

# **A new approach to confirming student outcomes**

# Our starting point in 2024/25

## Processes

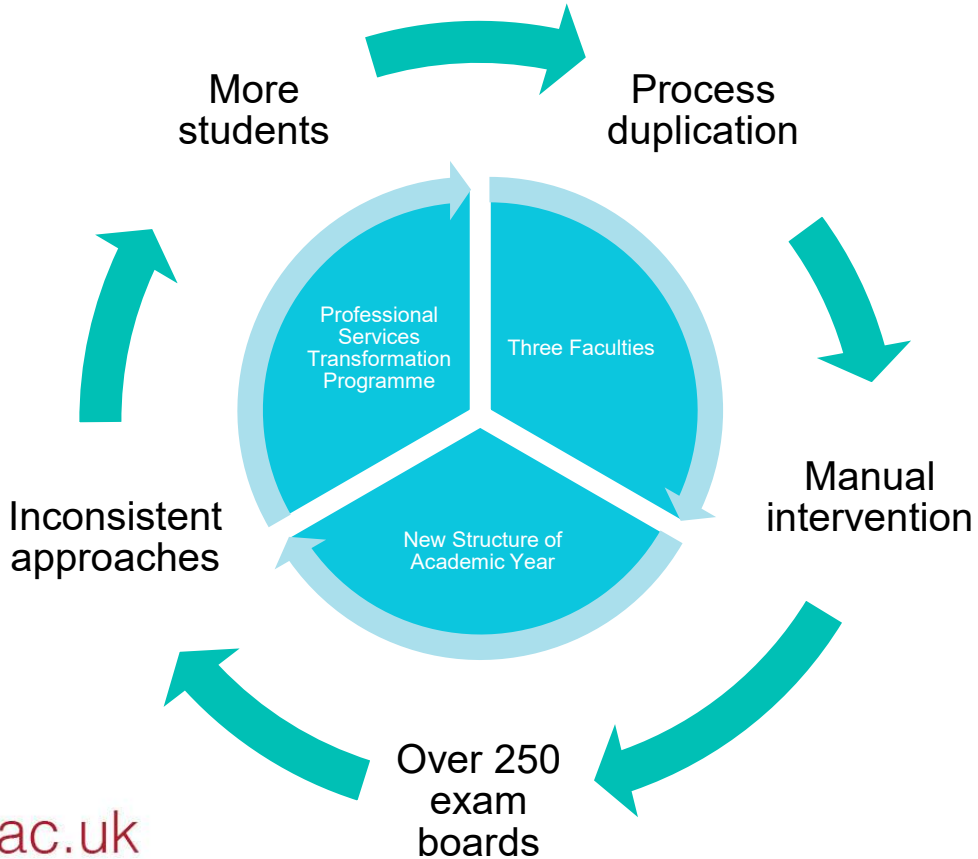
- Traditional university and academic calendar (mostly)
- Marks transfer process from Blackboard to SITS (mostly)
- Awards calculated for exam board reports (mostly)
- Progression decision calculated (partially)
- Regulatory discretion or complexity – exceptional circumstances, academic misconduct penalties, progression hurdles, exemptions

## Exam Boards

- Exam boards “structured for oversight”
- **School Exam Boards and Faculty Exam Boards**– that would convene UG / PGT / Combined Boards and make recommendations
- Different scale and approach in each of the **six faculties**
- Experience of different approaches through **covid and the marking and assessment boycott**
- In some areas, more decisions taken at Faculty level Board
- In some areas, School Exam Boards taking all day

# Why change?

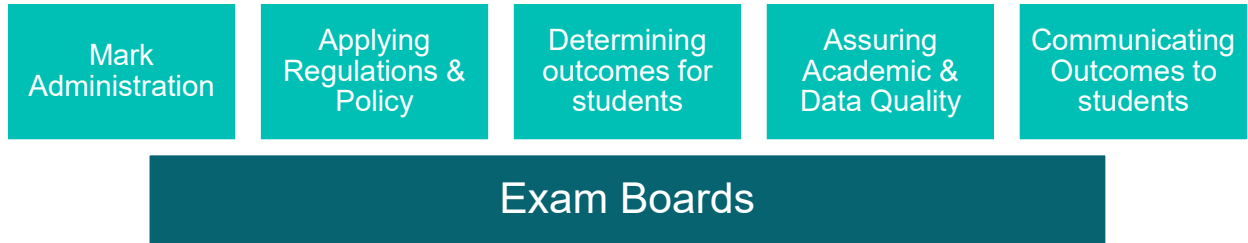
# Why now?



# What did we do?

## Consolidate our understanding and ambitions

1. Positioned the conversation around the overall process – confirming student outcomes



2. Analysed internal data and sector practice

3. Agreed driving principles through our learning and teaching committee

# Our driving principles for what we are working towards

**Codifiable frameworks:** transparent codifiable frameworks for making decisions about students

**Oversight mechanisms:** clearly articulated 'oversight mechanisms'

**Subject-level:** conversations about student performance are enabled

**External examiner:** input to quality oversight of programmes is retained

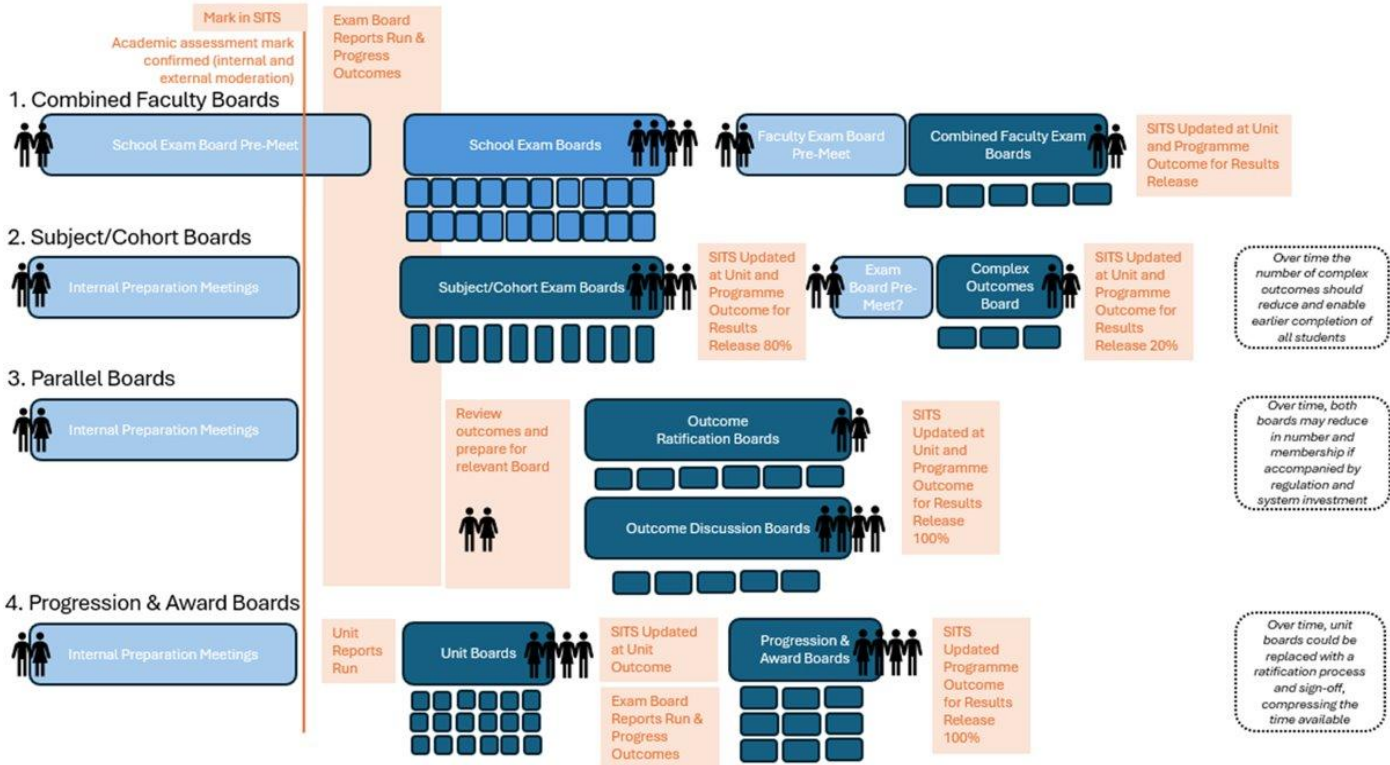
**Workload:** of academic and professional services staff is minimised whilst retaining an appropriate level of quality assurance

**Parallel activities:** are identified where possible, to avoid all stages happening sequentially

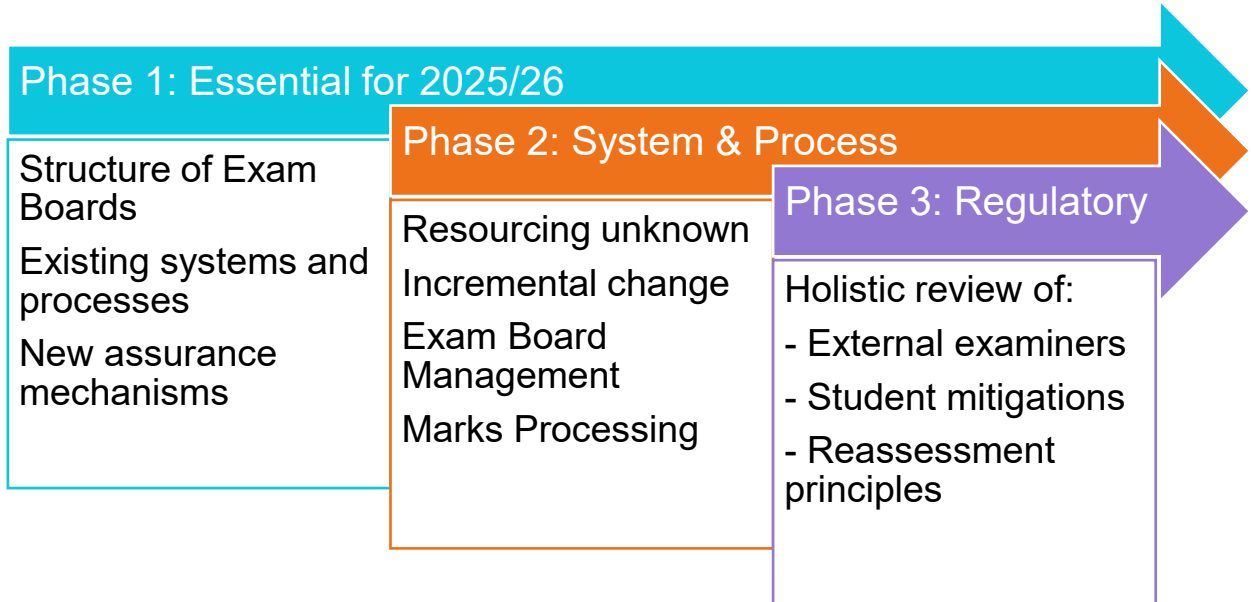
**Stable academic marks:** defined point in the process where assessment and unit marks are stable (agreed marks) for the purposes of calculation

# What did we do?

## Explored options



# Phased Approach to Change



# New approach for 2025/26

## Pre-Board Assurance

- Updated protocols to improve consistency in preparation
- Marking and moderation completeness
- Business that can be resolved before an exam board – actioning most exceptional circumstances outcomes, resolving assessment incidents

## School Exam Boards

**Reduced membership:** only roles that have programme and/or cohort oversight, external examiners not required

**Ratify module credit:** following completion of marking and moderation activities

**Core business:** confirming student academic outcomes

**Final decision-making point:** for as many students as possible

## Post-Board Assurance and Processing

- **Processing results** starts earlier after SEB for most students
- **Data quality checks** for decisions that retain manual regulation application or negative student impact

## Complex Outcome Exam Boards

Additional scrutiny & approval:

- Multiple factors/regulations
- Regulation application unclear
- Substantial disagreement where discretion permitted
- Unusual and unintended disproportionate outcome

# Next steps: implementing the change

- **January 2025** - Decision on a new **phased approach**, likely to use existing systems and processes initially
- **February – June 2025**
  - Implementation Group and Advisory Group established to develop **new regulations** and **new procedure**
  - Institutional repositioning of **external examiner role**
- **Summer/Autumn 2025** – Designing system and process change
  - **Good News**: Since the January decision, PSTP workstream mobilized which means we may be able to move quicker than expected on systems and process change
  - **Constraints**: Complex regulations which will take longer to change influencing our approach to how we develop a system solution