ARC APG - The future of exam boards - discussion prompts

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DISCUSSION SESSION 1: What decisions do your exam boards make?

Confirmation of student marks and where it's relevant, decisions on progression or reward.

Confirmation of final marks/progression   — ANONYMOUS

Others - look at mitigations from ECs   — ANONYMOUS

We do this plus we also confirm Readiness to practice for health courses to confirm students readiness to go on placement. Exceptional circumstances and academic misconduct decisions are just reported and taken into account   — ANONYMOUS

Make recommendations on student awards and progression for subsequent ratification by Academic Board.

Progression decisions and awards. Prizes

Progression, awards, compensation, reassessment, termination of registration

Module/strand assessment marks, progression and awards

Confirmation of progression and award. Board reviews student profiles and makes decisions around Extenuating Circumstances

Award decision

Reassessment decisions

Progression

Ratification/rubber stamping

progression, reassessment, confirm mitigating circumstances, academic integrity

Module marks, student progression and award decisions, confirmation of recommendations of student mitigating circumstances decisions.

Module review

Marks ratification,

monitoring & stats

scaling (if needed)

Progression, awards, compensation, reassessment, academic failure

Ratify student awards and progression, make recommendations re prizes, reassessment decisions

Boards make the ultimate decisions on outcomes but discuss individual cases by exception. All the work is done at pre-board and EC committee

Student progression and award outcome. Noting Mit Circs only not making decisions

Confirm assessment marks, confirm module marks, agree progression/non-progression, make recommendations for awards/deregistration.

Actual decision making is minimal, it largely follows the decisions calculated by the progression process.

Progression, Award

We have course level boards that recommend progression and awards decisions and a final Board that agree those - with more focus on statistics, patterns, etc.

Progression & Award Outcomes

classification

uplifts

considering Mit Circs in outcomes (not the process itself)

awards & prizes

3 (functional boards) 1 assuring unit quality, 2 - progression and awards, 3 - confirming decisions made at 2

effects of agreed mitigating circs

Module outcomes at MABs and Progression and Award Boards at PABs

DISCUSSION SESSION 1: What data do your exam boards have?

Student results profiles

Student profiles

student profiles

Student marks profiles and mitigation recommendations. Module mark statistics such as maximum mark, average mark etc. for each module (and for previous years)

results per assessment and overall - but on spreadsheets!

Award lists, mark profiles

Student profiles

Profiles and there is space on a front sheet for average data but not enough attention is paid to this and we need to make it meaningful

Spreadsheets!

Very manual due to the age of our student records systems that is very outdated. Manual manipulation to add in info where necessary

Student assessment profiles

level assessment profiles that include module statistics and level statistics

board paperwork - summary sheet - module outcomes, progression/award/classification

Modules per level

Component marks then modular marks in two tier board

SITs based report

profiles

assessment marks,

module outcomes

trend data

calculated outcomes

AM notifications

MC outcomes

Late marks

Data quality

Student extensions delaying marks

consistency of decision making

Individual student marks and outcomes; cohort information at module level

Individual module results by module

Individual profiles for progression

DISCUSSION SESSION 1: What is the biggest challenge in exam board activity in your institution?

attendance - quoracy

Getting marking back and completing spreadsheets

Getting all marks in the system by the deadline

Late or inaccurate marks. Volume and timescales.

return of marks and generation of board paper work

accuracy of results

Timescales

the SRS and presenting the data with minimal manual intervention

Marking assessment boycott, Manual intervention which requires annotating paperwork

Timing of boards, late marks, volume of boards, increase in chairs actions

Impact of marks being submitted late, reprocessing of errors, manual entry, attention to standards

consistency in application of regulation - discretion by BoE

Attendance, marks and timescales

Boards across the year due to varying starts. Seems neverending! Had to bring forward graduation from September to July (when everyone is going the other way) which really impacted timescales. Also not helped by academics not meeting deadlines.

Accurate results reported by deadlines - not enough time for marker, leading to significant volumes of Chair's actions after boards.

generation of paper work and short time frames to enable resits, graduation of progression

Engagement

External examiner attendance/responses

Shortage of chairs

Time required

Technology

Progression timelines

Getting marks in time

Need for chairs actions

Compression of time

Mitigating circumstances - volume and decisions

Inconsistency of decisions

Timing and volume

We do Boards in Feb, May, June, September, October - multiple boards at all points. The need to get data ready and publish outcomes and timelines is the issue

Errors in mark input

Chair's actions

timescales; system; mark errors; volume of work

Timelines

DISCUSSION SESSION 2: How did covid change exam boards in your institution? (at the time and/or after)

Virtual boards

Moved online. Additional complexity of new and amended regulations.

Move to online boards and a move from a two tier structure to single level.

Moved to online boards and kept this format

> *easier to organise and keep quorate.* — ANONYMOUS

Online boards - great improvement administratively and attendance

> *same - though with challenges with systems displaying data in boards online and almost too much attendance!* — ANONYMOUS

Virtual boards; removed all paper from process

Moved to virtual boards and have kept this format

Virtual/Hybrid

Moved to correspondence and then back to in person (virtual)

Moved to online - previously individuals could attend online but by exception - now many full meetings are online. Helps 'attendance' but damages real 'engagement' and we are encouraging a move to hybrid with encouragement to attend in person.

went onto Teams an virtual meetings and now struggling to manage in-person and virtual

Moved to online

All online

All boards went online. The result was equality of input accross all campuses, and better attendance, and easier to clerk.

allowed for module ratification over boards

External Examiners not having to travel to attend as now virtual

No more paper!!

Removed EE attendance at boards

Altered quoracy

Move online

Practical but feels a bit arbitrary and loss of status. Seems more casual now

Predicted results strategy for when we first went into lockdown

Moved online. Managed the Extraordinary regs for a 2 year period. Still online

DISCUSSION SESSION 2: What changes would you make if you could?

Timescales - allow for more processing time

Yes please — **ANONYMOUS**

Absolutely! — **ANONYMOUS**

Chairs Actions need reviewing

Absolutely — **ANONYMOUS**

Yes - hidden work again! — **ANONYMOUS**

Reduce quorum of Boards significantly

consider fewer boards, or more boards with fewer students at each?

all off line checking process - minimal meetings

Reduce the number of chairs actions

Move graduation back- currently timings are driven by events rather than process needs.

Remove the academics!

Seriously! If decisions are tightly regulated what do the academics add except to see what the student's results are.

Boards to facilitate student support

We have added more boards to allow mid-year resits, so students can do the work closer to the teaching, get more academic support. We can get a better understanding of progression.

Only focus on the exceptions/wider discussions: anything that is just following a formula shouldn't need to be considered in detail.

Only take exceptional decisions to the Board. Use the time to have more meaningful review of performance and assessment across modules / programmes.

Good idea — **ANONYMOUS**

We consider results by exception but all students still go to the Board. — **ANONYMOUS**

Get rid of the academics within a board- including EEs

Investment in systems

Make better use of technology

Improvement of quality of minutes

Automate more decisions correctly, more time for key activity

Agreed — **ANONYMOUS**

The need for the faculty to approve the results calculated by an algorithm

Getting the systems to talk to each other - still dealing with standalone systems.

Accountability of markers for late/inaccurate results and recognition of impact

Make academics meet deadlines

Reduce number of boards

Make exam boards more of a PS process

Timescales - the gap between boards and graduation has reduced and the gap between the reassessment boards and publish of those results has reduced. Benefit to students but big administrative resource issue

DISCUSSION SESSION 2: What is preventing you making changes?

Buy-in and understanding of importance of Boards

Time to review!

Industrial action makes it difficult as people feel changes are designed to undermine ability to obstruct Boards

Academic pushback

They want to keep a more traditional board model

Resource, time, industrial action

Head space to rethink and implement change.

Agreed — ANONYMOUS

Dinosaurs

Herbivores or carnivores? — ANONYMOUS

The short turnaround time between the end of the academic year, graduation and the retake period.

Resource - but perhaps we need to revisit this issue again

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