBH/XXXXXBH

BA (Hons) Zoology Suite   **2019/20 Tr1**   **Jan-20**

Occurrence A

Intake	Passed All Modules	Awards	Presented to the PAB for Discussion and Decision	Total Students
Year One	25		20	45
Year Two	29		21	50
Year Three	31	1	19	51
Year Four	10	2	9	19
TOTAL	85	3	69	154

Profile of Awards

Intake	Summary of Awards								
	1st	Upper Second Class	Lower Second Class	Third Class	Degree (Dist)	Degree	Dip HE	Cert HE	Cert of Credit
Year One									
Year Two									
Year Three						1			
Year Four		2							
TOTAL	0	2	0	0	0	1	0	0	0

Version 1.2 (Updated Q&S Committee November 2019)

Summary for Programme Assessment Boards (UG)

Programme Codes: XXXXXBH/XXXXXBH

BA (Hons) Zoology Suite   **2019/20 Tr2**   **Jun-20**

Occurrence A

Intake	Passed All Modules and Progressed to next year	Awards	Presented to the PAB for Discussion and Decision	Total Students	Highest Year Average
Year One	25	2	29	54	77.65
Year Two	29	2	31	60	77.75
Year Three	31	2	42	75	76.97
Year Four	N/A	31		0	74.88
TOTAL	85	33	102	187	

Profile of Awards

Intake	Summary of Awards								
	1st	Upper Second Class	Lower Second Class	Third Class	Degree (Dist)	Degree	Dip HE	Cert HE	Cert of Credit
Year One									2
Year Two								1	1
Year Three						1	1		
Year Four	7	16	7	1					
TOTAL	7	16	7	1	0	1	1	0	0

	Student Matriculation No.	Student Name	Programme	
Programme Medals	34567891/1	A N Other	BA (Hons) Accounting	
	45678912/1	J Smith	BA (Hons) Accounting with Corporate Finance	
Elizabeth Howie Dissertation	23456789/1	K Jones	BA (Hons) Accounting with Corporate Finance	
Craiglockhart Prize	12345678/1	C Jackson	BA (Hons) Accounting	