## REVISION HISTORY

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<th>Author</th>
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<td>January 2013</td>
<td>Peter Greenall</td>
<td>ASDC Consultation</td>
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<tr>
<td>2.0</td>
<td>December 2014</td>
<td>Scott Smith</td>
<td>Updated to reflect:</td>
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<td>- No mid-year reassessment</td>
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<td>- The change in requirement for an independent Head of School to chair a Module Boards of Examiners</td>
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<td>- Various small typographical changes</td>
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<tr>
<td>2.1</td>
<td>February 2015</td>
<td>Scott Smith</td>
<td>Updated to include an additional type of module board. Included for extraordinary circumstances surrounding reassessment. Clarity on the minutes taken to boards.</td>
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<tr>
<td>2.2</td>
<td>May 2016</td>
<td>Scott Smith</td>
<td>Removal of agenda and minutes templates. Addition of document requirements for meetings Clarification of minutes process</td>
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<tr>
<td>2.3</td>
<td>July 2016</td>
<td>Scott Smith</td>
<td>Amendment to titles and names</td>
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<tr>
<td>2.4</td>
<td>May 2018</td>
<td>Scott Smith</td>
<td>Amended to include additional guidance on the scaling of marks</td>
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## APPROVAL

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B7.1 INTRODUCTION

This procedure specifies the function, membership and conduct of Boards of Examiner meetings held for taught award programmes validated by Blackpool and The Fylde College, Lancaster University, BTEC and SQA. Programmes awarded by the University of Salford or by Liverpool John Moores University follow the procedures outlined by the awarding body.

This procedure includes guidance relating to:
- The role of Module and Programme Boards of Examiners
- Membership of Module and Programme Boards of Examiners
- Ratification of marks and decisions
- Reassessment tracking and recording

B7.2 MEMBERSHIP AND CONDUCT

Blackpool and The Fylde College operates a two-tiered approach in relation to board of examiner meetings where each tier has a defined purpose. The first tier, the Module Board of Examiners, is responsible for the ratification of module marks and for the recommendation of reassessment decisions to the Programme Board of Examiners. The second tier, the Programme Board of Examiners is responsible for making decisions on progression and the award of qualifications.

Curriculum areas oversee the operation of Boards of Examiners for modules and programmes of study in their areas. The standard membership for Module and Programme Boards of Examiners is defined within the Terms of Reference (see appendices B7-B and B7-D).

The Programme Boards of Examiners are chaired by a head of curriculum who is independent to the oversight of the programmes under consideration and will be minuted by the area secretary from the curriculum area in which the programme(s) reside. There is no requirement for an independent head of curriculum to chair a Module Boards of Examiners for any other provision.

Wherever possible an independent member will attend all meetings in order to provide advice and guidance relating to the conduct of the board and on matters relating to academic regulation.

All Boards of Examiner meetings should:
- operate in an objective and consistent manner in reaching decisions;
- ensure the information presented and considered is dealt with in a sensitive and confidential manner;
- ensure that all decisions are correctly recorded and duly communicated in a timely manner.

Boards of Examiner meetings are conducted utilising a standard agenda and supporting documentation.
Declarations of any conflict of interest should be minuted along with the action taken. The Chair may require the member of staff to withdraw whilst a particular student is presented or the minutes may record “no action necessary”.

For both Module and Programme Boards of Examiners, the board shall normally take all decisions. A Chairs action may be used exceptionally and must adhere to the following guidelines:
   a) A Chairs action should be mandated in advance by the full Board wherever possible;
   b) A Chairs action must not be used as a way of circumventing the full Board;
   c) A Chairs action should be supplemented by wider consultation with identified key members or all members of the Board;
   d) A Chairs action should be reported to all members so that they know what action has been taken;
   e) The outcome of a Chairs action must be appended to the record of the full Board meeting.

A record of all decisions, including the ratification of marks, taken by a Board or by a chair’s action shall be signed or confirmed in writing by:
   a) the Chair of the Board;
   b) the External Examiner for the programme (Programme Board of Examiners only);
   c) the Programme Leader or Curriculum Manager

Minutes should include a record of the decision made for every student along with any relevant additional information such as:
   • extent and outcomes of moderation
   • actions taken in response to Personal Mitigating Circumstances (PMC) / Interruption of Study (IoS) decisions
   • details of students who will undertake reassessment including identification of individual assessments and associated deadlines and arrangements
   • implementation of penalties determined by an Academic Misconduct Panel
   • condonation of module results
   • where appropriate discussions relating to the scaling of module results and any associated action taken
   • notes of the scope of any Chairs action agreed by the Board

The minutes should be confirmed by the Chair of the Board and retained by the curriculum. Confirmed minutes must also be centrally archived.

In the case of student withdrawal, Boards should consider all results of any assessments taken by students up to the point of the cancellation of their registration.

B7.3 CONFLICT OF INTEREST

Members of either a Programme or Module Board of Examiners meeting must not act in any manner in which they have an academic or personal interest and the College’s Information Security Policy (2010) should be observed where staff have access to assessment results and exam board minutes.
No student may be a member of an examination board, or of any subsidiary examination committee appointed by it, or attend any examiners’ meeting other than as a candidate for assessment. If, however, a person who is otherwise qualified to be an examiner for a course, such as a member of staff or an approved external examiner, is a student because they are registered on another course either within the College or in another institution of higher education, that shall not in itself disqualify that person from carrying out normal examining commitments unless there should be a conflict of interests. Where there is any unavoidable potential clash of interests the procedures below must be followed.

1. Any examiner who is aware of any potential conflict of interest (for example being related to, or a close friend of, any student registered on the degree programme for which that person is an examiner) must declare their interest as soon as the possibility arises and must not be the sole examiner for the student concerned on any individual contributory module.

2. Any examiner who has a potential conflict of interests as described above, must draw this to the chair(s) of the appropriate examination board(s) and the connection must be recorded in the minutes of the meeting, and the person involved shall not take any part in any discussion covering the student(s) concerned; but may, at the discretion of the chairperson, be permitted to remain in attendance for the duration of the discussion.

**B7.4 PRESENTATION OF RESULTS**

**B7.4.1 MODULE BOARD OF EXAMINERS**

Each module will be presented by the lead module tutor (or the Programme Leader if the Lead Module Tutor is not in attendance at the meeting) using the College’s Module Review proforma. The presentation should comprise of:

- An overview of the approach taken in moderation of module assessments (both prior to the distribution of the assessment and of an appropriate sample of marked work) and any issues arising through these processes;
- Consideration of scaling where appropriate in accordance with the regulations of the awarding body;
- Identification requiring remedial work required for individual students, including those requiring reassessment or deadline extensions in the case of approved Personal Mitigating Circumstances.

The Module Board of Examiners should have available to them:

- Terms of reference;
- A customised agenda utilising the standard template clearly identifying the programmes and modules under consideration within the meeting;
- Details of approved or pending applications for Personal Mitigating Circumstances;
- Details of approved or pending applications for Interruption of Study;
• The Module Assessment Matrix report for each module under consideration.

B7.4.1.1 DOCUMENTATION REQUIREMENTS

Module board of examiner meetings will have available to them:

• The HE Taught Award Regulations Part A.
• B7: Board of Examiners.
• B1: Personal Mitigating Circumstances and Interruption of Study.
• Where appropriate the awarding body regulations.
• EBS Module Matrix Reports – for each module being considered.
• Module Report – for each module being considered.

B7.4.1.2 SCALING

If, after application of all other methods of moderation set out in B6 Assessment and Feedback, the overall mean aggregation score for any module lies outside the range 13.5 to 17.0 then the Board of Examiners must consider whether or not there is a case for the marks to be scaled. Scaling may be of the overall mark for the module or of any assessment therein. The method of scaling to be used should be discussed and should reflect both the nature of the assessment and the size of the cohort. Both the reason for scaling and the method used must be justified within the minutes of the Board of Examiners. If scaling is discussed and not used, the reason for not scaling will be recorded in the minutes. In all cases both the original and the scaled marks will be permanently recorded.

Guidance for scaling of marks

All assessments and marking schemes should be created with the aim of ensuring that the resulting grades/marks give a good indication of the ability and application of the students. However, it is inevitable that on occasion this will not work as planned. Reasons may include a misprinted examination paper, the interruption of an examination or, in a science laboratory, an instrumental malfunction not obvious at the time of the experiment; or it may simply be that examiners agree, using their academic judgment and with the benefit of hindsight, that an assessment, or part of an assessment, proved to be significantly harder or easier than expected.

In such cases it is appropriate to consider whether the marks should be scaled. Although an unusual distribution of grades/marks is not of itself a sufficient reason for scaling to be applied, it may be an indication that something has gone wrong. For this reason, if, after application of all other methods of moderation, the overall mean aggregation score for any module lies outside the range 13.5-17.0 then examiners must consider whether or not there is a case for the marks to be scaled. Where the possibility of scaling is being discussed, the precise method should also be discussed and should reflect both the nature of the assessment and the size of the cohort.
Where scaling is applied for the same module for at least part of its assessment on more than one occasion, the assessment practices of the module must be reviewed as appropriate. Scaling may take any form as long as it preserves the ordering of students' marks, for example, if Student A has a higher unscaled mark than Student B, then Student A’s scaled mark must not be lower than that of Student B. Two common examples of scaling methods are provided below.

- For work marked in letter grades, all grades may be raised or lowered by a constant amount.
- For work marked in percentages, every mark may be multiplied by a constant factor, or have a constant value added to or subtracted from it, or a combination of the two.

Where marks are being reduced no pass may be turned into a fail, for example, where marks are in general being reduced by 10%, for a module or assessment, all unscaled marks between 40% and 49% become scaled marks of 40%, or no condonable mark is turned into an uncondonable mark.

B7.4.2 SUPERORDINATE MODULE BOARD OF EXAMINERS

Superordinate Module Boards of Examiners are convened by exception when the circumstances of the students presented to the meeting are as such that any reassessment opportunity they are provided with would disadvantage them in terms of timeliness of reassessment and/or separation from the delivery of the module content.

Where the programme team identify the potential need for a Superordinate Module Board of Examiners, confirmation to convene a meeting must be granted by the Director of HE and confirmed through email.

Superordinate Module Boards of Examiners follow the same format as a Module Board of Examiners (B7.4.1) with the exception of, as identified in the terms of reference, members of the board do not recommend reassessment to a Programme Board of Examiners but confirm reassessment in the meeting itself.

B7.4.3 PROGRAMME BOARD OF EXAMINERS

Each programme will be presented by the Programme Leader (or a Curriculum Leader or Curriculum Manager from the curriculum if the Programme Leader is not in attendance at the meeting). The presentation should comprise of:

- An overview of the approach taken in moderation of module assessments (both prior to the distribution of the assessment and of an appropriate sample of marked work) and any issues arising through these processes;
- The details of any scaling actions considered or applied by a preceding Module Board of Examiners;
- The presentation of overall module results for each student. These should be read in the order presented within the report and should comprise of only the percentage or aggregation score awarded for each module.
  - Where remedial action is required, the Programme Leader should present the
action agreed at the Module Board of Examiners.

The Programme Board of Examiners should have available to them:

- Terms of reference
- A customised agenda utilising the standard template, clearly identifying the programmes and programmes under consideration within the meeting;
- Details of approved or pending applications for Personal Mitigating Circumstances;
- Details of approved or pending applications for Interruption of Study;
- The Programme Assessment Matrix report for each module under consideration.
- The Module Assessment Matrix report for each module considered (if required)
- The minutes of preceding meetings of the Module Board of Examiners.

B7.4.3.1 DOCUMENTATION REQUIREMENTS

Programme board of examiner meetings will have available to them:

- The HE Taught Award Regulations Part A.
- B7: Board of Examiners.
- B1: Personal Mitigating Circumstances and Interruption of Study.
- Where appropriate the awarding body regulations.
- EBS Programme Matrix Reports – for each programme being considered.
- Minutes from the preceding module board of examiner meetings.

B7.5 CONFIDENTIALITY

Students should be aware that all assessment results are to be considered as provisional until ratified by a meeting of the Programme Board of Examiners and for the award of a Lancaster University programme, considered as provisional until ratified by Senate at the University. To ensure adherence to the General Data Protection Regulations, programmes teams need to agree and implement a secure method of communication to students, for example:

- Secure post (recorded delivery)
- Face to face
- Prior agreed telephone communication (confirm student identity with student number/address etc.)

It should be noted that only the College’s email system (to and from) can be used to communicate the outcomes of Programme or Module Board of Examiner meetings, external e-mail systems (Gmail/Yahoo etc.) are not a secure method of communication.
B7.6 BOARD OF EXAMINERS MINUTES PROCESS

The management of board of examiners meeting minutes is a stage/level process; minutes will therefore not be taken to meetings in the subsequent year. The process comprises of three distinct parts: module, programme and reassessment meetings.

The process originates at curriculum area module board of examiner meetings (usually two per year) the minutes of which are taken to the subsequent curriculum area programme board of examiners meetings.

All actions relating to module board of examiners meetings should be closed in the relevant meeting minutes up to the date at which the programme board of examiners meeting is held. After the programme board of examiners meeting actions from the module board of examiners should be carried forward to and closed in the programme board of examiners minutes and an update to the module board of examiners minutes should also be performed.

Where reassessment has occurred, students will be presented to the College Reassessment Board of Examiners. The minutes of all curriculum area programme board of examiners meetings will be made available to the board, for information. These minutes will be confirmed to the chair as having been checked by the relevant curriculum area for accuracy prior to the meeting. Matters arising of any minutes, due to the nature of the board, will form the content of the agenda and as such will be dealt with during the presentation of results.

Any actions resulting from the business of the reassessment board of examiners are required to be closed within the minutes of the meeting, actions will therefore not be carried forward to the next academic year.
APPENDIX B7-A – BOARD OF EXAMINERS STRUCTURE AND OVERVIEW

End of Semester
Module Board of Examiners
• Typically two boards per year at the end of each semester (as required for Superordinate module boards of examiners)
• Ratification of assessment and module marks (ensuring accuracy)
• Consideration of scaling where applicable/appropriate
• Consideration of PMC panel outcomes and adjusted deadlines
• Reassessment recommendations made to the Programme Board of Examiners except in the case of Superordinate boards where reassessment decisions are made at the module board
• Chair:
  • Lancaster, BTEC, SQA and LJMU: Head of Curriculum (Independent for Superordinate meetings)
  • Independent representation
  • Minuting: Curriculum Secretary

End of Stage and Reassessment
Programme Board of Examiners
• Recommendations for progression and award (including application of associated regulations)
• Reassessment decisions confirmed
• External Examiner and Programme Consultant/Link Tutor present
• Chair
  • Lancaster, BTEC and SQA: Independent Head of Curriculum
  • Independent representation
  • Ex officio: Lancaster University Registrar or nominee
• Minuting: Curriculum Secretary

Minutes received and checked for consistency/accuracy centrally.
## Module Board of Examiners - Terms of reference

<table>
<thead>
<tr>
<th>Chair</th>
<th>• Head of Curriculum</th>
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| **Ex-officio Membership** | • Vice Principal Higher Education and Student Enhancement  
• Director of Quality and Standards  
• Head of Higher Education  
• Higher Education Academic Registrar (Independent Member) |
| **Membership** | • Programme Leader  
• All internal examiners  
• External Examiner (invited but not required)  
• Programme Consultant (PC invited but not required) |
| **Minuting** | Curriculum Area Secretary |
| **Frequency** | Normally two per academic year |
| **Summary of purpose** | To consider the assessment results of individual modules and to ratify the overall module result awarded to each student under consideration and where necessary to make recommendations for reassessment to the Programme Board of Examiners. To maintain oversight of module operation including marking and moderation, and external stakeholder feedback on assessment. |
| **Terms of Reference** | • To ensure that the examination and assessment of students is conducted in accordance with the regulations and procedures of the College and the Awarding Body  
• To consider the extent and outcomes of module moderation.  
• To consider the achievement profiles of individual modules  
• To consider the claims for personal mitigating circumstances through the agreed College protocol and to take appropriate decisions in the light of these circumstances  
• To formally recommend reassessment opportunities to the Programme Board of Examiners in accordance with the regulations and procedures of the College and the Awarding Body  
• To receive and consider the recommendations of the Independent Member on matters relating to process and consistency in institutional/awarding body procedures and regulations |
### Superordinate Module Board of Examiners - Terms of reference

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<tr>
<th>Chair</th>
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| Ex-officio Membership | • Vice Principal Higher Education and Student Enhancement  
• Director of Quality and Standards  
• Head of Higher Education  
• Higher Education Academic Registrar (Independent Member) |
| Membership  | • Programme Leader  
• All internal examiners  
• External Examiner  
• Programme Consultant |
| Minuting    | Curriculum Secretary |
| Frequency   | As required |

#### Summary of purpose

To consider the assessment results of individual modules and to ratify the overall module result awarded to each student under consideration and where necessary to make recommendations for reassessment. To maintain oversight of module operation including marking and moderation, student feedback and external stakeholder feedback on assessment.

#### Terms of Reference

• To ensure that the examination and assessment of students is conducted in accordance with the regulations and procedures of the College and the Awarding Body
• To consider the extent and outcomes of module moderation.
• To consider the achievement profiles of individual modules
• To consider the claims for personal mitigating circumstances through the agreed College protocol and to take appropriate decisions in the light of these circumstances
• To formally recommend reassessment opportunities in accordance with the regulations and procedures of the College and the Awarding Body
• To receive and consider the recommendations of the Independent Member on matters relating to process and consistency in institutional/awarding body procedures and regulations
## Programme Board of Examiners - Terms of reference

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<td>• Vice Principal Higher Education and Student Enhancement</td>
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<td>• Head of Higher Education</td>
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<td></td>
<td>• Higher Education Academic Registrar (Independent Member)</td>
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<td><strong>Membership</strong></td>
<td>• Programme Leader</td>
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<td>• All internal examiners</td>
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<td></td>
<td>• External Examiner</td>
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<td>• Programme Consultant / Link Tutor</td>
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<tr>
<td><strong>Minuting</strong></td>
<td>• Curriculum Area Secretary</td>
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<tr>
<td><strong>Frequency</strong></td>
<td>Normally one per academic year</td>
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<tr>
<td><strong>Summary of purpose</strong></td>
<td>To consider the assessment results of individual modules and to ratify the overall module result awarded to each student under consideration and secure recommendations for reassessment where necessary. To maintain oversight of programme operation including marking and moderation and external stakeholder feedback on assessment.</td>
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<tr>
<td><strong>Terms of Reference</strong></td>
<td>• To ensure that the examination and assessment of students is conducted in accordance with the regulations and procedures of the College and the Awarding Body</td>
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<tr>
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<td>• To consider comments for the external examiner in relation to the extent and outcomes of moderation within the programme</td>
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<td>• To formally consider and make recommendations on the grades awarded to students for each module of their programme</td>
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<td>• To formally consider reassessment arrangements where applicable in light of any decisions taken by preceding meetings of Module Boards of Examiners</td>
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<td>• To consider the claims for personal mitigating circumstances through the agreed College protocol and to take appropriate decisions in the light of these circumstances</td>
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<td>• To receive and action the recommendations of the External Examiner/External Verifier/ Programme Consultant</td>
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<td>• To nominate students for special awards and prizes where available</td>
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<tr>
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<td>• To receive and consider the recommendations of the Independent Member on matters relating to process and consistency in institutional/awarding body procedures and regulations</td>
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<td>• To ratify recommendations made for each student in relation to progression, award or continuation as appropriate.</td>
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## Reassessment Programme Board of Examiners - Terms of reference

<table>
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<th><strong>Chair</strong></th>
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| **Ex-officio Membership** | • Vice Principal Higher Education and Student Enhancement  
• Director of Quality and Standards  
• Head of Higher Education  
• Higher Education Academic Registrar (Independent Member) |
| **Membership** | • Programme Leader  
• All internal examiners  
• External Examiner (invited but not required)  
• Programme Consultant / Link Tutor (invited but not required) |
| **Minuting** | • HE Development Co-ordinator |
| **Frequency** | Normally one per academic year |
| **Summary of purpose** | To consider the assessment results of individual modules and to ratify the overall module result awarded to each student under consideration and secure recommendations for reassessment where necessary. To maintain oversight of programme operation including marking and moderation and external stakeholder feedback on assessment. |
| **Terms of Reference** | • To ensure that the examination and assessment of students is conducted in accordance with the regulations and procedures of the College and the Awarding Body  
• To consider comments for the external examiner in relation to the extent and outcomes of moderation within the programme  
• To formally consider and make recommendations on the grades awarded to students for each module of their programme  
• To consider the claims for personal mitigating circumstances through the agreed College protocol and to take appropriate decisions in the light of these circumstances  
• To receive and action the recommendations of the External Examiner/External Verifier/Programme Consultant  
• To nominate students for special awards and prizes where available  
• To receive and consider the recommendations of the Independent Member on matters relating to process and consistency in institutional/awarding body procedures and regulations  
• To ratify recommendations made for each student in relation to progression, award or continuation as appropriate. |