

1. Principles

- 1.1. We value our reputation as a higher education institution that delivers high quality academic awards, student outcomes, and student experience. This section of the Regulations allows us to protect our reputation and the value of our awards by explaining the principles and process for scrutinising student achievement and embedding academic enhancements.
- 1.2. Every course we validate has an Internal Board, a School Board, and a Progression and Finalist Board: all of which are assessment boards. On behalf of our Academic Committee, assessment boards are authorised to act within the course requirements in the relevant course specification to recommend to the Academic Committee the conferment of an award. No other body, except Academic Committee, has authority to confer an award, nor to amend the decision of an approved and properly constituted assessment board acting within its terms of reference and in accordance with the regulations for the course. An assessment board may, however, be required to review a decision if instructed to do so by an appeal or review board in the case of an upheld academic appeal.
- 1.3. The process for conferring academic credit is rigorous, impartial, and evidence-based. Similarly, the circumstances in which we can condone credit and/or terminate your studies are robust, proportionate and equitable. The level of the academic credit will be set according to the [Framework for Higher Education Qualifications](#) such that higher levels of study require more in-depth engagement, criticality, and ability to successfully complete. As academic credit is studied for through modules delivered termly, we hold termly assessment boards to confirm its successful completion. This means that even if you have not completed the required academic credit for a named award, you may still be awarded academic credit for what you have successfully completed.
- 1.4. Our approach to scrutinising student outcomes, experience, and awards is:
 - a. Clear and accessible. This means this section of the Regulations is widely available and written in such a way that you should not need additional support in understanding the role, constitution, and function of assessment boards.
 - b. Confidential, impartial, and fair. This means that we will treat scrutiny of your achievement and the enhancement of your experience as being serious and ensure that those making decisions have no reasonable perception of bias or conflict of interest.
 - c. Timely, flexible, and proportionate. This means that we will work as quickly as we can to tell you if your academic credit and/or award has been confirmed. We will follow the process outlined below.
 - d. Embedded and informative. This means we will use the experience of module delivery to inform enhancements and improvements to our processes and awards. We do this through our formal committees.
- 1.5. Assessment Boards are responsible for confirming reassessment opportunities and for assessment deferrals. The operational responsibility for determining reassessment opportunities and assessment deferrals rests with the Registry team as set out in the sections of the Academic Regulations for Exceptional Circumstances, Academic Integrity and Misconduct, and for Academic Appeals. Decisions made about reassessment opportunities and assessment deferrals are reported to and ratified by the assessment board.

- 1.6. Students are not permitted to be a member of or attend assessment boards unless they are also a member of staff fulfilling one of the designated roles below.
Throughout this section of the Regulations, we refer to courses and modules. However, our collaborative partners may use different terminology such as programmes and/or units. Schedule A details Collaborative Partners' exemptions. Where relevant (e.g. Module Leaders) the equivalent role within the collaborative partner will apply.
- 1.7. Any designated role (e.g. Head of School or Director of Programme) will be taken to include 'or nominee'.

2. Internal Boards

- 2.1. The purpose of Internal Boards is to confirm:
- The agreed marks for the modules in the subject area being considered by the Board. This includes to confirm that moderation (where required) has been carried out per the Academic Regulations: Assessment and Course Regulations. To enable this, Board reports following the Internal Board will be made available for External Examiner review through our secure SharePoint repository.
 - Penalties set following the operation of the Academic Regulations: Academic Integrity and Misconduct.
 - Deferred assessments following Exceptional Circumstances claims.
 - The completion of hours for any work/clinical placement.
 - Students' credits and, where applicable, grades from Study Abroad and/or Placement Learning Projects.
 - Assessment attempt details following Academic Appeals.
 - The Board is conducted per Academic Regulations.
- 2.2. Internal Boards are normally held online but may be held in person depending on institutional need. Boards may convene as often as required.
- 2.3. A Director of Programme not from the School being considered will Chair the Board. The Chair of the Internal Board will normally also Chair the related School Board
- 2.4. Module Leaders for the modules being considered by the Board are expected to attend. Any Module Leader not able to attend must ensure the following information is available for consideration by the Board (either as a written comment for the Board, or by identifying a nominee to attend the Board on their behalf):
- Confirmation of agreed marks (and, where relevant, moderation has been carried out).
 - Cases of suspected academic misconduct (regardless of whether concluded).
 - Students granted Exceptional Circumstances.
- 2.5. A member of Registry may attend the Internal Board to note any corrective action to take regarding student records. Formal minutes are not taken. The Chair may agree the attendance of any relevant member of staff to achieve the business of the Board.
- 2.6. The Chair or nominee will follow up missing marks with the relevant Course Leader.
- 2.7. The structure and function of the Board shall be approved or varied only with the approval of the Chair of the Academic Committee as proposed by the Quality Committee.

3. School Boards

- 3.1. The purpose of School Boards is to:
- Confirm the Board reports made available for External Examiner review through our secure SharePoint repository.
 - Discuss any amendments made to marks for a cohort of students recommended by external examiners.
 - Make recommendations to the relevant Director of Programme(s) on any matters concerned with the teaching and assessment methods of any modules or Study Abroad and/or Placement Learning Projects, based on matters arising from the results and external examiner(s) comments.
 - Review module statistical data.
 - Confirm the Board is conducted per Academic Regulations.
- 3.2. School Boards are normally held online but may be held in person depending on institutional need.
- 3.3. To be quorate the following must be present:
- The Chair who must be an academic member of staff.
 - Course Leaders / Common Curriculum Coordinators
 - The Module Leaders (or nominees).
 - At least one External Examiner.
- 3.4. A Head of School or nominee (e.g. a Director of Programme) not from the School being considered will Chair the Board. The Chair of the Internal Board will normally also Chair the related School Board.
- 3.5. The External Examiners for the modules and subjects being considered will attend the Board. Any External Examiner not able to attend must ensure their comments are available for consideration by the Board (submitted in writing in advance to the Quality Office to be read out at the Board).
- 3.6. Module Leaders for the modules being considered by the Board are expected to attend to provide a Module Report. Any Module Leader not able to attend must identify an academic nominee to attend the Board on their behalf to present the Module Report. The Module Report must include:
- Confirmation that the marks recorded on the Board reports are accurate.
 - The operation of the assessment. Specifically, any explanation for observed trends and whether a change to the module is being proposed.
 - Any good teaching, learning, and/or assessment practice to be shared.
- 3.7. Course Leaders will attend the Board. Directors of Programme or equivalent may attend the Board.
- 3.8. A member of Registry will prepare the meeting agenda and attend the School Board to take formal minutes. The agenda will be a standard format to include:
- Membership, attendees, and apologies for absence.
 - Assessment Regulations, to include:
 - Membership and quoracy.
 - Confidentiality of proceedings.
 - Declaration of interests.
 - Reminder that the Board will not consider individual cases of Exceptional Circumstances or overall performance of individual students.
 - Minutes of the previous meeting(s).
 - Matters arising from the previous Board(s).

- e. Module Reports.
 - f. Confirmation of module results.
 - g. External Examiner(s) comments.
 - h. Any other business.
- 3.9. A representative from a validating body may attend an School Board where permitted by validation regulations.
- 3.10. The Board may co-opt the following members to the Board to contribute to deliberations:
- a. Representative of Alumni, Careers, & Enterprise.
 - b. Representative of Partnerships team.
 - c. Clinical Placement Co-Ordinator.
- 3.11. The Chair may allow observers to attend the Board. Observers are not permitted to participate in the business of the Board. Neither observers nor co-opted members are allowed to vote on motions proposed at the Board.
- 3.12. The Chair or nominee will follow up outstanding issues with the relevant Course Leader.
- 3.13. The structure and function of the Board shall be approved or varied only with the approval of the Chair of the Academic Committee as proposed by the Quality Committee.

4. Progression and Finalist Boards

- 4.1. The purpose of Progression and Finalist Boards is to:
- a. Confirm the progression and/or awards for students presented to the Board, and to confirm Vice-Chancellor's commendation certificates. This includes award classification (where permitted), borderline cases, aegrotat and posthumous awards. To enable this, student profile reports following the School Board will be made available for External Examiner review through our secure SharePoint repository.
 - b. Confirm condoned passes.
 - c. Confirm withdrawals.
 - d. Refer non-progressing students to the Student Experience team.
 - e. Make recommendations to the Director of Programme(s) on any matters concerned with the teaching and assessment methods of any modules, courses or Study Abroad and/or Placement Learning Projects, based on matters arising from the results and external examiner(s) comments.
 - f. Confirm the Board is conducted per Academic Regulations.
- 4.2. Progression and Finalist Boards are normally held online but may be held in person depending on institutional need.
- 4.3. A Head of School not from the School being considered will Chair the Board.
- 4.4. The External Examiners for the awards being considered will attend the Board. Any External Examiner not able to attend must ensure their comments are available for consideration by the Board (submitted in writing in advance to the Quality Office to be read out at the Board).
- 4.5. Directors of Programmes for the awards being considered will attend the Board.
- 4.6. The business of the Board will be divided according to courses. For each section of

the business, the following must be present to be quorate:

- a. A Head of School who shall Chair the Board and must be present for the whole meeting.
- b. Directors of Programmes for the courses being considered.
- c. Director of Education or academic nominee (Collaborative Provision only).
- d. At least one External Examiner who must be present for the whole meeting.

4.7. Course Leaders will attend the Board to provide a Course Report.

4.8. A member of Registry will prepare the meeting agenda and attend the Progression and Finalist Board to take formal minutes. The agenda will be a standard format to include:

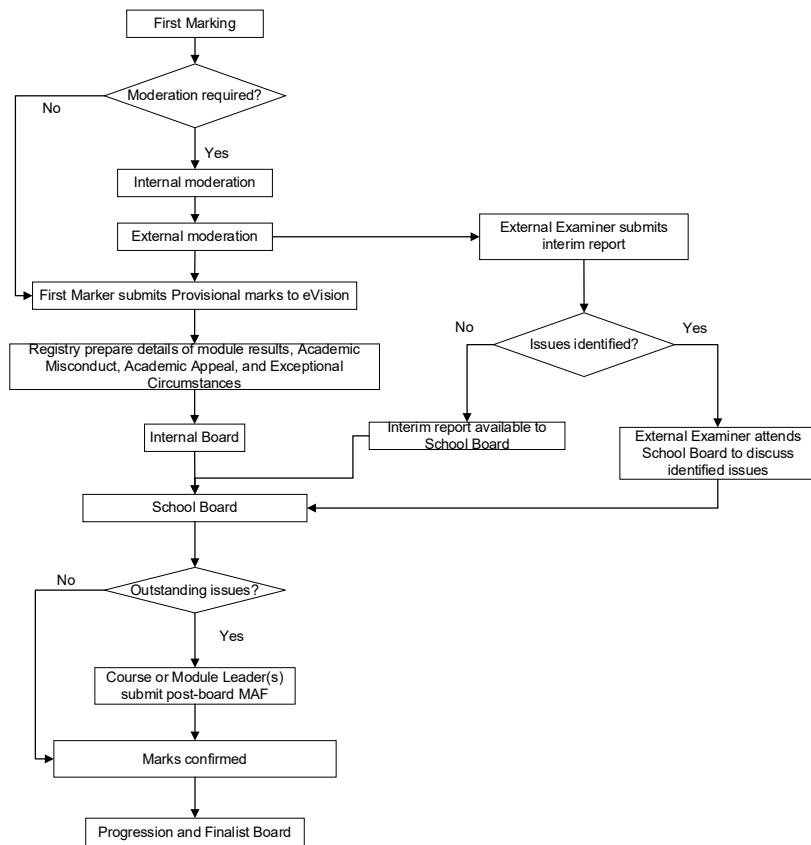
- a. Membership, attendees, and apologies for absence.
- b. Assessment Regulations, to include:
 - (1) Membership and quoracy.
 - (2) Confidentiality of proceedings.
 - (3) Declaration of interests.
 - (4) Reminder that the Board will not consider individual cases of Exceptional Circumstances.
- c. Minutes of the previous meeting(s).
- d. Matters arising from the previous Board(s).
- e. Consideration of student profiles.
- f. Course level report from the Course Leader.
- g. External Examiner comments.
- h. Any other business.

4.9. The Chair may allow observers to attend the Board. Observers are not permitted to participate in the business of the Board or vote on motions proposed at the Board.

4.10. The Chair or nominee will follow up outstanding issues with the relevant Course Leader.

4.11. The structure and function of the Board shall be approved or varied only with the approval of the Chair of the Academic Committee as proposed by the Quality Committee.

5. Boards structure



6. Schedule A

The applicability of these Regulations under the University's Collaborative Provision arrangements is detailed below.

Where the Regent's University London Regulations apply, collaborative partners may use different terminology, e.g. 'programmes' and 'units' instead of 'courses' and 'modules'.

Where relevant (e.g. Module Leaders) the equivalent role within the collaborative partner will apply.

Applicable to **all partners** (**Cours Florent, Domus Academy, Istituto Marangoni London, Istituto Marangoni Paris, L'Institut Supérieur des Arts Appliqués (LISAA), LMA and Macromedia and NABA London**):

- 6.1. The Regulations of Regent's University London will apply, with the following variations:
- General: Relevant members of collaborative partner professional services staff (i.e. Registry) may attend Internal, External Subject and Progression and Finalist Boards as observers.
 - For collaborative partners, the University's Registry team may request confirmation of marks from Course Leaders via contact with the partner's relevant professional services staff, rather than contacting Course Leaders directly.
 - Attendance at School Boards: In addition to the University's Director Collaborative Provision and Study Abroad, the Partner's equivalent of Director of Programme (i.e. Director of Education) may attend the Board.
 - For collaborative partners, the University's Registry team may request confirmation of marks from Course Leaders via contact with the partner's relevant professional services staff, rather than contacting Course Leaders directly.
 - Attendance at Progression & Finalist Boards: In addition to the University's Director Collaborative Provision and Study Abroad or academic nominee for the awards being considered, the Partner's equivalent of Director of Programme (i.e. Director of Education) will attend the Board.
 - For collaborative partners, the University's Registry team may request confirmation of marks from Course Leaders via contact with the partner's relevant professional services staff, rather than contacting Course Leaders directly.
 - For collaborative partners, the process for submitting marks is not as set out in the diagram.

Istituto Marangoni (London)

- 6.2. The Regent's University London regulations apply, with the following variations:
- Sections 2 ('Internal Boards') and 3 ('School Boards') are replaced by IML's 'Assessment Board Framework and Policy', which sets out equivalent provisions for the management and servicing of Internal Boards and External Subject Boards by IML under the delegated authority of Regent's University London.
 - All references to School Boards are replaced with External Subject Boards in alignment with the terminology used in IML's 'Assessment Board Framework and Policy'.

Liverpool Media Academy (LMA)

- 6.3. This section of the Academic Regulations is not applicable to students studying at LMA. Students should refer to LMA's Assessment Boards Policy which sets out equivalent provisions for the management and servicing of Assessment Boards by LMA under the delegated authority of Regent's University London.'

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