



## Cambridge Muslim College Membership of Board of Examiners Policy

### 1. Purpose

This document sets out the policy and associated procedures for membership of the Board of Examiners.

### 2. Scope

This policy applies to members of the Board of Examiners for the BA (Hons) programme.

### 3. Principles

- 3.1. A separate document sets out the Board of Examiners' Terms of Reference.
- 3.2. The Board of Examiners must include the External Examiner for the programme.
- 3.3. Others making up the Board of Examiners will be members of the College academic staff who act as internal examiners for the programme.
- 3.4. The College Coordinator (BA) acts as Secretary to the Board.
- 3.5. A representative from The Open University must attend any Board of Examiners where awards are made in the OU's name or where progression is agreed.
- 3.6. Under no circumstances may a student of the College be a member of, or attend, a Board of Examiners.

### 4. References

- [QAA UK Quality Code for Higher Education, Advice and Guidance- Assessment](#) (Appendix 1)
- Terms of Reference for the Board of Examiners

### 5. Responsibility

Responsibility for the area of the Board's membership lies with the BA Programme Manager.

### 6. Procedure

The Faculty Board of the College is required to agree upon the actual membership of the Board of Examiners at the start of each academic year.

### REVISION HISTORY

<b>Revision Number</b>	<b>Effective Date</b>	<b>Description of Change</b>
00	March 2017	New policy
01	26 April 2018	<ol style="list-style-type: none"><li>1. Formatting change</li><li>2. Policy number assignment</li></ol>
02	15 March 2021	<ol style="list-style-type: none"><li>1. Update the References of QAA UK Quality Code for Higher Education</li></ol>

## Appendix 1

### QAA UK Quality Code

#### Assessment and QAA Quality code

The QAA UK Quality Code for Higher Education has a strong emphasis on assessment in the [Advice and Guidance- Assessment](#). The Expectations and practice are listed here:

#### Expectation for Standards

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

#### Expectation for Quality

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

#### Core Practice for Standards

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

#### Guiding Principles

1. Assessment methods and criteria are aligned to learning outcomes and teaching activities.
2. Assessment is reliable, consistent, fair and valid.
3. Assessment design is approached holistically.
4. Assessment is inclusive and equitable.
5. Assessment is explicit and transparent.
6. Assessment and feedback is purposeful and supports the learning process.
7. Assessment is timely.
8. Assessment is efficient and manageable.
9. Students are supported and prepared for assessment.
10. Assessment encourages academic integrity.