The University of Manchester

Guidance on Examination Boards

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1. Introduction

1.1 The meeting of an Examination Board to agree degree awards is an important occasion. For students it represents the culmination of their period of study that is important for their future. For staff it represents the output from their teaching and support of the students and their learning. For the University it represents the opportunity to verify that academic standards are appropriate in the relevant subject, with the help of External Examiners.

1.2 This document details the principles and guidance that help to recognise the importance of the occasion and extract the maximum benefit from it efficiently. These principles and guidance should be used with reference to the following:

- Policy on Mitigating Circumstances
- Guidance on External Examiner Procedures
- Records Retention Schedule
- The Assessment Framework

- Taught Degree Regulations

2. Authority of Examination Boards

2.1 An Examination Board operates on the authority of Senate, but responsibilities are delegated to Schools and Faculties: The University's General Regulations state that:

"Internal examiners shall be appointed by the Senate in such manner and for such duration as it may determine in accordance with a scheme for making such appointments that the Senate shall devise, and from time to time review... External examiners for each programme shall be appointed by the Board on the recommendation of the Senate…For each programme, the form and content of examination papers and statements of other requirements to be assessed, and the determination of the results, shall be the joint responsibility of the examiners (sitting as a Board of Examiners)."

2.2 Senate's Schedule of Delegations confirms, however, that internal examiners are appointed by School Examination Boards, and that External Examiners are appointed by Faculties in accordance with a University procedure overseen by the Teaching and Learning Group for UG and PGT provision.

3. Terminology

3.1 The table in Appendix 3 provides details of the different types of Examination Boards and their respective responsibilities. The following types of Boards are in existence within the University, but some smaller Programmes or Schools may combine Boards or they may be referred to by slightly different names:

3.2 Pre-Boards – these are optional but considered good practice. A Chair and member of PS support staff meet to review marks prior to a formal Board meeting taking place, in order to identify any potential problem cases.

3.3 Moderation Boards – these deal with marks by unit, rather than by individual students. They would normally take place after every assessment period (for example, February and May for Semester 1 and 2; August for re-sits; and October for Postgraduate Taught dissertations.

3.4 Award Boards – these decide upon and issue final awards. They would normally meet in June for Undergraduate awards and October/November for Postgraduate Taught awards. In cases of Foundation Studies, Award Boards would decide upon whether a student has met the progression criteria for their chosen degree programme. If this is not the case, the Award Board would offer possible alternatives if this is deemed appropriate.

3.5 Progression Boards – these consider marks of individual students for the purposes of deciding upon progression (from Years 1 to 2 or 2 to 3 (UG) or 3 to 4 (Integrated Masters) and from Diploma to Dissertation stage for PGT students). These would normally take place in the summer for UG years 1 and 2 or PGT, and in August for re-sits (referrals and deferrals).

4. Principles of the conduct of Examination Boards

4.1 An Examination Board is normally constituted from the teaching staff in the relevant discipline (see Appendix 2: Examples Examination Terms of Reference) and must include as full members the duly appointed External Examiner(s) for the programme or group of programmes under consideration. No student may be a member, except that a member of teaching staff who is

registered for a research degree may be a member of a Board for taught programmes. Further details of expected members, including membership of Subject or Programme External Examiners at the different types of Boards can be found in Section 9 - Membership and Quoracy.

4.2 The Examination Boards decision making process can be conducted online, on-campus or with some members online (e.g. External Examiners) and some on-campus.

4.3 All meetings of Examination Boards should be chaired by the designated member of academic staff. The Chair would normally be appointed by the Head of School, on the delegation of Senate. The Chair is responsible for ensuring that the meeting is properly conducted and that appropriate decisions are reached. They are also responsible for ensuring that the Board's Terms of Reference and membership are appropriate.

4.4 All meetings of Examination Boards should be serviced by School administrative staff. They are responsible for advising on procedures, recording proceedings and transmitting decisions.

4.5 Adequate notice of meetings should be given. A schedule of meetings should be published and the External Examiner(s) notified at the beginning of the academic year.

4.6 Minutes of meetings must be kept. These should record the names of those present (distinguishing full members of the Board from others in attendance). They should also record the decisions in summary form by candidate number on the marks list (e.g. candidates 1 - 7: first class, etc). Points relevant to the decisions made should be summarised within the minutes. It is important to record clearly in the minutes the candidates for whom supplementary information was considered and the reason for the Board's decision. (See paragraph 12.2).

4.7 Students will not be referenced by name during the course of any Examination Board and subsequent minutes of the meeting. All official documents presented to the Board should be anonymous, referencing only student ID numbers. No student names should be used during the decision-making process, at any type of Examination Board. The purpose of this is remove any opportunity for bias in the decision- making process.

4.8 Detailed results by candidate will be part of the separate official record of the examination results and the student transcripts.

4.9 Meetings should always include general discussion with the External Examiners of their reflections on that year's examination process, on the standards set in the examination and achieved by the students, and on the degree programme itself. These discussions may serve to summarise less formal conversations from the whole period of contact with the External Examiners and must be recorded in the minutes of the Examination Board.

4.10 Members of the School may wish to clarify what the External Examiners mean by their comments and should indicate where action has already been taken or will be taken in response to those comments. These should be clearly recorded in the minutes of the Examination Board meeting and/ or a Secretary's note attached to the minutes.

4.11 The minutes of the meeting should be written up promptly and circulated for approval by all members present, including the External Examiners. Once the minutes have been duly approved, the University will regard them as part of the process by which the External Examiners report. The External Examiners are also asked to complete a report form but need not repeat there anything that they believe is adequately covered in the minutes.

4.12 External Examiners may of course amplify or modify their comments made at the Examination Board if they so choose. Capturing the dialogue between the School and the External Examiners in the minutes allows the School to reflect and respond sooner than waiting for the formal report. It can also save the External Examiners some effort, which it is hoped they will regard as making more appropriate use of their time.

4.13 Boards must compile and promulgate their own clear working procedures in accordance with the guidance contained within this document. In the interests of consistency, these should be the same for all Boards within a School.

4.14 Consistency can also be helped by grouping programmes together to form larger Boards and by having an over-arching School Examination Board, if practical.

5. Guidance on Examination Board Conduct

5.1 *Examination board structures must perform the following functions:*

a. a chaired and minuted forum for anonymous discussion of marks by unit, with External Examiner input (i.e. Moderation Board).
b. a chaired and minuted forum for the anonymous discussion of marks, leading to awards, with External Examiner input (i.e. Award Board).
c. a chaired and minuted forum for the anonymous discussion of progression and reassessment, with External Examiner input where applicable (i.e. Progression Board / Resit Board). (External Examiners need not be involved in reassessment for Level 1 units which do not count towards a student's final degree marks).

and in addition, provide:

d. a chaired and minuted forum for the anonymous discussion of mitigating circumstances and the means to apply the recommendations of a School's Mitigating Circumstances Panel (See paragraphs 7.1 and 8.2 of this guidance and the University's Policy on Mitigating Circumstances.

5.2 *In preparation for the Board, the Chair and Secretary must ensure:*

a. that the membership is agreed and published prior to the examination board taking place and that each member's contribution to the examination board process is clearly defined in the Terms of Reference. The board must contain no students, except staff registered for a research degree.
b. that quoracy rules are set and adhered to (see Section 9 – Membership and Quoracy).
c. that agendas are produced in an appropriate format and available to all members.
d. that the Board has the appropriate membership in accordance with the Terms of Reference, in order to perform the key functions of the Board.
e. that new External Examiners have been fully briefed by the Chair (or his/her nominee) and referred to the University of Manchester's Guidance on External Examiner Procedures.

5.3 *In the conduct of the Board, the Chair and Secretary must ensure:*

a. that if assessment is confirmed at the end of the semester in which it was taught, that this is subject to ratification from an External Examiner and the effects of any compensation or mitigation at the main Board.
b. that reassessment is considered and takes place at the next appropriate opportunity.
c. that appropriate minutes are produced, made available to all members and include adequate comment from the External Examiner.
d. that Boards are chaired by a senior academic member of staff and supported by a Secretary from administrative staff.
e. that the Chair is an impartial adjudicator and not *normally* a programme director (or similar).
f. that a member of University staff is present when awards are agreed at a collaborative partner's Examination Boards.
g. that Boards are confidential and run in accordance with the Assessment Framework of the University of Manchester.

5.4 *After the Examination Board, the Chair and Secretary must ensure:*

a. that minutes are produced promptly, normally within one working week and circulated for approval
b. that results are published using Campus Solutions, sent by post (using an agreed postal address) or email (using the student's University email address) and are not divulged over the telephone.
c. that any results displayed on notice boards are anonymous.

d. that individuals do not normally keep any unratified assessment data or marks after the Examination Board.

6. Structure of Examination Boards

6.1 There is a variety of practice across the Schools and partners in relation to Examination Board structures. Some areas consider the units, progression and awards all in one meeting, while others split the boards into Moderation Boards, Progression Boards and Award Boards. The chosen structure is dependent on the size of the programme and can remain flexible as long as the principles found in Section 3 (above) are addressed.

6.2 The important elements of any Board should be the anonymous consideration of marks, the consideration of the assessment and marking process and the involvement of the External Examiner at every stage. Examination Boards should be conducted anonymously (i.e. students should not be mentioned by name) where at all possible, to avoid any possible bias.

6.3 It is important that Subject External Examiner comments are formally recorded in order to collate valuable information on achievement and performance at unit level to inform future development. The Examination Board is the most appropriate forum for this feedback to be recorded.

7. Mitigating Circumstances

7.1 Mitigating circumstances should be considered anonymously in line with University's Policy on Mitigating Circumstances. Good practice in this area includes the use of an examinations officer who anonymises the paperwork and is the only person aware of the student's identity in each case.

8. Conduct of Examination Boards in relation to Joint Honours and Combined Studies programmes

8.1 The awarding Examination Board for Joint Honours Programmes is located within the admitting School, where the student is registered onto a programme. A representative from the contributing School, where additional units have been studied, should be available or contactable during the Board meeting. The responsibility for decisions relating to progression and degree classification rests with the admitting School's Examination Board, so that School has the final authority to make final award and progression decisions, but not to change marks.

8.2 In order to ensure consistency, decisions relating to mitigating circumstances pertaining to specific units will normally be taken by the mitigating circumstances committee of the admitting School. Therefore, it is the responsibility of the admitting School to collate all relevant mitigating circumstances. However, the communication of information should be both ways with both parties taking responsibility for effective exchange of data that may affect the outcome of the unit or student assessment.

Note: the admitting School ***cannot*** alter marks of units studied and confirmed by an Examination Board within another School.

9. Rescinding awards

9.1 As per paragraph J54 of the Undergraduate Degree Regulations, Examination Boards may receive requests from students who wish to rescind an Integrated Masters award and be awarded the associated Bachelors degree. This should be done in accordance with the University's *Principles on Rescinding* (see Appendix 4).

10. Membership and Quoracy – see also Appendix 2: Example Examination Board Terms of Reference (including membership)

10.1 As stated in paragraph 2.1, an Examination Board operates on the authority of Senate. However, individual Boards are organised and administered by Schools, under the direction of the Head of School / Head of School Administration.

10.2 Membership of the Examination Board should be decided at School level (approved by the Head of School) and defined within the Terms of Reference for that Board. Therefore each member can be sure of their contribution to the process and the role they are playing within that Examination Board. Terms of reference should also refer to the role of External Examiners. In addition, the terms of reference of the Examination Board should state the level of attendance at which quoracy is achieved and it is the responsibility of the Chairs to ensure that Boards are quorate and able to perform the business with appropriate representation. It is recommended that a Board be considered quorate when 80% of its membership is present. If quoracy is not achieved, a meeting of the Examination Board should not go ahead. Achieving quoracy can be helped by ensuring that a Board's membership is appropriate (see paragraph 9.3, below).

10.3 As a guide, Moderation Examination Board membership should include a Chair, Secretary, Subject External Examiners, teaching staff from the relevant discipline, including Programme Directors and unit leaders when appropriate, and a representative of the Mitigating Circumstances Panel, if applicable. (Please refer to the table in Appendix 3 – Examination Board Types and Responsibilities for more information regarding the recommended attendance of External Examiners at Examination Boards). No student may be a member, except members of teaching staff who are registered for a research degree. It is not advisable to list each academic staff member as a member of the Examination Board, as this could lead to difficulties in achieving quoracy.

10.4 As a guide, Progression and Awards (or Final) Board membership should include a Chair, Secretary, the Programme Director, the Undergraduate or Postgraduate Taught Director (or their appointed deputy or equivalent) and Programme External Examiners. No student may be a member, except members of teaching staff who are registered on a research degree. It is not advisable to list each academic staff member as a member of the Examination Board, as this could lead to difficulties in achieving quoracy.

10.5 Details of membership, attendance and quoracy should be recorded within the minutes of Examination Boards. It is important that all members should stay till the end of Boards to make sure that all students are ensured a comparable experience within the assessment process. Members are not only present to represent their own students or unit, but to ensure an equality of decision making across every student and unit. If a member is aware that they may have to leave the Examination Board early, they should inform the Secretary beforehand. If members leave Board meetings in exceptional circumstances, it is good practice to record this in the minutes of the meeting.

10.6 External Examiners are members of all Examination Boards and it is good practice for their input to be considered at every stage of the assessment process. The University requires Programme External Examiners to be in attendance at all Awards Examination Boards. Where in exceptional circumstances an External Examiner is unable to attend, he/ she must be asked to provide written confirmation of his/ her concurrence with the recommendations of the Board. Programme External Examiners must ratify decisions at Progression Boards but they are permitted to do this remotely and it is not essential for them to attend the meetings in person. (Please see the table in Appendix 3 – Examination Board Types and Responsibilities).

10.7 It is recommended that Subject External Examiners attend Moderation Examination Boards.

Where Subject External Examiners are unable to attend these Boards, they must be asked to provide a report to the Board. It is considered good practice for them to receive all the Examination Board minutes for that academic year, leading up to the awarding Board for information.

10.8 Where awards are agreed at a collaborative partner, a member of University staff must be in attendance.

11. Chairing and Secretarial Support of the Board

11.1 The Chair and Secretary must work together to ensure a successful outcome of the assessment process. The Chair is considered the guardian of the relevant regulations and policies (i.e. the University's Degree Regulations and Assessment Framework), ensuring an equality of experience for each student, while the Secretary is considered the guardian of the official record of the assessment process. The Secretary should also have a good knowledge of the Degree Regulations and Assessment Framework in order to act as an adviser to the Chair if required.

11.2 In order to ensure impartiality, the Chair should normally not be involved in the delivery of the programme. However, it is recognised that in some areas, Schools/partners may struggle to find a Chair who was not involved in some part of the programme delivery.

11.3 Chairs should be members of academic staff with a detailed knowledge of the Degree Regulations and Assessment Framework, while the Secretary should be an experienced administrator with knowledge of the Degree Regulations and Assessment Framework, as well as report writing skills. The key responsibilities of the Chair and Secretary to the Board are listed below:

12. Key responsibilities of the Chair

12.1 The main responsibilities of the Chair of an Examination Board are:

- to appoint in consultation with the appropriate Heads of School, the internal members of the Examination Board.
- to ensure all members of the Board are properly briefed.
- to liaise closely with the Secretary to the Board to ensure that the marks presented are full and correct.
- to ensure that the External Examiner/s have seen an appropriate sample of the assessed work of the students.
- to ensure full and open discussion about the performance of students takes place, taking into account the views of the External Examiner, recommendations of the mitigating circumstances panel (where relevant) and to guide the Board towards clear recommendations/decisions.
- to consider and initiate such actions as he/she thinks necessary on advice given by the External Examiners.
- in close collaboration with the Secretary, ensure that marks and award recommendations as confirmed by the Board are prepared and checked.
- following the Board, to check and approve the minutes as a true record of the proceedings.
- to ensure that the students receive appropriate notification of the results.
- the Chair can decide to remove anonymity at the end of an Examination Board in order to give staff an opportunity to celebrate the achievement of their students. This can only be done once all discussions have taken place and the decisions of the Board have been completed.
- To ensure that Programme External Examiners are involved in any decision taken by Chair's Action following an Examination Board that could affect a student's progression and/or classification. This includes actions taken as a result of the consideration of student appeals and complaints cases.

13. Key responsibilities of the Secretary

13.1 The main responsibilities of the Secretary are:

- to establish the dates of meetings in advance at the start of each academic year, arrange the meetings and inform the members.
- to make all administrative arrangements for the Boards they are responsible for; this includes liaison with the External Examiner.
- draft agendas for approval by the Chair, to be disseminated to all members prior to the Board.
- prepare and provide the Board documentation.
- to provide advice on examination and assessment practice within the Assessment Framework during the meeting.
- to produce full and accurate minutes.
- ensure the marks presented to the Board are correct and any amendments are actioned on Campus Solutions.
- to record the conditions of re-assessment.
- to prepare pass lists and arrange for them to be checked by the Chair of the Board, if required.
- to ensure results / pass lists are communicated to students via the appropriate means.
- to ensure unit results that have been taken by students from other Schools are communicated to the student's home School in a timely and appropriate manner.

13.2 The Chair and Secretary have an opportunity to minimise the occurrences of appeals which are taken forward by ensuring appropriate application of the relevant policy and regulations (i.e. the University's Degree Regulations and the Assessment Framework) through the Examination Board structures. It is important that a clear, accurate paper trail is in place, recording the reasons for decisions made at Examination Board meetings and summaries of any relevant discussion. This would help minimise possible complaints and appeals which are escalated to the Faculty, University or the Office of the Independent Adjudicator (OIA) and make it easier to reveal a clear audit trail of the decisions made and the reasons for them.

14. Agendas and Minutes

14.1 Agendas and minutes are important to guide and record the business of the Examination Board. The attached template (appendix 1) can be adapted and used by Schools and collaborative partners. Minutes should clearly record the decisions in summary form by candidate number on the marks list (e.g. candidates 1 - 7: first class, etc.).

14.2 It is important to record clearly in the minutes the candidates for whom supplementary information was considered (e.g. mitigating circumstances or viva voce examination by an External Examiner) and note the reason for the Board's decision. If a student subsequently submits an academic appeal, the person dealing with the appeal may request to see the minutes of the Board to clarify whether and how any mitigating circumstances were considered.

14.3 Each member of the Board (including External Examiners) should receive notice of the meeting, well in advance, an agenda and, following the meeting of the Examination Board, they should receive minutes, approved by the Chair as an accurate record. Non-members of the Board may be included in the distribution of agendas and minutes, for information. However non-members must be University of Manchester or partner staff and must treat the minutes as confidential.

14.4 The University's report template for External Examiner reports relies on the External Examiners having the opportunity to comment on the individual units and process during the Examination Board process. The report template has a 'tick box' style with voluntary free text which means the

agenda and minutes of Examination Boards must allow for and record comments from the External Examiner. This will ensure that adequate feedback is received and recorded from External Examiners on all aspects of the assessment process.

14.5 The report of the External Examiner and the Examination Board minutes can then be considered together as the assessment record of external input.

15. Annual Monitoring and the assessment process

15.1 It is good practice for Schools to consider Examination Board minutes as part of the Annual Monitoring process. This allows discipline level comments from External Examiners and results to be considered, even when the final External Examiner's report has not been received and processed through the Teaching and Learning Delivery team (TLD). This is especially relevant as Annual Monitoring/continual quality assurance monitoring follows a continual cycle of monitoring and review which allows feedback on assessment to be received and considered at any time throughout the year. The use of detailed Examination Board minutes will allow you to consider the discipline issues at the next point in the year where monitoring activity occurs. The final report can then be considered retrospectively at the next, convenient monitoring opportunity.

16. The Record of the Examination Board

16.1 The records of the Examination Board include the following: the agenda, minutes, pass lists, student transcripts and Campus Solutions records (or equivalent in Partner Institutions). The Chair and Secretary must ensure that these records are full, accurate and complete within a short period of time after the Board Examination scripts and assessed work must be stored in accordance with the Records Retention Schedule issued by the Records Management Office. In line with this Schedule, Schools should retain them for at least one year after the final Examination Board meeting of the academic year in which the work was considered. If a School wishes to, it can opt to keep examination scripts and assessed work for one year after a student's *final classification* is awarded.

16.2 It is important, for reasons of version control, that there is only one record of the assessment process and that individuals delete assessment records from their own PCs after an Examination Board has taken place.

16.3 It is the responsibility of the Chair and Secretary to ensure that all actions as a result of the Board are followed up and completed. Care should be taken not to advise students using unratified marks.

15.4 Schools should receive signed evidence that the External Examiner was present and happy to endorse the decisions of the Board.

17. The Issuing of Results

17.1 Results should be made available to students on-line via Campus Solutions. If students are notified individually, results should only be given to individuals in person, by anonymous notification on a notice board, by letter (to the address recorded on Campus Solutions) or by email (to the University email registered to the student which is recorded on Campus Solutions). ***Results should not be divulged over the telephone.***

Appendix 1: Examination Board Agenda and Minutes template

The University of Manchester

Teaching and Learning Delivery, Division of Student and Academic Services

House style for agendas and minutes

Attached are outlines for Examination Board notification, agendas and minutes. The outlines are based on the format used for University groups and committees.

We thought that you might find this guidance useful for developing Examination Board agendas and minutes.

Please contact the Teaching and Learning Delivery team (TLD) if you have any queries regarding the use of these templates.

Notification of Examination Board

[Insert name of School/Partner and Programme]

A meeting of the Examination Board will be held on [*insert date*] at [*insert time*] in [*insert location*].

[*Insert name of Secretary to the Board*]
[*Insert job title of Secretary*]

[*Insert date when agenda issued*]

Further information
Any enquiries concerning this meeting should be directed to [*insert name*] [*insert telephone number and e-mail address*]

MANCHESTER 1824
The University of Manchester

AGENDA

1 APOLOGIES FOR ABSENCE

2 CONFIRMATION OF QUORACY AND MEMBERSHIP

3 CONFIDENTIALITY STATEMENT

Members of the Board are reminded that:

(i) the proceedings of the Board are confidential;
(ii) results should be provided online to students via Campus Solutions; any other feedback to students on their performance will be by individual letter, and/or by discussion with the Chair or nominee. In particular, results should not be divulged over the telephone;
(iii) all papers, mark sheets, etc. should be returned to the Secretary after the final meeting, with the exception of the Chair and nominee as specified in paragraph (ii) above;
(iv) all marks and grades, other than those on Campus Solutions must be removed from all other computer systems immediately after the final meeting.

4 MATTERS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING OF THE BOARD HELD ON [insert date]

(i) to note that the minutes of that meeting were confirmed by the Chair
(ii) to ratify any action taken by the Chair since the previous meeting
(iii) to consider any other matters arising

5 CONSIDERATION OF UNIT RESULTS AND ALLOCATION OF GRADES

[list all units, identifying codes, name of lecturer/s and individual External Examiners comments for each unit].

6 STUDENT PERFORMANCE BY PROGRAMME

To consider the progression and award of each student by level or cohort (delete as applicable).

7 CHAIR'S ACTION

To agree items to be dealt with by Chair's action outside the meeting.

8 FURTHER EXTERNAL EXAMINERS COMMENTS

To report any issues that are programme related or deal with a procedural issue, rather than specific to a unit or subject area.

9 PROPOSED ARRANGEMENTS FOR ANY REASSESSED COURSEWORK OR EXAMINATIONS.

To confirm the dates for submission of reassessed assignments and to confirm arrangements for reassessed examinations and date of the Examination Board to consider reassessed work.

10 ANY OTHER BUSINESS

Minutes of the Examination Board for [insert name of the Partner/programme/s]

Date of meeting

Present: Insert other names in alphabetical order

Apologies: Insert names in alphabetical order

In attendance: Insert names in alphabetical order

1 APOLOGIES FOR ABSENCE

Minutes of the meeting held on [*insert date*] **(enclosed)**.

2 CONFIRMATION OF QUORACY AND MEMBERSHIP

3 CONFIDENTIALITY STATEMENT

Members of the Board were reminded that:

(i) the proceedings of the Board are confidential;

(ii) results should be provided online to students via Campus Solutions; any other feedback to students on their performance will be by individual letter, and/or by discussion with the Chair or nominee. In particular, results should not be divulged over the telephone.

(iii) all papers, mark sheets, etc. should be returned to the Secretary after the final meeting, with the exception of the Chair and nominee as specified in paragraph (ii) above

(iv) all marks and grades, other than those on Campus Solutions must be removed from all other computer systems immediately after the final meeting.

4 MATTERS ARISING FROM THE MINUTES OF THE PREVIOUS MEETING OF THE BOARD HELD ON [insert date]

(i) Noted: the minutes of the last meeting were confirmed by the Chair
(ii) Noted: the following matters arising had been addressed since the last meeting:
(iii) Noted: there were no other matters arising

5 CONSIDERATION OF UNIT RESULTS AND ALLOCATION OF GRADES

[list all units, identifying codes, name of lecturer/s and individual External Examiners comments for each unit].

For example: Marketing Practice MPCT01234

Unit leaders' comment (John Smith):

External Examiner Comments (Prof Fred Blogs):

6 STUDENT PERFORMANCE BY PROGRAMME

To consider the progression and award of each student by level or cohort (delete as applicable).

7 CHAIR'S ACTION

To agree items to be dealt with by Chair's action outside the meeting.

8 FURTHER EXTERNAL EXAMINERS COMMENTS

To raise any issues that are programme related or deal with a procedural issue, rather than specific to a unit or subject area.

10 PROPOSED ARRANGEMENTS FOR ANY REASSESSED COURSEWORK OR EXAMINATIONS.

To confirm the dates for submission of reassessed assignments and to confirm arrangements for reassessed examinations and date of the Examination Board to consider reassessed work.

11 ANY OTHER BUSINESS

Appendix 2 - Examination Board Example Terms of Reference (including Membership)

Membership - Progression/Award Boards
(To be decided at School level and specified within the relevant Terms of Reference)

- Chair (appointed by Head of School in which the discipline/programme/unit is based)
- PS Secretary to the Examination Board
- The programme director
- The Undergraduate or Postgraduate Taught Director (or equivalent)
- External Examiner(s) for the programme or group of programmes under consideration (Award Boards only)
- A representative from the Mitigating Circumstances panel, if appropriate
- No student may be a member, except members of teaching staff who are registered for a research degree

Membership – Moderation Boards
(To be decided at School level and specified within the relevant Terms of Reference)

- Chair (appointed by Head of School in which the discipline/programme/unit is based)
- PS Secretary to the Examination Board
- Teaching staff from the relevant discipline; these must include:
    - Staff members responsible for co-ordinating the teaching and assessment of the units of the programme or discipline under consideration (e.g. programme directors)
- External Examiner(s) for the subject/s under consideration
- No student may be a member, except members of teaching staff who are registered for a research degree

Note: The structure of Examination Boards is dependent on size; smaller programmes may decide to merge Moderation and Progression / Award Boards.

Terms of Reference for Progression Boards

- To determine progression and/or outcomes of student assessment.
- To ensure that all appropriate University and relevant programme regulations are met.
- To make decisions regarding students permitted to be reassessed for any element of assessment in any unit within its remit and make arrangements for the reassessments/referrals.
- To make decisions regarding students eligible for compensation of marks.
- To make recommendations for the conferment of an exit award in the case of eligible students who have withdrawn from the University, or who have transferred to another course within the University, if they have achieved sufficient credits.
- To apply the penalty and confirm the impact from any finding of academic malpractice made in relation to student assessment.
- To determine how to apply mitigation following the recommendation of the School's Mitigating Circumstances Panel.

Terms of Reference for Award Boards

- To determine progression and/or outcomes of student assessment and to make awards on behalf of Senate.
- To ensure that all appropriate University and relevant programme regulations are met.
- To make decisions regarding students permitted to be reassessed for any element of assessment in any unit within its remit and make arrangements for the reassessments/referrals.
- To make decisions regarding students eligible for compensation of marks.

- To make recommendations for the conferment of an exit award in the case of eligible students who have withdrawn from the University, or who have transferred to another course within the University, if they have achieved sufficient credits.
- To apply the penalty and confirm the impact from any finding of academic malpractice made in relation to student assessment.
- To determine how to apply mitigation following the recommendation of the School's Mitigating Circumstances Panel.

Terms of Reference for Moderation Boards

- To consider/moderate marks by unit, rather than by individual students.
- To determine outcomes of student assessment and to make recommendations on behalf of Senate.
- To ensure that all appropriate University and relevant programme regulations are met.
- To apply the penalty and confirm the impact from any finding of academic malpractice made in relation to student assessment.

Appendix 3 – Examination Board Types and Responsibilities

Name of Board	Responsibilities	External Examiner presence required	When they meet (may be subject to local variation)
Pre-Boards	Optional but considered good practice for a Chair and PS support staff member to review marks before the Board to identify any potential problem cases.	No	Prior to other Boards
Moderation Board	Moderate marks, by unit (rather than by individual student)	It is *recommended* that **Subject External Examiners** attend meetings, but submission of a report is an acceptable alternative. **Programme External Examiners** are not required to attend.	After every assessment period: • Feb – Semester 1; • May – Semester 2; • August – resits; • October – PGT dissertations
Progression Board	Considers marks by individual student for purposes of deciding on progression: • Years 1 to 2; • Years 2 to 3 (UG); • Years 3 to 4 (integrated Masters); • Diploma to Dissertation (PGT). Ratifies Moderation Board decisions.	**Programme** or **Chief External Examiners** must ratify the decisions where students have not been allowed to progress. **Programme** or **Chief External Examiners** are *not* required to attend in person. **Subject External Examiners** are *not* required to attend.	• Summer – UG Years 1 and 2 and PGT; • August - resits
Award Board	Decides upon and issue final awards. Ratifies Moderation Board decisions.	Attendance is *required* by **Programme External Examiners** to ratify all award decisions. If a Programme Examiner is unable to attend for unforeseen and exceptional	• June – UG; • October/November- PGT

		circumstances, the School/Programme can make alternative arrangements in consultation with TLD. **Subject External Examiners** are *not* required to attend.	

Appendix 4 - Principles for Rescinding Awards

Definition

1. When an award that a student has gained from the University is rescinded, it is withdrawn by the institution and invalidated.

Principles

Rescinding as the result of discipline and academic malpractice

2. In accordance with Statute XX paragraph 7, the University has the authority to rescind an award after graduation as the result of disciplinary measures against a student. In such cases, the student will be given a reasonable opportunity to appear before and state his or her case to a committee appointed by the Board of Examiners, and the report of this committee will be considered by the Board before any decision is reached. The decision to rescind an award under these circumstances will be taken as part of the formal business of a Board of Examiners.

3. A student is not permitted to rescind a higher award in order to negate the impact of a penalty applied due to Academic Misconduct. For example, a student whose final year work in an Integrated Masters programme is the subject of proven academic malpractice cannot ask for the final year to be discounted and receive a Bachelors award in its place.

Rescinding in order to continue or recommence study at a higher level

4. A student is permitted to request that an award gained following the successful completion of a programme of study be rescinded in order to continue or recommence their academic studies at a higher level. The rescinding of an award in these circumstances is not an automatic right and cannot be guaranteed since it will be subject to factors including:
    a. teaching capacity;
    b. the currency of the award to be rescinded (that is, the date when it was conferred, which must be no more than five years before the request to rescind to ensure the student's knowledge is up to date);
    c. the higher award still being available;
    d. the student having achieved an overall pass on the lower award at the appropriate standard to allow progression onto the higher award, including any capped or compensated marks

5. In cases under paragraph 4 where rescinding has been approved, this will be recorded at the Board of Examiners meeting at which the request was considered (or by Chair's action if earlier) and the lower award only awarded if the higher one is not successfully achieved.

6. A student is not permitted to rescind an exit award that they have received as the result of academic failure in order to continue onto or recommence study on a higher award as they have exhausted all assessment opportunities on the higher award previously. In such cases, students must reapply to

the higher award from the beginning of the applications process alongside all other applicants and, regardless of their previous enrolment status, will be subject to normal admission requirements.

Partial Rescinding

7. A student must rescind an exit award in cases where they have been permitted to use some of the credits gained from one programme of study in order to transfer onto another. They may, should they request it, be considered for an alternative exit award at the conclusion of their study on the second programme, as in the example below, in order to recognise the 'unused' credit. This is not, however, standard practice.

> A student completes the first two years of an undergraduate programme and is then permitted to transfer into the second year of another programme using 120 credits from the first programme in order to do so. The student is awarded a DipHE for the 240 credits obtained on the first programme but then rescinds it since they are using 120 credits of it in order to transfer. If they gain the second award the original exam board can, on request, consider them for a CertHE to recognise the 120 'unused' credits from the first programme.

Rescinding in order to receive an award at a lower level

8. A student is permitted to request that an award gained following the successful completion of a programme of study be rescinded in order to be considered for an award at a lower level, as defined as the exit award in the Programme Specification for the programme on which the student is registered. For example, a student who has gained an Integrated Master's award may ask to rescind it in order to receive a Bachelor's degree that reflects their academic achievement over the first three years and that might be classified at a higher level.

9. Such applications must be made in writing to the Chair of the Examination Board within 20 working days of the conferment of the higher award and will be recorded by the Examination Board, who will consider applications and make appropriate decisions on the outcome. Such applications will only be disallowed under exceptional circumstances, such as students who have had penalties applied due to academic misconduct in the final year (see paragraph 3).

10. Students whose request to downgrade an award has been accepted should be made aware that the higher award cannot be reinstated at a later date.

11. Any credit that had been awarded but does not count towards the lower award's classification will remain on the student's transcript. A student can only receive one exit award for each period of registration and therefore, such credit cannot count towards the award of a second exit award. Where permitted, for example through AP(E)L, such credit may contribute towards another award on a different programme of study, either at Manchester or elsewhere.

Recording on Campus Solutions

12. For guidance on how a rescinded award is reflected on Campus Solutions please see:

    http://www.campus.manchester.ac.uk/planningsupportoffice/SSO/ssusersguide/06_rra_index.html

Tuition Fees

13. There are no circumstances under which tuition fees may be refunded as the result of the rescinding of an award.

Document control box	
Policy / Procedure title:	Guidance on Examination Boards
Date approved:	March 2022
Approving body:	Teaching and Learning Delivery, Division of Student and Academic Services (SAS)
Implementation date:	March 2022
Version:	v 2.3 March 2022
Supersedes:	V2.2 (September 2018)
Previous review dates:	2008, March 2011, January 2012, March 2015, March 2017, November 2017, July 2018
Next review date:	March 2025
Related Statutes, Ordinances, General Regulations	• Undergraduate and Postgraduate Taught Degree Regulations
Related Policies:	N/A
Related Procedures and Guidance:	• Assessment Framework • Policy on Mitigating Circumstances • Guidance on External Examiner Procedures
Policy owner:	Head of Student and Academic Services
Lead contact:	Teaching and Learning Manager (Policy), Teaching and Learning Delivery Team, Division of Student and Academic Services *For any queries or questions relating to this document, please direct your email to teaching-policy@manchester.ac.uk*