Chairs Introduction Guide

Awarding Meetings 2025

	Note	**Suggested Script**
Welcome	- Confirm subject and level - Describe your role as chair - Ask everyone in the room to introduce themselves	Welcome and thanks for coming in today for the grade boundary meeting for [subject and level] I am [name], [role] and I will be chairing today's meeting. This means that I will ensure: - that we consider any and all evidence that may have a bearing on the decision we need to make - the meeting is conducted in line with the policy for this year and the agenda you have in front of you - we are all comfortable before the end of the meeting with the final decisions we have made about where the grade boundaries should be set and the reasons for these decisions - through this we reach decisions that are fair to learners this year also taking into account previous and as far as we are able, future years. Before we get into the substance of the meeting I will say a little bit more about the policy context and about the conduct of the meeting. Before that let's do some introductions, starting with the PA. [Intros]
Policy	- Outline of this years policy – applying our long standing and well established approach to awarding - Reiterate that adjustments will be made for the performance of the assessment, not candidate performance. - No additional protections	I'd briefly now like to cover the context for our awarding decisions this year and the conduct of the meeting. The reason for doing this is to ensure that we are all clear about the basis for the decisions we need to make and about how we will go about it. It allows us to clarify any concerns or misunderstandings in either of these areas that may otherwise come to light later in the meeting. I know you will already have covered these areas in your preparation for the meeting so will keep my comments brief. In relation to the **policy**, this year we are applying our long standing and well-established approach to awarding. This means that we consider all the evidence available to us to determine whether the assessments performed as intended. If they did not we will consider what action we may need to take in response.

		The critical point for us is to be clear, where learner performance was not as was expected, whether this was a result of the design of the assessment or characteristics of the learners. If it was a consequence of the assessment we will consider making an adjustment to the grade boundary: if it was a consequence of characteristics of learners we would not. At times it is difficult to be completely clear about the cause. If so we will explore this and reach the fairest judgement we can. For clarity the return to our well established awarding processes means that we are this year not making any adjustments to reflect any impacts of the COVID pandemic as we have over the least three years.

The Meeting	- Reiterate key points to be covered
	- Encourage anyone in the room to come forward with information
	- Encourage anyone to speak up who does not understand the discussion
		On the **conduct of the meeting** the key points are that we:
		consider all the evidence available to us that may have a bearing on the decisions we need to make
		    - give appropriate weight to each piece of evidence
		    - as a result make decisions that are fair to learners this year, in previous years, and as far as we can also ensure fairness in future years.
		    -
		To achieve this we will follow the agenda you have in front of you. If you have been in your role for a number of years this will not be new to you as the agenda is substantially the same as in previous years. We have made one change since last year and that is to introduce a checklist to ensure that we record that all key sources of evidence are considered. I am responsible for ensuring this and for signing off the checklist at the end of the meeting. It does not change what we need to do but provides a record.
		Key to us achieving the right outcomes are that we explore any and all evidence that may inform our decision openly and honestly. To help ensure this I have two requests:
		First that if anyone in the room has any information that they think has a bearing on the decision and that we have not discussed please raise it. We can then consider whether is it relevant and if so use it to inform our decision. If

		we decide it is not relevant we can put it to one side comfortable that we have taken it into account. Second if any of us is finding it difficult to follow the logic of our discussion or disagrees with it please say. These meetings can be complex and challenging to follow. If you are finding it difficult you will probably not be alone so please shout. It is critical that before we leave the room we are clear both about the decisions we have made and the reasons for them and that the decisions
Conclusion	- Check if anyone has any questions - Pass over to statistician	Can I please check if anyone has any questions about anything I have said? If so please raise them as it's better to consider them before we get into the body of the meeting. If not we will get underway by asking [name] to confirm the subject, level and number of maximum marks.