

## UNIVERSITY OF LEEDS

### Responsibilities of School Special Circumstances Committees, Assessment Boards and Progression and Awards Boards

#### 1. Principles

Assessment must be held in accordance with:

- i) the requirements of the relevant Curricular Ordinances and Regulations and General Academic Regulations
- ii) the approved assessment arrangements as published in the University's Rules for Award
- iii) the provisions published in the relevant Faculty/School Code of Practice on Assessment
- iv) the approved Programme Specification as published in the programme catalogue at [<http://www.leeds.ac.uk/programmes>]. (These include links to specifications for the constituent modules which give the details of the learning outcomes, teaching and assessment for each module).

This guidance has been developed to support Schools in ensuring that:

- vi) the University's arrangements are accessible and transparent to staff and students
- vii) information is articulated as clearly as possible to staff responsible for administering Assessment Boards and Progression and Awards Boards
- viii) information is consistent with published regulations, Faculty/School Codes of Practice and Rules for Award.

#### 2. School Responsibilities

Schools must ensure that:

- i) every programme and module falls within the remit of an appointed external examiner who undertakes their duties in accordance with the University's External Examiner Handbook;
- ii) all elements of completed written assessments are in a form that makes them open to external scrutiny, and that a representative sample of examination scripts/assessments, covering all modules and assessment methods, are available to the external examiner(s); separate arrangements may be made for other forms of assessment;
- iii) every module is overseen by a member[s] of academic staff. Where an internal examiner is someone other than a contracted member of academic staff with teaching duties, nominations for appointment them as internal examiner[s] must be made to the Pro-Dean for Student Education, and kept under annual review;
- iv) they adhere to the approved methods of assessment which were devised and implemented for each module as being appropriate to the learning outcomes and as specified in the programme catalogue;
- v) examination and assessment arrangements of every programme of study and module for which it is responsible are published. The programme and module catalogues are integral to the contract the University has with students. Thus, any unapproved departure from the assessment arrangements specified in the catalogue must not occur;

- vi) there is a two stage process for consideration of module results and progression and classification. Normally this would require an assessment board for consideration of module results followed by the progression and awards board;
- vii) all marking of modules is conducted in accordance with the approved procedures as set out in the relevant section of the Faculty/School Code of Practice on Assessment, and in accordance with the University's policies on e-submission and anonymous marking;
- viii) the marks for all assessment are recorded and degrees classified and awarded in accordance with the University's approved arrangements, as set out in the Rules for Award;
- ix) detailed arrangements for the handling of mitigating circumstances claims and extension requests are carried out in accordance with the relevant Faculty/School Code of Practice on Assessment; this should include clear guidance to students to explain procedures and confirm submission deadlines.

### 3. Assessment Committees

There are normally two types of committee:

- the Assessment Board, which oversees module marks,
- and the Progression and Awards Board, which determines final outcomes (such as progression and classification). Progression and Awards Boards take full responsibility, on behalf of the Senate, for the progression of students and classification of awards within their own approved procedures, clearly documenting their deliberations and the outcomes agreed and considering all students fairly, consistently and transparently.

Exceptionally, alternative arrangements may be required to accommodate professional body requirements, but schools should retain a two tier process.

The Assessment Board and the Progression and Awards Board will normally meet in person. However in exceptional cases (for example where there are very few candidates to consider outside of the usual cycle) the Board may convene via teleconference or email. No decision can be made by a Progression and Awards Board unless it is ratified by both the Chair and at least one External Examiner. This applies equally to decisions made by teleconference/email or by Chair's Action. Any decisions made by teleconference/email or Chair's Action must be reported in detail to the next full meeting of the Assessment Board/Progression and Awards Board.

The School Special Circumstances Committee is responsible for assessing all applications for mitigating circumstances on evidence presented, without reference to module marks. The School Special Circumstances Committee should normally meet prior to the Assessment Board so that decisions can be reported. This should take the form of a brief report of the individual decision. (Normally, the SID number and decision are required. A suggested template is available). Minutes of SSCC meetings should remain confidential and exist to provide an internal record. Particular care should be taken to ensure confidentiality of individual circumstances.

Terms of Reference, Constitution and Membership for Assessment Boards, Progression and Awards Board and School Special Circumstances Committee are appended.

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