

Self-assessment tool – where are you now and where do you want to move to? (version 1.1)

	Level 1	Level 2	Level 3	Level 4	Level 5
Exam Boards	<ul style="list-style-type: none"> • Variation in form across the institution • Traditional exam board structures • Membership broad • Discussion broad, all students, modules confirmation and student outcomes, may also include future planning 	<ul style="list-style-type: none"> • Consistent operation across the institution • Traditional exam board structures • Membership broad • Discussion broad, all students, modules confirmation and student outcomes, may also include future planning 	<ul style="list-style-type: none"> • Consistent operation across the institution • Traditional exam board structures • Membership reduced • Discussion of time-bound decisions only • Some streamlined features such as online module ratification, discussion by exception 	<ul style="list-style-type: none"> • Consistent operation across the institution • Institutional meetings • Membership small • Discussion of exceptions 	<ul style="list-style-type: none"> • Consistent approach across the institution • No exam board meetings • Outcomes signed off through a data quality process
Automation	<ul style="list-style-type: none"> • Manual application of regulations to determine student outcomes for progression, award, reassessment 	<ul style="list-style-type: none"> • Some predicted outcomes using system logic to determine student outcomes for some progression, award, reassessment 	<ul style="list-style-type: none"> • Predicted outcomes for 80%, using system logic to determine student outcomes for progression, award, reassessment 	<ul style="list-style-type: none"> • Automated student outcomes for progression, award, reassessment for all provision without programme variations 	<ul style="list-style-type: none"> • Automated student outcomes for all progression, award, reassessment for all provision
Regulation	<ul style="list-style-type: none"> • High complexity in application (complex chains of logic) • High discretion in determining outcome • High variation between programmes 	<ul style="list-style-type: none"> • Medium complexity in outcome (simple chains of logic) for less than 80% • Some discretion in determining outcomes (cannot progress / compensation) • Variation >20% programmes 	<ul style="list-style-type: none"> • Low complexity in outcome (simple chains of logic) for 80% • Some discretion in determining outcomes (cannot progress / compensation) • Variation <20% programmes 	<ul style="list-style-type: none"> • Low complexity in outcome (simple chains of logic) for 80% • No discretion in determining outcome • Variation <20% programmes 	<ul style="list-style-type: none"> • Low complexity in outcome (simple chains of logic) • No discretion in determining outcome • No variation between programmes

Self-assessment tool – where are you now and where do you want to move to? (version 1.1)

	Level 1	Level 2	Level 3	Level 4	Level 5
Externals	<ul style="list-style-type: none"> • Subject specialist external examiners • Attendance at all exam boards possible Variation in practice across the institution 	<ul style="list-style-type: none"> • Subject specialist external examiners • Attendance at all exam boards expected • Consistent practice across the institution 	<ul style="list-style-type: none"> • Subject specialist external examiners • Institutional / Student Outcome external examiners • External presence at all boards 	<ul style="list-style-type: none"> • Subject specialist external examiners • Institutional / Student Outcome external examiners • External presence at boards by exception 	<ul style="list-style-type: none"> • No external engagement in determining student outcomes above module level
Student Circumstances	<ul style="list-style-type: none"> • High complexity in outcome • High discretion in determining outcome • Manual application of outcome to student record (E.g. mark reduction, deferral) • Exam Board reviews and ratifies outcome 		<ul style="list-style-type: none"> • Medium complexity in outcome • Criteria to determine outcome without interpretation • Systems used to aid decisions through clear data, provisional record updates • Exam Board reviews and ratifies outcomes by exception 		<ul style="list-style-type: none"> • Low complexity in outcome • Rules-based determination of outcome • Automated application of outcome to student record (E.g. mark reduction, deferral) • Not part of exam board business
Marks Processing	<ul style="list-style-type: none"> • Multiple manual entry of academic marks • No integration between marks in the VLE and student system • Manual adjustments to apply late penalties, cap resits • Variation in how marks are processed 				<ul style="list-style-type: none"> • Single manual entry of academic marks • Integration between marks in the VLE and student system • Automatic adjustments to apply late penalties, resit capping • Consistent processing of marks