



Newman University

B I R M I N G H A M

EXTERNAL EXAMINERS' HANDBOOK

2017/18

An electronic version of this handbook is available on-line through the Quality Assurance pages on the University SharePoint and will be updated with any changes made during the academic year. Any changes made during the academic year will be highlighted in red.

CONTENTS

Section 1:	Introduction	Page 3
Section 2:	The Purpose of the External Examiner Process	Page 5
Section 3:	The Nomination and Approval Process	Page 7
Section 4:	Changes to Contract during Tenure	Page 13
Section 5:	The Duties of an External Examiner	Page 15
Section 6:	Mitigating Circumstances Students with Disabilities and Professional Requirements	Page 22
Section 7:	Academic Appeals & Correction of Marks	Page 25

APPENDICES

Appendix 1:	External Examiners' Fees	Page 27
Appendix 2:	Protocols for the Submission & Circulation of Samples To external Examiners	Page 28
Appendix 3:	Extracts from Newman University's Academic Regulations	Page 30
Appendix 4:	External Examiner's Short Report Form	Page 42
Appendix 5:	External Examiner's 2017-18 Annual Report Form	Page 46

SECTION 1: INTRODUCTION

This handbook provides essential information and guidance on Newman University procedures in relation to external examining, for use by all those involved in the external examiner process.

It aims to:

- detail the purpose of external examining, in line with the QAA UK Quality Code for Higher Education, Part B: Assuring and Enhancing Academic Quality, Chapter B7: External Examining;
- outline the nomination and approval process for the appointment of external examiners, as well as process for induction and update;
- detail the role and responsibilities of external examiners, as well as changes that may occur during their tenure (i.e. extension to remit and length of tenure);
- provide details on the requirements of the external examiner annual report and outline the administrative procedures involved and the payment of fees and expenses;
- describe how comments made by external examiners through their verbal and written reports are considered and responded to within the University;
- assist in the dissemination of good practice.

As part of the University's General Academic Guidelines, this handbook is circulated as a reference document to all approved external examiners, along with extracted sections to nominees as part of the nomination and approval process. It is also available electronically to all Newman University staff through the Quality Assurance site on the University's SharePoint.

This handbook is reviewed annually to ensure its accuracy. Any changes approved during the academic year with immediate effect will be added to the handbook and highlighted in red. Any significant change to the external examiner process or the University's regulatory processes and procedures taken during the academic year will be formally notified to all external examiners in writing.

For any additional information, support or guidance on the external examiner process, please contact the Quality Office:

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SECTION 2: THE PURPOSE OF THE EXTERNAL EXAMINER PROCESS

The purpose of the external examiner process is to ensure that the University's academic standards are appropriate, achievable and comparable with those of other Higher Education Institutions.

As defined by the QAA Quality Code for Higher Education, Chapter B7: External Examining, 'Higher Education providers make scrupulous use of external examiners' and, from Expectation A5, 'Higher Education providers ensure independent and external participation in the management of threshold academic standards'.

The main purposes of external examining are to:

- verify that academic standards are appropriate for the award or part thereof which the external examiner has been appointed to examine;
- help institutions to assure and maintain academic standards across higher education awards;
- help institutions to ensure that their assessment processes are sound, fairly operated and in line with the institution's policies and regulations.

As an impartial and independent advisor, the external examiner is a crucial part of the quality assurance processes of the University, with the external examiner asked to determine/comment and make recommendations on whether or not:

- an institution is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the institution's policies and regulations;
- the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiners have experience.

Fundamental to carrying out this part of the role is to provide feedback on whether:

- the programme and its component parts continue to be coherent and their outcomes aligned with the relevant qualification descriptor set out in the applicable qualification framework, supplemented where applicable by one or more subject benchmark statements;
- the programme reflects any additional Professional, Statutory, Regulatory Bodies PSRB requirements;
- assessments in modules of the same level are of a comparable standard;
- the curriculum remains current;
- assessment criteria, marking schemes and arrangements for classification are set at the appropriate level.

To provide assurance that:

The assessment process is properly designed and applied, and is carried out in a manner that is fair and equitable to all students concerned as well as supportive of achieving the intended outcomes.

And that external examiners pay attention to whether:

- the types of assessment are appropriate for the subject, the students, the respective level of study and the expected outcomes;
- the marking scheme/grading criteria have been properly and consistently applied, and whether internal marking is therefore of an appropriate standard, fair and reliable;
- the assessment processes are carried out in accordance with the institution's regulations and procedures;
- procedures governing mitigating/extenuating circumstances, academic integrity/misconduct and borderline performances have been considered fairly and equitably applying institutional regulations.

To assist with the enhancement of quality

External examiners are asked to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by the external examiners;
- opportunities to enhance the quality of the learning opportunities provided to students.

The University's procedures are reviewed regularly in line with the QAA UK Quality Code, with the Expectations on External Examining, Assessment of Students and Collaborative Provision and Flexible and Distributed Learning, specifically informing the institution's processes relating to external examining.

To assist in their role, external examiners are advised to refer to these and the other sections of the QAA UK Quality Code, as well as relevant requirements and/or guidance from other external organisations, including any professional, statutory and regulatory bodies. In particular, attention is drawn to the Higher Education Academy publication 'A Handbook for External Examining' (2012).

SECTION 3: THE NOMINATION AND APPROVAL PROCESS

Appointment of External Examiners

In line with the QAA Quality Code, Chapter B7, the University has defined policies and regulations governing the appointment of external examiners and early termination of their contract.

The Quality Office provides guidance on the nomination and approval process to assist academic colleagues in the identification and selection of potential external examiners, as well as outline the role of the Quality Office in the process.

To assist in the process, the Quality Office maintains a record of the length of term of office remaining for each external examiner and will inform Heads of Subjects and Programme Leaders of those examiners whose tenures are due to expire. Notification will normally be given 12 months before the tenure is due to expire, to allow sufficient time for the nomination and approval process to take place.

Appointments will normally run from September to September. However, for new (to external examining) colleagues, a period of overlap between the appointment of the incoming external and the end of tenure of the outgoing external may be arranged to allow for mentoring.

For monitoring purposes, the Academic Standards Committee (ASC) is provided with regular updates on the length of service remaining for each external examiner.

Potential external examiners are normally identified through:

- networking at conferences and other external events;
- recommendations from academic colleagues or an existing external examiner;
- specialised organisations (e.g. HEA subject centres, professional bodies) or websites
- previous attendance at internal validation and review events.

The Deputy Registrar is also able to provide support and assistance should any difficulty in finding a suitable nominee be experienced by a Head of Subject or Programme Leader.

The standard length of appointment is 4 years; however this can be extended for an additional year, or for a specified length of time of less than 4 years, in some circumstances. The maximum length of tenure is five consecutive years.

All appointments can be terminated early, either by mutual agreement or at the request of the external examiner, or the University.

Number of external examiners per subject/programme

In some cases the different elements of a programme may dictate the need for more than one external examiner (for example one examiner for English language and a second one for literature).

The University also operates a maximum number of modules that may be examined by an external examiner before a second external examiner is appointed. The normal maximum modules for any one external examiner for the University is 22.

Nomination Guidelines

When considering nominations, the following guidelines are applied:

- i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- ii) competence and experience in the fields covered by the programme of study, or parts thereof;
- iii) relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
- iv) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
- v) sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers
- vi) familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- vii) fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements);
- viii) meeting applicable criteria set by professional, statutory or regulatory bodies
- ix) awareness of current developments in the design and delivery of relevant curricula;
- x) competence and experience relating to the enhancement of the student learning experience, to the same programme/subject.

Newman University does not appoint as external examiners, anyone in the following categories or circumstances:

- i) a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners;
- ii) anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
- iii) anyone required to assess colleagues who are recruited as students to the programme of study;
- iv) anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
- v) anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;
- vi) former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s);
- vii) a reciprocal arrangement involving cognate programmes at another institution;
- viii) the succession of an external examiner by a colleague from the examiner's home department and institution;
- ix) the appointment of more than one external examiner from the same department of the same institution.

In addition the following guidelines apply:

- candidates from local and regional competitors will not normally be considered;
- members of staff from other institutions with which the University has close links or

- strategic alliance shall not be eligible for appointment;
- normally any personal connection with any member of staff or student (including members of the same family, friends, or business associates) shall prohibit appointment;
- examiners for programmes leading to a recommendation for QTS must have recent appropriate experience and must be competent to assess achievement of the NCTL standards;
- examiners for programmes leading to professional accreditation must meet professional requirements as indicated by relevant bodies (e.g. British Psychological Society, British Association of Sport and Exercise Sciences, National Youth Agency);
- expertise in e-learning will need to be demonstrated for those appointed to examine modules with a significant online or e-learning element, or relevant experience for practice-based and multi or inter-disciplinary programmes.

Retired Nominees:

Retired nominees can be considered for appointment provided they have sufficient evidence of continued involvement in the subject area (e.g. consultancy/visiting lecturer). However, the appointment would be made for a maximum of two years to ensure currency.

If an external examiner retires midway through their term of office, it is normally deemed that they still have sufficient currency of expertise to allow them to complete at least one further year of their term of office.

Practitioner/Professional External Examiners:

Practitioner/Professional external examiners should have the experience to contribute to academic judgements on professional practice and related matters and on academic standards (e.g. from their knowledge of the abilities, in practice, of award holders from similar programmes) and be able to comment on the fairness of assessment schemes and regulations and their implementation. Practitioners are normally expected to be employed within the same practice/company for the duration of the external examiner appointment.

Self-employed practitioners are nominated because of their current reputation in the field/industry and therefore are deemed to have currency of expertise.

All practitioners are appointed as part of a team, of one or more academic external examiners. Where a practitioner has no previous HE external examining experience, they would be paired with a mentor (an experienced academic external examiner) for their first year of appointment.

Terms of office

The duration of an external examiner's appointment will normally be for four years, with an exceptional extension of one year to ensure continuity (new appointments from 2011 onwards).

An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.

External examiners normally hold no more than two external examiner appointments for taught programmes/modules at any point in time.

The University welcomes and supports the appointment of well-qualified candidates with limited

previous experience in the role, as well as examiners from outside the UK, subject to ensuring their sound and current knowledge and experience of the UK higher education system.

To assist Heads of Subject and Programme Leaders in determining whether a conflict of interest exists (in terms of reciprocal arrangements and over-representation) details of the institution and length of tenure of existing, and previously expired, external examiners is available to view on the Quality Assurance site of the University's Intranet, along with details of external examiner appointments for all internal members of academic staff.

If any conflicts of interest should arise during the term of office of an external examiner, these must be notified to the Deputy Registrar immediately. Any failure to do so may be considered a contravention of an external examiner's contract.

Nomination Process

Heads of Subject and Programme Leaders should informally contact potential external examiners in the first instance to:

- discuss the post, subject or programme area and institution
- ensure their suitability under the University's guidelines, as indicated above
- obtain a copy of their current curriculum vitae to ensure that they have the required qualifications and experience for the post (including professional requirements)
- ensure their availability to take up the appointment if approved
- begin establishing a rapport.

To assist in this process, Heads of Subject or Programme Leaders may wish to meet with candidates informally to discuss the post and provide them with the opportunity to meet with academic colleagues prior to their formal approach by the University.

In the event that more than one candidate is identified, the Head of Subject or Programme Leader should determine which candidate is more suitable for the post based on their experience and academic qualifications. If more than one candidate is considered suitable, advice on the most appropriate candidate will be sought from the Chair of the Academic Standards Committee.

Details of the most suitable candidate are then passed to the Quality Office, who will confirm their eligibility based on the guidelines given above and formally approach the nominee on behalf of the institution. All nominees will be provided with the appropriate nomination form to complete in full, along with extracted sections of this handbook, fee structure and other necessary documentation to inform their decision.

To ensure suitability, the Quality Office may contact institutions where the candidate has acted previously as an external examiner previously to request a reference.

Once completed, the nomination form and curriculum vitae is considered by the Academic Standards Committee (ASC) for approval to ensure an appropriate fit between the professional and academic background of the proposed examiner and the subject or programme.

Following approval by ASC, all nominations require the approval of the Vice-Chancellor on behalf of Senate.

The University will consider each nomination with regard to reputation, research experience and recent publications. The agreement of any relevant professional accrediting bodies is also sought before the appointment is confirmed, where required.

The University will contact the nominee directly to inform them of the status of their nomination throughout the process. It is important to note that nominations can be rejected at any stage of the process. Appointments are only approved when formally communicated by the University.

Once a nomination has been formally approved, the Quality Office will write to the external examiner and provide further details of their appointment. This will include:

- formal letter of appointment, confirming the programmes/subject areas to be considered, validating institution(s), length and dates of tenure and contact details for relevant representatives of the University
- dates of the Subject Assessment Boards (SAB) and Programme Assessment Boards (PAB), and annual External Examiners Conference for the forthcoming academic year
- Annual Report, Fees and Expenses Claim Form proformas
- contextualising documentation, including the final report of the previous external examiner (where appropriate) and Annual Monitoring Report of the previous academic year
- latest version of the External Examiners' Handbook
- personnel documentation, including Pension schemes and Inland Revenue forms
- Contract document including General Academic Regulations and requirements of the External Examiner, together with details of where early termination applies.

These will be circulated in electronic format, where possible. Updated versions of the documentation will also be circulated throughout the external examiners' period of appointment, as and when necessary. Additional information is also available on request from the Quality Office.

All personal information supplied by the external examiner as part of the nomination and approval process will be held securely and for no longer than is necessary, in accordance with the Data Protection Act.

Under University requirements, all external examiners are subject, whilst acting for Newman University, to the University policies and procedures (particularly the Single Equality Duty and Health and Safety policies).

Heads of Subjects/Programme Leaders are also required to ensure that when the new external examiners bring in their passport for verification, under the Right to Work regulations, to the Quality Office. HR will not be able to create payroll or Moodle accounts until the Right to Work documentation has been completed/approved.

Quality Code Requirements relating to information for students

To ensure that institutions' external examining arrangements are transparent, and to support the involvement of students in quality management processes, students are made aware of the identity and current position of the external examiners appointed to their modules/programmes and awards.

Where the external examiner has been appointed to fulfil a role on behalf of a professional body this is stated.

Newman University makes clear to students that it is inappropriate for them to make direct contact with external examiners, in particular regarding their individual performance in assessments, and that other appropriate mechanisms are available, such as an appeal or a complaint.

Students engage formally with the quality management process through the Staff Student Consultative Committees held for every subject and programme, as well as working groups, committee memberships (SU Officers), module evaluation and validation and review.

External examiners are required to refer any direct contact received from students to the institution.

Equally, students who are asked to meet with an external examiner are given clear guidance about the purpose of that meeting and its limitations (particularly with regard to individual assessment outcomes).

As part of the transparency of the process of external examining, both full reports and any short reports submitted are published on the student pages of the Quality Assurance site on SharePoint.

Inducting and Updating External Examiners

The University holds an annual external examiners' conference to induct and brief new appointments and provide updates to existing external examiners. It also provides external examiners with the opportunity to:

- discuss and be notified of any changes to University policies and regulatory procedure (i.e. assessment process);
- discuss external requirements and national issues/trends;
- meet with external examiners from other subject and programme areas and discuss common issues and share experiences;
- meet with representatives of their subject or programme team to discuss the aims and learning outcomes, as well as the curriculum, learning and teaching, and assessment strategies of the programme, and be provided with necessary documentation (i.e. subject or programme level information and programme handbooks);
- meet with representatives of the Quality Office to discuss actions taken, and progress made, in response to comments raised in the previous external examiners' reports
- Workshops and appropriate development opportunities.

All external examiners are invited to the annual conference, with attendance normally a requirement for all new appointments. A fee and expenses are paid for attendance.

If a new appointee is unable to attend the conference, the Head of Subject or Programme Leader should arrange a meeting with the external examiner to allow them to familiarise themselves with the University and its processes, complete the required Right to Work documentation and meet with the subject or programme team prior to their first assessment point.

The minutes of the Conference, along with any accompanying information, are circulated to all external examiners for information.

SECTION 4: CHANGES TO CONTRACT DURING TENURE

Early Termination of Contract

An external examiner contract may be terminated early for the following reasons:

- change in academic position, institution or retirement from his/her institution during term of office;
- potential conflicts of interest (i.e. commercial, intellectual property or other). A conflict of interest may be defined as (but not limited to) a position within an HEI considered to be a direct competitor, or within a member of the Strategic Alliance or other collaborative grouping;
- failure to meet the requirements of the post (see further details below);
- any behaviour or actions by an external examiner considered unprofessional or in breach of University policies (in particular in relation to equality issues, and health and safety);
- substantial changes to a programme, which result in the examiners' contract being phased out prematurely. (In such cases, at least 3 months' notice will be given);
- failure to meet the professional standards and practices expected of an external examiner. In such cases, a full report should be provided to the Academic Standards Committee who will terminate the contract of the relevant external examiner.
- the external examiner does not attend assessment boards and makes no alternative arrangement, fails to submit annual reports as required or continues to submit inadequate reports, and does not respond to enquiries from the subject team or institution.

Resignation

An external examiner may terminate their contract with the University at any point during their tenure. A minimum of 6 months' notice is requested to allow sufficient time for a suitable replacement to be arranged. Such notice must be given in writing to the Deputy Registrar, along with an overview report of their final year in office.

Extension of Contract

In exceptional circumstances, the tenure of an external examiner may be extended for an additional year for a maximum of five consecutive years. Formal requests must be made to the Quality Office, via the necessary extension form, for consideration and approval by the Academic Standards Committee, and the Vice-Chancellor of the University. Requests will only be considered if confirmation is received from the external examiner confirming their willingness to have their tenure extended.

If the extension is approved, the external examiner will receive formal notification and be re-issued with an appointment letter, confirming the details of their additional year of tenure and any changes to their role or remit.

Suspension of Contract

In exceptional circumstances, an external examiner may suspend their contract for a limited period of time during their tenure (i.e. due to ill health), with an interim examiner appointed through the standard nomination and approval process. The maximum period for suspension is normally no more than nine months and negotiations will be undertaken with the external examiner regarding a temporary replacement.

Changes to Remit

If the remit of an examiner's appointment is altered due to academic developments (i.e. validation of new pathways or awards) during their tenure, the Quality Office invites the external examiner to extend or alter their remit to accommodate the changes. Details of the changes will be provided to inform their decision. A formal extension to remit form is then completed by the relevant Programme Leader/Head of Subject and submitted for approval to the Academic Standards Committee.

Each external examiner's remit will normally be reviewed annually.

Appointment of an Additional External Examiner

In the event that an external examiner's remit is requested to be extended beyond what is considered reasonable, the University will request that an additional examiner is appointed.

For non-ITE programmes, each subject/individual programme normally requires one external examiner per 50 students registered.

As part of the work of the Academic Standards Committee, the numbers of students per external examiner are monitored and where appropriate, the appointment of additional external examiners recommended.

The University may also request that an additional examiner is appointed if the existing external does not possess the expertise or relevant professional accreditation for the programme, if this should be awarded during their tenure. For professional awards, an additional external examiner may be appointed from within the profession (i.e. social work), if they possess suitable experience and recognised qualifications.

The University will attempt to phase the appointment of any additional external examiner to enable mentoring to take place, and ensure continuity. Where more than one external examiner is to be considered for the same subject or programme, the University will also clarify each external examiner's remit.

SECTION 5: THE DUTIES OF AN EXTERNAL EXAMINER

All external examiners are expected to:

- judge whether the academic standard of the subject and/or programme is appropriate and comparable, based on the samples of work submitted for assessment;
- judge whether the assessment processes are sound, conducted fairly and in line with the University's policies and regulations;
- consider and comment on draft examination papers and re-sit tasks, as and when required;
- attend relevant meetings of the Subject and Programme Assessment Boards throughout the academic year, along with the annual Conference;
- consider and provide written comment on any proposed changes be received at a Minor Amendments Panel;
- Provide consultation for Review and Revalidation of programmes as requested;
- submit an annual report at the end of each academic year, within the agreed timescale and in the required format;
- receive and consider the relevant Annual Monitoring Report(s).

In addition, chief external examiners are expected to:

- consider all minutes provided from the Subject Assessment Boards and bring to the attention of the Progress and/or Programme Board any issues identified in the meetings;
- ensure that the assessment and moderation processes across the breadth of the programme are consistent, fair and rigorous;
- attend all Progress and Programme Assessment Boards to ensure that the treatment of students is consistent and fair, and in line with the University's regulations;
- attend the annual conference to facilitate communication and introduction of new external examiners;
- submit an overall annual report at the end of each academic year, within the agreed timescale and in the required format;
- receive and consider the Annual Monitoring Report for the subject or programme.

Receipt and Consideration of Sample Work

External examiners are required to receive and comment on the assessment of all modules at intermediate (level 5), honours (level 6), and masters level (level 7) that contribute to an award. Additionally, the external examiner may see any work at certificate level (level 4) contributing to a certificate level award (excluding exit awards).

External examiners for Foundation Degree programmes are required to receive and comment on the assessment of all modules at both levels 4 and 5.

If an external examiner should feel that they have not been provided with an appropriate sample of coursework to determine whether the internal marking is of an appropriate and consistent standard, the Deputy Registrar should be informed.

An agreed sample of coursework and examination scripts for all work will be sent to the external examiner by the Quality Office, (with the exception of work submitted, and marked, electronically) who is responsible for co-ordinating the dispatch of all student work to external examiners for consideration prior to the Subject Assessment Board (SAB) and for ensuring that all work is both internally and externally moderated.

The timing for the despatch of sample scripts should be arranged via the Programme Leader or Head of Subject for mutual convenience, but should not be less than two weeks before the date of the Subject Assessment Board. Any work not seen must be made available to view by the external examiner in person, prior to the Subject Assessment Board.

If an external examiner chooses to view work at the University prior to the date of the Subject Assessment Board, rather than having samples sent to them for consideration during the academic year, this can be arranged through the Quality Office.

For further details of the process for the submission and circulation of the coursework to external examiners, please refer to the appendices.

For those external examiners whose remit includes work and school experience placements, visits are also arranged through the relevant School Office.

External examiners are requested to consider and comment on draft examination papers and draft titles for assignment tasks. The external examiner should also consider alternative forms of assessment for students with disabilities where practicable. All examination papers are sent to the external examiner for approval in accordance with an agreed timetable and should include resit papers (where necessary), worked examples of answers, assessment criteria and/or marking schedules. Draft examination papers will be sent by the Examinations and Assessment office, following receipt from subject or programme areas, to forward to the external examiner. External Examiners are also required to view resit coursework submissions.

In order to allow for approval of coursework assignments, it is recommended that the individual Assignment Briefs are sent to the relevant external examiner(s) in draft format for approval. These should include all assessment and other specific arrangements for students with disabilities. Module Information in the form of Module Data Sets was phased in as electronic Module Handbooks on Moodle and replaced all Module Handbooks from the 2012/13 academic year. It should be noted that the Module Data Sets are considered by the University to form the contract between the student and the institution on what will be taught and assessed for the module concerned.

All external examiners will be provided with electronic access to the relevant Moodle pages for their modules. The information on each Moodle page will include the Module Data Set and the Assignment Brief.

Where electronic submission, marking and feedback is being undertaken on a module, the external examiner will be able to access all submitted and marked assignments via the relevant Moodle page (see below for further details).

Any comments made by external examiners must be taken into account and any decision not to act on the advice of an external examiner be justified in writing to both the external examiner concerned and the Pro Vice-Chancellor for Formative Education.

Coursework samples sent out by the Quality Office should include a representative range of marks and must be accompanied by a copy of the completed internal moderation form and assessment and marking criteria. Full details are provided within the appendices.

External examiners may request to see further work, and be present at, and involved in, the conduct of any viva voce examinations with students. External examiners must also be provided with access to electronic and other presentation media (e.g. DVDs of presentations, CD ROMs and poster displays).

An external examiner should not be expected to adjudicate between internal markers, with any disagreements resolved before a sample of work is circulated for consideration. Where this takes place this must be clearly detailed to the external examiner, along with the decision agreed.

Electronic Submission, Marking and Feedback

The University also operates electronic submission and feedback for around 60% of the modules. External Examiners will have the usual electronic access to the Moodle pages, together with access to all submitted and marked work for the modules concerned, the internal moderation form and mark lists. External Examiners will be able to select their own sample of work to consider and any work already considered under internal moderation processes will be flagged for external examiners.

Moderation (internal and external) for Electronic Submission Marking and Feedback

Internal moderation is undertaken as detailed in the academic handbook and on SharePoint: (<https://sharepoint.newman.ac.uk/supp/quality/sitepages/internal%20Moderation.aspx>)

The Moderator emails the Module Leader that moderation is complete and supplies the duly completed moderation forms.

The Module Leader considers the moderators report and adjusts marks if necessary (following any discussions with markers and moderators).

The Module Leader adds the moderation form to the Moodle page beneath the Assignment tool link and hides it.

The Module Leader emails details of how to access the Moodle Assignment to the External Examiner (after following the process 'Reporting Completion of E-Marking and E-Feedback' (see below), and copies the email to Madeleine Burgess in the Quality Office.

The External Examiner views assignments and the completed form and reports back to the Subject or Programme Assessment Board.

Module Leader emails the students via the Moodle Forum to let them know grades and feedback are available.

Module Leader emails details of how to access the Moodle assignment to the External Examiner, copying this to Madeleine Burgess.

The External Examiner views Assignments on line and reports back to the Subject/Programme Assessment Board.

Attendance at Subject and Progress/Programme Assessment Boards

External examiners are required to attend meetings of the Subject Assessment Board and Progress/Programme Assessment Boards, relevant to their subject or programme area.

As the University operates semesters, all external examiners are asked to attend Boards at two points during the academic year, in February and July. To assist external examiners a short report form is provided for use at the semester one boards, and either be submitted on the day of the board or prior to the board. The form may also be used to form the basis of the annual report.

All Chief and Programme external examiners are expected to attend the Progress Assessment Board (in February) and Programme Assessment Board (in July), with the attendance of other external examiners invited. For Re-sit Assessment Boards, attendance will be based on rotation.

During the Assessment Board period, meetings may be arranged on request with the Deputy Registrar and/or Quality Office representatives, or members of the subject or programme area, to receive comments and discuss any items of concern. External examiners are also welcome to arrive early on the day of the Assessment Board to meet with fellow examiners to discuss the subject and programme area.

Where an examiner is prevented from attending a meeting (i.e. prior engagement), the Board may be rearranged to an alternative date, or video or telephoning conferencing used. If an external examiner is unable to attend, the Board may go ahead; however, written comments must be received for formal consideration at the meeting (short report form template provided). The Quality Office will supply a proforma on request for submission in advance of the date of the Board. (See appendices for example pro forma)

The University will pay fees and expenses for attendance at all meetings and will arrange overnight accommodation, if and when required.

Involvement in Module and Programme Review

As part of the University's process for the approval or amendment of existing modules, external examiners comments are required for all modules and/or minor changes to programmes considered by the Minor Amendments Panel (formally Module Approval Panel).

The Module Leader or Programme Leader/Head of Subject is required to contact the relevant external examiner(s) to gain their comments on any proposed changes, prior to consideration at the Panel. A change may be considered at the Panel without external examiner comments, however these must be received and addressed (where required), in order for the change to be formally approved.

Full details of the proposed change will be supplied by the Module Leader or Programme Leader/Head of Subject, including the new/proposed and existing module description and relevant Programme Specification.

For further details of the Minor Amendments Panel process, please refer to the appendices.

To ensure the rigour of the external examiner process, external examiners are not involved in the approval of new programmes. However, they may be consulted as part of the requirements for review and revalidation.

External Examiner Annual Reports

External examiners have an essential role in the University's quality assurance procedures. Through their annual reports, comments are received on the maintenance and consistency of academic standards, comparability of standards in respect to the award, and fairness of treatment afforded to individual students from year to year.

As part of their annual report, external examiners are asked to comment on the:

- quality of teaching and extent to which the module, subject and/or programme meets its aims and outcomes;
- overall performance of the students, the standard and achievements, pass rates and distribution of results;
- quality of knowledge, competencies and skills demonstrated by the students;
- assessment, curriculum, teaching and learning methods, and resources available;
- extent to which supervised work experience or other work based learning form an integral part of the module, subject and/or programme, including the assessment strategy, where appropriate;
- extent to which issues raised in previous external examiners reports have been dealt with satisfactorily.

The University has the right to ask for further clarification, or request that an external examiner re-submit their report, if it does not appear to address all the required areas.

The report should be submitted in electronic format to the Quality Office within one calendar month of the date of the last Assessment Board attended (usually July but in some cases September) of each year, using the latest version of the annual report proforma that is supplied in advance.

In the event that the report is not received within the agreed timescale, a reminder will be sent by the Quality Office. If the report is still not received, a second and final reminder will be sent. If following the final reminder the report is still not received without valid reason, the Quality Office will notify the Deputy Registrar for recommendation to the Academic Standards Committee for early termination of the contract.

Please note that non-submission of the report is normally considered a contravention of an external examiners' contract. The University will also not pay the annual external assessors fee until the report has been received.

To provide an overview of the process, the report includes a questionnaire to assess the conduct of the Assessment Boards attended and outline the documentation considered by the external examiner which informed their report. If any responses given indicate cause for concern, these should be addressed in more detail in the main report.

It should be noted that whilst the report is treated as confidential, it is a public document and may be summarised for inclusion in various external documents submitted to external funding bodies and/or professional accrediting bodies. For these reasons, external examiners should not refer to individual students in their report, either by name or registration number.

In line with the Quality Code for Higher Education (Chapter 7B: External Examining) requirements, external examiner reports are received at the relevant Staff-Student Consultative Committee (SSCC) for consideration. Any inclusion of details relating to individual students will be omitted from the published version, which will also be made available on the Quality Assurance SharePoint page for students.

If there should be any matters of a sensitive or confidential nature that an external examiner would like to raise, a separate confidential report can be submitted directly to the Deputy Registrar.

Copies of the standard report forms are included in the appendices.

Consideration of Annual Reports

Following receipt by the Quality Office, the reports are circulated to the relevant Head of Subject and/or Programme Leader(s) and Dean of School, along with senior members of the University including the Vice-Chancellor, the Pro Vice-Chancellor for Formative Education and the Deputy Registrar.

The Head of Subject and/or Programme Leader(s) are required to respond formally in writing to the comments made by the external examiner in their report using the relevant section the report form, including any actions taken, or to be taken, to any issues raised. Where recommendations are not, or cannot be, acted upon, the reasons for this should be clearly articulated within the response.

The completed form is sent to the Quality Office by the Head of Subject and/or Programme Leader(s). In the event that the issues raised relate to regulatory or institutional processes, in line with indicator 16, Quality Code for Higher Education, Chapter 7B: External Examiners, a formal written response may also be sent by the Pro Vice-Chancellor for Formative Education.

The Academic Standards Committee (ASC) receives a summary of all external examiner reports, which is presented on an annual basis for monitoring and action. Any issues that are raised across more than one subject or programme will also be discussed in detail by the Committee and an appropriate action agreed. The Committee will also monitor the responses to the external examiner reports to ensure that all reports are responded to promptly and comments appropriately considered.

Any items requiring consideration outside the remit of the Academic Standards Committee will be considered at the appropriate University committee (such as Learning and Teaching Committee).

External examiner reports are considered at module, subject, programme, school and institutional level. They form part of the body of evidence considered by Heads of Subject and/or Programme Leader(s) in the writing of their Annual Monitoring Report, as well the writing of the University's Annual Report, with a copy of the relevant Annual Monitoring Report circulated to the appropriate external examiner for information.

Where an external examiner is appointed to a programme that is delivered in collaboration, or by a collaborative partner, the report will be made available to the partner organisation on a confidential basis.

External examiners have the right to make a confidential report, in writing, to the head of the institution - for example, where it is necessary to name a member of staff. Such a report would be made as well as the normal annual report, the latter containing matters not deemed confidential.

Staff and/or student representatives are informed of the implications of any confidential report, or of the action arising from such a report, where these have implications for them.

The final report of an external examiner's tenure will also be made available as part of the contextualising information provided to their successor, along with the most recent version of the relevant Annual Monitoring Report.

QAA Concerns scheme

Where an external examiner has a serious concern relating to systemic failings with the academic standards of a programme or programmes and has exhausted all published applicable internal procedures, including the submission of a confidential report to the head of the institution, he/she may invoke QAA's concerns scheme or inform the relevant professional, statutory or regulatory body. For information about how the concerns scheme applies to external examining, reference should be made to *QAA's concerns scheme: guidance for external examiners*. Recourse to the scheme will only take place in cases where internal mechanisms for following up concerns have been exhausted. The scheme's focus is explicitly on systemic failings in an institution's management of standards or quality. Therefore, the scheme must not be used for one-off cases of ineffective practice, or to raise a personal grievance or issues relating to an external examiner's appointment.

There may be occasions where a concern is properly a matter for the applicable professional body rather than for QAA.

Payment of Fees and Expenses

External examiners are paid a standard annual external assessors fee dependent on the level of programme considered (undergraduate or postgraduate), with supplementary fees paid to Chief and School Experience externals due to the additional workload involved. The University also pays an attendance fee for each meeting attended throughout the year (including the annual External Examiners Conference), as well as any agreed visits undertaken as part of an examiner's tenure, (excluding school experience visits).

In order to arrange payment for the relevant fees and expenses, external examiners are required to complete and return the Fees and Expenses Claim Form proforma to the Quality Office, along with all accompanying receipts and/or tickets. The completed form will then be signed by the Deputy Registrar and submitted to the Finance Office for payment. Payments are made on a monthly basis, normally the 24th of each month, depending on the date of submission of the form. If received after the submission deadline set by the Finance Office, payment may be delayed until the following month.

The University only pays the external Examiners fee associated with the role when the annual report is received, however the University will arrange payment for all expenses upon submission of a relevant claim. It is advised that, for ease of processing, the Fees and Expenses Form is submitted in paper format (along with relevant receipts) following electronic submission of the annual report to the Quality Office. For details of the current external examiner fee structure, please refer to the appendices.

The University whilst paying for External Examiners' expenses, does not pay for any alcoholic beverages.

SECTION 6 : MITIGATING CIRCUMSTANCES, STUDENTS WITH DISABILITIES AND PROFESSIONAL REQUIREMENTS

Mitigating Circumstances

Mitigating circumstances which may have affected a student's overall performance or performance against particular elements may be taken into consideration by the Programme Assessment Board (on the recommendation of the Mitigating Circumstances Board). Students who wish to have circumstances taken into account must submit a Mitigating Circumstances form together with supporting evidence to The Assessments Team. If mitigating circumstances is granted the student is allowed to submit the assessment during the next resit period. It is called a resit without penalty, which means the mark is not capped (e.g. at 40% for undergraduate or 50% for postgraduate) and no resit fee applies. Although the submission is called a resit without penalty, in these circumstances the submission in the resit period counts as the submission the student would have completed had mitigating circumstances not been granted e.g. first submission, first resit or second resit.

If a student wishes the Programme Assessment Board to know of any circumstance which they think may affect their examination performance or coursework, they must inform the Assessments Team at the earliest opportunity using the formal Mitigating Circumstances form, and no later than 28 days after the date due for the assessment concerned. Students are required to provide supporting documents with their claim.

It is normally expected that any representation, because of circumstances affecting a student's progress, should be made either before or as soon as possible after the assessment affected is due. If mitigation is sought after the outcome of assessment is reported to students, it is normally expected that they may only present mitigation if they can demonstrate why they could not have reasonably made their submission before. The University will normally expect that students who submit work to be assessed and attend presentations and examinations or any other form of assessment be deemed to have considered themselves fit to be assessed.

A student will not normally be permitted to be mitigated more than once for the same assignment. If the circumstances are exceptional, the Mitigating Circumstances Board may agree further mitigation or may approve an Individual Learning Plan (ILP) or a Reasonable Adjustment Plan (RAP) where the student's problems are pervasive and of some likely duration. Suspension of studies may also be recommended in these cases. Where an ILP or RAP is suggested, the form should be submitted alongside a mitigating circumstances form, so that the information collected is consistent for all students.

A student who already has a RAP, or RAP by proxy, may only use the mitigating circumstances process for circumstances other than those already used to grant the RAP.

Mitigating circumstances are dealt with by the Mitigating Circumstances Board and is undertaken in such a way as to ensure confidentiality. At the Programme Assessment Board, if mitigating circumstances have been approved, an 'M' will be shown against the relevant module on the transcript. However, in considering mitigating circumstances relating to school experience or other professional placement, the Mitigating Circumstances Board may inform the student that it will be necessary to inform the programme leader, particularly if the mitigation is related to a health issue. Fitness to Practise may also need to be confirmed before returning to a placement. The Fitness to Practise policy is available on [SharePoint](#).

Submission of mitigating circumstances forms and evidence does not guarantee their acceptance. All students are required to complete all assessments and therefore mitigating circumstances can provide students with a fresh opportunity to complete their assessment at a later date (a resit without penalty).

Submissions of assessment components with ILPs, RAPs and other Mitigating Circumstances should be submitted in the format stated in the Assignment Brief.

General Assessment, inclusive of Assessment for Disabled Students

The Equality Act (2010) requires that reasonable adjustments (also known as accommodations) are made by academic institutions to ensure that disabled people have equal opportunities to fully participate in and benefit from the learning and services available. It places a duty on public bodies (which includes Higher Education institutions) to actively promote equality of disabled students and to review policies, procedures and practices to ensure that they do not discriminate. The aim of disability legislation is not to create lower standards or privileges, but to enable students to participate on an equal basis and to demonstrate their ability and potential.

The UK Quality Code, Part B: Assuring and enhancing academic quality, ch B3 Learning and Teaching, states:

'Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition disabled and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design, wherever possible, and by means of individual adjustments wherever necessary.'

Subjects and Programmes are required to ensure wherever possible that their learning, teaching and assessment practices are inclusive and accessible to all students and where this is not possible, to consider or propose a suitable alternative assessment item and to provide such an alternative to any student either deemed through recognised disability or demonstrative circumstances to warrant it, or may include such elements as Dictaphones, a scribe, additional time, memory aides, a computer or reader. Such alternatives must be designed to measure the same learning outcomes as the standard assessment method.'

The use of a limited number of quotes or other memory aids in exams, by students diagnosed with dyslexia or other specific learning difficulties, is in place in the institution.

Professional Requirements

The University currently has a number of programmes that are accredited by professional, statutory and regulatory bodies (PSRBs). These include the British Psychological Society (BPS), British Association of Sports and Exercise Science (BASES) and National Youth Agency (NYA), The British Association of Counselling Practitioners (BACP), UK Counselling Practitioners (UKCP), along with The National College of Learning and Teaching (NCLT) requirements for all teachers training provision (UG ITE, PGCE, School Direct and AOR).

For these programmes, it is essential that the professional standards and requirements of the PSRBs are fully integrated and assessed. To ensure the academic and professional rigour of the programme, the external examiner(s) must meet the requirements of the relevant PSRBs and have the appropriate experience to assess the standards required. An additional external examiner may be appointed to assess the professional (non-academic) elements only, if the appointed external examiner does not have the experience required.

In the event that a student does not fulfil the requirements of the professional accrediting body or breaches the University's Code of Fitness to Practice, the decision regarding their progression on the programme will be referred to the relevant Progress or Programme Assessment Board (following the Fitness to Practice procedures). This will be noted at the relevant Subject Assessment Board and the recommendation reported and agreed to the relevant Progress or Programme Assessment Board. Other relevant policies including Fitness to Study and Discipline regulations may be found on the University SharePoint pages.

SECTION 7: ACADEMIC APPEALS AND CORRECTION OF MARKS

Academic Appeals (Representation Against an Academic Decision)

The Academic Appeals processes and regulations are to be used where a student is appealing against a mark awarded / the decision of a Programme Assessment Board. Re-marks are not available. A student who is not satisfied with a mark awarded may submit an [Review/Appeal Form](#) available on the [Assessments page](#) of SharePoint. Full information about Academic Appeals are found in the [Student Policies](#) section of SharePoint.

Appeals against academic misconduct decisions and discipline panels do not come under these guidelines and students should refer to the Student Disciplinary Regulations found on [SharePoint](#).

Representations against decisions made by the Programme Assessment Board include those decisions made by the board on the recommendation of The Mitigating Circumstances Board. As the Mitigating Circumstances Board is a sub-board of the Programme Assessment Board, no representations should be made directly to the Mitigating Circumstances Board.

In cases where examination or assessment performance has been genuinely affected by adverse personal circumstance, students should always advise the Assessments Team as soon as possible. The University has a process for enabling its Programme Assessment Boards to take [mitigating circumstances](#) into account.

Students may not always be happy with decisions relating to their performance made by the Programme Assessment Boards but should not seek to challenge any decision unless they have a good and significant reason for doing so. The judgment of Programme Assessment Boards on solely academic matters will be final and appeals can only be made on the grounds of:

material irregularity in the way the student's case was considered by the Programme Assessment Board

or

extenuating circumstances which affected a student's performance of which the Programme Assessment Board was unaware and where it was not possible to notify the University prior to the decision of the Programme Assessment Board.

Academic Appeals which are not based on the acceptable grounds will be dismissed.

The Academic Appeals Procedure is operated in accordance with the equality and diversity policy of the University, which is available on [SharePoint](#).

Correction on Marks

On receipt of their transcript, students are expected to check their marks for any possible anomalies. Should a student believe that a mark indicated for a coursework component is inaccurate, they are required to write to the Assessments Team with full details and to enclose a copy of the feedback sheet concerned. If the mark is incorrect a new amended transcript and letter will be sent to the student. Where such a change is required, it will be formally reported at the next available Programme Assessment Board.

APPENDICES

- Appendix 1: External Examiners' Fees
- Appendix 2: Protocols for the Submission & Circulation of Coursework samples to External Examiners
- Appendix 3: Extract from Student Handbook
- Appendix 4: External Examiner's Short Report Form
- Appendix 5: External Examiner's Annual Report Form

APPENDIX 1: EXTERNAL EXAMINERS' FEES FOR 2017/18



EXTERNAL EXAMINERS' FEES

The level of fee payment to newly appointed examiners will be as follows:

Undergraduate Programmes (including Professional Graduate Certificate of Education):

Basic fee for all examiners (except school experience)	£315
Supplement for school experience examiners	£210
Supplement of Chief examiner	£105
Attendance fee (per meeting i.e. Subject/Programme Assessment Board)	£52.50

Postgraduate Programmes (Masters MA / MEd):

Basic fee for all examiners	£157.50
Supplement to Chief examiner	£105
Attendance fee (per meeting i.e. Subject/Programme Assessment Board)	£52.50
Fee per script marked*	£10.50
Fee per dissertation marked*	£21

** It is only in exceptional circumstances that an external examiner may be asked to re-mark a script or dissertation*

We will also cover the cost of travel and accommodation expenses that are accompanied by an appropriate receipt.

Newman University can arrange bookings for overnight accommodation if required.

Expenses Claim Forms

All claims for reimbursement must be made using the standard University expense form. All expense forms require a valid VAT receipt as evidence of expenditure. Credit Card slips/receipts are not acceptable. External Examiners may claim the cost of dinner, including non-alcoholic beverages; Newman University does not reimburse the cost of alcoholic beverages

Reimbursement is made directly through the payroll system (24th of each month).

APPENDIX 2:

PROTOCOLS FOR THE SUBMISSION & CIRCULATION OF COURSEWORK ASSIGNMENTS TO EXTERNAL EXAMINERS (EXCLUDING ELECTRONIC SUBMISSIONS)

Guidelines

Academic colleagues are asked to inform the Quality Office as soon as possible of any changes in requirements.

Work samples for examiners must be copied (if originals are sent the Quality Office will copy them, but will also cross charge for the copying undertaken).

The internal moderation forms, a full mark list and the assessment criteria must also be sent to the Quality Office before any samples will be sent out.

Coursework samples to be sent to external examiners must be received by the Quality Office no later than two full working weeks before any relevant assessment board meeting.

The Quality Office will check the number of samples passed for sending to ensure that:

- must be at least 20% of items submitted for modules of more than thirty students, at least 25% of items submitted for modules of between ten and thirty students, and 100% of items submitted for modules of less than ten students;
- must be evenly distributed across grade bands; and
- must include samples from each student cohort.

Coursework samples will not be sent to external examiners without the other items detailed above. All samples will be sent by recorded delivery to the external examiners.

Any items other than coursework (such as recorders, DVDs, etc.) will also be sent recorded delivery and will be tracked on the electronic spreadsheet.

Any student items (such as voice recorders or artefacts) may require the Quality Office to contact the student for a waiver to be signed in relation to any potential loss or damage of the item concerned and academic colleagues are asked to ensure they make students aware of this possibility.

Academic colleagues are also asked to remind students that, as stated in the Student Handbook and General Academic Regulations, items of marked and returned student work may be requested back by the University at any time during the entire period of the student's studies.

The Quality Office keeps an electronic spreadsheet detailing each subject and programme, the relevant contact within the University, the external examiners details including address and email, the number of items sent, the module codes, any additional items and when work returned.

Processes

Subject Leaders/Programme Leaders confirm with their external examiners how work should be sent (for example; one batch prior to the Board, for consideration at the University, prior to the board, in small batches, as specified, throughout the year).

External examiners are contacted by Quality Office to confirm the arrangements agreed and advise them when coursework has been sent to them.

Quality Office sends reminders to subject teams for samples of work as required.

A general reminder will be sent out three weeks before the summer assessment boards to remind colleagues that no work can be sent to an external examiner less than two weeks prior to an assessment board. Work received after the deadline may be held for the Board.

The work received will be logged on an electronic spreadsheet and a standard email sent to the external examiner to notify them that:

- the work will be sent by recorded delivery within 48 hours of the date of the email;
- to request that if the work is not received by the examiner within a week of the email to contact the Quality Office urgently;
- to request that work, once viewed is either sent back by recorded delivery, with Quality Office reimbursing postage or, if the external examiner is coming to the University, within 10 weeks of the work being sent, that they bring the work back with them;
- that all work is returned not to the Subject or Programme Leader, but to the Quality Office for tracking.

The Quality Office will take copies of the internal moderation forms, assessment criteria and mark sheets for reference use in subject and programme review processes.

Once the samples have been returned by the external examiners and logged in the tracking spreadsheet, they will be returned to the Subject/Programme Leader concerned.

APPENDIX 3: EXTRACT FROM 2017/18 ACADEMIC REGULATIONS

Academic Appeals (Representation Against an Academic Decision)

The Academic Appeals processes and regulations are to be used where a student is appealing against a mark awarded / the decision of a Programme Assessment Board. Re-marks are not available. A student who is not satisfied with a mark awarded may submit an [Review/Appeal Form](#) available on the [Assessments page](#) of SharePoint. Full information about Academic Appeals are found in the [Student Policies](#) section of SharePoint.

Appeals against academic misconduct decisions and discipline panels do not come under these guidelines and students should refer to the Student Disciplinary Regulations found on [SharePoint](#).

Representations against decisions made by the Programme Assessment Board include those decisions made by the board on the recommendation of The Mitigating Circumstances Board. As the Mitigating Circumstances Board is a sub-board of the Programme Assessment Board, no representations should be made directly to the Mitigating Circumstances Board.

In cases where examination or assessment performance has been genuinely affected by adverse personal circumstance, students should always advise the Assessments Team as soon as possible. The University has a process for enabling its Programme Assessment Boards to take [mitigating circumstances](#) into account.

Students may not always be happy with decisions relating to their performance made by the Programme Assessment Boards but should not seek to challenge any decision unless they have a good and significant reason for doing so. The judgment of Programme Assessment Boards on solely academic matters will be final and appeals can only be made on the grounds of:

material irregularity in the way the student's case was considered by the Programme Assessment Board

or

extenuating circumstances which affected a student's performance of which the Programme Assessment Board was unaware and where it was not possible to notify the University prior to the decision of the Programme Assessment Board.

Academic Appeals which are not based on the acceptable grounds will be dismissed.

The Academic Appeals Procedure is operated in accordance with the equality and diversity policy of the University, which is available on [SharePoint](#).

Initiating the Appeal Process

Academic Appeals should be made on a form available from the Assessment and Graduation Office and must be returned, duly completed, to the Registry. Completed Academic Appeal Forms will be acknowledged and logged on the University's Academic Appeals Register.

The Academic Appeals process has two stages:

- Investigation and Review by a Reviewer
- Appeal to a Senate Panel chaired by a member of Senate (i.e. the University Vice-Chancellor)

The Reviewer will be a senior member of academic staff who was not the Chair of the specific Programme Board making the decision in question. The other members of the Appeal Panel will be two members of Senate who are not members of the School in which the original programme board was held.

Investigation and Review Stage

The Academic Appeal Form will be sent to the Reviewer who will investigate the position in the light of the student's case within 25 working days of receiving the form. The Review may include a check of marks and the account taken of extenuating circumstances. Where the Reviewer finds that there has been a material irregularity or there are extenuating circumstances which, for good reason, were not known about at the time, the case may be returned to the original Chair for action to amend the decision of the Programme Board.

The Assessment and Graduation office will notify the student in writing of the outcome of the Review.

A student has the right of appeal to Senate if the outcome has a significant effect on their future or the outcome of their studies at Newman University for example:

- Required to withdraw from the programme
- Required to re-take a year of the programme
- Offered an alternative award to the one sought

A student must notify the Clerk to Senate within 25 working days of receipt of the letter requesting progression to the final stage of the process and giving reasons for making a final appeal.

Final Appeal to a Senate Panel

The Clerk to Senate will acknowledge the request to progress the academic appeal. Normally, within 25 working days, a panel of Senate will meet to hear the case. The Panel will be chaired by the Chair of Senate and include two other members of Senate. The Panel members should not have been in attendance at the original Programme Board meeting nor be academic staff working on any aspect of the student's programme.

The student will be invited to address the Panel and may be accompanied by a 'friend'. Students may alternatively elect to make a written submission only. The Chair of the Review Panel will also be invited to give details of the investigation and the reasons for the decision made. The Hearing is not an adversarial process and the student and the Chair of the Review Panel will be seen by the Panel separately. Any additional written evidence presented to the Panel will be shared with the other party. The Panel may adjourn the hearing at any time if it requires further information.

After hearing all parties and considering all submissions, the Panel will consider whether all the relevant issues have been taken into account and whether the decision was fair in the light of all the circumstances. The Panel will either uphold the decision of the Programme Board or request the Board to reconsider its decision.

In very exceptional cases, and only where the Chair of the Panel is the Vice-Chancellor, may a decision be made which is not in line with the academic progression regulations.

The decision and management notes of the Panel Members will be sent to the student and Reviewer within 10 working days of the end of the Panel Meeting.

Research students studying for a research degree validated by the University of Leicester or Liverpool Hope University may additionally make a submission to that organisation.

The Role of the Friend

The appellant may bring with them a 'friend' to accompany them in front of the Panel. The 'friend's role is one of supporter only but he/she may speak with the permission of the Chair. The 'friend' is normally expected to be a fellow student, member of the Students' Union, a workplace companion or a family member. Any appellant may bring a solicitor or trade union representative as their 'friend' if they give 5 working days' notice to the Clerk to the Senate who will obtain the prior permission of the Chair and notify the other parties in the appeal.

Office of the Independent Adjudicator

Students who remain dissatisfied with the final outcome of the Academic Appeal Process may make a complaint to the Office of the Independent Adjudicator for Higher Education. This is a free service to students and details can be found on the OIA website www.oiahe.org.uk or by writing to the OIA at:

OIA
Second Floor, Abbey Gate
57-75 Kings Road
Reading RG1 3AB

What is academic misconduct

Academic misconduct covers such things as collusion (acting with another to produce work as your own), examination offences (copying, causing evacuation of exam venues, use of MP3/4s, electronic devices or phones, or bringing in unauthorised material) and plagiarism (using someone else's work in your coursework or any type of assessment without making it clear that it is someone else's work – this includes failure to reference within the text of coursework), and contract cheating (the buying or requesting of work to be passed off as the student's own).

The University takes all matters of academic misconduct very seriously and students may be called before a Disciplinary Panel (Academic Misconduct).

Full details of the processes and procedures can be found in the Student Policies section of the University SharePoint site and also in hard copy from the Assessments Office. Details are also included in the General Academic Regulations.

The current Students' Union Handbook also provides detailed information about academic misconduct.

Plagiarism and Collusion Detection Service

Students' work is submitted to the Turnitin plagiarism and collusion detection service to safeguard against plagiarism and encourage proper use and citation of sources. Once submitted, the work forms a part of the Turnitin database. To enable a student to experience submitting an assignment electronically, the front page of Moodle provides an opportunity to submit a 'practice assignment'. This one piece of work will not be stored in the Turnitin database.

All official Moodle assignments created from Assignment Briefs now connect to the Turnitin service and present the student with an Originality Report. The student can then resubmit if they have time before the deadline. Originality reports take approximately 30 minutes to be produced. Tutors will also be able to see the Originality Report when they mark.

Students need to keep copies of all their work, as they may be required to resubmit their work, for any number of modules, at any time, in order for it to be run through Turnitin.

Plagiarism is a form of academic misconduct. More information about plagiarism is available on [SharePoint](#). More information on [Academic Misconduct](#) is found [later](#) in these regulations. To plagiarise is to take and use another person's thoughts, writings or inventions as one's own. This also includes Internet sources and any other form of paper or electronic medium.

Newman University defines plagiarism as:

- Copying word for word an extract, however small, from a book, article, thesis, electronic resources or another's assignment without giving a source
- Reproducing extracts from books and other sources, without acknowledgement, whilst changing some words here and there
- Presenting an argument, idea or phrase or research design that came from elsewhere and claiming to be the originator
- Giving the source for an extract, but still copying more or less word for word without inverted commas, thus implying that the writing is the candidate's own summary.

Plagiarism may also be defined as the further use by a student of their own work for a further/new assessment.

Ethical Considerations of Capstone Modules, Dissertations, Work Placements and Projects

All staff and student research undergoes an ethical self-assessment and, where further scrutiny is required, an ethical review by the University's Research Ethics Committee.

Where necessary, the Research Ethics Committee may require the student or the supervisor to provide further evidence relating to the project before approval can be granted. Information about ethical approval is available on [SharePoint](#). Where a submission is judged to be significantly different from the parameters given ethical approval, the work will not be marked and will be considered a fail.

As with all other submissions at Newman University, a Capstone Module submission, dissertation, placement or project must be an original work, including but not limited to scripts, designs, computer formulae, digital artefacts and presentations.

Referencing

Newman University uses, with the exception noted below, the Harvard system of referencing, and details of the system and its use, together with examples are available on the Library pages of Newman University website.

The exception to the use of Harvard is Psychology. The [subject](#) area will provide guidance to the APA referencing style and details are also held by the Library.

Students are expected to ensure that they use the correct referencing scheme for their subject and where a subject specialism dictates the use of an alternative scheme of referencing this will be published in the relevant subject handbooks.

Poor referencing practice can give an impression of intellectual dishonesty because it is unclear to readers which information has been borrowed from another source, which can result in plagiarism, whether accidental or intentional. Students will be penalised for plagiarism of either kind at Newman University. Further information is available on the [University's website](#).

Projects, Dissertations and Copyright

All theses, dissertations and projects may be deposited, once the marks have been confirmed as passed by the Programme Assessment Board or Graduate Studies Board (PhD theses), in the library for consultation. All consultation or copying of any part of such work is subject to Newman University regulations on academic misconduct and any restrictions imposed under the provisions of the Copyright, Designs and Patents Act 2, 1988, and all subsequent regulations and legislation.

Where the author of any such work has not lodged with the Director of Library and Learning Services a written objection to the copying of the work, the Director of Library and Learning Services may give permission for single copies of that work, in whole or in part, to be made available for the purposes of research or private study, or for deposit in the British Library.

Persons consulting or borrowing such work, or receiving copies of the whole or part of the work, must observe the author's rights.

Submission

All students, when submitting in any format, are required to confirm that the work submitted is work that they have written/produced themselves. This includes but is not limited to written work, scripts, designs, computer formulae, digital artefacts and presentations.

It is the responsibility of the students to demonstrate that the work they submit is their own. They must keep electronic copies of their work as well as all drafts and notes. All completed work, drafts and notes should be kept until full formal completion of studies (i.e. Graduation) and the University may request a student's marked work from any year of their programme at any time during their studies. Students are advised to keep any work completed but not handed in. A student may be set a new resit task for any un-submitted work, even if [mitigating circumstances](#) are accepted.

Coursework requires the relevant student number on it, but not the student's name. Where possible all submitted work at Levels 5 and above is marked anonymously.

All [coursework](#) submitted in person or via the drop off box must include a completed A4 green cover form and a signed A5 green declaration form. Green forms are available from the carousel in the Hub.

Electronically submitting a file implies acceptance of the following statement:

'I understand and accept that, in accordance with the University Academic Regulations, my work may be submitted to the Turnitin® web-based plagiarism detection service and form part of the Turnitin® electronic database.

I declare that this assignment, submitted in line with University Assessment Requirements, is my work, except where stated otherwise in accordance with recognised practice. I also confirm that this work (in whole or in part) has not been presented for marking on any previous occasion.'

Students may not provide the same work (or elements thereof) for more than one assessment item. Any such submissions will be marked as zero and entail an automatic fail of the assessment concerned.

Academic Award	Minimum number of credits to be passed			
	Certificate, Intermediate & Honours Levels (Levels 4, 5, 6)	Intermediate & Honours Levels (Levels 5, 6)	Honours Level (Level 6)	
Degree with Honours (inc. Three Year ITE)	360 credits	240 credits	120 credits	
Four Year ITE Degree with Honours	480 credits	360 credits	240 credits	
BA General (ITE use only)	360 credits	240 credits	120 credits	Note 1
Pass Degree	300 credits	180 credits	60 credits	Note 2
Foundation Degree	240 credits	120 credits		Note 3
'Named' Diploma of Higher Education	240 credits	120 credits	-	Note 4
Diploma of Higher Education	180 credits	60 credits	-	
'Named' Certificate of Higher Education	120 credits at Certificate Level or above	-		Note 5
Certificate of Higher Education	80 credits at Certificate Level or above	-	-	

Note 1. Where a student has completed their ITE programme, but without meeting the QTS requirements a BA General may be awarded.

Note 2. Neither Merit nor or Distinction is available on a Pass Degree. This award may also be offered to Top Up students who achieve at least 60 credits at level 6 with the University.

Note 3. To gain a Distinction on a Foundation Degree a student must obtain an average of at least 65% in 100 credits at Intermediate Level at the first attempt; to gain a Merit a student must obtain an average of at least 60% in the above calculation, subject to any specific programme course requirements.

Note 4. To gain a Distinction on a Dip HE a student must obtain an average of at least 70% in 100 credits at Intermediate Level or above at the first attempt; to gain a Merit a student must obtain an average of at least 60% in the above calculation, subject to any specific programme requirements.

Note 5. To gain a Distinction on a CertHE a student must obtain an average of at least 70% in 100 credits at the first attempt; to gain a Merit a student must obtain an average of at least 60% in the above calculation.

For undergraduate programmes, students may, at the discretion of the University's Assessment Boards, take a module at a higher level and use it to 'count down' for completion of a lower level (e.g. taking a level 5 module (in addition to the required 120 credits) and counting it down to level 4 (for completion of level 4 120 credit requirements).

Single and Joint Honours Programmes

A minimum of 360 credits is required (levels 4, 5 and 6) in order to achieve an honours classified degree.

BA (Initial Teacher Education) Degrees

All students are required to pass all modules of the programmes concerned and all elements are core. The school experience blocks must also be passed in order to satisfy the requirements for the programme.

School experience does not carry a mark towards the final classification, but is marked on a pass/fail basis. The only exception to this is the four year ITE undergraduate programme where one specified school experience block carries a mark (project).

ITE Undergraduate Four Year Programmes (with M level optional modules)

Students are expected to take 60 credits of M level modules together with 60 credits at level 6 in the 4th year of the undergraduate ITE programme.

The requirements for both undergraduate ITE and PGCE programmes are also subject to the National College of Teaching and Leadership (NCTL) current requirements and any necessary changes therein.

Undergraduate Degree Classification

For all students there is a 60% weighting to the level 6 work and a 40% weighting for the work at level 5.

The following degree classification mark bands apply to all first degrees awarded by the University:

First Class Honours	70% and above
Upper Second Class Honours	60% - 69%
Lower Second Class Honours	50% - 59%
Third Class Honours	40% - 49%
Pass Degree	(300 credits)

Where the recognition of prior learning (RPL/RPEL) contributes to the award, the average used will be calculated with respect to those modules taken and passed with Newman University, up to the normal total of 240 credits at levels 5 and 6.

For those students completing Top Up awards, **all** level 6 marks will be included to calculate the degree classification.

For Joint and Single Honours programmes (including the three year ITE programmes), at levels 5 and 6 (Intermediate and Honours), the lowest marks for a total of 20 credits are not used (1 x 20 credits or 2 x 10 credits), and the rest of the module marks are averaged at levels 5 and 6.

For the four year ITE programmes, the lowest two marks for a single module are not used at levels 5 and 6 (Intermediate and Honours), (excluding the School Experience modules in years two and four), including Level 7 modules, where they have been taken and passed.

Consideration Rule

Honours Degrees

Should students final overall mark fall into the consideration bands for classification of 45% - 49%, 55% - 59% and 65% - 69%, the following rules will be used to determine which classification is awarded.

For students achieving a final overall mark of at least 65% at levels 5 and 6 overall, and with half the credits at these two levels at 70% or above a first class award (1) will be awarded.

For students achieving a final overall mark of at least 55% at levels 5 and 6 overall, and with half of all credits at these two levels at 60% or above an upper second class award (2:1) will be awarded.

For students achieving a final overall mark of at least 45% at levels 5 and 6 overall, and with half of all credits at these two levels at 50% or above a lower second class award (2:2) will be awarded.

Top Up Degree Students and Students Who Directly Enter into the Final Year of an Honours Degree Programme

All modules at level 6 are included and if 80 credits, including the dissertation, are in the next classification band, the higher classification will be awarded.

Postgraduate Certificate of Education

As above, students must have been awarded the relevant module passes on their relevant PGCE programme, including school experience and including any module credits for prior learning. They must also have satisfied any NCTL requirements as specified. The pass mark for modules at level 7 is 50%.

Professional Graduate Certificate of Education

Students must have been awarded the relevant module passes on their relevant PGCE programme, including school experience and including any module credits for prior learning. They must also have satisfied any NCTL requirements as specified.

MA/MSc (Master's) Programmes Classification

Academic Award	Minimum number of credits/modules to be passed	
Masters	180 (including 60 credit dissertation/major project)	Note 1
Postgraduate Diploma	120	Note 2
Postgraduate Certificate	60	Note 3

Note 1. A student, who, at the first attempt, achieves an average of at least 70% in 120 credits of the Master's programme, including a grade of at least 70% in any final dissertation or project module, will be eligible for the award of Master's degree with Distinction. A student, who achieves an average of at least 60%, including a grade of at least 60% in any final dissertation or project module, will be eligible for the award of Master's Degree with Merit.

Note 2. A student taking the Postgraduate Diploma, who achieves at the first attempt an average of at least 70% in 80 M level credits, will be eligible for the Postgraduate Diploma with Distinction; a student achieving an average of 60% in 80 M level credits will be eligible for the Postgraduate Diploma with Merit.

Note 3. A student taking the Postgraduate Certificate, who achieved at the first attempt an average of at least 70% in 40 M level credits, will be eligible for the Postgraduate Certificate with Distinction; a student achieving an average of 60% in 40 M level credits will be eligible for the Postgraduate Certificate with Merit.

All taught postgraduate students on Master's programmes are subject to the same regulations regardless of mode of attendance.

As all taught Master's modules are at level 7 (M level), there are no level progression requirements.

Where the recognition of prior learning (RPL/RPEL, formerly known as APL/APEL) contributes to the award, the average will be calculated with respect to the modules taken and passed with Newman University up to the usual requirements of a total of 90 credits at M level.

A student who receives an interim or exit award of a Postgraduate Diploma is entitled to return to the University within three academic years of having received the PGDip award to complete the Masters stage of their programme.

Professional Certificate

The University may define its own Professional Certificate as being at least 20 credits at level 4, 5 or 6.

Assessment Only Route

The recommendations of the Programme Team, relating to the successful completion of the tasks agreed with both the candidate and the School, will be presented to the relevant Assessment Board for recommendation for QTS. Successful candidates will receive a formal certificate confirming the recommendation and are eligible, if successful, to attend graduation.

Qualified Teacher Status

In order to receive 'with recommendation for Qualified Teacher Status', all students must successfully pass the QTS Skills tests (Numeracy and Literacy). Results for the tests are reported to the appropriate Programme Assessment Boards. For students in their second year or above, please note that you only have three attempts at the QTS skills tests and failure after three attempts will mean that you cannot register to retake the tests for **TWO YEARS** and any award without the tests would **not** recommend QTS.

Foundation Degree

In order to be awarded the Foundation Degree, 120 credits are required at Certificate level and 120 credits at Intermediate level, (a total of 240 credits at levels 4 and 5).

For the award of Distinction, an overall mark of at least 65% is required, taken from the average of the best five module marks at level 5, at the first attempt, and for the award of Merit, an overall mark of 60% using an average of the best five module marks at level 5, at the first attempt, subject to any specific course requirements.

Master's Degree

In order to achieve the Master qualification students are required to have achieved a total of 180 credits at M level and will include all compulsory elements including a dissertation or project. Modules at taught Master's level are based on a standard size of 20 M level credits.

A student who obtains 120 credits at M Level within their Master's programme will be eligible for the award of Postgraduate Diploma, with the exception of the National College for Teaching and Learning Masters in Teaching and Learning (MTL), which does not offer interim awards.

A student who obtains 60 credits at M level within their Master's programme will be eligible for the award of Postgraduate Certificate, with the exception of the National College for Teaching and Learning Masters in Teaching and Learning (MTL), which does not offer interim awards.

The Master's programmes, with the exception of the National College for Teaching and Learning Masters in Teaching and Learning (MTL), at Newman University may also be awarded with Merit or Distinction.

For the award of Master's with Merit or Distinction

A student, who, at the first attempt, achieves an average of at least 70% in two thirds of the modules of the Master's programme, including a grade of at least 70% in any final dissertation or project module, will be eligible for the award of Master's degree with Distinction.

A student, who achieves an average of at least 60%, including a grade of at least 60% in any final dissertation or project module, will be eligible for the award of Master's Degree with Merit.

A student taking the Postgraduate Diploma, who achieves at the first attempt an average of at least 70% in 80 M level credits, will be eligible for the Postgraduate Diploma with Distinction; a student achieving an average of 60% in 80 M level credits will be eligible for the Postgraduate Diploma with merit.

A student taking the Postgraduate Certificate, who achieved at the first attempt an average of at least 70% in 40 M level credits, will be eligible for the Postgraduate Certificate with Distinction; a student achieving an average of 60% in 40 M level credits will be eligible for the Postgraduate Certificate with merit.

Where the accreditation of prior learning (APL/APeL) contributes to the award, the average used will be calculated with respect to the modules taken and passed with Newman University up to the usual requirements of a total of 60 credits at M level.

For the MA in Education

Students are awarded separate qualifications at each stage of the programme. A student successfully completing 60 credits of advised modules will be awarded the relevant Postgraduate Certificate. The student if they continue and then achieve the requirements of a Postgraduate Diploma, are required to 'cash in' their certificate (including an formal certificate documentation already given to the student). A student continuing to the full MA award, will be required to also 'cash in' their Postgraduate Diploma.

These requirements ensure against the possibility of double counting and are ONLY available on the MA Education programme.

PGCE awards for Postgraduate or Professional Graduate Certificate

Professional Graduate Certificate of Education

Students must have been awarded the relevant module passes on their relevant PGCE programme, including school experience and including any module credits for prior learning. They must also have satisfied any NCTL requirements as specified.

Postgraduate Certificate of Education

As above, students must have been awarded the relevant module passes on their relevant PGCE programme, including school experience and including any module credits for prior learning. They must also have satisfied any NCTL requirements as specified. The pass mark for modules at level 7 is 50%.

Schools Direct Programmes

The award will normally be a Postgraduate or Professional Graduate Certificate of Education and the individual title will be advised by the University and School Direct partnership School.

With some partners the agreement will be for the University to confirm recommendation for QTS only and no formal award or certificate for a programme will be provided. However, confirmation of QTS and an invitation to Graduation will be made.

APPENDIX 4:

EXTERNAL EXAMINER'S SJHOPRT REPORT FORM (SEMESTER 1)



**EXTERNAL EXAMINER COMMENTS -
2018 SEMESTER ONE ASSESSMENT BOARD**

This report proforma should only be completed by those External Examiners that are unable to attend the Semester One Assessment Board 2018, where the marks of those modules completed during the first semester will be received and formally ratified.

It is essential that section one (confirmation of marks) is completed and we should be grateful if section two could also be completed (brief comments).

Please note that **only brief comments** are required under section two, as more detailed comments are to be provided within your **annual report**, which is to be submitted after the Semester Two Programme Assessment Boards 2018. It is essential, however, for us to know if you are happy to agree the marks based on the samples you have seen.

To assist academic colleagues, we would ask that you provide brief comments under each of the headings provided under section two, relating to those samples considered.

NAME:

SUBJECT OR PROGRAMME:

MODULES CONSIDERED:

SECTION ONE: CONFIRMATION OF MARKS

I confirm that I am happy to agree the marks awarded and decisions made by the end of Semester One Assessment Board in my absence:

Yes/No

If you are unable to confirm the marks awarded, please advise us why and the relevant module(s) concerned:

SECTION TWO: COMMENTS

From the samples of work you have seen, please comment briefly on:

ASSESSMENT METHODS

(Confirmation that the assessment procedures are appropriate to the subject matter, and are relevant, properly demanding and designed to allow for the display of knowledge at a level that compares favourably with other institutions offering similar provision.)

MARKING STANDARDS

(Marking standards and grading practices operating in the subject. Any concerns about the distribution of marks and the performance of students at the top and bottom end of the ranges should be outlined).

TEACHING METHODS AND TEACHING QUALITY

(The quality of teaching, as is reflected in the assessment process and in the performance of the students. Any observations of the effectiveness or otherwise of teaching methods, particularly where these are new or distinctive, are also welcomed).

GOOD PRACTICE AND ENHANCEMENT *(if applicable)*

(Good practice and innovation relating to learning, teaching and assessment observed by the external examiners and opportunities to enhance the quality of the learning opportunities provided to students).

GENERAL ISSUES (if applicable)

Signed (External Examiner): _____ ***Date:*** _____

*Please return by e-mail to m.burgess@newman.ac.uk
in advance of the date of the Semester One Assessment Board 2018*

APPENDIX 5: EXTERNAL EXAMINERS'S 2017/18 ANNUAL REPORT

The template now includes a section at the back to enable subject areas to respond to their external examiner's report and to create, if necessary, an action plan for items.

Colleagues will be sent their external examiners reports as soon as they are received for 2017/18 and will be asked to use the template to respond to the external examiner's report and to return it to the Quality Office within four weeks from the date of receipt.

The Quality Office will then ensure that the external examiner receives a copy of the report back, together with the subject area response.

A small administration section for the Quality Office has also been added to enable the Quality Office to track external examiner reports received, responses received, and when the completed form, including the response has been sent back to the external examiner concerned.



Newman University
BIRMINGHAM

EXTERNAL EXAMINER'S REPORT 2017/18

Please note that in line with national requirements, this report will be published on the University website. Please do not refer to individual students by name or number in the report. Where your report addresses circumstances relating to an individual or small group of students (not named) these details will be omitted from the published version it may be possible to identify the individuals concerned from the description of the circumstances.

Please complete all sections of the report to provide a comprehensive assessment of the programme/subject area examined and the administrative arrangements of the University.

Once your report has been received, the Programme team will respond formally using the new section at the end of this form and a copy, including their response and an action plan appropriate, will be returned to you.

Name:

Subject/Programme/Course:

Year of Appointment:

THE REPORT

You are required to provide a detailed report on the relevant subject/programme area, in accordance with the QAA Code of Practice on External Examining, and using the headings given below:

- Scope of Examinations and Assessment Methods
Examiners are asked to confirm that the assessment procedures of the subject/course/programme are appropriate to the subject matter, and are relevant, properly demanding and designed to allow for the display of knowledge at a level that compares favourably with other institutions offering similar provision.
- Marking Standards/Degree Classification/Conduct of Vivas
Examiners are invited to comment on the marking standards and grading practices operating in the subject. Any concerns about the distribution of degree classes and the performance of students at the top and bottom end of the ranges should be noted.
- Assessment feedback
Please comment on whether you believe assessment and feedback are used effectively in supporting students' development, progression and attainment.
- Student Performance – the overall performance of the students, and the standards of their achievements
Comments on the quality of students' work, including presentation and style are welcomed. Together with the quality of knowledge, competences and skills demonstrated by the students.
- Course Learning Aims and Outcomes, Structure and Syllabus
Examiners are encouraged to comment on these in the light of their impact on assessment procedures and performances they relate to national standards including the QAA Qualifications Framework and, where applicable, subject benchmarks. Observations on course literature, handbooks, etc. are also helpful.
- Developing students' Independence and potential
Please comment on whether you believe course design, development, Standards and assessment are effective in stretching students to develop independence, knowledge, understanding and skills that reflect their full potential.
- Teaching Methods and Teaching Quality
The University welcomes the comments of examiners on the quality of teaching, to the extent that this is reflected in the assessment process and in the performance of the students. Similarly, any observations of the effectiveness or otherwise of teaching methods, particularly where these are new or distinctive, will be of great assistance.
- General Issues
Examiners are invited to comment on any issue relevant to their experiences at the University that is not covered in the checklist or elsewhere in this report. This is particularly helpful as an overview at the end of an examiners term of office.
- Any additional comments
Any additional comments with reference to TEF requirements would be welcome.

- New Appointments

If this is your first year as an external examiner for the University, please comment on the opportunities to view reports from the previous external examiner(s).

- Continuing Appointments

As a continuing examiner, please comment on whether the points raised by you, or other relevant external examiners in the previous year, have been responded to satisfactorily.

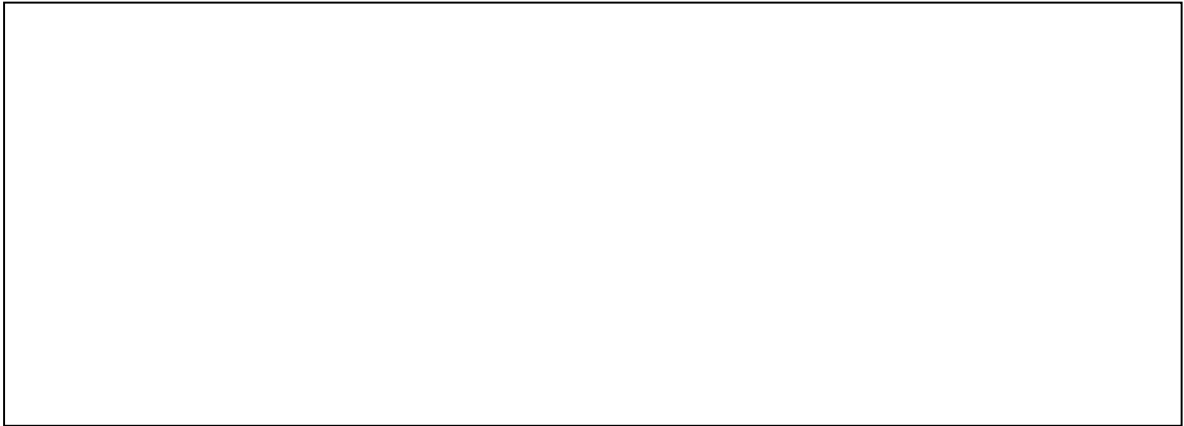
Please comment on each of the headings in your report below (insert additional pages, where necessary):

Scope of Examinations and Examination Methods

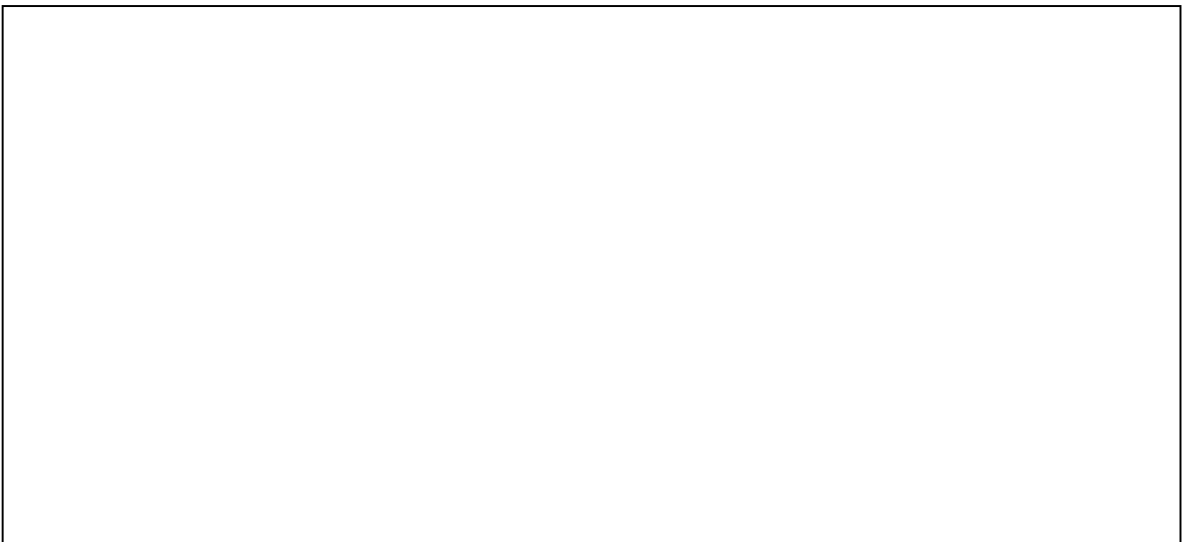
Marking Standards/Degree Classification/Conduct of Vivas

Assessment feedback

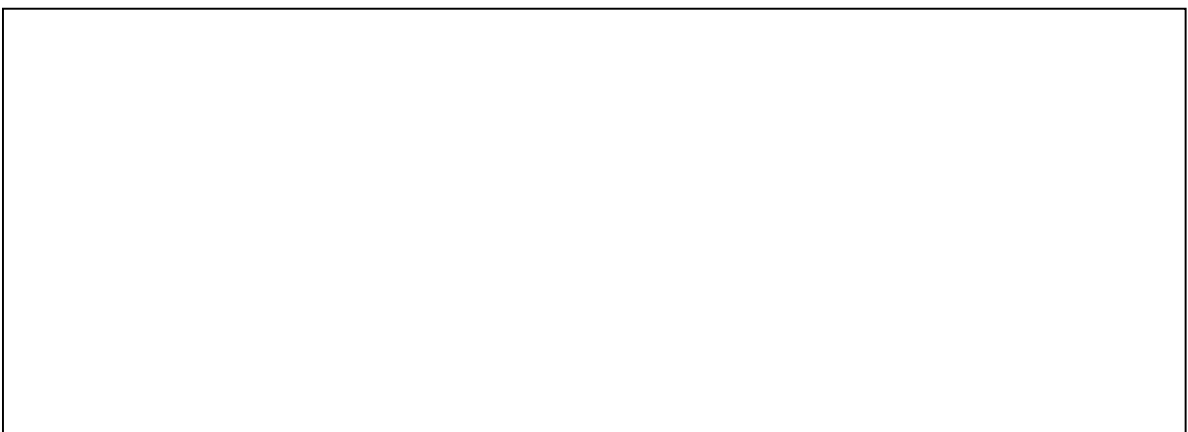
Student Performance



Course Learning Aims and Outcomes, Structure and Syllabus



Developing students' independence and potential



Teaching Methods and Teaching Quality

--

General Issues

--

Good Practice Identified

--

Any Other Comments

--

New Appointments (if applicable)

--

Continuing Appointments (if applicable)

--

<i>Please tick</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I was satisfied that the mode and standard of assessment tasks were appropriate					
Professional requirements have been considered by the Board					

CONDUCT OF ASSESSMENT BOARDS & ADMINISTRATIVE ARRANGEMENTS

To provide a detailed assessment of the administrative arrangements in place, please complete the section below by ticking the appropriate box for each statement given below:

I was satisfied with the...?	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
...information I received about the subject/course					
...information I was provided on the scheme of assessment					
...information I was provided on marking and grading practices					
...information I was provided on my responsibilities as an examiner					
...dates and times of the meetings					
...domestic arrangements					
...overall administration of assessments by the University					
...way in which I was provided with the material for consideration					
...general level of communication with the subject/programme area					
...general level of communication with the University					

Please tick the appropriate box to confirm whether you have received the following information:

	Yes	No	N/A
Module/Programme Handbooks			
Assessment Criteria			
Question Papers			
Up to date University information			
External Examiners' Handbook			

Please tick to confirm those boards/events you attended:

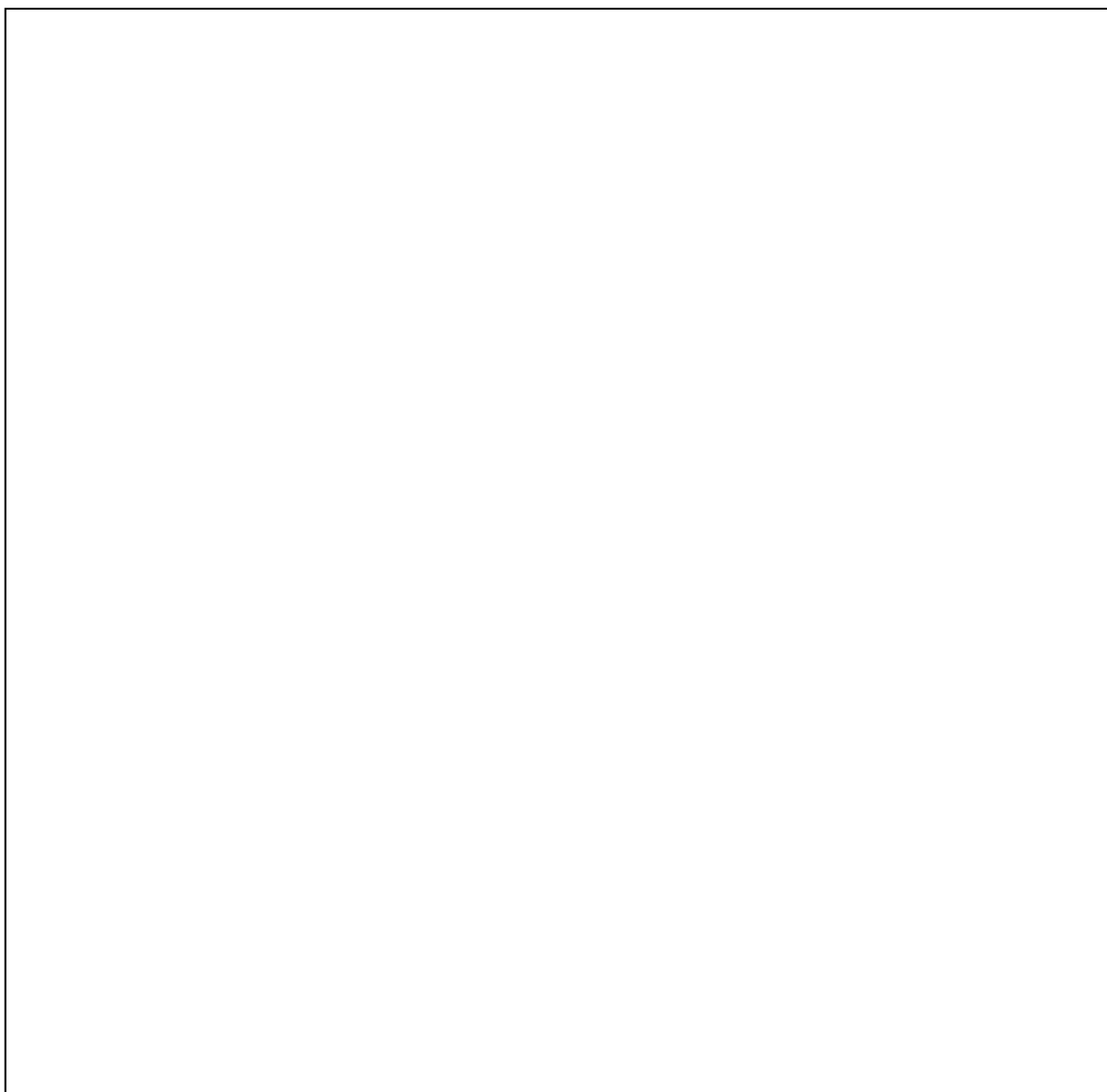
Subject Assessment Boards (including Work Placement, Broad Curriculum or Core Curriculum)	
Progress/Programme Boards	
External Examiners' Conference	
Other (please specify)	

Please add any additional comments you may have on administrative arrangements below:

Please return your completed report via e-mail to m.burgess@newman.ac.uk

PROGRAMME/SUBJECT RESPONSE TO EXTERNAL EXAMINERS REPORT

(Programme/Subject to complete this section responding to items raised for consideration and action. You should complete the attached action plan form and return the whole document to the Quality Office within four weeks of this date:)



ACTION PLAN (If Appropriate) in response to External Examiner
Report 2017/18

Report for Year:		Subject/Program me:	
Faculty:		Department:	
Subject Leader/ Programme Leader		Date :	

Items identified	Planned action	Person Responsible	Date to be completed by

FOR QUALITY OFFICE USE ONLY

REPORT RECEIVED DATE	
DATE PASSED TO SUBJECT	
DATE PASSED TO PVC, VC AND DR	
DATE RESPONSE RECEIVED FROM SUBJECT	
DATE RESPONSE SENT TO EXTERNAL EXAMINER	
COMMENTS	