



Higher Education

Procedures and Regulations for Examination Boards

**Bangor University Validated, Pearson
Programmes**

Overview

This guide concerns only those programmes validated by Bangor University or approved by Pearson, SQA and delivered at Grŵp Llandrillo Menai. The guide explains the regulations that govern the internal and external examination boards that determine the progression of students and classification of Higher Education qualifications.

The regulations pertaining to award conferment apply to students registered from September 2015 onwards and studying one of the following Bangor University Validated programmes:

Bangor University Validated Programmes	
BA / FdA	Management & Business (inc Pathways)
FdA/BA	Culinary Arts
BA / FdA	Hospitality Management
BA / FdA	Management of Travel & Tourism
FdSc/BSc	Sports Science (Sports Coaching) Sports Science (Outdoor Recreation)
FdA/BA	Deaf Studies
FdA/BA	Childhood and Learning Support Studies
FdA/BA	Health & Social Care (inc Pathways)
Cert HE	Healthcare Practice
FdA/BA	Health & Social Care
FdA	Photography
Cert HE / FdSc	Construction
Cert HE / FdEng/BEng	Civil Engineering
BSc	Commercial Construction Management
BSc / FdSc	Computing: Software Dev/Networking
BSc / FdSc	3D Animation and Games Development
FdA	Broadcast Media
BA	Creative Media
BA / FdA	Library & Information Management
BA	Fine Art
FdA	Art & Design
PGCE/PCE	Teacher Training
MA	Fine Art
Cert HE	Counselling

Pearson Approved Programmes	
HNC/D	Engineering (Rhos, Llangefni, Dolgellau)
HNC	Creative Arts (Acting)

1. Duties of the Board of Examiners

The Board of Examiners are responsible for the following:

- Ensure procedures/decisions are consistent with the awarding institution's policies, procedures, rules and regulations.
- Ensure that account is taken of students' extenuating circumstances.
- Ensure that outcomes of unfair practice cases are recorded and made available to the Boards.
- Decide whether a failed module mark can be condoned at the Module Board or compensated at the Award Board.
- Decide whether students are eligible for re-assessment if a module has been failed.
- Confirm the module marks and overall marks for each student in order to either progress onto the next level or qualify for an award.
- Confirm the classification of awards.

All detailed outcomes are recorded in the minutes of Examination Boards; these are made available to all members at the Internal and External Boards.

2. Structure of the Board of Examiners

The Board will meet a set times during the academic year to review module grades and student academic profiles. Internal boards are held to prepare for the External Award Board (EAB). There are two stages to the internal boards including the Module Board, followed by the Internal Award Board (IAB). The External Award Board will formally confer student awards; progress student on to the next stage of their studies; issue re-sits; exit students.

Examination Boards Calendar:

Board	Date
Internal Progression Board for PT students	January/February
Module Board	March
Module Board	June
Internal Award Board (IAB)	June
External Award Board (EAB)	June*
Re-sit Board	September

*Some programmes may hold their EAB at different dates due to the structure of their delivery.

The Quality Assurance Co-ordinator is responsible for the scheduling of all Examination Boards, departments may request additional Internal Boards if required.

3. Membership of the Board of Examiners:

- The Assistant Principal/or designate (who acts as Chair)
- All Programme Leaders for programmes being presented to the Board
- All relevant tutors involved in the delivery and assessment of modules within the programme
- A member of the International Office where programmes with International students are being presented to the Board
- Programme Area Manager for programmes being presented to the Board
- Grŵp Llandrillo Menai Quality Assurance Manager
- Grŵp Llandrillo Menai Quality Assurance Co-ordinator

- A representative from Registry to oversee the preparations of student transcripts.
- The minute-taker

Membership of the External Board of Examiners comprises in addition to the following:

- Bangor University Quality Assurance Officer
- External Examiner
- External Moderator

Note: External Moderators and Examiners are invited to attend the Internal Boards.

Quoracy

A quorum of 25% attendance of eligible members is required; otherwise, relevant External members have the right to declare the Examination Board void. It is the responsibility of management to ensure that the requirements of attendance are communicated to part-time staff and is a contractual obligation.

4. Module Boards

The Module Board ensures that all students have a final module grade, considers the individual module marks across each cohort and ensures effective moderation has taken place. The Module Board will look at patterns in mark profiles across modules, for example, they may identify where a module has a very high or low average (mean mark)/standard deviation, or where a significant number of students may have failed a module.

The remainder of section 4 pertains only to Bangor University validated programmes. All other programmes must follow the guidelines for the appropriate University or Awarding Body.

Marks will be uploaded to EBS Awards Manager throughout the academic year by module tutors, in line with the assessment schedule. Final assessment grades are uploaded no later than a week prior to the June Module Board (or equivalent). Tutors are responsible for ensuring all assessment grades uploaded to Awards Manager are accurate.

All marks must be treated as provisional until they are confirmed by the External Examination Board, this must be made clear to students when providing feedback.

Registry will denote on Awards Manager where a student has approved Recognition of Prior Learning; The Quality Assurance Co-ordinator will denote where a student has approved Extenuating Circumstances or an upheld Unfair Practice.

Condonement: Where a student achieves an overall mark for a module of 40% or more (50% level 7), but has not achieved a pass in one or more components, the overall mark can still 'stand' i.e. be condoned (unless special derogations apply for a programme i.e where all assessments are core). A mark for an element of a module that has been condoned must be recorded as Condoned in the Module Board Minutes.

5. Award Boards (Internal and External)

The Award Board determines whether students have met the requirements to progress to the next level of study, have met the criteria for re-sit assessment, or for completing students it determines the award outcome including classification (if appropriate).

Each student's performance is considered, taking into account any:

- Unfair Practice
- Extenuating Circumstances (including approved applications for extenuating circumstances from previous years of study on that programme)
- Approved Credit Transfer

Details of such matters will be provided to the Board by the Quality Assurance Co-ordinator

Operation of the Award Board

The Chair must ensure that awards and progression are made in accordance with the rules and regulations of the relevant HEI partner/awarding body.

At the External Examination Board, the following will be made available:

- details of students academic achievement on EBS Award Manager
- copies of the Minutes from both the Module Board and the Internal Award Board
- a summary of the Unfair Practice case(s), together with the outcomes for each, and
- a summary of the Extenuating Circumstances Panel meetings, together with the outcomes for each (omitting specific details of the circumstance).

Detailed Minutes should be taken for each Board to:

- record relevant discussion and decisions.
- record the reasons for special recommendations/decisions for students, e.g. special examination arrangements, medical cases, plagiarism.
- provide examples for future Examination Board meetings, thereby facilitating consistency in the conduct of the Board's business.
- receive and record the decisions of any sub-groups e.g. Module and Internal Award Board Minutes.
- record comments of External Examiners in Examination Boards at which awards are agreed.

Minutes of the External Award Board will be presented to the HE Quality and Academic Standards Group, and relevant partner HEIs. Disclaimers regarding confidentiality of such minutes will be made know to those in receipt of such minutes.

The Board of Examiners will write to all students after the relevant EAB has met, to confirm their outcome and any actions required from them. A copy of the students' transcript of results for the relevant level (or year) of study will be included in the outcome letter. Award Boards must not amend student marks achieved in earlier years and previously confirmed by an Award Board unless, for defined reasons, students have been informed that previously issued results are provisional.

Conflict of Interest

Members of the Board must declare to the Chair, any personal interest/involvement or relationship with any student(s) being presented. The member of staff must withdraw from the meeting when the student's results are being discussed (including circumstances where a tutor is also a student). These details **must** be recorded in the Minutes.

Confidentiality

Items discussed at Boards of Examiners **must be treated in the strictest confidence** and all documentation presented at the Board must be left in the room and it is the Chair's responsibility to ensure its removal and disposal. All marks must be treated as provisional until they are confirmed by the External Examination Board. Members of the Board must not disclose or discuss information with students or other members of staff.

6. Progression

The following sections 6-10 contain rules that only apply to Bangor University Validated Programmes other programmes must follow regulations from their Awarding Body.

Progression Rules

Students are required to pass each level of a programme before progressing on to the next level. For example Passing Level 4 (first year of FdA) before starting Level 5 (second year of FdA).

To pass each level a student must have:

- An overall average mark of at least a pass*.
- A pass* mark in all core modules.
- Pass* marks in modules worth at least **80** credits.
- No mark in any modules (including elective modules) below 30% at Level 4-6

* The Pass Mark at Level 4-6 is **40%**

Additional information:

Postgraduate students are not required to fulfil any criteria before beginning the Research Project unless criteria are approved for a programme at validation.

Compensation

Where a student is completing one level and progressing onto the next level, they can be compensated if they have:

- an overall average of 40%, and
- achieved at least 40% for at least 80 credits, and
- achieved between 30% and 39% for the remaining 40 credits.

Note: it is the mark achieved that is recorded as the final grade for the module.

Students who fail to achieve sufficient credits to progress

Students must not be permitted to re-register as full-time students until they have met the criteria to progress on to the next level of their programme; Students cannot trail modules.

Students may be allowed to resit examinations and/or resubmit coursework if they have not fulfilled:

- The criteria to pass from one level to the next
- The criteria to pass the programme as a whole

If a student mark is in a fail category, the Board of Examiners must consider whether to allow resits/resubmission or to award an exit qualification (if defined for the Programme).

7. Supplementary Assessment (Resits)

The Board of Examiners will determine if a student may be permitted an opportunity to re-sit relevant failed components. The Board will determine which components can be re-sat. The opportunity to complete supplementary assessment will typically be granted by the External Award Board. An early resit opportunity may be provided by a mid-year Board, if students have failed to meet the criteria to pass or progress e.g. a student who fails a core module in semester 1 may be offered a mid-year resit by the March Module Board.

At the Internal Award Board, students who fail with an overall average mark above **25%** and pass at least **50 credits** may be issued an opportunity to re-sit relevant failed components by the August resit deadline, to allow progression or certification in September. Where students do not meet this criteria, the Board may offer the opportunity to resit relevant failed components in the following academic year, on an external or part time basis. External students can submit assessments and sit examinations but are not allowed to attend modules.

Submission dates for external or part time re-sits will typically follow the assessment schedule for the new academic year. When setting submission dates for re-sit work, tutors must ensure they provide sufficient time for students to complete the assessment and receive feedback before the next meeting of the Board of Examiners.

Students are typically only required (and permitted) to re-sit assessments in sufficient modules to permit an overall pass. Students should not be allowed to resit examinations or to resubmit coursework simply to improve a module mark or award class. The exceptions are:

- Where resits or resubmissions are allowed in order to achieve a pass mark required by professional bodies.
- Where a student at Level 4 of a Foundation programme has achieved the criteria to progress but has module marks in the range 30-39% and wishes to attempt to raise these marks to 40%.
- Where a student at Level 5 of a 3 Year Degree programme has achieved the criteria to progress but has module marks in the range 30-39% and wishes to attempt to raise these marks to 40%.

If students do not submit resit work on time, the Board of Examiners will consider this a failed attempt. Where students are offered a re-sit attempt by a mid-year Board (e.g. March Module Board) and choose not to take the resit opportunity at that stage, this will not be considered a first resit attempt. Only those students who submit resit work issued by a mid-year Board will be considered to have taken their first resit attempt and given a re-sit grade.

Where eligible, students may be permitted a maximum of **two** attempts to re-sit a failed component.

Issuing Supplementary Assessment

The Board of Examiners will write to students explaining their re-sit options. This letter will be sent by the departmental administration assistant via email and recorded delivery. The outcome letter will include a deadline for students to contact their tutor by, to make their intentions known, and a copy of their transcript to date.

The module tutor will write a new assessment brief / examination paper for any re-sit work. The tutor will arrange a suitable date for any re-sit examinations with the student and exams department (for August resits this will take place during the re-sit examination week). The tutor will provide any re-sit assessment briefs to the departmental administration assistant who will include this within the outcome letter sent to the student.

Outcome letters will advise students to discuss their funding options with Learner Services.

Marking Supplementary Assessment

After a resit or resubmission the highest mark must be used (e.g. if a student has a mark of 35% in a resit examination and had a mark of 38% at the first attempt, the mark of 38% must be used). The highest mark that can

be given for supplementary assessment is a 'pass' mark (**40%** at Level 4-6; 50% level 7).

A cap of 40% (50% Level 7) is subsequently applied to the module where supplementary assessments were required. This does not include modules where derogations apply and all assessments are core, in such cases only the assessment grade will be capped.

If a student has extenuating circumstances, they may be permitted to take a supplementary assessment as a first attempt and/or without a cap applied, if stipulated by the Extenuating Circumstances Panel.

Where a student re-sits work following an Unfair Practice Panel, the module may not be automatically capped; penalties are subjective to the individual student- this will be made clear at the Board of Examiners by the Quality Assurance Co-Ordinator.

Students who fail after supplementary assessment

For Students who were issued a resit by a mid-year Board of Examiners (e.g. March Module Board):

Those students who chose to attempt a mid-year resit will be reviewed by the next scheduled Board of Examiners meeting, for March resits this will be the June Award Board. Where such students fail their first re-sit attempt they may be offered a final re-sit attempt, with a submission date set by the Board.

For Students who were issued a resit by the June Board of Examiners:

The September Board of Examiners will review the progress of all students who were issued a resit by the June Board of Examiners. Where such students have failed their first re-sit attempt, they may present themselves once more, on the same conditions, in the succeeding year on an external or part time basis.

In rare cases, where a relatively small amount of resit work is required to allow progression, the Board may authorise a final resit opportunity with a September deadline, to enable progression within the current academic year, this can only be approved following discussion between the tutor and student, the Board will ensure this does not disadvantage the student.

For students resitting on a part time or external basis:

Mid-year Board of Examiner meetings will monitor the progress of all external and part time re-sit students. The External Award Board will review the outcome of their re-sit work and determine if they meet the criteria to be awarded/progress. Students who fail their first re-sit attempt may be allowed one further opportunity to redeem failure.

Any student who fails their second re-sit attempt will exit the programme.

Note for all supplementary attempts:

- *External students can submit assessments and sit examinations but are not allowed to attend modules. External students must not be asked to complete coursework that requires specialist facilities that are only available to registered students. Alternative assessment methods may be necessary.*
- *If the method of re-assessment is not the same as the original assessment, this should be explained at the start of each module (for example, if the original assessment was based on an activity that cannot be repeated without access to specific facilities).*
- *Students completing a programme linked to a professional qualification may not necessarily or automatically be granted the opportunity to resit or resubmit.*
- *Additional resits or resubmission may be allowed if approved for programmes at validation (e.g. to meet professional body requirements).*
- *If it is not possible for a student to resit examinations or resubmit coursework in the original module (for example if the*

module was based on a placement that can't be repeated), the student can be given an opportunity to complete an

alternative module. If an alternative module is taken, the marks for examinations and coursework should not be capped and the mark for the replaced module should not be included on the student's transcript.

All supplementary assessments are subject to the time-limits for the programme students are studying.

Award	Study Period (years)		Time Limit (years)	
	Full-time	Part-time	Full-time	Part-time
HE Certificate	1	2	3	6
HE Diploma	2	4	4	8
Foundation Degree	2	4	4	8
Bachelor's Degree (Ordinary)	3	6	5	10
Bachelor's Degree (Honours)	3	6	5	10
Graduate Certificate	6 months	1	6 months	1
Graduate Diploma	12 months	2	12 months	2
Postgraduate Certificate	4 months	1	4 months	1
Postgraduate Diploma	8 months	2	8 months	2
Master's Degree	1	2 *	1	3

* A part-time Master's Degree can also be completed over a 3-year study period

The Board of Examiners can recommend an extension to the time limit if there are extenuating circumstances. The Board can also approve extensions of up to 3 months for students on the Graduate Certificate, Graduate Diploma, Postgraduate Certificate, Postgraduate Diploma and Master's Degree.

8. Regulations and Calculations for Award Conferment

For all programmes, award calculations are automatically derived from Awards Manager. Where students have approved credit transfer, those modules will be excluded from the final award calculations. The relevant formula will apply to all remaining modules. Where a module only allows pass or fail these marks are excluded from the calculation. Such modules will be denoted as **Pass* on the final transcript.

Master's Degree and MRes

The overall weighted average percentage mark is the principal criterion to determine the classification of this award; it is based solely upon the overall weighted average at Level 7.

To be eligible for a Masters Degree award, the student must have:

- Achieved an overall average of at least **50%**
- Passed (at 50%) least **80** credits across taught modules
- Passed all Core modules
- Have no mark less than 40%
- Pursued at least 180 credits
- Fulfilled any other conditions defined at validation.

3-year Honours Degree:

The overall percentage mark for an Honours Degree is calculated by: **Overall % = $[L^5 + (L^6 \times 2)] / 3$**

An Honours Degree calculation is weighted at $\frac{1}{3}$ at Level 5 and $\frac{2}{3}$ at Level 6.

To be eligible for an Honours Degree award, the student must have:

- Passed (at 40%) at least **100** credits at Level 6
- Passed all Core modules
- Have no module mark less than 30%
- Pursued at least 360 credits
- Pursued at least 120 credits at each level
- Fulfilled any other conditions defined at validation.

Top-up Honours Degree:

The overall weighted average percentage mark is the principal criterion to determine the classification of this award; it is based solely upon the overall weighted average at Level 6.

To be eligible for an Honours Degree award, the student must have:

- Passed (at 40%) at least **100** credits at Level 6
- Passed all Core modules
- Have no module mark less than 30%
- Pursued at least 360 credits.
- Pursued at least 120 credits at each level
- Fulfilled any other conditions defined at validation.

Foundation Degree and HE Diploma

The overall percentage mark for a Foundation Degree and HE Diploma is calculated by: **Overall % = $[L^4 + (L^5 \times 2)] / 3$**

To be eligible for a Foundation Degree award or a HE Diploma, a student must have:

- Passed (at 40%) at least **100** credits at Level 5, for a Foundation Degree
- Passed (at 40%) at least **80** credits at Level 5, for a **HE Diploma** (only applicable to those on a 3 Year Honours Degree)
- Passed all Core modules
- Have no module mark less than 30%
- Pursued a minimum of 240 credits, of which at least 120 must be at Level 5.
- Fulfilled any other conditions defined at validation.

Certificate in HE and PGCE/PCET

The overall percentage mark for a Certificate in HE and PGCE/PCET is calculated by:

Certificate in HE: **Overall % = Level 4 PGCE/PCET: Overall % = (Year 1= 50% + Year 2=50%)**

To be eligible for a Certificate in HE or PGCE/PCET, a student must have:

- Passed (at 40%) at least **100** credits
- Passed all core modules (for programmes validated from September 2013)
- Have no module mark less than 30%
- Pursued a minimum of 120 credits
- Fulfilled any other conditions defined at validation.

Determining Classifications

Qualification	Overall Percentage Mark	Degree Classification
Masters Degree	70% and over	Distinction
	60% - 69%	Merit
	50% - 59%	Pass
	0% - 49%	Fail
Honours Degree	70% and over	First Class Honours Degree
	60% - 69%	Upper Second Class Honours Degree
	50% - 59%	Lower Second Class Honours Degree
	40% - 49%	Third Class Honours Degree
	0% - 39%	Fail
Foundation Degree; HE Diploma; HE Certificate; PCE/PGCE	70% and over	Distinction
	60% - 69%	Merit
	40% - 59%	Pass
	0% - 39%	Fail

9. Procedure for Borderline Cases

For all Programmes Validated by Bangor University the following apply:

The overall weighted average percentage mark is the principle criterion to determine the classification of an award. Classification of borderline cases (where the grade is within 2 percentage points of the boundary mark) is required to be fully discussed and a recommended outcome for each student agreed.

The Board of Examiners must consider all borderline cases and take account of any Extenuating Circumstances. Marks for modules and their individual components should not, unless there is a defined reason, be changed purely to recalculate the overall percentage mark to a higher class.

The Board should not normally consider an individual student for a higher degree classification if the students weighted average percentage mark after rounding up is more than 2% below the lower boundary of a degree class. For example: 58% could be considered for Upper Second at the discretion of the Board of Examiners, but 57% would not be considered for Upper Second.

The Board of Examiners has the authority to modify a student's mark in one or more of the modules under its jurisdiction. However, the marks of an individual student should not be modified simply to achieve a higher or lower classification.

The relevant detailed commentary, as to how a borderline case outcome has been agreed, **must be fully documented** in the Minutes to ensure transparency and fairness in the decision-making process.

Specific Procedures Apply for the Following- A higher class must be awarded if a student fulfils **one** of the following criteria (where marks refer to rounded marks):

For Master's degree:

- The mark for the Research Project is in the higher class.
- Marks for at least $\frac{2}{3}$ of the credits across the taught modules are in the higher class.

3 Year Bachelors Programme:

- Performance in the final year of the course is consistent with the higher class. Students must be awarded the higher class if their average mark across Level 6 modules is in the higher class and if marks for at least $\frac{1}{2}$ of the credits at Level 6 are in the higher class.
- Marks for at least $\frac{2}{3}$ of the credits across Levels 5 and 6 are in the higher class. Students must be awarded the higher class if they have achieved marks in the higher class in at least 160 credits (Honours Degree).

Top Up Bachelors Programme (Level 6 only):

- Marks for at least $\frac{2}{3}$ of the credits at Level 6 are in the higher class.

Foundation Degrees and HE Diplomas

- Performance in the final year of the course is consistent with the higher class. Students must be awarded the higher class if their average mark across Level 5 modules is in the higher class; **and** (for students registered AFTER September 2015) if marks for at least $\frac{1}{2}$ of the credits at Level 5 are in the higher class.
- Marks for at least $\frac{2}{3}$ of the credits across Levels 4 and 5 are in the higher class. Students must be awarded the higher class if they have achieved marks in the higher class in at least 160 credits across Levels 4 and 5.

Certificate in HE and PGCE/PCET

- Marks for at least $\frac{2}{3}$ of the credits are in the higher class.

Note: Boards of Examiners can also use other information to confirm that a student should be raised to a higher class including- positive exit velocity, transferred in credits achieved in previous study at Grŵp Llandrillo-Menai, extenuating circumstances, high performance in Dissertation or equivalent Research Projects.

10. Exit Points & Suspension

The exit qualification can be chosen if the student has already been allowed two resit attempts **or** the student, in the opinion of the Board of Examiners, has not demonstrated a commitment to the programme through their attendance and/or timely submission of assessed work, and there are no extenuating circumstances that have not already been considered. The Award Board will calculate the classification for the exit award, if applicable. Where students choose to exit their programme of study early the Programme Leader will inform the Board.

Award	Possible Exit Points
HE Diploma and Foundation Degree	HE Certificate (120 credits)
HND	HNC (120 credits)
Bachelor's Degree (Honours)	HE Certificate (120 credits), HE Diploma (240 credits) and Bachelor's Degree (Ordinary) (300 credits)
Master's Degree (except MRes)	Postgraduate Certificate (60 credits) and Postgraduate Diploma (120 credits)
MRes	Postgraduate Certificate (60 credits)

Posthumous and Aegrotat Awards

If a student is prevented from completing a programme, Boards of Examiners can recommend to the Academic Registrar that a posthumous or aegrotat award is made. Posthumous awards are made if a student dies before completing a programme. Aegrotat awards are made if a student is unable to complete a programme because of illness and there is evidence that the student will be unable to resume studies at the University or elsewhere. Boards of Examiners can recommend posthumous or aegrotat awards if there is evidence that the student would have completed the award had circumstances permitted. Evidence can include completed credit, other completed work, and evidence from supervisors and/or tutors regarding a student's work and/or commitment. If there are restrictions on what can be awarded, for example because of professional accreditation, an alternative award may be recommended.

Suspension of Studies

All students who have terminated or suspended their studies need to be brought to the attention of the Board and these students should be noted as such on EBS Awards Manager. The appropriate process must be followed by staff and students as described in the Termination and Suspension of Studies Guidance Document, available on the GLLM HE Policies website.

Withdrawn or Suspended students will remain on meeting agenda for Internal Award Boards, under a separate item. Only those with credits achieved will then be retained on the meeting agenda for External Award Boards

11. Board of Studies

The Board of Studies is a key meeting in the annual monitoring process and a forum for general discussion to reflect on progress made, share best practice/experiences. The Board of Studies (BoS) will run in September/ October.

The meeting is a face-to-face discussion between the course team members to consider the most recent Annual Programme Review (APR) draft which would incorporate the EE and EM Reports, including recommendations and also the previous APR Quality Enhancement Plan to see that all actions have now been addressed by the programme team. It will also approve the Validation Document for the coming academic session together with the Programme Handbook and the Annual Assessment Table

The Board of Studies will also confirm all changes made from June to the programme and will confirm the updated Validation Document for the academic year, (following June Programme Review Meeting) by the Programme Leader.

Minutes of each meeting must be recorded formally. For Bangor University Validated programmes, meeting minutes shall be submitted to the University as part of the subsequent Annual Programme Review (APR).

Membership of the Board of Studies

- The Assistant Principal/or designate (who acts as Chair)
- All Programme Leaders for programmes being presented to the Board
- Two student representatives (where possible)
- Programme Area Manager for programmes being presented to the Board

Co-opted Consultative Members

- External Moderator and External Examiner(s) – Attendance is optional
- Grŵp Llandrillo Menai's HE Development Manager
- Grŵp Llandrillo Menai's Quality Assurance Co-ordinator
- Grŵp Llandrillo Menai Quality Assurance Manager
- The Minute taker

Summary of the main duties of the BoS:

- To review and confirm all actions from the previous Quality Improvement Plan (or equivalent) are completed, any outstanding or ongoing actions are to be carried over to the new QIP.
- To receive and consider the current Annual Programme Review (or equivalent).
Within this the Board will:
 - Consider comments from External Examiner and Moderator reports (a summary of these reports will be presented to the board using the RAG Report)
 - Propose appropriate responses to all external recommendations and include in the current QIP (or equivalent)
 - Consider changes to course staffing, teaching resources, physical resources
 - Review student Voice Feedback
- Approve programme changes
 - Receive minutes of the Programme Review Panel (held after the June EAB) if relevant to the programmes being presented to the Board
 - Confirm the Validation Document for the forthcoming academic session.
 - Consider any new, proposed changes following EE/EM recommendations or student/staff feedback, for the next Programme Changes Panel.
- Review and approve the Assessment Schedule for the forthcoming academic session
- Review and approve any course handbooks (if relevant) for the forthcoming academic session
- Propose any suitable staff feedback to be considered by the HEQASG

HE Acronyms used by GLLM

- **APR**= Annual Programme Review, a GLLM document for non-franchised HE provision
- **AMR**= Annual Monitoring Report, same as the APR but a non GLLM document, used by franchised HE programmes, such as those run via Glyndwr, UCLan.
- **BoS**= Board of Studies, held in September/October for all HE programmes to review the APR/AMR, assessments, course handbooks and other information.
- **BU Val**= Bangor University Validated programmes, the majority of GLLM HE provision.
- **EAB**= External Award Board, the external board of examiners which typically meets in June after the internal board, to formally award, progress or exit student
- **EBS**= Education Business System, a database used to hold Awards Manager, which is a tool to input assessment grades and calculate student award outcomes
- **EC**= Extenuating Circumstances
- **EE**= External Examiner
- **EM**= External Moderator
- **HEDM**= HE Development Manager (Joanne Owen)
- **HEI**= Higher Education Institution, e.g. Bangor University, Glyndwr
- **HEQASG**= HE Quality & Academic Standards Group, senior management meeting for HE
- **IAB**= Internal Award Board, the internal board of examiners which typically meets in June to review student profiles in advance of the external board.
- **PL**= Programme Leader for HE (various)
- **QAC**= Quality Assurance Co-ordinator (Matt Neale)
- **QAM**= Quality Assurance Manager (Fflur Jones)
- **QIP**= Quality Improvement Plan, action plan for the APR
- **RAG**= Red, Amber, Green report, created annually by Quality Dept based on EE/EM reports
- **RPCL**= Recognised Prior Certificated Learning (credit transfer for certified learning)

- **RPEL**= Recognised Prior Experiential Learning (credit transfer for non-certified learning, e.g. work experience, job role duties/tasks)

Acronyms no longer in use

- HEAL= HE Academic Leader, now the QAC
- HEMATS= the old system for capturing assessment grades, now replaced by EBS
- Mitts= Mitigating Circumstances, now referred to as ECs
- EEB= External Examination Board (now called the External Award Board)