

Regulations for the Organisation and Conduct of Assessment Boards

2022-23

Issued by the Standards and Enhancement Office

Approved by Senate 23rd May 2016

Technical updates of this document are undertaken on an annual basis to reflect changes to the University's organisational and management structures and to incorporate earlier, approved amendments to related policies, procedures and regulations

This document relates to the current year. If you become aware of any previous versions that are available on line please notify SEO@bolton.ac.uk so that action can be taken to remove the document(s).

Contents

Scope	3
Definitions	3
Constitution of Assessment Boards	4
General responsibilities of Assessment Boards	4
Frequency of Assessment Board meetings	5
Assessment Board Terms of Reference	5
Assessment Board membership	6
Operation of Assessment Boards	7
Delegation of functions	7
Record of proceedings	8
The interpretation of assessment regulations	8
The rights and responsibilities of External Examiners	8
Chief External Examiners	10
Responsibilities of Internal Examiners	11
General responsibilities in the assessment process	12
Administrative responsibilities for assessment information	13
Role of Student Data Management	13
Role of Schools	13

Scope

This regulation shall take effect from December 2014 and will apply to all undergraduate and postgraduate taught degree programmes.

Definitions

The following definitions are used throughout the regulation.

Academic Cycle: The defined period of time it normally takes to complete a level of study. For example, on a full-time undergraduate programme, an academic cycle might consist of 120 credits delivered from September to July.

Assessment Board: A committee to agree final student marks, determine progression and award of an Intermediate Award or End Qualification as outlined in this regulation.

Assessment Component: An assessment component is one of the assessments on a module from which the final mark/outcome for the module is derived. This is commonly referred to as summative assessment. Formative assessments (assessments which do not count towards the formal outcome of the module) are not considered to be assessment components for the purpose of this regulation.

Course regulations: Course regulations are Senate approved programme-specific variations to the University's Assessment Regulations.

Programme of Study: The modules pursued by a student in respect of their programme.

PSRB: A Professional, Statutory or Regulatory body. This includes, but is not limited to, accrediting bodies and statutory bodies that deal with legal requirements and immigration.

Senate: Any reference to Senate in these regulations shall be deemed to include a reference to any committee of Senate to which Senate has delegated the relevant authority.

Any reference in these regulations to the Academic Registrar, Head of School or Academic Group Co-ordinator, or other named officer of the University shall be deemed to include a reference to any person designated by that officer for the purpose.

Any reference in these regulations to a School shall be deemed to include a reference to the Off-Campus Division and any subsequent equivalent organisational structures of the University.

1. Constitution of Assessment Boards

- 1.1 The Senate shall constitute such Assessment Boards as may be required with delegated authority to act on the Senate's behalf. For this reason Assessment Board outcomes are normally referred to as decisions. Formally, however, assessment board decisions are always recommendations to Senate, with ratification by that Assessment Board occurring automatically unless a decision becomes subject to appeal.
- 1.2 All Assessment Board meetings and decisions will be conducted in accordance with the University's relevant Academic Regulations and with such course regulations as may have been approved by the Senate for a particular programme of study and with relevant PSRB requirements.
- 1.3 No other body has authority to recommend to the Senate the conferment of an award, nor to amend the decision of a properly constituted Assessment Board acting within its terms of reference and in accordance with the relevant University regulations.
- 1.4 Notwithstanding 1.3, in cases of procedural or other irregularity, or where it is impossible to reconvene an Assessment Board, the Senate shall have the power to annul a decision of the Assessment Board without making a prior request for reconsideration. If an error or irregularity is found to have affected more than one candidate, the Senate may annul the whole examination or any part of it.
- 1.5 When a decision has been annulled, the Senate may take action which, if necessary, may include the appointment of new external examiners and the appointment of Senate representatives to a reconstituted Assessment Board.
- 1.6 The Chair of the Senate (or a nominee) shall have the right to attend and address any meeting of any Assessment Board of the University.

2. General responsibilities of Assessment Boards

- 2.1 All Assessment Boards will conform to relevant University policies, regulations and procedures. In doing so, Assessment Boards shall;
 - i. ensure that assessment is fair and equitable and;
 - ii. that academic standards are maintained and;
 - iii. that justice is done to individual candidates and;
 - iv. that the assessment process and communication of outcomes is conducted in a timely and effective manner and according to prevailing procedures and;
 - v. that there is opportunity for School oversight of the comparability of candidate achievement and the academic standards of awards in programmes and subject areas within the School.
- 2.2 In exercising their powers, Assessment Boards may use their academic judgement and discretion to make decisions in individual cases in accordance with the principles outlined in 2.1.
- 2.3 Meetings of Assessment Boards will be held during the periods designated each year in the published academic calendar for the programmes concerned, and at other times if necessary.

- 2.4 All assessment information pertaining to individual students will be treated in such a way as to meet the requirements of the Data Protection Act, the Freedom of Information Act and other relevant legislation in force at the time.
- 2.5 All members of Assessment Boards are required to conduct themselves according to the Nolan Principles and relevant University codes of conduct for staff. Any Assessment Board member having a personal relationship or other potential conflict of interest bearing upon any candidate for assessment, progression or award should make this known to the Assessment Board ahead of any meeting. The Assessment Board will decide whether the member should absent themselves from all or part of the Assessment Board's proceedings and the member shall abide by any decision made.

3. Frequency of Assessment Board meetings

- 3.1 Each Assessment Board shall normally meet at the end of an academic cycle, in accordance with the published academic calendar, in order to ratify marks, make progression and award decisions and to determine the classification of awards.
- 3.2 An Assessment Board shall not normally meet more than once per academic cycle unless required to by a PSRB or as the result of exceptional circumstances, as determined by the Assessment Board Chair from time-to-time.
- 3.3 In order to provide students with a set of agreed module marks prior to the end of the academic cycle and following completion of all assessment components on a module, student work shall be marked and moderated in accordance with the University's Assessment Process Policy. This shall include the provision of marked student work to External Examiners in line with the Assessment Process Policy. The final mark for the assessment component/s shall then be provided to the student.
- 3.4 If, when following the process outlined in 3.3 above, there is unresolved disagreement between the original marker and the second marker/moderator and/or the External Examiner identifies an issue that throws into doubt the validity or accuracy of the mark, an Assessment Board sub-committee shall be constituted in accordance with 7.2 below to determine the appropriate course of action. Following which, the final mark for the assessment component/s shall then be provided to the student.

4. Assessment Board Terms of Reference

- 4.1 To determine the module assessment marks, grades, results and credit to be awarded to each candidate and the nature and timing of any reassessment, for all those modules within the Assessment Board's remit.
- 4.2 To receive and record the decisions of Mitigating Circumstances Panels and, in accordance with relevant regulations and procedures, to confirm marks, grades, results and (where appropriate) the nature and timing of any reassessment for assessments so affected, for all those modules and programmes assigned to the Assessment Board.
- 4.3 To receive and record the decisions of Academic Misconduct Hearings and, in accordance with relevant regulations and procedures, to confirm marks, grades, results, credit and (where appropriate) the nature and timing of any reassessment for assessments so affected, for all those modules and programmes assigned to the Assessment Board.

- 4.4 To receive and record the decisions of RPL Panels and, in accordance with relevant regulations and procedures, the award of credit exemption and/or transfer against any modules and programmes assigned to the Assessment Board.
- 4.5 To make progression, academic standing decisions for those candidates continuing on programmes assigned to the Assessment Board.
- 4.6 To determine the interim and/or final award and classification (where applicable) for those candidates who are assigned to the Assessment Board.
- 4.7 To keep under review the comparability of assessment results, progression, award, classification and academic standing outcomes for those modules and programmes assigned to the Assessment Board and to take and/or seek such action as the Assessment Board sees fit to address any resultant issues.
- 4.8 To consider appeals against decisions of the Assessment Board according to the regulations and procedures for academic appeals.

5. Assessment Board membership

- 5.1 Assessment Boards membership shall normally be as follows:

Chair – Head of School or their nominee, who will be a member of academic staff with sufficient knowledge and independence and who is not normally the Programme Leader of any programme assigned to the Assessment Board.

Programme Leaders – Programme Leaders and/or other specified staff with designated responsibility for any programme within the Assessment Board's remit. Other staff contributing to assessment may also be in attendance but will not form part of the formal membership.

External Examiner(s) – will be appointed to subject modules and awards within the Assessment Board's remit.

Chief External Examiner – overall responsibility for the awards on their assigned programmes.

- 5.2 A Secretary shall be appointed from the Academic Office. The Secretary shall be designated as 'in attendance'.
- 5.3 Meetings of Assessment Boards convened to recommend the conferment of awards shall not normally be quorate unless at least one relevant External Examiner is present. In exceptional circumstances, and with the agreement of the Academic Registrar, the relevant External Examiner(s) may subsequently give their consent writing to the decisions made.
- 5.4 The quorum for all University Assessment Boards (excluding the Assessment Board sub-committee) is one half of the prescribed formal membership.
- 5.5 Attendance at Assessment Boards by substitutes who have not been directly involved in the relevant assessment process is not permitted solely to achieve quoracy.

- 5.6 An Assessment Board Chair may declare any meeting of the Assessment Board to be inquorate if s/he decides that attendance is such as to jeopardise the soundness of the Assessment Board's decisions.

6 Operation of Assessment Boards

- 6.1 All Boards must have access to all necessary information relevant to the performance of individual candidates in the modules and programmes within their remit.
- 6.2 Each Assessment Board shall normally reach decisions by consensus, taking into account the input and views of External Examiners. Exceptionally, if it proves necessary to vote on any matter, the outcome shall be determined by a simple majority, each member present has a single vote and, in the case of a tie, the Chair has an additional casting vote.
- 6.3 External examiners should ensure that any reservations which they may have on the academic standards of a programme, the fairness and appropriateness of the assessment, the level of marks awarded, and the procedures followed in the assessment process should, wherever possible, be expressed at the meeting of the Board of Examiners, before a final decision on marks is made. The signature of an external examiner on a mark-sheet shall be taken to signify that the external examiner assents to the marks given.
- 6.4 Marks approved by the Assessment Board and the Senate may not be subsequently reconsidered unless so agreed by the original Assessment Board or Senate.
- 6.5 All Assessment Boards, but not the Assessment Board sub-committee, have the authority to require a candidate to terminate their registration on a programme or to transfer to a different programme.

7 Delegation of Functions

- 7.1 In order to expedite specific categories of business or decisions on individual cases which an Assessment Board agrees need to be dealt with outside the scheduled meetings, an Assessment Board may delegate any of its functions either to the Assessment Board Chair, on an exceptional basis only, or to the Assessment Board sub-committee.
- 7.2 In order to deal with issues as outlined in 3.3 and 3.4 above an Assessment Board sub-committee shall be constituted to determine results for students. An Assessment Board sub-committee shall be constituted as follows:

Chair – Head of School (or their nominee)

Programme Leader – The Programme Leader from the relevant programme.

Secretary – Identified by the Academic Office.

- 7.3 In order to expedite the decisions outlined in 4.4 above, an Assessment Board Chair may ratify the decision of an RPL Panel on behalf of the Assessment Board. The decisions taken by the Chair in respect of RPL will always be reported to the full Assessment Board.

7.4 In all cases, decisions taken under 7.1 and 7.2 should be ratified by the relevant External Examiner(s) in writing. Further, these decisions and approvals should be reported at the next full meeting of the Assessment Board.

8. Record of Proceedings

8.1 Formal written records of the proceedings and decisions of Assessment Boards will be maintained by the Secretary or other appointed person. All written records of decisions will be subject to confirmation by the Chair of the Assessment Board. The written records of the meeting shall be presented at the next meeting of the Assessment Board.

8.2 The complete record of Assessment Board proceedings shall consist of the following:

- i. The agreed marks, grades and results for each candidate.
- ii. The decisions and/or recommendations made in respect of each candidate.
- iii. The outcome of any vote taken at the Assessment Board.
- iv. A note that any claims made by candidates for mitigating circumstances have been considered by the relevant body, whether or not the relevant module, progression/academic standing, or award outcome was affected thereby.
- v. A note that any formal, final and proven outcome of an investigation of alleged use of academic misconduct by candidate(s) has been considered through the Academic Misconduct process, whether or not the relevant module, progression/academic standing, or award outcome was affected thereby.

8.3 Any candidate who has been considered by an Assessment Board is entitled to see a copy of the minutes and other records which refer to them only, in accordance with relevant UK legislation.

9. The Interpretation of Assessment Regulations

9.1 Where academic judgment is concerned, interpretation of University policy or regulations shall only be made by the Assessment Board acting collectively or, in exceptional cases, where the Assessment Board has delegated its authority, by the Chair of the Board or the Assessment Board sub-committee, in accordance with the principles outlined in 2.1.

9.2 Informal interpretation of Senate policy or regulations by any member of staff shall have no formal authority and shall not commit the Assessment Board.

9.3 Assessment Boards may exceptionally exercise discretion in a candidate's favour where it appears to the Board that strict interpretation of the regulations would cause injustice to the candidate, in accordance with the principles outlined in 2.1.

9.4 Whenever an Assessment Board uses its discretionary powers to modify the interpretation of an assessment regulation, an appropriate entry must be made in the written record of the Assessment Board meeting.

10. Rights and Responsibilities of External Examiners

10.1 External Examiners shall be expected to comply with the duties outlined in the University's document 'The Nomination, Appointment and Duties of External Examiners'.

- 10.2 External Examiners appointed by the University have responsibilities encompassing both subject module and award standards and aspects of the quality of provision. They are expected to attend the relevant Assessment Board. In addition, the Chief External Examiner is required to confirm the decision of the Assessment Board in writing, customarily during their presence at the Board or, in exceptional circumstances only, through separate correspondence.
- 10.3 The primary roles of all External Examiners approved by the University are to ensure that:
- i. The standard of awards is maintained (with particular reference to standards in UK higher education, to national benchmark statements and qualifications frameworks, to programme specifications and, where relevant, to PSRB requirements).
 - ii. The assessment and examination process is fair, reliable and valid.
 - iii. Justice is done to the individual student.
- 10.4 External Examiners are also invited, as a secondary element of their duties, to comment on the quality of provision (curriculum content, learning and teaching, assessment processes, quality of learning opportunities, overall student achievement) insofar as they are able to make such comments from the evidence with which they are provided. They may also be asked to comment from time to time on new, revised and reconfigured curricula, learning, teaching and assessment strategies and methods. They may also be consulted by the Chair of the relevant Assessment Board about requests from students for reviews of the Assessment Board's decisions and about any investigations undertaken by the Assessment Board during the External Examiner's period of office which relate to students' alleged or proven use of unfair means in assessment.
- 10.5 The above responsibilities encompass all provision leading to University awards, whether delivered at the University or through collaborative arrangements.
- 10.6 In order to carry out these responsibilities, External Examiners will¹:
- i. Have the right to request access to and to approve all assignment tasks and examination papers and associated assessment criteria and marking schemes.
 - ii. Be able to judge each student impartially on the basis of the work submitted for assessment, without being influenced by any previous association with the programme, the staff, or any of the students.
 - iii. Be able to compare the performance of students with that of their peers on equivalent or comparable programmes delivered through the University's collaborative partners or elsewhere.
 - iv. Have the opportunity, on request, to communicate with students about the conduct of the assessment;
 - v. Approve the assessments that count towards the award, in order to ensure that all students will be assessed fairly in relation to the programme curriculum documents and regulations and in such a way that External Examiners will be able to judge whether they have fulfilled the learning outcomes of the programme and reached the required standard.

¹ Where a module is co-credited to more than one programme, moderation of module assessment shall be the responsibility of the External Examiner for the programme to which the module is assigned as the Host Programme

- vi. Be consulted about and agree to any proposed changes to the approved, programme-specific course regulations which will directly affect those students currently on programme and be asked to comment upon other proposed changes.
- vii. Attend meetings of the Assessment Board and have access to all assessed work and associated feedback commentary and outcomes of consideration by first/second/double markers, etc.
- viii. See the work of all students proposed for the highest available grading category of the assessment and for failure, and samples of the work of students proposed for each category of assessment grading, in order to ensure that each student is fairly placed in relation to the rest of the cohort. This shall include all types of assessment and all locations of assessment, including placement activity and assessed performances, etc.
- ix. Have the right to moderate the marks awarded by internal examiners, whether for a particular student's individual assessment(s) or for any specific assessment(s) taken by a number of students, according to a rationale to be made known to the Assessment Board and subject to the Assessment Board's agreement; note that external examiners do not have an automatic veto over the decisions of an Assessment Board.
- x. Ensure that the assessments are conducted in accordance with the approved University and course regulations and to request additional marking of students' work.
- xi. Attend any meeting(s) of the Assessment Board at which decisions on recommendations for awards are made and ensure that those recommendations have been reached by means according with normal practice in higher education.
- xii. Be involved as required by the Chair of the Assessment Board or the Chair of Senate or nominee in any reviews of decisions about individual students' awards or in any investigations undertaken by the Board during the External Examiner's period of office which relate to students' alleged or proven use of unfair means in assessment.
- xiii. Report back to the University on the effectiveness of the assessments and any lessons to be drawn from them.
- xiv. Report in confidence to the Chair of Senate or nominee on any matters of serious concern arising from the assessments, which put at risk the standard of the award.

10.7 Chief External Examiners

Chief External Examiners are required for all Assessment Boards to which are appointed more than one subject module/award examiner. They will normally be expected to hold subject module and award external examining duties in addition to their Chief External Examiner duties. Their responsibilities as Chief External Examiner require them to produce an overview report encompassing all of the programmes and awards assigned to the Assessment Board to which they are appointed and they are therefore entitled to receive the reports of individual subject module and award External Examiners. Chief External Examiners' responsibilities will include:

- i. Judging whether the standards set are appropriate for the awards or award elements assigned to the Assessment Board, by reference to published national subject benchmarks, the national Framework for Higher Education Qualifications and the University's programme specifications.
- ii. Judging whether the standards of student performance in the programmes examined are comparable with the standards of similar programmes or parts

- of programmes in other UK higher education institutions, with which the Examiner is familiar.
- iii. Judging whether the University's processes for assessment, examination and the determination of awards are sound and fairly conducted.
 - iv. Forming an overview of the key characteristics of those programmes assigned to the Assessment Board.
 - v. Where necessary and as agreed, coordinating the work of the team of External Examiners.
 - vi. Where agreed, acting as mentor to new and/or inexperienced External Examiners appointed to the team.
 - vii. Contributing as required to responses made by the Chair of the relevant Assessment Board to requests from students for reviews of the Assessment Board's decisions and to any investigations undertaken by the Assessment Board during the Examiner's period of office which relate to students' alleged or proven use of unfair means in assessment.
- 10.8 The manner in which the above responsibilities are implemented may vary in the case of the external examination of students undertaking periods of teaching experience or other forms of practical placement or of students following University programmes in partner institutions in the UK or overseas. In such cases additional guidelines for the responsibilities of External Examiners will be agreed with the appropriate School/Division.
- 10.9 In general, External Examiners will act as moderators of the assessment process and of assessment marks and decisions. They may sometimes find it appropriate to make judgements separately from internal examiners. Only in exceptional cases should they be required to act as additional markers to settle unresolved disagreement between internal examiners. In such cases the External Examiner should receive an acceptable justification for the request and is entitled to refer the case back to the internal examiners for resolution.
- 10.10 The written agreement of an External Examiner (normally obtained by signature at the Assessment Board meeting, or by separate letter if unable to attend the meeting) signifies that the individual results on the list of named candidates as presented to and approved by the Assessment Board are a correct record of the decisions made that relate to the Awards. The signature of the Chair of the Board confirms that the proceedings of the Assessment Board complied with the current Academic Regulations of the University as determined by Senate. These endorsements do not, however, preclude subsequent consideration and amendment of marks and awards arising from a student's request for a review of a decision of an Assessment Board. An External Examiner may be involved as required in the consideration of such requests and the outcomes must be reported to the next appropriate meeting of the Assessment Board.
- 10.11 Should an External Examiner be unwilling to endorse the outcomes of the assessment process then both the External Examiner and the Chair of the Board should immediately bring the matter to the attention of the Chair of Senate or nominee for resolution.
- 11. Responsibilities of Internal Examiners**
- 11.1 The responsibilities of internal examiners include the following:
- i. To attend all meetings of the Assessment Boards of which they are a member and to give attendance at such meetings priority over other commitments.

- ii. To prepare and submit all required assessment task material in a timely manner, for purposes including internal and external moderation, printing, collation, and distribution to students.
- iii. To ensure that accurate and genuine marks for the assessed work for which they are responsible, as moderated (where applicable) by internal and external examiners, and (where appropriate) the assessed work itself, are available to the Assessment Board in the agreed format by the due date as published in the academic calendar for the programme(s) concerned.

12. General Responsibilities in the Assessment Process

12.1 It is the responsibility of Schools:

- i. To ensure that they are aware of the implications of the relevant assessment and other regulations for the assessments for which they are immediately responsible and that these regulations are fairly applied.
- ii. To ensure that adequate notice of the details of assessment arrangements is given to each student.
- iii. To advise students who find themselves in difficulties about their rights or obligations under the assessment regulations and, where necessary, to inform students about the range of options open to an Assessment Board in a particular case where the regulations permit discretion to the Assessment Board.
- iv. To investigate any cases of alleged injustice in the assessment of students and to ensure that such cases are dealt with fairly by internal examiners (excluding matters of academic judgment).
- v. To ensure that any particular arrangements agreed in advance for the assessment of students with special needs are provided as agreed.
- vi. To decide, subject to University regulations and agreement by the Assessment Board, what authorised material and equipment may be brought into an examination room.
- vii. To ensure that a report is made of any incident of alleged academic misconduct, according to the University's published regulations and procedures.
- viii. To ensure that deadlines for the submission of coursework of all kinds are fairly applied.
- ix. To keep records of coursework submitted for assessment and to make these available as required.
- x. To ensure that the reassessment tasks set for students being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities and support to prepare themselves for reassessment.
- xi. To arrange oral (viva voce) examinations as required by course regulations.
- xii. To ensure that students have access to adequate advice and guidance on the range of choices available to them under the assessment regulations.
- xiii. To be responsible for assessing eligibility for aegrotat awards and to ensure that such offers, together with supporting evidence, are brought to the attention of the Assessment Board.
- xiv. To ensure that for any given assessment the composite module marks for each student are generated from the component marks in a consistent and transparent manner in accordance with the relevant assessment regulations.
- xv. To ensure that students are informed, in a manner to be determined and managed by the Chair of the Board, should there be any delay in finalising and communicating the results of assessment.

13. Administrative Responsibilities for Assessment Information

13.1 Role of Student Data Management (in partnership with the Schools, the Academic Office and the Standards and Enhancement Office):

13.1.1 Overall planning and co-ordination of the assessment process, including:

- i. Planning the timing of all Assessment Boards.
- ii. Agreeing and publishing a schedule for the collation and input of assessment data.
- iii. Helping to ensure that all Assessment Board information is prepared and published in standard format.
- iv. Publishing appropriate guidelines and protocols to help ensure a standard approach.
- v. Managing appropriate access to the student record system.

13.1.2 Ensuring the accuracy and integrity of assessment records, including:

- i. Ensuring the accuracy of student, module and programme assessment records.
- ii. Managing the calculation of, and amendments to module results and student profiles for the Assessment Boards.
- iii. Ensuring that rules for awards are specified and kept up to date on the student records system.

13.1.3 Ensuring that appropriate information is available and accessible to all legitimate users, including:

- i. Coordinating the output of data for the Assessment Boards.
- ii. Helping to ensure that results from the Assessment Boards are appropriately prepared and processed.
- iii. Making results and award certificates available according to the agreed formats and timescales.

13.2 Role of the Schools

13.2.1 Carrying out the assessment process in accordance with the timescales agreed with Student Data Management, including:

- i. Organisation of the Assessment Boards in accordance with the schedule agreed with Student Data Management.
- ii. Liaison with External Examiners for the programme(s) and modules.
- iii. Collation of assessment marks from tutors and input of marks within agreed timescales.

13.2.2 Ensuring the accuracy and integrity of assessment records, including: (in partnership with Student Data Management, the Academic Office and the Standards and Enhancement Office)

- i. Ensuring the accuracy and integrity of student, module and programme assessment records.
- ii. Ensuring that all entries to student, module and programme assessment records derive from accurate and genuine data and are made using agreed protocols within agreed timescales, and that no amendments to such are

made without the explicit and written approval of an authorised person, particularly (but not only) after results have been 'agreed' following an assessment board

- iii. Ensuring that rules for awards are correctly specified and kept up to date on the student records system.

13.2.3 Ensuring that appropriate information is available and accessible to all legitimate users, including:

- i. Managing the output of data for the Assessment Boards.
- ii. Publishing results to students according to the agreed format and timescales.
- iii. Ensuring that results from the Assessment Boards are appropriately prepared and recorded to enable Student Data Management to complete preparation for awards.

14 Equality Impact Assessment

14.1 The University of Bolton is committed to the promotion of equality, diversity and a supportive environment for all members of our community. Our commitment to equality and diversity means that this policy has been screened in relation to the use of plain English, the promotion of the positive duty in relation to race, gender and disability and avoidance of discrimination to other equality groups related to age, sexual orientation, religion or belief or gender reassignment.

15 Other Related Policies

15.1 Other relevant policies include:

- Student Attendance Policy
- The Academic, Examination and Assessment Regulations

16 Monitoring and Review

16.1 These regulations will be monitored by the Standards and Enhancement Office.

16.2 These regulations will be reviewed every three years.

17 Dissemination of and Access to the Policy

17.1 This Policy will be available on the University's website (Student Information – Policy Zone).

REGULATIONS FOR THE ORGANISATION AND CONDUCT OF ASSESSMENT BOARDS	
Policy ref: SEO/2	
Version number	02
Version date	23 rd May 2016
Name of Developer/Reviewer	Richard Gill
Policy Owner (Group/Centre/Unit)	SEO
Person responsible for implementation (postholder)	Examination Board Chairs, Executive Deans, SEO
Approving committee/board	Senate
Date approved	23 rd May 2016
Effective from	September 2016 (see also 'scope' in main document)
Dissemination method e.g. website	Website
Review frequency	Every three years
Reviewing committee	Senate
Consultation history (individuals/group consulted and dates)	Drafts of the regulation have been considered by: Education Committee Senate
Document history (e.g. rationale for and dates of previous amendments)	This was major re-write of the previous Assessment Board regulations (Oct 2014) Minor additions added following revision of RPL regulations, May 2016.