

Review and Approval of Results for Taught Programmes

The stages involved in the review and approval of results are summarised below in Figure 1.

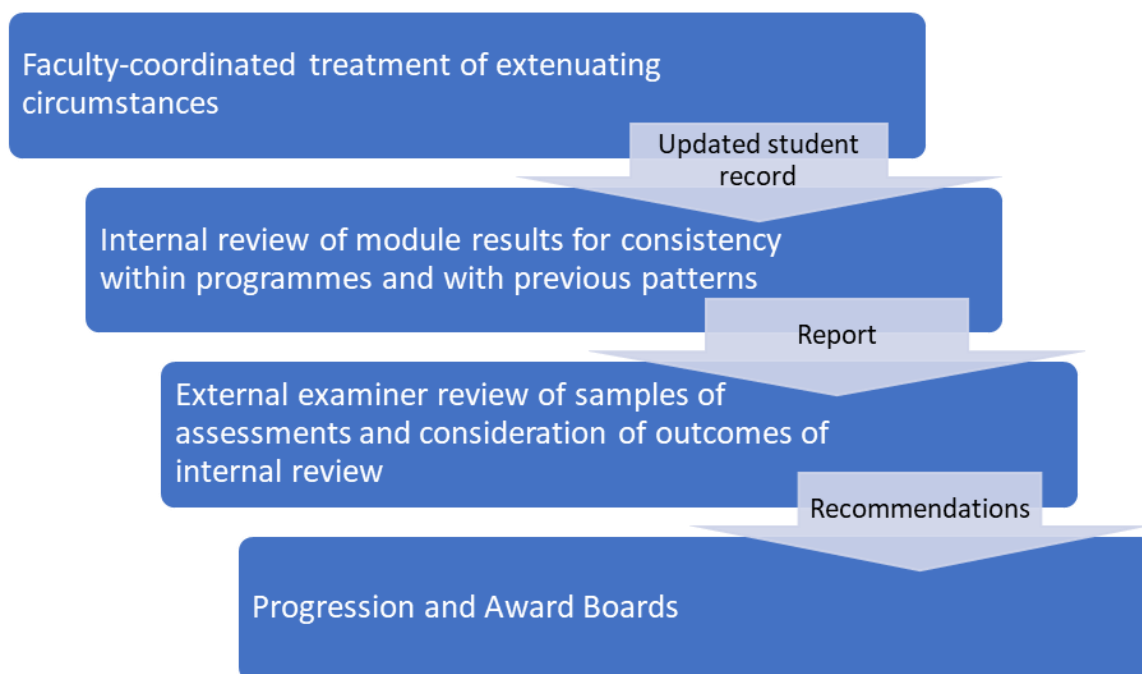


Figure 1

The stages of review and approval may be conducted in person or remotely. Where conducted remotely, the confidentiality of all stages of the review and approval process should be ensured; Zoom meetings should not be recorded.

1. Extenuating circumstances

- Decisions on extenuating circumstances should be coordinated at Faculty level to ensure consistency of treatment/recommendations across all programmes. The recommended review group should include Faculty Administration staff, the Faculty ADTL (or nominee), and Programme Chair(s).
- Treatment of extenuating circumstances should follow [agreed guidelines](#).

2. Faculty/programme/module level review (Examination Review Committees)

- For each programme, an Examination Review Committee should be constituted that includes (at a minimum) the Programme Chair, the Faculty ADTL or nominee, and, as appropriate, Head(s) of School, and Teaching Convenor(s) or Subject Representatives. Each Examination Review Committee should be supported by a Faculty Administrator. The membership of each Examination Review Committee should be recorded on the templated report of its review.
- Faculties should liaise as needed with the GURU Team to ensure that members of each Examination Review Committee have the necessary access to GURU to allow the reviews outlined below.

- After calculation of marks in Faculty and the commitment of those results to the record, the following reviews should be undertaken using GURU functionality:
 - Review module level results:
 - Is the pattern of results for this module broadly in line with previous years' patterns for the same/equivalent module?
 - Is the pattern of results for this module broadly in line with the patterns of results in other modules for the same cohorts of students?
 - For the award years:
 - Is the pattern of overall results – distribution of award classifications – consistent with expectations?
 - Is this pattern broadly in line with past patterns?
 - Are there any particularly unusual results – individual or module – that should be noted?
- Anomalous individual module results patterns **may** indicate that marks should be changed.
- If considered justified, the Examination Review Committee may make recommendations to the Progression and Award Board for changes in module marks.
- No changes should be made to an individual student's module marks to bring the precision mark to a new award classification threshold.

For each programme, the outcome of this review should be a written summary report which will form the basis of engagement with external examiners.

In the case of intended discussions with Programme external examiner(s), the report should address the programme context; in the case of intended discussions with Module external examiner(s), the report should address the set of modules for which the external examiner has responsibility.

Templates for these reports are provided below.

3. Discussions with external examiner(s)

- The basis for discussion at this stage of the process should be the report(s) generated by the Examination Review Committee(s) plus the review of an indicative sample of assessments by the external examiner(s).
- Discussions should include, as appropriate, Programme Chair, Teaching Convenor, Head of School, and **some** module coordinators; Faculties will need to determine (as needed in discussion with the external examiner(s)) the composition, recognising that a large group would be unwieldy.
- The outcomes should be (i) feedback and observations on our processes – assessment, review of results, etc. – and (ii) recommendations to the Progression and Award Board.
- It is important to note that the role of the External Examiner is to review standards in general; it is not to make recommendations solely in respect of individual cases in the sample of assessments reviewed.
- A note of this discussion should be kept using the template provided.

4. Progression and Award Boards (PABs)

A Progression and Award Board will be held for each programme leading to a University award. Its functions are to:

- i. Approve student progression as appropriate
- ii. Approve the award and classification of students
- iii. Consider applications for extenuating circumstances which have been referred to the PAB

A Progression and Award Board may be undertaken in either an in-person format or a remote format; hybrid versions involving both in-person and remote attendance will **not** be facilitated. Where a Progression and Award Board (PAB) is being undertaken remotely, PDF broadsheets will be submitted by the faculty office to Registry. Registry will ensure electronic circulation to members of the PAB.

4.1 Chair and Membership

- Where a Faculty chooses to cluster PABs of similar programmes, the Faculty should agree the chairing arrangements with Schools in the Faculty. Where this is not the case, the Chair of the PAB is normally the Chair of the Programme Board.
- The Progression and Award Board will comprise the Programme Chair(s), the Faculty ADTL or nominee, Teaching Convenors (or equivalent), Executive Dean(s) of Faculty (ex officio), a member of the Faculty Administration team, with a member of Registry acting as Secretary to the PAB. The Registry PAB Secretary will provide guidance on regulations and procedures and note all the decisions of the meeting on the broadsheet. External examiners may attend the PAB at their discretion.
- As far as possible, attempts should be made to reach a consensus on decisions. On rare occasions, it may be necessary to proceed to a vote on options presented to the PAB. Each examiner on the programme present (including any external examiner present) is entitled to one vote: one person, one vote. Voting by proxy is not permitted. In the event of a tie, the Chair of the PAB has the casting vote. The PAB Secretary or other members in attendance do not have a vote.
- All discussions and decisions of the PAB are confidential to the members of the Board.
- Membership of reconvened PABs is the same as the original PAB membership.

4.2 Conduct of Progression and Award Boards

- The Progression and Award Board should:
 - formally approve students' results;
 - discuss results of individual students **in award years** who have submitted extenuating circumstances and whose results appear anomalous in the context of previous performance;
 - deal with recommendations from Examination Review Committee and recommendations from external examiners.
- Presentation of Results to PAB
 - Passing results, will be presented and grouped on a broadsheet per each classification band and listed by candidate number per the printed broadsheet (e.g. 1-10); these results will not be called at the meeting.
 - All failed results will then be called individually. In the case of an award year, any remaining borderlines not accounted for by the preponderance rule and the PAB may then be reviewed.
- Consideration of Extenuating Circumstances for students in award years
 - Cases should be presented and dealt with in line with approved guidelines. In order to protect student confidentiality as far as possible, discussion on the nature of the extenuating circumstances should focus on the possible decisions that the board can make in light of the extenuating circumstances.

4.3 Role of External Examiner at Progression and Award Boards

External Examiners who attend PABs should be briefed on relevant rules and programme regulations prior to the PAB. The PAB Chair can invite External Examiner(s) to comment briefly following the deliberation of the results; to make recommendations on the distribution of results or trends within modules/programmes during the PAB. Detailed feedback from External Examiners on modules or programme should be reserved for the formal written report submitted by the External Examiner to the University. External examiners act as an important element of the quality assurance process and in some instances only wish to comment on the execution of the process as per regulations and standards.

4.4 Record of the Progression and Award Board

The Broadsheet and signature sheet will form the formal record of the meeting. All decisions will be noted on the Broadsheet by the Board Secretary. All examiners in attendance, the Chair of the meeting and the PAB Secretary should sign the signature sheet attached to the broadsheet. Where a PAB is conducted remotely, the attendance of all examiners, the Chair of the meeting and the PAB Secretary should be recorded on the broadsheet sign in sheet.

Any changes to results following the PAB must follow the Post PAB Amendment Procedure; contact must be made in the first instance with Registry.

5. Report to Academic Council

Following the conclusion of the PABs the Registry will make a report to Academic Council on the outcome of the Boards. This report will form the basis for Academic Council to adopt the recommendations of the Boards.

Template for review with Programme External Examiners

Programme:	
Date:	
Membership of Examination Review Committee:	
1. Consideration of module results vis-à-vis previous years' module results for equivalent modules	
<ul style="list-style-type: none"> Is the pattern of results for the modules on the programme broadly in line with previous years' patterns for the same/equivalent modules? 	Yes/No + commentary
<ul style="list-style-type: none"> If NO, please comment on differences 	
2. Consideration of equivalence of module results with across the cohorts of students	
<ul style="list-style-type: none"> Is the pattern of results for all modules broadly in line with the overall patterns of results in other modules for the same cohorts of students? 	Yes/No + commentary
<ul style="list-style-type: none"> If NO, please comment on differences 	
3. For the award years of programmes only	
<ul style="list-style-type: none"> Is the distribution of award classifications consistent with expectations? 	Yes/No + commentary
<ul style="list-style-type: none"> Is this distribution of award classifications broadly in line with past patterns? 	Yes/No + commentary
4. Are there any particularly unusual results – individual or module – that should be noted?	

Template for review with Subject/Disciplinary External Examiners

Subject/discipline:	
Date	
Programme(s):	
Subject representatives:	
1. Consideration of module results vis-à-vis previous years' module results for equivalent modules	
<ul style="list-style-type: none"> Is the pattern of results for the modules broadly in line with previous years' patterns for the same/equivalent modules? 	Yes/No + commentary
<ul style="list-style-type: none"> If NO, please comment on differences 	
2. Consideration of equivalence of modules across years of programme(s)	
<ul style="list-style-type: none"> Is the pattern of results for these subject/disciplinary modules broadly in line with the overall patterns of results in other disciplinary modules for the same cohorts of students? Is the pattern of results for these modules out of sync with expectations? 	Yes/No + commentary
3. Are there any particularly unusual results – individual or module – that should be noted?	

Template for note of discussion with External Examiner(s)

External examiner(s) present:	
Others present:	
Relevant Programmes/PABs:	
Date:	
Feedback and observations on our processes:	
Recommendations to the Progression and Award Board:	