



# Undergraduate Progression Boards Policy

## Purpose of Policy

The policy provides information to ensure consistent and effective operation of Undergraduate Progression Boards that consider progression of undergraduate students from one year to another, or, for part-time students, from one stage to another.

## Overview

The policy provides information on the status and governance, decision making, timing and decision reporting, of Undergraduate Progression Boards in Schools. It also provides cross-references to other policies and regulations which are relevant for making progression decisions, e.g. the University's Taught Assessment Regulations.

## Scope: Mandatory Policy

The policy is relevant for all undergraduate students and for staff who make progression decisions.

The policy must be applied, unless a concession has been awarded by CSPC on the basis of a case proposed by a College. The "Application" boxes must also be applied, unless the College has approved an exemption on the basis of a case proposed by a School. These concessions and exemptions are recorded by CSPC and Colleges as appropriate.

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## Document control

<b>Dates</b>	<b>Approved:</b> 23.4.15	<b>Starts:</b> 1.8.15	<b>Equality impact assessment:</b> 23.3.15	<b>Amendments:</b> 13.4.17 23.4.20	<b>Next Review:</b> 2022/23
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**Approving authority** Academic Policy and Regulations Committee (APRC)

**Consultation undertaken** Proposals were developed by a task group of Curriculum and Student Progression Committee (predecessor to APRC) with College, School and Student Systems membership.

**Section responsible for policy** Academic Services

**Related policies, procedures, guidelines & regulations** The policy is subsidiary to the Taught Assessment Regulations. <http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>  
It is part of a suite of policies and guidance that support the Board of Examiners process:  
[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)  
[www.studentsystems.ed.ac.uk/staff/user\\_guides/Assessment and Progression/AssessmentandProgression.htm](http://www.studentsystems.ed.ac.uk/staff/user_guides/Assessment_and_Progression/AssessmentandProgression.htm)

**UK Quality Code** Expectations for Boards of Examiners are covered in the UK Quality Code Advice and Guidance on "Assessment"

**Policies superseded by this policy** n/a

**Alternative format** If you require this document in an alternative format please email [Academic.Services@ed.ac.uk](mailto:Academic.Services@ed.ac.uk) or telephone 0131 651 4490.

**Keywords** Progression board, progression, progression decision text



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## Formal status and governance

1. Every undergraduate student's progression status needs to be decided and recorded at least once each year<sup>1</sup> by a Progression Board which is the responsibility of the School that has responsibility for the student's degree programme.

### Application

- 1.1 Schools may have more than one Progression Board. A Progression Board is expected to review progression on a number of different degree programmes. Schools are encouraged to have as few Progression Boards as are consistent with robust decision-making.

2. For combined and group degree programmes, including joint degrees, the School with responsibility for the programme has responsibility for the Progression Board.

### Application

- 2.1 For progression from year 1 to year 2 where a student has passed all the courses in their degree programme then progression is automatic.
- 2.2 For progression from year 2 to year 3, i.e. progression into honours, and for combined honours degree programmes, the second named honours subject will ensure that the Progression Board with responsibility for the degree programme (the first named subject) has all relevant information about course marks and knows whether degree requirements for the second subject have been met.

3. The Progression Board operates as a Board of Examiners in accordance with the policy and guidance for Boards of Examiners, unless specified otherwise in this Undergraduate Progression Boards Policy.

[www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners](http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/boards-examiners)

4. At least one External Examiner has oversight of the decision process of the Progression Board. This oversight may be done remotely; the External Examiner does not need to be physically present. The purpose of the External Examiner is to confirm that the process has been carried out appropriately: the External Examiner does not need to approve individual progression decisions as the academic standards and level of the student's course results will have been approved by an External Examiner as part of the Board of Examiners decision.

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<sup>1</sup> Even though part-time students may study for more than a year before a progression decision needs to be made, the Progression Board should confirm these students' status annually. For students with resits, there will be more than one progression decision made for that year, e.g. further assessment may need to be passed before progression to the next year of study can be confirmed.



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## Application

- 4.1 Schools will specify which Course or Programme External Examiner has responsibility for progression decisions and specific Progression Boards. This responsibility is usually exercised by a Programme External Examiner.
- 4.2 The External Examiners Handbook includes information that explains how External Examiners exercise oversight of the Progression Board decision process.  
<https://www.ed.ac.uk/files/atoms/files/externalexaminerstaught.pdf>
- 4.3 The Convener of the Progression Board has responsibility for ensuring that progression procedures are outlined and explained to the External Examiner to enable them to fulfil their role. This can be done in the External Examiner induction, in discussions and in briefing by the School. The External Examiner will receive information about progression procedures from the School in advance of the Progression Board meeting and specific External Examiners may be invited to focus on progression for particular stages, e.g. into honours, into final year. The Convener of the Progression Board informs the External Examiner about progression decisions. The External Examiner may consider relevant statistics and student data to fulfil their role.

5. The Head of School has responsibility for nominating the Convener of the Progression Board. Progression Board members are any of the internal examiners for the degree programmes which are considered by that Progression Board. A Progression Board is quorate if at least two internal examiners and the Progression Board Convener are present. Regulations Experts in Schools are available to advise Progression Boards in addition to Boards of Examiners.

## Application

- 5.1 Heads of School inform the College Office about the nomination of the Convener and members of the Progression Boards by the deadlines set out for Conveners of Boards of Examiners in the Taught Assessment Regulations.  
<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>

6. Progression Boards are distinct from Boards of Examiners but may be held simultaneously if and only if **all** the relevant course information is available to enable progression decisions to be made, i.e. the Board of Examiners may function as a Progression Board.
7. The Convener of the Board of Examiners provides Progression Boards with information about outcomes from Special Circumstances Committees, to enable the Progression Boards to make their decisions. The Convener of the Board of Examiners is responsible for providing the Progression Board with other information that is relevant to progression



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decisions which was available to the Board of Examiners. The Convener of the Progression Board is responsible for confirming that all relevant information has been considered.

## Application

- 7.1 The Progression Boards operate consistently with the Special Circumstances Policy: [http://www.ed.ac.uk/files/atoms/files/special\\_circumstances.pdf](http://www.ed.ac.uk/files/atoms/files/special_circumstances.pdf)
  - 7.2 Other information presented to the Progression Board may include material about issues that have had an impact on moderation and marking decisions; assessment disruption; etc.
8. The Convener of the Progression Board has responsibility for ensuring the accurate recording, minuting and reporting of decisions of the Board.

## Application

- 8.1 Information available to Conveners of Boards of Examiners about their role is also relevant for Conveners of Progression Boards. <http://www.ed.ac.uk/academic-services/staff/assessment/boards-examiners>
- 8.2 As with final programme and course results, Schools upload and publish progression decisions to EUCLID Student View as soon as they are available: publication does not need to wait until the minutes are produced.

## Decision making at the Progression Board

9. All relevant final course results need to be available in order to make progression decisions. On the basis of final course mark information reported by relevant Boards of Examiners using EUCLID, the Progression Board decides whether a student has passed and attained the required amount and level of credit; and satisfied any other specific requirements for the relevant degree programme, as published in the programme handbook and degree programme tables. The Progression Board is responsible for the award of credit on aggregate.

## Application

- 9.1 The Taught Assessment Regulation on undergraduate honours progression explains when credit on aggregate is awarded:  
  
“When all the marks for the taught components of the relevant year of the programme (120 credits) are available, if the student has achieved PASS marks in at least 80 credits and has an overall average of 40% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses.”



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“PASS marks are defined in the “PASS” section (A1 to PS) of “Recording of Course Assessment Results within EUCLID”, as are EUCLID grades for Credit on aggregate (AA, CA and UA).”

[www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment\\_Results.html](http://www.studentsystems.ed.ac.uk/Staff/FAQ/Assessment_Results.html)

9.2 Progression decision guidance is available online.

<https://www.ed.ac.uk/student-systems/support-guidance/admin-support-staff/student-admin-colleges-schools/progression-and-awards>

10. The Progression Board must act in accordance with the Taught Assessment Regulations and the Degree Regulations and Programmes of Study.

<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>  
[www.drps.ed.ac.uk/](http://www.drps.ed.ac.uk/)

## Application

10.1 Taught Assessment Regulations Section E on Assessment Decision is particularly relevant for progression decisions.

11. Student anonymity should be retained during discussion until, in the opinion of the Convener of the Progression Board, the best interests of the students are no longer being served. Once progression decisions have been agreed, there should be a final check of the un-anonymised decision by the Convener.

## Application

11.1 The requirements in the Taught Assessment Regulations for anonymity at Boards of Examiners also apply to Progression Boards.

12. Decisions of the Progression Board, once entered into EUCLID, are final. In exceptional circumstances a Convener of the Progression Board can reconvene the Board to review a decision.

## Application

12.1 The requirements of the Taught Assessment Regulations on the “Status of decisions” (Section E) apply to Progression Boards.

12.2 Progression Board outcomes include deferring a decision, for example until new information is available, such as from a re-assessment or a concession decision. In such cases a subsequent progression decision is required by a later Progression Board. This may be done at the next scheduled Progression Board, for example for the August diet, or by a reconvened Progression Board



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- 12.3 The “exceptional circumstances” in paragraph 12 include correcting errors in the assessment process, and taking account of new information, such as academic misconduct.

## Timing and decision reporting

13. A Progression Board is held at each stage of an undergraduate student’s degree programme where a progression decision is made. For most undergraduate degree programmes this is:
- at year end, where a decision is made about progression to the next stage of study, i.e. after the May/June diet; and
  - after the August resit diet and before the start of the next academic session.

### Application

- 13.1 Some students may also have progression decisions at other times, e.g. following re-assessments. Once the progression decision is made, the School uploads it into EUCLID. So, for example, a student may pass a resit in a December examination diet which is confirmed by a Board of Examiners and Progression Board in January.
- 13.2 Award and result decisions need to be published before or at the same time as progression decisions are published. Progression decisions must not be published before the student's course result decisions are published.

14. Unless there is progression to a further stage of a programme, Progression Boards are not held after the semester 1 examination diet. Schools need to have mechanisms to identify students for whom failure in semester 1 courses place them at risk of failure to progress irrespective of the student’s performance in semester 2. Follow-up action can then be taken forward by Personal Tutors and others.
15. On the basis of advice from Student Systems, Colleges and Schools, the Academic Policy and Regulations Committee agrees the deadlines for upload and communication of course results and progression results. Since all relevant course results need to be available in order to make progression decisions it is essential to meet these deadlines so that Progression Boards across the University can operate effectively.
16. Progression decisions are communicated to students using EUCLID Student View.
17. Schools have responsibility for informing students of course, programme and progression results:  
<http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf>



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18. Where a student cannot progress to the next stage of study for their current degree programme, and when they can progress but still need to meet additional requirements, for example taking additional credit in the following year, Schools will have arrangements to consider how the student should proceed. This could include a meeting between the student and Personal Tutor or Senior Tutor. Schools will include information about their process for this on their website. Some options, e.g. transfer to another degree programme, require approval by the appropriate authority specified in the degree regulations.

**23 April 2020**