



Policy and Procedure for Boards of Examiners

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Purpose of Policy/Procedure

This policy aims to ensure the integrity and consistency of the examination process within the University. Its primary purpose is to provide clear and detailed instructions on the roles, responsibilities, and procedures that Boards of Examiners must follow to ensure fair, consistent, and transparent decision-making, and support the effective management of assessments and examinations.

Scope of Policy/Procedure

This Policy and Procedure apply to Boards of Examiners that have responsibility for taking progression, transfer, and award decisions for students on undergraduate, postgraduate taught, and taught components of postgraduate doctoral programmes.

It also covers preparatory processes leading to Boards of Examiners, including marks return, the consideration of personal circumstances by Academic Mitigation Boards and/or Pre-Boards.



Policy and Procedure for Boards of Examiners

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Policy and Procedure for Boards of Examiners

Introduction

1. This document aims to ensure the integrity and consistency of the examination process within the University. Its primary purpose is to provide clear and detailed instructions on the roles, responsibilities, and procedures that Boards of Examiners must follow to ensure fair, consistent, and transparent decision-making, and support the effective management of assessments and examinations. By adhering to this policy and procedure, Boards of Examiners can make informed and equitable decisions regarding student progression, transfer, awards, and in the consideration of personal circumstances in decisions.

Scope and applicability

2. This policy and procedure apply to Boards of Examiners that have responsibility for taking progression, transfer, and award decisions for students on undergraduate, postgraduate taught, and taught components of postgraduate doctoral programmes. It also covers preparatory processes leading to Boards of Examiners, including marks return, the consideration of personal circumstances by Academic Mitigation Boards and/or Pre-Boards.

Relevant Regulations, Policies and Procedures

3. Section 3.4 of the University's Ordinances contains information regarding Examiners and Examinations.
4. The Constitution and Procedure of Boards of Examiners for Undergraduate, Integrated Masters and Professional Graduate Degree programmes are detailed in the General Academic Regulations – Undergraduate, Integrated Masters and Professional Graduate Degree Programme Level.
5. The Constitution and Procedure of Boards of Examiners for Postgraduate Taught programmes are detailed in the General Academic Regulations – Postgraduate Taught Degree Programme Level.
6. This document must also be read in accordance with relevant individual programme regulations.
7. The following University policies and procedures also apply:
 - a) Assessment and Feedback Policy.
 - b) Policy on Marking Assessments in Undergraduate & Postgraduate Programmes.
 - c) Procedure for Returning Marks and Disseminating Results.
 - d) Policy on Moderation and Double Marking.
 - e) Policy and Procedure on Extensions to Coursework Submission.
 - f) Policy and Procedure for Late Submission of Coursework.
 - g) Policy on Compensation Scheme.
 - h) Procedure for the Consideration of Academic Mitigation by a Board of Examiners (formerly known as the Personal Circumstances Procedure).
 - i) Evidence Guide for Students.
 - j) Academic Appeals Policy and Procedure.

- k) Voluntary Leave of Absence Policy.
 - l) Procedure and Guidelines for External Examiners of Taught Courses.
 - m) Procedure for Markers and Boards of Examiners in the Event of Widespread, Significant Disruption.
 - n) Formal Assessment Period: Guidance in the Event of Widespread, Significant Disruption.
8. Additional Conventions/Guidelines, approved by each Faculty's Academic Committee (with authority delegated by the Board of Study), will be in place to support Boards of Examiners in taking decisions for individual programmes. These will include reference to programme regulations, which cover any programme specific progression, transfer, or award criteria. They also include the algorithm for classifying award decisions.

Marks return and checking of results

- 9. In line with the Procedure for Returning Marks and Disseminating Results, Departments must return accurate module marks for every registered student. The University Calendar of Dates includes deadlines for module marks return that follow formal assessment periods.
- 10. Module marks must be returned either a percentage mark (including a mark of 0% where relevant), expressed as an integer, or a P or F, reflecting a Pass/Fail, where modules have been exceptionally approved to use this marking scheme. Where a module mark is determined a percentage, all students' results must be returned as a percentage and not as a "P" or "F".
- 11. Where a module mark would be deemed a pass, but a required component of assessment has not been passed, the module mark + FO, reflecting a Fail Overall (FO), may be used. When "FO" is being used, it must be clear in the module descriptor form that all components must be passed in order to achieve a pass for the module.
- 12. ABS must be returned where a student has not completed any of the required assessments for a module. Where a student has completed part of the assessment for a module, a weighted numerical mark must be returned.
- 13. Where a student is taking a Voluntary Leave of Absence (previously known as voluntary suspension), module marks must only be returned where a student has completed all a module's assessments prior to the start of their approved period of absence.
- 14. All module marks that are returned to Student Business are presented to the Board of Examiners for approval.
- 15. The process of moderation, and where relevant double-marking, by internal examiners, must be completed prior to marks return and the Board of Examiners taking place. The sampling of students' work by External Examiners must also take place prior to the meeting of the Board of Examiners.

Role, Membership and Conduct of Academic Mitigation Boards, Pre-Boards and Boards of Examiners

- 16. The role of an Academic Mitigation Board (AMB) is to ensure that the personal circumstances submitted by students are considered fairly in the academic assessment process, in line with the Procedure for the Consideration of Academic Mitigation by a Board of Examiners. By doing so, the

principles of fairness and equity in the examination process are upheld, ensuring that students are not unduly disadvantaged by evidenced circumstances that are beyond their control.

17. The role of a Pre-Board (PB) is to provide recommended progress, transfer, award and classification decisions, for all students being considered by the Board, based on the marks and evidence available. This work supports the smooth running of the Board. In some cases, the work of the AMB will be completed by the PB. Where this is the case, the considerations that apply to AMB apply also to PB.
18. The role of a Board of Examiners (hereon referred to as Board) is to assess students' performance in meeting a programme's progression, transfer, or award requirements. Specifically, the remit of the Board is to:
 - a) Approve results for all modules.
 - b) Consider the recommendations of the AMB/PB.
 - c) Award credits.
 - d) Make progress, transfer, award and classification decisions for all students for whom results have been approved. These decisions are included in Table 2.
 - e) Consider feedback from External Examiners.
 - f) Consider the information in paragraphs 38 and 39.
 - g) Award Prizes, where appropriate.
19. Prior to the meeting of a Board, where personal circumstances have been submitted for the students under consideration, it is expected that a AMB and/or PB will take place. Appendix 1 shows the process for preparing and running Boards.
20. Membership of Boards will comprise the roles and associated responsibilities described in Appendix 2.
21. The General Academic Regulations state a minimum number of four persons is required for a Board to be quorate. This minimum number also applies to AMB and PB. Where there are challenges in meeting quoracy, Departments should escalate the matter to the Chair of the relevant Board of Study, or their nominee.
22. The decisions taken by Boards must be aligned to the relevant regulations, policies and procedures noted in this document, as well as the Convention/Guidelines for individual programmes. Progression, transfer, and award decisions shall be made in accordance with these.
23. To ensure that all decisions made by Boards are fair and free of bias, all members must declare any potential conflicts of interest prior to the start of the assessment process and prior to the consideration of students' results in the AMB/PB and Board. As such, the agenda for all AMB/PB/ Boards must include an item on Conflicts of Interest, so that members can note these where relevant. A conflict of interest arises when a member of the AMB/PB and/or Board has personal or professional interests in the decision for any student that could potentially influence their professional judgement. The following examples are non-exhaustive: examining students to whom an examiner has a personal connection, such as family members or close friends; financial interests in the success or failure of individual students; previous professional or personal disputes with students; or any situation where an examiner might benefit from a specific outcome of the Board. Where a member of the AMB/PB or Board declares a conflict of interest, they must not have taken part in any

assessment of the student(s) to whom the declaration refers and must not participate in any specific discussion of the student(s) in question.

24. The business of all AMB, PB and Boards is confidential. Departments must not communicate or discuss possible outcomes of the AMB, PB or Boards to individual students before the decision of the Board is released via Pegasus.
25. Notwithstanding paragraph 24, departments may communicate at *cohort level* with regards to possible progression decisions. For example, departments may advise 4th year students on an integrated Master's degree to contact them should they wish to graduate with Honours so that the appropriate award decision can be made.

Principles determining the timing of Boards of Examiners

26. Prior to a meeting of a Board, an AMB and/or PB must be convened.
27. The scheduling of Boards must take into account the time required for the completion of the AMB and/or PB, the processing of Boards' decisions, and the subsequent communication of decisions to students.
28. The timing of key events, such as the timing of the next formal assessment period, graduation, and the deadline for students to apply for a Graduate Route Visa, must also be considered in the timing of meetings of Boards.
29. A deadline is published by Student Business for the release of Award decisions made by Boards. This deadline is set to support graduation planning.
30. For undergraduate programmes, there are three annual formal assessment periods: December (Semester 1), April/May (Semester 2), and July/August (Summer) for reassessment. For all undergraduate programmes, Boards must be scheduled as early as possible following the return of marks from the April/May and July/August formal assessment periods.
31. For postgraduate taught programmes that commence in September, the formal assessment periods will follow the timing for undergraduate programmes noted in paragraph 30 above. It is expected that a Board will be convened to take progression decisions prior to the semester in which the Master's project is undertaken and the Board will convene again in September to take award decisions. Where a Board taking award decisions provides a student with a Resit decision, the student's reassessment must be scheduled before the end of the subsequent formal assessment period in December, to provide time for marking and moderation or double-marking. New module results following reassessment must be presented to a reconvened Board during the first full week in January to allow decisions to be processed and communicated to students within 16 months of the programme start date. The Post-Board Amendment process may be used to process a new award decision where a small number of students have new module results to be considered.
32. For postgraduate taught programmes that commence in January, the formal assessment periods will include April/May (modules commencing in January), Summer (for modules that follow the April/May formal assessment period) and December (for modules commencing in September). It is expected that a progression Board will be convened prior to the semester in which the Master's project is undertaken and a Board will reconvene in January to take award decisions. Where a Board taking award decisions provides a student with a Resit decision, the student's reassessment must be scheduled before the end of March, to provide time for marking and moderation or double-marking. New module results following reassessment must be presented to a reconvened Board of Examiners

by the end of April to enable the Board's decision to be processed and communicated to students within 16 months of the programme start date. Again, the Post-Board Amendment process may be used to process a new award decision where a small number of students have new module results to be considered.

Preparing for Boards of Examiners

33. The Online Exam Board (OEB) system, accessible through Pegasus, is the system used for processing and recording the work of all AMB, PB and Boards. Each is differentiated within the OEB, with AMB, PB and Boards, respectively referred as, 'Academic Mitigation Boards – Boards of Examiners', 'Pre-Boards – Boards of Examiners', and 'Main Boards – Boards of Examiners'. Support on using the system can be accessed through [Sharepoint](#) and through the [Online Exam Boards Users Group](#).
34. Boards hold primary responsibility for academic progression, transfer, and award decisions.
35. The work of Boards is supported by the AMB and/or PB. The consideration of personal circumstances is guided by the Procedure for the Consideration of Academic Mitigation by a Board of Examiners and Evidence Guide for Students. The AMB and PB make recommendations to the Board and are not in themselves responsible for taking decisions regarding the progression, transfer or award of individual students.
36. Boards may meet in person, online, or in a hybrid format, as determined by the Faculty or Department convening the Board. For online and hybrid meetings, appropriate procedures must be in place to ensure the security of Board business. Departments and Faculties must also make the necessary arrangements to support External Examiners' attendance, including travel and accommodation for in-person meetings.
37. The Procedure and Guidelines for External Examiners note the full role and duties of External Examiners in a programme's quality assurance and enhancement processes. It is expected that departments will provide External Examiners with timely access to all materials outlined in the Procedure and Guidelines for External Examiners so that they are able to provide at least a verbal summary of their review of materials at the Board, in advance of the submission of their written report. In the event an External Examiner is unable to attend the Board, they must be asked to make available their views and comments to the Convenor of the Board in advance of the meeting. The Convenor will then share the External Examiner's comments with the Board.
38. Where the delivery of teaching and learning, assessment or moderation on a module has been disrupted, not been delivered as approved, or a case for the scaling of marks is to be made to the Board, the relevant department must complete and submit to the relevant PB a Module Delivery Impact Report that includes a summary of the impact and any mitigation measures that were put in place or are proposed. Boards will consider the impact and any mitigation measures that were taken. A Module Delivery Impact Report template is in Appendix 3.
39. It is good practice for Boards to have access to module level summary statistics, such as the mean and standard deviation, for the modules being considered. These and other statistics can be extracted from Myplace and made available to Boards to help identify modules that may require discussion.

Consideration of submitted personal circumstances for consideration by Academic Mitigation Boards (AMB) or Pre-Boards (PB)

40. The AMB considers the relevance and significance of evidence submitted by students in support of any personal, medical or other circumstances for consideration of academic mitigation.
41. The AMB will consult the Evidence Guide for Students for indicative examples of the types of evidence that are acceptable for some of the most common circumstances experienced by students.
42. A submission of personal circumstances without appropriate supporting evidence is unlikely to be considered for academic mitigation.
43. It is expected that the dates of submitted evidence will correspond with the description of the personal circumstances and their negative impact on the student's studies, attendance and/or performance in their assessments, including exams.
44. Where a department has been made aware of a student's personal circumstances and they have taken action to support a student, for example, through granting extensions to the deadlines for coursework, or rationalising assessments for a student, they should inform the relevant AMB.
45. Following consideration of each student's submitted personal circumstances, the AMB will record a recommendation for each student which will be presented to the Board. The recommendations that are available are included in Table 1 below.
46. Where an Attempt Discount is recommended by an AMB, Boards must discount failed modules only. Boards must not discount passed modules. If eligible for a discounted attempt, and should a student wish a passed module to be discounted, then the student can appeal the decision of the Board. If a student is eligible for both a discounted attempt and compensation in the same module, compensation should be applied.
47. The recommendation for each student must be recorded in the Comment section of the Online Exam Board (OEB) system, or in another suitable format, and will be made available to the Board. For consistency, the notation in Table 1 is recommended, with further detail added as required. Further acronyms to support minute taking of Boards are included in Appendix 4.
48. Note that academic mitigation of a student's personal circumstances does not include a recommendation to change a student's individual module marks.
49. To preserve confidentiality of the personal circumstances submitted by students, membership should be limited to the Convenor, Board Manager, and other relevant role-holders.

Table 1. Recommendations that can be made by AMB/PB to Boards of Examiners.

Recommendation	Explanation	Acronym
No grounds for academic mitigation	The circumstances submitted by the student fall outwith the Procedure for the Consideration of Academic Mitigation by a Board of Examiners. Therefore, there are no grounds for mitigating against the submitted personal circumstances, and no action is required by the Board.	NG

Attempt discount specified failed modules, or specific assessments or named modules	The circumstances and associated evidence have been assessed by the AMB and an Attempt Discount to specific failed assessment(s), module(s) and/or whole semesters is recommended to the Board. This gives students the opportunity for a resit of the specified assessment(s)/module(s) as a First Attempt.	AD <i>Name module codes</i>
Waive a specified Regulation	The circumstances and associated evidence have been assessed by the AMB and recommends a waiver of any progress or award regulation with respect to achievement of a specified mark in a module, component of a module, or group of modules. This recommendation may not be an option in all programmes and can only be made where it is permitted by accrediting bodies.	Wa Reg Nb.
Exclude a specified module from the CWA	The circumstances and associated evidence have been assessed by the AMB, and there is evidence of the impact of the submitted circumstances on the assessment(s) in a single module in that the module mark is a marking band lower, relative to the student's other marks at that level of study. The mark for this module is excluded from the credit-weighted average where the inclusion of the module mark in the CWA results in the student receiving an award or progress decision at a level lower than they otherwise would. This academic mitigation is limited to a single 20 credit module. This recommendation may not be an option in all programmes and can only be made where it is permitted by accrediting bodies.	Excl <i>Name module codes</i> from CWA

Procedure for Pre-Boards

50. The Pre-Board Manager will ensure that all members can view the relevant results for each student to support members' participation in decision making.

51. Where appropriate, the PB may add bulk predicted progression decisions for undergraduate students whose results are straightforward based on confirmed credits and credit-weighted average.
52. For all other students, PB will consider the following for each student being presented to the Board:
 - a) The credit total for each student.
 - b) Whether any compensated passes are to be recommended.
 - c) Whether recommendations of the AMB are to be applied.
 - d) The recommended decision.
53. The PB may also nominate to the Board any student(s) who meets the criteria of any designated Prizes.
54. Where relevant, the PB will be provided with the information noted in paragraph 38.
55. The work of the PB will result in an Exam Board Schedule, which comprises the module results, credit total, credit-weighted average, and recommended decision for each student being considered by the Board.

Procedure for Boards of Examiners

56. During a meeting of a Board, the Board Manager will ensure the full set of results for each student are accessible to all members, including the Exam Board Schedule, in advance of the meeting.
57. For Boards considering progression decisions for undergraduate programmes, the Board may, where appropriate, approve or ratify bulk decisions for the group of students whose predicted decision is clear (e.g. they have the required number of credits and their credit-weighted average leads to a clear decision). All bulk decisions must be checked. The use of bulk decision-making supports the efficient operation of the Board in taking progression decisions and allows time for consideration of the results and decision for individual students. For all other students, the process outlined in paragraph 58 must be followed.
58. For all other Boards (undergraduate awarding Boards and all PGT Boards), the Convenor (or nominated academic member of staff) will confirm the details for each student being considered, including the:
 - a) Student identifier.
 - b) Credit total.
 - c) Credit weighted average.
 - d) Note for the Board of Examiners that has been entered by the AMB or PB, where relevant.
 - e) Recommended decision.
59. A student's individual or specific personal circumstances must never be raised, discussed or queried at the Board. If a Member of the Board wishes to query an AMB/PB's recommendation or discuss the individual or specific personal circumstances of a particular student, they must contact the Manager of the Board, prior to the Board taking place, or immediately thereafter.
60. Members of the Board must:
 - a) Attend to all of the information noted in paragraph 58.

- b) Advise the Board of any corrections to module results for individual students and of any impacts on the delivery of teaching and assessment within a module (see paragraph 38).
- c) Report any results that, due to exceptional circumstances, were not returned by the marks return deadline. These will be updated in the OEB and where a change has been made to a module mark, a comment must be added to indicate that the change has been made at the Board.

61. Where any change to a student's module results is made at a Board, the Convenor will read out, where relevant, the new credit total, CWA and recommended decision.

Decisions of Boards of Examiners

62. All Members of a Board are responsible for verifying and approving all module results and decisions.

63. For each student, a Board will:

- a) Apply the relevant Regulations, Policies and Procedures noted in paragraphs 3 to 8 of this document.
- b) Confirm the number of credits which the student has accumulated.
- c) Record a progress, transfer, or award decision in the OEB.

64. The most common progress and award decisions are described in Table 2 below. Appropriate decisions must be selected in accordance with the General Regulations and the Programme's Regulations. A full set of decisions can be accessed in the [Exam Board Decision User Manual](#). All possible decisions for each student should be recorded on the OEB system.

65. As stated in the General Academic Regulations, a student is entitled to two attempts at the assessment for each module. However, Boards for undergraduate programmes may exceptionally allow a maximum of two further attempts at passing the module (see the General Regulations for Undergraduate Programmes). Permission for third and fourth attempts will usually only be given to a student for whom the progress decision is "Proceed", "Reattend" or "Academic Assessment Only".

Table 2. Decisions that can be taken by a Board of Examiners

Decision	Explanation
Academic Assessment Only* (Previously called 'Suspend')	Usually only used by Boards following a Resit Diet, this decision means that a student has not passed enough credits to proceed to the next year of study and they will be required to register in Academic Assessment Only so that they have a further opportunity to gain the credits required to progress to the next stage of study. This decision is used where a student is required to resit 60 credits or fewer. Students in Academic Assessment Only complete assessments only and are not expected to attend classes. However, students can apply to 'Register with Attendance'. *This decision can also be combined *with Transfer.

Aimed Award	This decision means the student has attained their programme's named degree award. For most programmes, the aimed award will be classified in line with the General Regulations Undergraduate or Postgraduate.
Alternative Award	This decision means the student has attained either their programme's exit award or aimed award, with an enhancement. An example of an enhancement is the addition of 'with international study' in the title of the named degree.
Continue to Project*	For Master's students, this progression decision means a student has passed all of their taught modules and have met the academic requirements to continue to their Master's project. *This decision can also combine with other decisions, such as *with Transfer, *with Resit, and with *Transfer and Resit.
Continue*	For Master's students, this decision means a student may continue with a part of their studies. *This decision can also combine other decisions, such as *with Project, *with Taught Element.
Decision Deferred	This decision is used by a Board when a student's results are incomplete or cannot be approved before the release of the Board's decisions to Student Business. Examples include cases where marks are awaited from an overseas institution for a study abroad student, where a Student Discipline investigation is not complete, or where the full set of module results (e.g. for students on exchange, or on an industrial placement) are not imminently available.
Exit Award	This means the student met the academic requirement for a named exit award for their programme. Students who are academically eligible for an exit award may not have met the requirement for their programme's aimed award, or they may have voluntarily or compulsorily been withdrawn from their programme. For most programmes, the exit award will be classified in line with the General Regulations Undergraduate or Postgraduate.
Pass (with Merit/ Distinction)*	This means that the student has passed all the modules that were required by their programme's regulations and they can proceed to their next year of study. Continuing undergraduate students who have passed everything at the first attempt may be eligible for a Pass with Merit (if their credit weighted average is 60% or higher) or a Pass with Distinction (if their credit weighted average is 70% or higher). *This decision can also be combined *with Transfer.
Proceed*	This decision is usually only used by undergraduate Boards following the Resit period and means that, while a student may not have passed all their modules, they have passed enough to proceed to the next year of study. For postgraduate taught Boards, the decision is usually taken at Boards taking progression decisions. The number of credits that students need to achieve to progress is detailed in their programme regulations, and programme handbook.

	*This decision can also be combined *with Transfer.
Ratify*	This decision is used where marks are recorded for a student and where no progress, transfer, or award decision is appropriate. The decision approves the award of credits only. Examples of such cases include students who are in Voluntary Leave of Absence, and students who have voluntarily withdrawn, or have been subject to a compulsory withdraw decision where no exit award is due. *This decision can also be combined other decisions, such as *with Transfer and with *Complete.
Reattend*	This decision is used by a Board following a Reassessment period, where a student has failed more than 60-credits. Exceptionally, and usually where there have been personal circumstances, this decision means that the student can repeat a minimum of 80 credits or the year in its entirety. Students who receive this decision are required to attend and complete all modules for which the decision relates. *This decision can also be combined *with Transfer.
Resit*	This decision is used where a student has failed one or more modules and they will be required to resit all modules they have failed at the next appropriate opportunity. Where a student has multiple resits, Faculties/ Departments may take a supportive approach and discuss with the student whether it is appropriate for them to undertake all resits at the next available opportunity or to consider an alternative approach. Departments must advise students of the resit arrangements for each module as quickly as possible following the publication of a Board's decisions on Pegasus. As module marks for all resit attempts must be recorded in the student record, students must be given a resit opportunity only as an outcome from a Board. *This decision can also be combined *with Transfer.
Resubmit (Master's programmes only)	This decision is used when students have failed their Master's project and have one further opportunity to resubmit their project and obtain their aimed award.
Withdraw	This decision is usually only used by a Board where a student has failed more than 60-credits and has exhausted the maximum number of resit attempts. This decision is made where students have made insufficient progress.
Withdraw with Award	This decision is used when a student must be withdrawn as they do not meet the criteria to continue towards their Aimed Award, but they do meet all criteria for an Exit Award.

Academic and non-academic misconduct cases and the impact on Board decisions

66. In cases where a student is subject to a disciplinary investigation for alleged misconduct, the Board may determine that the progression, transfer or award decision must be temporarily withheld from the student (e.g. if a student discipline investigation is still to be completed) and the decision in the OEB will be 'Decision deferred'.
67. To ensure students are not disadvantaged, the Department must communicate any other resit requirements that are not subject to academic misconduct investigations to the student via email.
68. A Board cannot amend a mark that has been adjusted for disciplinary reasons or apply compensation to that mark.
69. When the investigation is complete, a Post-Board Amendment must be made available to Student Business for processing
70. If a case extends beyond a resit period of assessment (e.g. because it has been referred to Stage 2), the Department should seek advice from the Senate Office to determine how to proceed.

Communication of Board of Examiners' decisions to students

71. As noted in paragraph 24, all Board decisions must be communicated to students via Pegasus, where they will appear in a student's record alongside a downloadable decision letter that contains the decision as well as further information (e.g. information about graduation, the details of student support services).
72. There are circumstances where it is supportive to students for Boards to include additional information in a decision letter. This additional information is referred to as 'special text'. Examples of special text that are available in the OEB are noted in Table 3 below, and Boards can request that customised special text is added to a student's decision. In such cases, Boards should ensure that wording is clear and supportive.

Table 3. Standard special text that can be added to decision letters

Special text	Explanation
Academic Advice	This is added where a student has multiple modules to re-sit. The text advises the student to arrange an appointment as soon as possible with their Programme Leader.
Caution	A Board may add a 'Caution' to a student's decision regarding their attainment. This will add text to a student's decision letter that advises a student that without improvement in their attainment they may be withdrawn from their programme.
Warn	A 'Warn' is added to a student's letter where a Board has a concern for the student's attainment. This will add text that informs a student that their next attempt will be their final opportunity to pass a module(s), and that failure to improve may result in them being withdrawn from their programme.

Caution and Warn	This adds both a 'CAUTION' and a 'WARN' to a student's decision. This will add special text that combines the content of both a Caution and Warn message.
Credit shortfall	This special text is added where a student has a credit shortfall and may not be on track for their award.
Signpost to Support Services	This is added to advise students who have reported personal circumstances of the Student Advice and Support that is available. A Board may add this where they have concerns for a student on the basis of the personal circumstances they have submitted in that academic session.

Records of meetings of Boards of Examiners

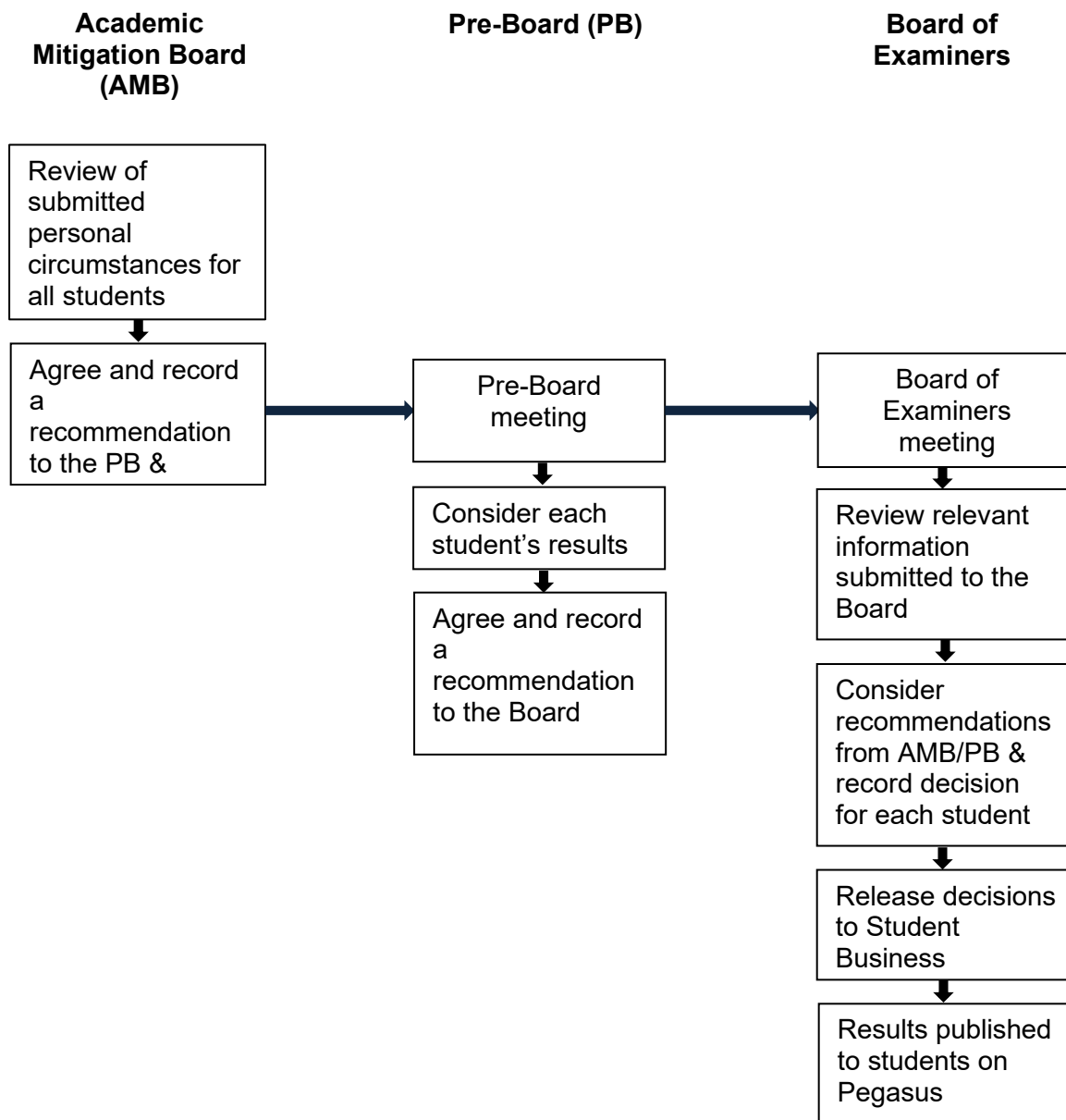
73. All recommendations from the AMB and/or PB will be recorded in the Comments section of the OEB, or in another suitable format, and will be form part of the record of the AMB/PB.
74. Discussions and decisions of the Board must be carefully recorded (noting any additional information taken into account in relation to each student's decision). A full and accurate note of meetings will also assist with the transmission of information between an initial meeting of a Board and any reconvened or future meetings. A template for recording the minutes of Boards is included in Appendix 5. Artificial intelligence must not be used for the purpose of obtaining a minute of a Board's proceedings. Minutes/records must include, where possible:
- Attendance and absence of originally nominated Board members.
 - Any change in the role of members (e.g. appointment of an Acting Convenor or substitute Internal or External Examiners).
 - Any noted conflicts of interest.
 - Information on the availability of results for individual students.
 - Information available on module delivery impacts.
 - Information on academic mitigation granted for individual students, following either recommendation from the AMB/PB, or action taken by the department at the time the personal circumstances were experienced by the student.
 - References to any guidance or regulations consulted or waived.
 - A full record of the reasons for any award or absence of award for a student where a full set of assessment results for that student is not available.

Amendments to Module Marks or Decisions following the release of Boards

75. Accurate decision-making by Boards relies upon the accurate return of module marks by departments, and the receipt of all information to the Board. The Post-Board Amendment process provides a mechanism for making an amendment to an approved module mark and/or a decision made by a Board. There are cases where a Post-Board amendment is unavoidable, for example, for approving module results and taking a decision for students following the late return of module marks from a partner institution for students studying abroad, or students on an industrial placement. The use of the Post-Board amendment process must detail the reason for the amendment, include

confirmation that the amendment aligns with the Programme and General Academic Regulations, and must be approved by the Convenor of the relevant Board. The number and reasons for Post-Board amendments must be reported annually to Faculty Academic Committees.

Appendix 1. Diagram of the process for preparing and running of Board of Examiners



Appendix 2. Roles and Responsibilities

Role	Role holder	Responsibilities
Convenor of the Board of Examiners	Usually the VDA, HoD, or Nominee. Nominees must be a senior member of academic professional staff.	• Chairs Board of Examiners meetings and may also chair the AMB/PB. • Recommends award/progression decisions to the Board, including mitigation agreed at AMB/PB for students with personal circumstances. • Rules on any matter which the Board is unable to resolve through discussion. • Approves the release of the results to Student Business. • Approves any post-Board amendments by Chair's Action on behalf of the Board.
Manager of the Board of Examiners	Usually a member of Professional Services staff at APS Grade 7+.	• Liaises with Student Business and Programme Director/Convenor regarding scheduling and set up of BoE meetings. • In liaison with the Convenor, sets the Agenda of the AMB/PB/Board meetings, and ensures availability of relevant papers. • Manages all AMB/PB/ Board meetings. • Oversees the circulation of the Exam Board Schedule in advance of PB/Board meetings, where appropriate. • Checks for missing marks and liaises with Programme Administrator/Director for these to be returned. • Ensures that all Members of the Board can view the full set of module marks, awarded credits, and CWA, for each student. • Ensures that the Board's decisions and comments are recorded, and action decisions made by the AMB/PB/Board. • Advises the PB of any corrections to the Exam Board Schedule submitted by the Programme Director/Administrator after the marks return deadline. • Oversees post-Board checks and release of results for all students on the Programme. • Obtains written input from the External Examiner when they are unable to attend the BoE meeting.

		Communicates the release of the Board to Student Business.
Programme Director	Member of academic professional staff with overall responsibility for a programme.	- Checks that the recommended progress, transfer and award decisions are in line with Academic and Programme Regulations and any other approved Guidance. - Initiates nominations, or extensions to appointments, for External Examiners and manages the ongoing relationship during term of appointment.
Internal Examiner (Programme representatives/ Module Co-ordinators and other members of the programme team)	Academic professional staff responsible for the overall academic delivery of a module on a programme and nominated to represent a programme on a Board of Examiners.	- Ensures the marking and moderation is complete for all assessments on a module in good time for the Programme Administrator to return module marks by the deadline published in the University Calendar of Dates. - Attends the Board as an Internal Examiner and checks that all results have been correctly recorded against the relevant module(s) and there are no missing marks. - Advises the Board of any corrections to the Exam Board Schedule not submitted in time for the PB. - Checks that the recommended progress and award decisions are in line with General and Programme Regulations, and any other approved Guidance at programme level.
External Examiner(s)	External discipline-specific expert(s) appointed to provide an external perspective on the quality assurance processes in place for the delivery of programmes.	- The role and duties of External Examiners is outlined in the Procedure and Guidelines for External Examiners of Taught Courses. - The role includes providing an external perspective on academic content and standards for discipline-specific programme activity. - Reviews assessments for all assessment diets, marking, moderation, academic standards, and aims and objectives of the programme in accordance with the Procedure and Guidelines for External Examiners of Taught Programmes. - Provides a report on the above to the Board and submits this via the University External Examiners System.
Optional: Departmental/	Administrative support staff based at	Provides administrative support for relevant Internal Examiners/programme teams.

Programme Administrator	departmental or programme team level.	• Returns a result for every student registered for a module by the deadline published in the University Calendar of Dates. • Advises the Board of any corrections to the Exam Board Schedule that were not submitted for the PB. • Attends the Board and checks that all results have been correctly recorded against the correct module and there are no missing marks. • Records a minute of the meeting of the Board. • Assists in providing documentation to External Examiners and processes annual fee payments and expenses.
<i>Optional:</i> Advisor of Studies /Student Advisor	If different from Programme Administrator/ Programme Director.	• Attends the PB and Board and checks that all results have been correctly recorded against the relevant module(s) and there are no missing marks. • Checks that the recommended progress and award decisions are in line with General and Programme Regulations, and any other approved Guidance.
<i>Optional:</i> Quality Assurance Representative (if different from the Manager of the Board)		• Attends the Board and checks that all results have been correctly recorded against the correct module and there are no missing marks. • Ensures the process has been carried out in accordance with this Guidance. Checks that the recommended progress and award decisions are in line with General and Programme Regulations, and any other approved Guidance.

Appendix 3. Template for Module Delivery Impact Report

A module delivery impact report must be completed and submitted to all relevant Boards of Examiners for modules that experienced disruption to teaching, learning or assessment. An MS Forms version is available [here](#).

Module Code	
Module Title	
Number of students registered on module	

Please complete relevant sections below.

Teaching Delivery

Impact to delivery of teaching and learning	Any mitigations taken

Individual Assessments

Outline all assessments for this module.

Assessment	Weighting	Submission Date	Summary of Impact on Assessment	Any mitigations taken

Moderation or double-marking

Impact to moderation or double-marking	Any mitigations taken

Module Overall

Summary of Impact on module overall	Any mitigations taken

Appendix 4. Further acronyms for recording minutes from an AMB/PB

Recommendation	Acronym to be noted in OEB	Nature of the recommendation
Relevant personal circumstances	RPC	The submitted personal circumstances have been reviewed and that they fall within the scope of the Procedure for the Consideration of Academic Mitigation by a Board of Examiners.
Non-Relevant personal circumstances	NRPC	The submitted personal circumstances have been reviewed and that they do NOT fall within the scope of the Procedure for the Consideration of Academic Mitigation by a Board of Examiners for consideration of academic mitigation.
Relevant Evidence Submitted	RES	The submitted evidence falls within the scope of the Procedure for the Consideration of Academic Mitigation by a Board of Examiners for consideration of academic mitigation.
No Evidence Submitted	NES	The student has not supplied appropriate evidence to support the circumstances outlined on PEGASUS. No action is required by the Board.
Unsatisfactory Evidence Submitted	UES	The student has submitted unsatisfactory evidence to support the circumstances outlined on PEGASUS. No action is required by the Board.

Appendix 5. Template for Board of Examiners' Minutes

Faculty/Department/Programme(s):	Academic Year:
Date:	Time:
Location / Mode: (e.g. in person / MS Teams)	

Attendance

List the attendees and anyone who has sent apologies.

[If it has been necessary to change the role of key members this should be noted here. For example: appointing an Acting Convenor, using a substitute External Examiner or Year Co-Ordinator.]

Reference documents

The Department confirms that, when preparing for this Board of Examiners meeting, the following documents were referenced as appropriate:

- The Documents listed in paragraphs 3 to 8 of the Policy and Procedure for Boards of Examiners
- [Exam Board Operating Guidelines](#)

Declaration of Conflicts of Interest

[If any conflicts were declared, these should be included here along with any mitigation applied at the Board. If no conflicts were identified, this should also be recorded].

Marks Return and Quality Assurance

[delete as appropriate]

NAME, [the HoD/on behalf of the HoD], assured the Board that all marks presented by their department had undergone the required quality assurance checks.

Moderation

Where moderation has taken place, the Department confirms that a written report has been prepared and was submitted to the Board of Examiners for consideration. [delete as appropriate]
YES/NO

Summary of any submitted Module Delivery Impact Forms

A summary table of submitted module delivery impact forms is noted below.

Module	Issue	Mitigation
EFXXX – Engineering 1	Technical issue with MyPlace, examination paper was released an hour later than expected.	End time for the examination was extended to account for delayed start. No adjustment to marks required.

<i>EFXXX – Engineering 2</i>	<i>The conflict in the Middle East meant it was not possible to complete all schedule teaching activities prior to the end of the teaching block.</i>	<i>The University's Guidelines to Support the Learning and Teaching of UG and PGT Students During Periods of Widespread, Significant Disruption were applied and the number of coursework submissions was reduced from 3 to 2. All Learning outcomes were assessed, and the weighting of the coursework assignments was adjusted.</i>
<i>EFXXX – Engineering 3</i>	<i>EFXXX includes an online class test which was taken in Week 3 of Semester 2. Due to an administrative error, extra time was not added to the test for NEP students, meaning it closed at the same time for all students.</i>	<i>A moderation report was submitted to the Faculty Office and has been approved by the Vice Dean (Academic). The performance of NEP students was compared with non-NEP students and scaling was applied.</i>

Individual Student Cases

There should be a record of issues/decisions relating to individual students included in the Comments section of the student record on the OEB. This may include, but is not limited to:

- Discounted attempts (e.g. following the recommendation of the AMB)*
- Compensated passes (this should capture the credits used to award compensation and/or whether up-front compensation was awarded)*
- Requests to transfer and whether the request was accepted/rejected (and why).*

A link to the relevant comment report(s) should be included here and the report should be appended to the Minutes submitted to the Faculty Office. Examples of the information recoded in the Comments are indicated below.

Name	Reg. Number	Programme	Year of Study	Notes
<i>Joe Bloggs</i>	<i>201011111</i>	<i>BEng Engineering Studies</i>	<i>2</i>	<i>The Board noted that the student had begun a voluntary leave of absence in Semester 2. It was <u>agreed</u> that the student's failed attempts and absences in Semester 2 would be discounted.</i>
<i>Janet Bloggs</i>	<i>201022222</i>	<i>BEng Engineering Studies</i>	<i>2</i>	<i>Personal circumstances had been considered by the Academic Mitigations Board. The AMB had resolved that the circumstances had had a material impact on the student's academic performance and recommended to the Board that the student's attempts at EF XXX and EF YYY be discounted. The Board <u>endorsed</u> all of these recommendations.</i>

Joe Bloggs	201033333	BEng Engineering Studies	2	The student had requested a transfer to the MEng programme. As the student's 2 nd year CWA was >60%, the request to transfer was <u>approved</u> . The student will transfer to the <u>MEng in Engineering with X</u> .
Janet Bloggs	201044444	MEng Engineering	3	Personal circumstances had been considered by the Academic Mitigations Board. The AMB had resolved that the circumstances had had a material impact on the student's academic performance and recommended to the Board that the student's attempts at EF XXX be discounted. The student had passed EF XXX, but including the mark in the overall CWA meant the student was no longer eligible to remain on the MEng programme. The Board agreed, rather than discounting, the mark for EF XXX could be excluded from the CWA. This gave the student a revised CWA of 60.1% and the student could remain on the MEng programme.

Consideration of summary statistics provided to the Board

[Confirmation of receipt of summary statistics for each module and note of any relevant discussion]

Student Prizes

[Confirmation of any prizes agreed at the Board]

External Examiner Comments

[A summary of External Examiner Comments]

Any other Business

[Any other business discussed at the Board]

Appendix 6. Definition of Terms

Term	Definition
Academic mitigation	Action taken by a Board of Examiners, following a recommendation from the Academic Mitigation Board/Pre-Board of evidenced personal circumstances, to ensure that a student is not unduly disadvantaged in academic decision-making.
Academic Mitigation Board	The body that considers submitted personal circumstances and supporting evidence (formerly known as the Personal Circumstances Board) in line with the Procedure for the Consideration of Academic Mitigation by a Board of Examiners (formerly known as the Personal Circumstances Procedure) and makes recommendations to the Board of Examiners on whether academic mitigation should be applied.
Board of Examiners/Board	The body responsible for approving module results, awarding credit, and making progression, transfer, award and classification decisions for students in accordance with the relevant regulations, policies and procedures.
Decision letter	A downloadable letter made available on Pegasus that communicates a Board of Examiner's decision to each student. The letter also signposts students to any relevant support or further information via the addition of special text.
Exam Board Schedule	A record produced through the work of the Pre-Board, comprising the module results, credit total, credit-weighted average, and recommended decision for each student being considered by the Board of Examiners.
Online Exam Board	The Pegasus-based system used for processing and recording the work of Academic Mitigation Boards, Pre-Boards and Boards of Examiners.
Pre-Board	A body that meets in advance of the Board of Examiners to consider module results and makes recommended progression, transfer, award and classification decisions for students being considered by the Board of Examiners. In some cases, the Pre-Board also carries out the work of the Academic Mitigation Board.
Post-Board Amendment	The process used, after the release of Board decisions, to amend an approved module mark and/or Board decision where a change is required and has been approved by the Convenor of the relevant Board.
Special text	Additional wording that may be added to a student's decision letter to provide further relevant information, guidance or support in relation to the Board of Examiners' decision. The Online Exam Board system includes standardised special text and enables custom special text to be added.



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