UNIVERSITY of BRADFORD

Regulation 2

# Undergraduate Assessment, Continuation and Award Regulations

2026-2027

This document can only be considered valid when viewed via the University website. If this document is printed into hard copy or saved to another location, you must check that the version number on your copy matches that of the one on the University website. Approved documents are valid for use after their approval date and remain in force beyond any expiry of their review date until a new version is available.

**Contents**

Undergraduate Assessment, Continuation and Award Regulations....1

1. Aims and Scope of the Regulation....3

2. Enrolment and Registration....4

3. Level and Credit Allocation....5

4. Assessment and Pass Criteria....7

5. Reassessment....8

6. Continuation....8

7. Award and Classification....10

8. Governance, Oversight, and Monitoring....12

9. Right to Appeal....13

10. Changes to Assessment, Continuation and Award Regulations....13

11. Document and Version Control Information....15

Appendix 1....16

Continuation and Award Board Terms of Reference....16

Appendix 2....19

Assessment and Achievement Monitoring Board Terms of Reference....19

# 1. Aims and Scope of the Regulation

## 1.1. Aims

The aim of these regulations is to ensure fair, transparent, and proportionate assessment and award standards across all disciplines.

The regulations comply with recognised frameworks in higher education and align with the requirements of professional, statutory, and regulatory bodies (PSRBs).

## 1.2. Scope

These regulations apply to all students enrolled in credit-bearing programmes leading to undergraduate awards at the University of Bradford, as detailed in Ordinance 2 (Degrees).

In cases where variation to these regulations is required to meet the standards of PSRBs, such variations must be formally approved by the University's Learning and Teaching Committee (LTC). Any such variation will be communicated to applicants and students in the relevant programme specification and will be monitored by LTC through the Regulation Variance Register.

Undergraduate-level learning that does not require formal enrolment at the University, such as non-credit-bearing short courses, falls outside the scope of these regulations.

## 1.3. Right to Study

It is important to note that any rules relating to registration, continuation, award and/or restudy as detailed in this regulation may be impacted by factors unrelated to the student's academic profile and performance. For example:

- Students subject to a student conduct sanction (such as academic misconduct or via the fitness to study/practise procedures).
- Students who owe debt at a level where they are not permitted to continue their studies.
- Students who must comply with certain conditions in relation to their visa and/or sponsorship arrangements.

This means, for example, that while a student may be permitted to suspend their studies or restudy elements of their programme under these regulations, their ability to do so may be impacted by the conditions of their visa. In such instances, students will be counselled as to their options and supported, where possible, to continue their studies.

# 2. Enrolment and Registration

## 2.1. Maximum Period of Registration

Upon enrolling in a programme of study, the maximum period of registration is determined by the intended length of the programme, plus any periods during which registration may be suspended (inclusive of a period of authorised leave) or extended (when due to permitted restudy or similar), as follows:

**Standard programme length, plus:**

- 1 year of suspended studies, where authorised.
- 1 academic stage of restudy, where eligible (1 year for full-time, 2 years for part-time).

There may be occasions where a student is permitted to extend their period of registration further, for example, where a student's suspension of studies straddles multiple academic years, or where they have been permitted to exceptionally restudy more than one academic stage. Such decisions will be considered at Continuation and Award Boards.

## 2.2. Programme Transfers

A student may transfer to another programme of study by submitting a transfer request, provided they meet the entry requirements for the new programme. Upon approval of the transfer, the student's assessment attempt status and registration period will be reset, regardless of time spent, or performance, on the previous programme of study. This applies to both students transferring from other institutions to the University of Bradford and students transferring between programmes within the University.

Students wishing to import previously obtained credits into their new programme must follow the requirements of the Recognition of Prior Learning Policy.

## 2.3. Re-entry to a Programme following Withdrawal

If a student has been required to withdraw from a programme of study, they may request reconsideration of the decision by submitting an appeal, provided they meet the appeal requirements as set out in the relevant regulation or policy. Such appeals could include:

- Appeal against an academic decision of a Continuation and Award Board.
- Appeal against a withdrawal due to non-attendance/non-engagement.
- Appeal against an outcome of academic misconduct.
- Appeal against a withdrawal due to a student conduct sanction.

Students who have been required to withdraw cannot be re-admitted to the same programme, except through a successful appeal. However, in most cases, students may apply to an alternative programme of study through the University's standard admissions process, with agreement from the Programme Leader and Admissions Tutor of the intended new programme, and provided they meet the entry requirements for the new programme.

Students wishing to import previously obtained credits into their new programme must follow the requirements of the Recognition of Prior Learning Policy.

Students who have been withdrawn due to a student conduct sanction may be restricted from applying to an alternative programme of study. The student conduct outcome will make it clear if this sanction applies to a student's case.

# 3. Level and Credit Allocation

## 3.1. Module Credit

Each 'credit' at undergraduate level represents 10 hours of learning, including timetabled contact hours, self-study hours, and assessment preparation. Credits are structured within units of learning known as 'modules'.

Within a programme, modules may be categorised as:

- **Core** – modules which all students on the programme must study.
- **Optional** – modules which form part of the required credit for a programme, but where students may choose between two or more options as part of their learning journey.

For some programmes subject to professional body/accreditation requirements, within these categories of module there may be:

- **Pre-requisites** – modules which must be studied before a student can study a subsequent module/element of the programme.
- **Co-requisites** – modules which must be studied in parallel.

Any requirements in relation to pre-requisite and/or co-requisite modules will be detailed in the programme specification of the relevant award and will also be noted in the Regulation Variance Register.

Module credits are awarded based on the achievement of specified learning outcomes, as demonstrated through assessment. In certain cases, assessment components can span multiple modules, referred to as synoptic assessment.

## 3.2. Award Credit

Credits are accumulated sequentially by level until the requirements for the award are met. All awards comply with the level and minimum credit requirements described in the Office for Students (OfS) Sector-recognised Standards, and as listed in the following table:

**Table 3.2.1:**
**Minimum credit requirements of the University's Undergraduate Awards by credit level**

| Award Type | Minimum Credit Req. | Level 3 Credits | Level 4 Credits | Level 5 Credits | Level 6 Credits | Level 7 Credits |
|---|---|---|---|---|---|---|
| Certificate of Continuing Education | 10 credits | Any | Any | Any | Any | Any |
| Foundation Certificate | 120 credits | 120 | | | | |
| Certificate of Higher Education | 120 credits | | 120 | | | |
| Diploma of Higher Education | 240 credits | | 120 | 120 | | |
| Foundation Degree | 240 credits | | 120 | 120 | | |
| Graduate Certificate / Diploma | 60 credits | | | | 60 | |
| Ordinary Degree of Bachelor | 300 credits | | 120 | 120 | 60 | |
| Honours Degree of Bachelor | 360 credits | | 120 | 120 | 120 | |
| Integrated Degree of Master | 480 credits | | 120 | 120 | 120 | 120 |

The overall award level is considered equal to its highest level of credit listed above.

In any given stage, students may study up to 20 credits at a higher or lower academic level than their current stage of study. For the purposes of this regulation, stage of study and level shall be equivalent as follows:

- Stage 0 to Level 3.
- Stage 1 to Level 4.
- Stage 2 to Level 5.
- Stage 3 to Level 6.
- Stage 4 to Level 7.

### 3.3. Importing Credit

A student may be permitted to import academic credit for prior certificated learning and/or prior experiential learning subject to the conditions set out in the Recognition of Prior Learning Policy and any requirements set out in programme specification for that named award.

No marks/grades will be translated from prior learning at other institutions and judgements about the student's eligibility for their named University of Bradford award, and classification where applicable, shall be based on the performance in modules taken at the University or approved partners only. Where the request for recognition of prior learning relates to the transfer of credit from one University of Bradford programme (or that of an approved partner) to another, marks will also be transferred.

## 4. Assessment and Pass Criteria

### 4.1. Assessment Strategies

Each programme and module specification outlines how students will be formally assessed. Such assessment strategies are designed and implemented in accordance with the principles of the Bradford Curriculum and the University's Assessment, Marking and Feedback Policy.

### 4.2. Component and Module Pass Requirements

Components of formal assessment fall into one of the following categories:

- **Graded** – where students receive a mark between 0 and 100.
- **Ungraded** – where an assessment is marked on a pass/fail basis, without any further numerical grading being used.

Unless subject to specific requirements from accrediting bodies and detailed in the module descriptor, the pass threshold for a module is an overall minimum mark of 40.

# 5. Reassessment

As standard, the marks for any modules completed in a given teaching period are presented to a Continuation and Award Board for ratification at the end of the period/semester, and reassessment arrangements are confirmed, where applicable.

Students who fail to achieve the pass requirements for any module at the first attempt will be provided with a second attempt to pass the module through reassessment. In such cases, the student will be offered reassessment in the failed components of the module only. There is no limit to the number of modules eligible for initial reassessment (taken at second attempt) in any given teaching period.

Modules subject to reassessment will be capped at the pass mark for the module, or the original mark if higher. Where reassessment is required as a result of an outcome under the Academic Integrity Policy, the provisions of that policy take precedence over this regulation.

As standard, a student who has passed a component or module at the first attempt may not be reassessed in that component or module in order to achieve a higher mark. In certain cases, however, the Continuation and Award Board may permit reassessment in passed components/modules and/or uncapped reassessment under the following conditions:

- A resit to achieve a higher component or module mark than the pass mark where this is a specified requirement of continuation and/or award and is noted in the Regulation Variance Register.
- As part of the provisions under the Consideration of Personal Circumstances Policy.

# 6. Continuation

## 6.1. Eligibility to continue

For programmes with multiple stages/levels of study, at the point of continuation in a student's stage when all the credit has been studied and assessment/reassessment undertaken, a student will be eligible to continue to the next stage of their programme if the following conditions are met:

- They have passed at least 100 credits at 40 in the current stage.
- They have accumulated 120 credits in any previous stages of their programme, where applicable.

## 6.2. Third Attempt without Attendance

Students who have failed to achieve the full credit requirements of a given stage, but who meet the threshold for continuation outlined in Section 6.1, will be permitted to undertake 'reassessment without attendance' in a failed module/element of assessment up to a maximum value of 30 credits in a subsequent academic session/assessment period.

Marks for this third and final attempt will be capped at the pass mark for the module.

## 6.3. Opportunity to Restudy

At the point of continuation in a student's stage (when all the credit has been studied and assessment/reassessment undertaken), students who have failed to meet the continuation threshold may be permitted to restudy failed modules in the following academic year, providing the following conditions are met:

- Their profile does not meet the criteria for 'third attempt without attendance' (as outlined in Section 6.2).
- They have not previously undertaken a period of restudy during their programme.
    - Upon approval from a Continuation and Award Board, a student may be permitted to undertake more than one period of restudy during their programme if there is clear evidence of exceptional personal circumstances and on the condition that an appropriate study support plan is put in place.

Students permitted to restudy failed modules are expected to study them with attendance as if for the first time. The assessment attempt status for these restudied elements will be reset and any marks previously attained will be discounted. Reassessment for any restudied elements will be subject to the regulations outlined in Section 5.

Periods of restudy will be subject to tuition fees as detailed in the Student Guide to Undergraduate Regulations.

## 6.4. Continuation following Restudy

Following a period of restudy, a student will be eligible to continue to the next stage of their programme if the following conditions are met:

- They have passed 120 credits at the pass mark in their restudied stage.
- They have accumulated 120 credits in any previous stages of their programme, where applicable.

This means that following a period of restudy, students are not eligible for an additional 'assessment without attendance' opportunity in the subsequent academic session as detailed in Section 6.2.

### 6.5. Substitution of Modules

Where students are asked to restudy elements of their stage, they may request to substitute modules, providing the following conditions are met:

- The request does not relate to a core element of the programme.
- The request is not precluded by programme and/or module-specific regulations.
- The request is agreed by the Programme Leader.
- The request can be implemented operationally (e.g. in relation to the programme and student's timetable).

## 7. Award and Classification

### 7.1. Award Requirements

Target awards can be conferred by the Continuation and Award Board on the condition that the credit requirements, and any specific programme requirements, have been met as listed in the following table.

**Table 7.1.1: Determining applicable class of an undergraduate certificate/diplomate award**

| Award Type | Min. Credit | Classification Calculation | Class 1 | Class 2 | Class 3 |
|---|---|---|---|---|---|
| Certificate of Continuing Education | 10 | Unclassified award | Pass at 40 | | |
| Foundation Certificate | 120 | Average of best 100 credits | Distinction at 70 | Merit at 60 | Pass at 40 |
| Certificate of Higher Education | 120 | Average of best 100 credits | Distinction at 70 | Merit at 60 | Pass at 40 |
| Diploma of Higher Education | 240 | Average of best 100 credits achieved in Stage 2 | Distinction at 70 | Merit at 60 | Pass at 40 |
| Graduate Certificate / Diploma | 60 | Average of all credits | Distinction at 70 | Merit at 60 | Pass at 40 |

**Table 7.1.2: Determining any applicable classification of an undergraduate degree award**

| Degree | Min. Credit | Classification Calculation | Class 1 | Class 2 | Class 3 | Class 4 |
|---|---|---|---|---|---|---|
| Foundation Degree | 240 | Average of best 100 credits achieved in Stage 2 | Distinction at 70 | Merit at 60 | Pass at 40 | |
| Ordinary Degree of Bachelor | 300 | Unclassified award | Pass at 40 | | | |
| Honours Degree of Bachelor | 360 | 0:20:80 stage split: average of best 100 credits at Stage 2 for 20% and average of best 100 credits at Stage 3 for 80% | First / 1st at 70 | Upper Second / 2:1 at 60 | Lower Second / 2:2 at 50 | Third / 3rd at 40 |
| Integrated Degree of Master | 480 | Programme-specific calculation | First / 1st at 70 | Upper Second / 2:1 at 60 | Lower Second / 2:2 at 50 | Third / 3rd at 40 |

The Continuation and Award Board should consult individual programme specifications and the Regulation Variance Register regarding classification calculation for Integrated Degree of Master provision. The divisions for the Integrated Degree of Master set in Table 7.1.2 above shall stand for any calculation.

## 7.2. Intermediate and Exit Awards

Students who fail to meet the requirements for their target award may receive an intermediate award if the credit requirements for such an award are met. Higher-level credits may substitute for lower-level credits for an intermediate award, where applicable.

Students who achieve credit at the University, but who do not meet the threshold for another named award, will be awarded a Certificate of Continuing Education without classification.

### 7.3. Posthumous and Aegrotat Awards

A posthumous award is granted after a student has passed away and recognises the academic work they completed before their death. If a student has fulfilled the requirements of an award prior to their death, their award will be conferred with the appropriate classification. If a student is not able to complete all the requirements of their target award prior to their death, the Continuation and Award Board may exceptionally recommend conferring the target award if the student had passed at least 80 credits in the final stage of their target award, as well as passed any required previous stages.

An aegrotat award is awarded when a student is unable to complete their studies due to illness and/or other incapacitating circumstances. In such instances, the Continuation and Award Board may exceptionally recommend conferring the target award if the following conditions are met:

- There is evidence to confirm the student's personal circumstances and suitability for an aegrotat award.
- At the point the student is considered for an award, they had passed at least 80 credits in the final stage of their target award, as well as passed any required previous stages.

Where a student has not met the above conditions for their target award, an intermediate award or Certificate of Continuing Education may be awarded based on credits achieved.

Unless the full requirements of an award have been met, posthumous and aegrotat awards will not be conferred with a classification.

### 7.4. Rescinding of Awards

The University reserves the right to revoke awards which are found to have been made in error or found to have been obtained through fraud, deception or academic misconduct. Further details about how such cases are investigated can be found in Regulation 5 and the Academic Integrity Policy.

## 8. Governance, Oversight, and Monitoring

Implementation of these Assessment, Continuation and Award Regulations is governed and monitored by the following Boards/Committees:

- **Continuation and Award Board** – is responsible for confirming assessment, marking and feedback standards, ratifying achievement of credit and making decisions relating to continuation, reassessment/restudy and/or award.
- **Assessment and Achievement Monitoring Board** – is responsible for monitoring institutional assessment, marking and feedback standards and making decisions on recommendations from Continuation and Award Boards.

- **Learning and Teaching Committee** – is responsible for the ongoing monitoring and approval of assessment and award regulations, as well as the monitoring of academic outcomes and compliance with the Office for Students B Conditions of Registration.

## 9. Right to Appeal

Students have the right to appeal decisions made by the Continuation and Award Board or Assessment and Achievement Monitoring Board, in accordance with the University's Regulation 6 (Appeal Regulations).

## 10. Changes to Assessment, Continuation and Award Regulations

Wherever possible, students will be subject to the regulations governing assessment, continuation and award which were in effect at the start of their academic programme at the University.

Exceptions to this principle, however, are as follows:

- **(a)** Where a student is permitted to transfer to an alternative programme and will begin their studies in the academic year where revised regulations will be in operation.
- **(b)** Where a student is permitted to re-enter a programme at stage 1 (such as following a period of suspension) and will re-commence their studies in the academic year where revised regulations will be in operation.
- **(c)** Where a student is required to restudy modules and/or a whole stage at Foundation, or at Stage 1 of their programme, and will begin their restudy period in the academic year where revised regulations will be in operation.
- **(d)** Where a student has continued onto stage 1 of their programme from a foundation year.
- **(e)** Where a student has entered a programme onto stage 3 or 4, the pre-2025 academic regulations will apply, this will include the award boundaries and will be determined as outlined below:

  First at 68%

  Upper Second at 58%

  Lower Second at 48%

  Third below 48%

- **(f)** Where there are operational processes relating to assessment, continuation and award which aim to improve the experience of all students. Such changes will be subject to consultation and approval by the University's Student Union Learning and Teaching Committee representative(s).

- **(g)** Where there are circumstances outside the University's control which impact its ability to enact the principles and/or specific elements of the regulations as approved at the time. Such circumstances could include changes to accreditation requirements of professional bodies, or instances of 'force majeure' such as public health restrictions during the COVID-19 pandemic.

For scenarios **(b)**, **(c)** and **(d)** above, students who will be subject to regulatory changes post-enrolment will be signposted to information by their Programme Leader regarding the changes, the potential impact on their studies, and the support/options available to them, in alignment with Section H of the Student Contract.

During periods of regulatory transition, the Assessment and Achievement Monitoring Board may, upon recommendation from the Continuation and Award Boards, agree to exceptionally ratify reassessment, continuation, and award decisions in alignment with the previous regulatory regime. The use of such discretion by the Assessment and Achievement Monitoring Board will be noted and reported to Learning and Teaching Committee annually.

## 11. Document and Version Control Information

| Version control information | Details |
|---|---|
| **Owner** | Pro Vice-Chancellor Learning, Teaching and Student Experience |
| **Author** | Associate Director (Academic Experience) |
| **Approved by** | Senate |
| **Date of approval of this version** | July 2026 |
| **Next review date** | April 2027 |
| **Version number** | V1.3<br>Section 5, clause 3 revised to clarify module capping.<br>Section 10, exception to direct entrants to Stage 3 and 4 added.<br>V1.2<br>Section 6, clause 2 revised to allow third attempt without attendance in up to 30 credits.<br>Appendix 1: Heads of Department added to Continuation and Award Board membership as deputy chairs. |
| **Applicable statutory, legal, or national best practice requirements** | OfS Regulatory Framework (2026)<br>OfS Sector-recognised standards (2024) |
| **Equality impact assessment completion date** | 30 April 2025 |
| **Data protection impact assessment completion date** | DPIA screening completed 30 April 2025 |

# Appendix 1

## Continuation and Award Board Terms of Reference

### Purpose

The Continuation and Award Board is responsible for confirming assessment, marking and feedback standards, ratifying achievement of credit and making decisions relating to continuation, reassessment/restudy and/or award.

### Responsibilities

The Continuation and Award Board has the following remit:

- Review assessment results and student performance.
- Ensure assessments are conducted in accordance with institutional regulation and policy, and in accordance with professional, statutory or regulatory body frameworks, where applicable.
- Make decisions on student continuation, including reassessment and eligibility for restudy.
- Confirm the award of credits, qualifications, and classifications in accordance with academic regulations.
- Consider and apply outcomes relating to extenuating circumstances, academic misconduct, and appeals.
- Discuss internal or external examiner feedback on assessment standards, consistency, and fairness.
- Identify patterns and trends in student achievement, including areas of concern.
- Make requests and/or recommendations to the Assessment and Achievement Monitoring Board regarding reassessment, continuation and award decisions outside the standard/agreed University regulations.

The Continuation and Award Board may not:

- Alter, or make decisions which contravene, any approved academic regulation.
- Adjust marks/grades by systematic normalisation (for example, in reference to marks of a previous cohort or to match any particular distribution of marks).

## Composition and Quoracy

Continuation and Award Boards will be convened at level of School, with the following representation.

**Voting members:**

- Head of School (Chair) normally responsible for the programme(s) being considered by the Board
- Head(s) of Department responsible for the programme(s) being considered by the Board (Deputy Chair).
- Programme Leader(s) responsible for the programme(s) being considered by the Board.
- Representative from the School's pool of External Examiners.
- Academic Quality and Compliance Lead

**In attendance:**

- Programme Administrator (Secretary)

An alternate Head of School or a Head of Department may Chair a Continuation and Award Board with the prior agreement from the Faculty Associate Dean for Learning, Teaching and Student Experience.

A Continuation and Award Board shall be deemed quorate if the Chair, Academic Quality Business Partner and at least two other academic representatives from the School are in attendance.

The following have the right to attend a Continuation and Award Board as non-voting observers:

- Chair of Learning and Teaching Committee or Senate, or nominee.
- Independent observer nominated by the Head of Academic Quality and Portfolio Management.
- Any person(s) whose presence, with the approval of the Chair and Academic and Compliance Lead is necessary for effective decision-making and who could assist in the deliberations of the Board in an advisory capacity.

## Board Protocol and Delegated Authority

The proceedings of a Continuation and Award Board shall be confidential to its members and under no circumstances may decisions/results be communicated to students until they have been formally ratified by the Board.

All members of the Board shall have equal standing and enjoy equal voting rights. Should there be a difference of opinion between the members of the Board that cannot be satisfactorily resolved by the close of the meeting, the issue shall be resolved by the Chair under delegated authority.

A Continuation and Award Board may delegate the tasks defined within its terms of reference to the Chair outside the formal convening of a meeting of the Board. Any such delegation must have clear justification and be recorded in the minutes. Any actions taken under delegated authority (Chair's Action on behalf of the Board) shall be reported at its next meeting.

## Frequency of Meetings

While there is no upper limit on the number of Continuation and Award Boards that can be convened, they are usually scheduled at the end of a teaching period where summative assessment has taken place, and modules have been completed (for example, at the end of each semester).

## Reporting

Outcomes from Continuation and Award Boards shall be made available to the University's Assessment and Achievement Monitoring Board.

# Appendix 2

## Assessment and Achievement Monitoring Board Terms of Reference

### Purpose

The Assessment and Achievement Monitoring Board is responsible for monitoring institutional assessment, marking and feedback standards and, upon recommendation from Continuation and Award Board, making decisions regarding reassessment, continuation and award decisions outside the standard/agreed University regulations.

### Responsibilities

The Assessment and Achievement Monitoring Board has the following remit:

- Receive outcomes from Continuation and Award Board to monitor the consistency, fairness, and integrity of assessment across all academic programmes.
- Review institution-wide student achievement data, including progression rates, awards, and classification distributions.
- Consider requests and recommendations from Continuation and Awards Boards for reassessment, continuation, and award decisions outside standard regulations.
- Identify systemic patterns or concerns related to student outcomes, equity, and attainment gaps.
- Ensure decisions on academic misconduct, extenuating circumstances, and appeals are applied fairly across the institution.
- Benchmark student achievement against sector-wide data and make recommendations for improvement.
- Recommend actions to Learning and Teaching Committee regarding assessment regulation and policy to support student success and retention.

The Assessment and Achievement Monitoring Board may not:

- Agree universal changes to the University's approved academic regulations.
- Agree changes and/or additions to the University's Regulatory Variance Register.
- Adjust marks/grades by systematic normalisation (for example, in reference to marks of a previous cohort or to match any particular distribution of marks).

## Composition and Quoracy

Assessment and Achievement Monitoring Boards will be convened at institutional level, with the following representation.

**Voting members:**

- Associate Deans for Learning, Teaching and Student Experience (Co-Chairs)
- Head of Academic Quality and Portfolio Management.
- Heads of School.

**In attendance:**

- Academic Quality and Compliance Leads
- Programme Administrator (Secretary)

An Assessment and Achievement Monitoring Board shall be deemed quorate if the Chair, Head of Academic Quality and Portfolio Management and at least two other academic representatives are in attendance.

The following have the right to attend an Assessment and Achievement Monitoring Board as non-voting observers:

- Chair of Learning and Teaching Committee or Senate, or nominee.
- Independent observer nominated by the Head of Academic Quality and Portfolio Management.
- Any person(s) invited at the discretion of the Chair whose presence, in the opinion of the Chair, is necessary for effective decision-making and who could assist in the deliberations of the Board in an advisory capacity.

## Board Protocol and Delegated Authority

The proceedings of an Assessment and Achievement Monitoring Board shall be confidential to its members and under no circumstances may decisions/results be communicated to students until they have been formally ratified by the Board.

All members of the Board shall have equal standing and enjoy equal voting rights. Should there be a difference of opinion between the members of the Board that cannot be satisfactorily resolved by the close of the meeting, the issue shall be resolved by the Chair under delegated authority.

An Assessment and Achievement Monitoring Board may delegate the tasks defined within its terms of reference to the Chair outside the formal convening of a meeting of the Board. Any such delegation must have clear justification and be recorded in the minutes. Any actions taken under delegated authority (Chair's Action on behalf of the Board) shall be reported at its next meeting.

## Frequency of Meetings

While there is no upper limit on the number of Assessment and Achievement Monitoring Boards that can be convened, they are usually scheduled following the School-level Continuation and Award Boards (for example, at the end of each semester).

## Reporting

Outcomes and recommended actions regarding assessment regulation and policy from Assessment and Achievement Monitoring Boards shall be reported annually to the University's Learning and Teaching Committee.