

SECTION 4

External Examiner Arrangements

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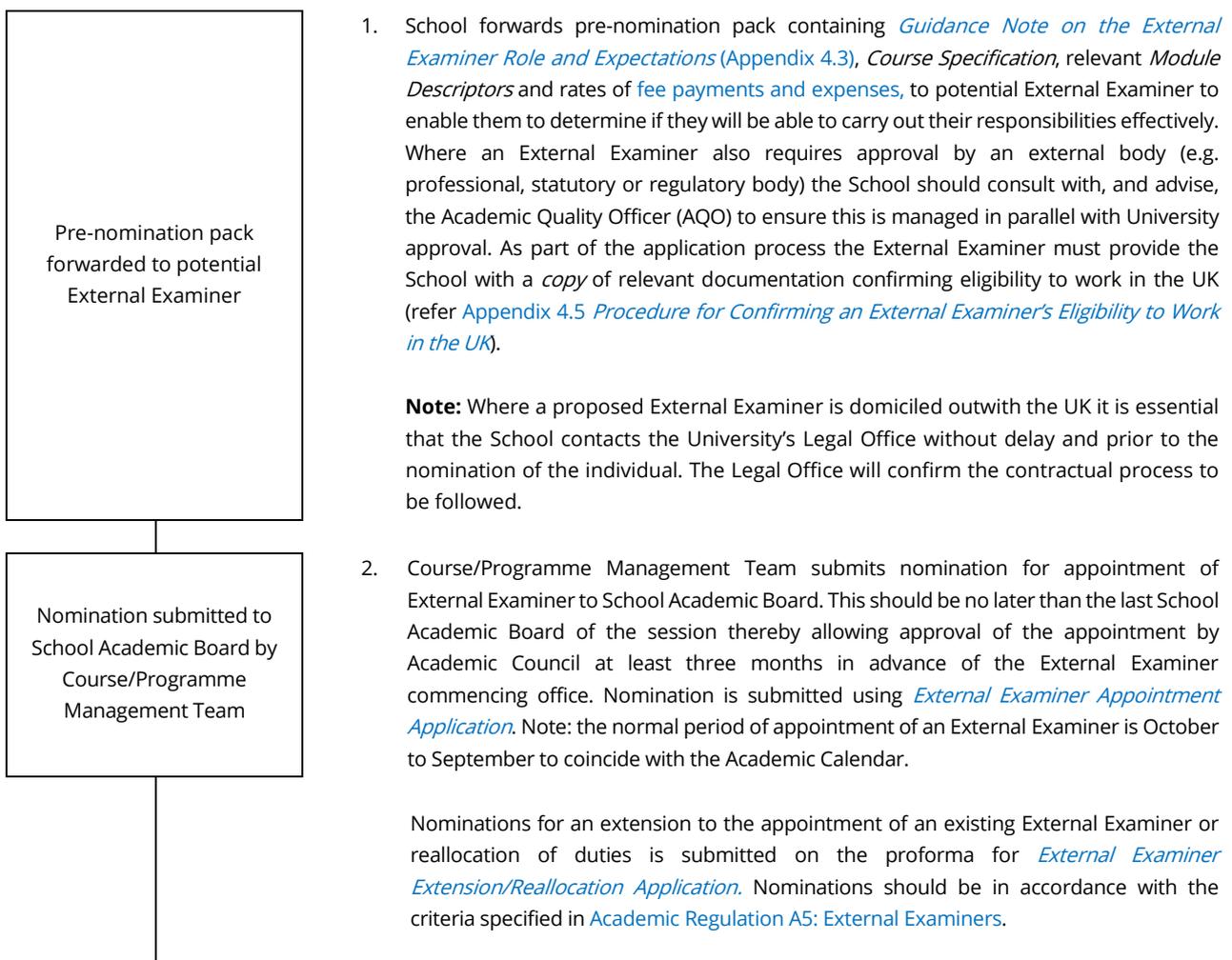
1. OVERVIEW AND PURPOSE

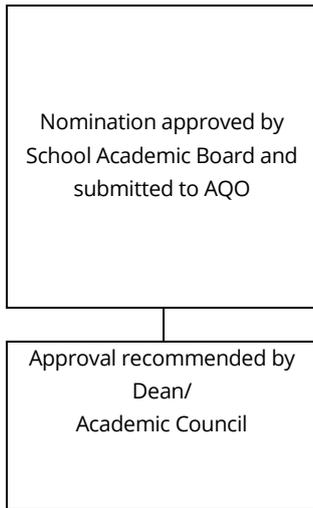
The appointment of External Examiners is one of the most important features of the University's system of quality assurance. The function of the External Examiner is crucial to all aspects of the assessment process and their presence ensures the objectivity of an Assessment Board, comparability of awards and standards in the national context, and the fair and equitable treatment of students.

The remit of the External Examiner extends to all assessments that contribute to the award of academic credit (reference [Academic Regulation A5: External Examiners](#)). In producing this section of the Handbook, and in drafting [Academic Regulation A5: External Examiners](#), due cognisance has been taken of the *UK Quality Code: External Expertise*.

2. EXTERNAL EXAMINING PROCEDURES

2.1 Approval of External Examiners





3. School Academic Board approves Course/Programme Management Team nomination and submits forms to AQO for confirmation that the nomination adheres to criteria for appointment (see [External Examiner Application AQO Checklist](#) and [Regulation A5: External Examiners](#)), prior to submission to Academic Council. *External Examiner Appointment Applications* should be submitted in order that they can be considered before recommending approval to the Semester 2 meeting of Academic Council. At this stage, the School is confirming that the information is accurate and that a copy of relevant documentation confirming eligibility to work in the UK is attached to the application form.
4. Dean recommends approval of External Examiner to Academic Council. This approval should be **at least 3 months** before the External Examiner commences office.

* The normal period of appointment of an External Examiner is October to September, to coincide with the Academic Calendar.

2.2 Procedure following approval of Nominee by Academic Council



5. Academic Quality Officer issues copy of standard appointment letter to External Examiner. The letter advises the External Examiner of checks required to ensure UKVI compliance and requests that the External Examiner brings original documentation to the ¹induction visit confirming their eligibility to work in the UK (refer [Appendix 4.5 Procedure for Confirming an External Examiner's Eligibility to Work in the UK](#)). The External Examiner is also directed to the [External Examiner webpage](#) which includes information on fee scales, details of how to claim expenses, [Academic Regulations A4 and A5](#), [Organisational Regulation O7](#), Section 4 of the Academic Quality Handbook, a copy of the [Checklist for External Examiners](#) (refer [Appendix 4.1](#)), [Quality Code, QAA Subject Benchmark Statements](#) and a copy of the [External Examiner Annual Report](#) template.

¹ Whilst Assessment Boards will normally be held online, Schools should engage External Examiners in at least one visit to the campus during their term of office, ideally at the point of induction.

Assessment information
issued by Dean

6. School issues dates of summative assessments and Assessment Board meeting(s) to External Examiner and arranges an induction visit of new External Examiner to be briefed on course/programme aims and outcomes, curriculum, syllabus, Student Handbook, teaching and assessment methods, Qualifications Framework, Subject Benchmark Statements if appropriate, and relevant Regulations. School advises AQO of date of induction visit. Wherever possible, the AQO should be invited to attend induction in order to highlight a variety of University-wide issues (refer to [Appendix 4.2](#)), including emphasising the importance of the [External Examiner Annual Report](#). As part of the induction visit the School is required to check original documentation to confirm eligibility to work in the UK. Guidance and forms for checking passports can be obtained from the School's HR Adviser. Where an External Examiner is appointed to a collaborative course/programme it is the responsibility of the Dean to ensure that the External Examiner receives appropriate briefing. External Examiner to complete the [PTAC 4 Payment Claim Form](#) to claim expenses and fee following the briefing visit and, thereafter, forwarded to the Dean, within four weeks of the briefing visit, for processing.

Important Note: It is essential that the induction visit is held before the commencement of appointment. UKVI checks, i.e. eligibility to work in the UK, must be undertaken prior to the External Examiner undertaking any remunerated work. The External Examiner will not be paid until such checks are undertaken.

2.3 Assessment Process

Draft instruments of
assessment issued by
School

7. School issues¹ draft instruments of assessment (examinations and coursework) for first and second assessment diets to External Examiner for approval. This should be at least one month in advance of the first assessment diet to allow sufficient time for scrutiny and amendment. Following a response from the External Examiner, the School should undertake to inform External Examiners of how their comments have been taken on board.

It is also important that External Examiners should have access to all assessment scripts and any other work contributing to final awards of courses/programmes so as to have sufficient evidence to determine that grading and classifications are of an appropriate standard.

Assessments

8. School implements processes of assessment and of Assessment Board, according to the University's [Organisational](#) and [Academic Regulations](#)². External Examiners perform duties of assessment, including sample scrutiny of student scripts/assessment, and attendance at Assessment Board(s).

PTAC 4 Payment Claim Form
and *External Examiner*
Annual Report proforma
provided by AQOs

9. At Assessment Board, Academic Quality Officer provides External Examiner with [PTAC 4 Payment Claim Form](#) and [External Examiner Annual Report](#).

¹ Appropriate reference should be made to the University's [Guidance :Summative Instruments of Assessment and External Examiners \(Appendix 4.4\)](#).

² Refer [Guidance Note for Procedures for Meetings of Assessment Boards](#).

External Examiner completes *PTAC 4 Payment Claim* within four weeks of attendance at the Assessment Board and submitted to Dean and Deputy Academic Registrar

- 10. External Examiner to claim fees and expenses by completion of the *PTAC 4 Payment Claim Form* within four weeks of the Assessment Board. Thereafter, it is submitted to the Dean and Deputy Academic Registrar for certification.

2.4 External Examiner Annual Report

External Examiner Annual Report submitted to University by External Examiners

- 11. Each External Examiner shall report annually to the University on the conduct of assessments concluded during the year and on issues relating to those assessments. Failure to report may result in the termination of an appointment. External Examiners are required to submit an *External Examiner Annual Report* to the University as soon as possible, and not later than four weeks after the first diet/PgDip Assessment Board. A supplementary report may be submitted after re-sit/MSc Assessment Boards and should similarly be submitted within four weeks. A supplementary report would only be produced if any major issues had been identified as a result of the re-sit/MSc Assessment Boards. The *External Examiner Annual Report* must be in accordance with the standard University *External Examiner Annual Report* proforma. Deputy Academic Registrar confirms receipt of *External Examiner Annual Report*.

External Examiner Annual Report distributed by Department for Governance and Academic Quality

- 12. Department for Governance and Academic Quality distributes *External Examiner Annual Report* to the Principal, Vice-Principal for Academic Development and Student Experience, Dean, Course/Programme Leader, AQO and partner institution (if appropriate). AQO undertakes initial scrutiny of *External Examiner Annual Reports* on their receipt, alerts Vice-Principal for Academic Development and Student Experience to any problem areas and action is agreed for issues highlighted for the attention of senior management. AQO produces a summary report; a combined report from all eleven Schools is prepared for consideration by QAEC.

In addition, the AQO highlights unsatisfactory *External Examiner Annual Reports* to the Vice-Principal for Academic Development and Student Experience who reviews the case and corresponds with the External Examiner, if appropriate.

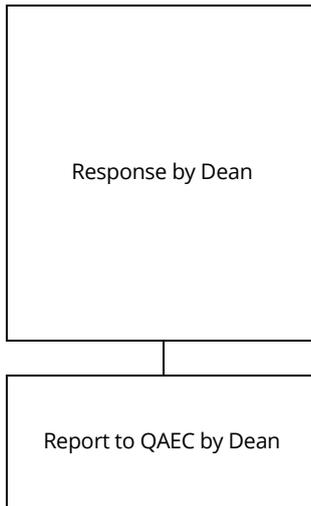
External Examiner Annual Report circulated by Course/Programme Leader

- 13. Course/Programme Leader circulates *External Examiner Annual Report* to Course/Programme Management Team.

Points raised in *External Examiner Annual Report* addressed by Course/Programme Management Team and approved by School Academic Board

- 14. Course/Programme Management Team receives *External Examiner Annual Report* and is required to address each of the points raised by completing *Course/Programme Management Team Response to External Examiner Annual Report*. Course/Programme Management Team Response is submitted to the School Academic Board for approval. In the case of a validated course/programme delivered by a collaborating institution, the institution concerned should sign off the response and ensure a copy is lodged with the University.

Appropriate reference to the *External Examiner Annual Report* is also made as part of the Annual Appraisal Process. (See [Section 2](#) of this Handbook).



15. Dean issues a copy of Course/Programme Management Team's response to the External Examiner to advise of course of action adopted in respect of each comment raised in *External Examiner Annual Report*. Even if no obvious action is required in the *External Examiner Annual Report*, the School must still respond. A copy of the response is also sent to the other External Examiners for the course/programme, as appropriate, and to the AQO. In addition, it is considered good practice for the School to share the *External Examiner Annual Reports* among all the External Examiners. The School retains the response, together with the *External Examiner Annual Report*, on file for a period of five years. The Dean will confirm in their *Annual School Appraisal Report* that all responses have been submitted to External Examiners.
16. At the November/December meeting of the Quality Assurance and Enhancement Committee, the Deans should be in a position to report that all *External Examiner Annual Reports* have been received and acted upon and that a response has been issued to the External Examiner(s) concerned.

2.5 External Examining - Shared Modules

There is currently an insufficient volume of shared modules across the University to justify a two-tier Assessment Board system. Therefore, the following describes quality assurance requirements for modules shared across different Schools in the University.

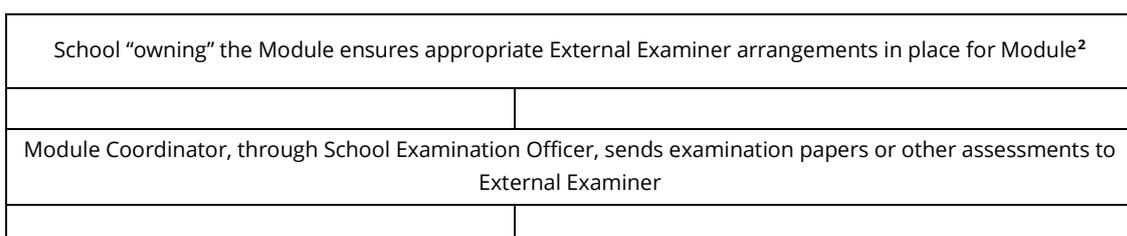
The students taking the same module would be undertaking all forms of assessment at the same time to ensure comparability of standards.

A student's grades would be considered in the context of their course/programme and their overall profile.

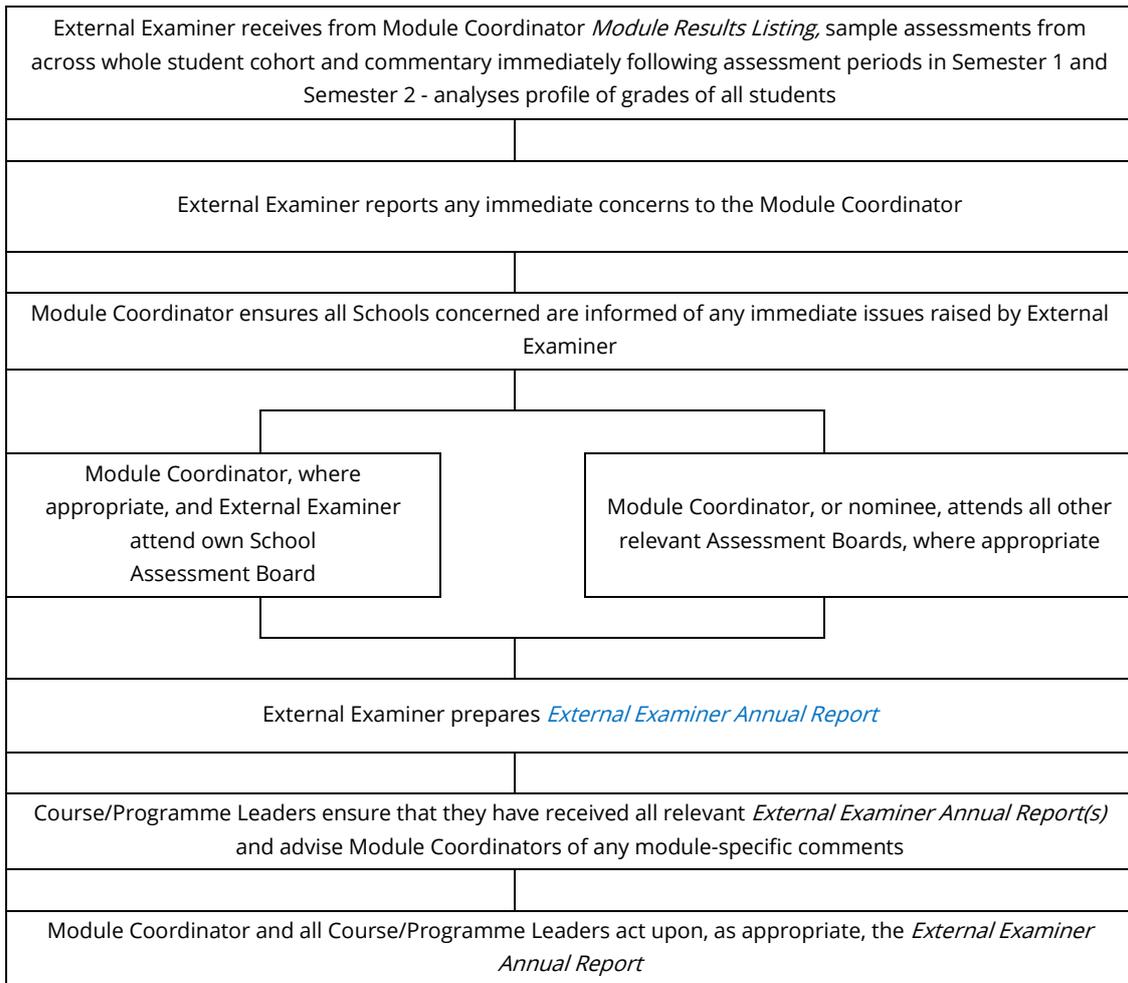
The External Examiner would carry out all the duties of approval of assessments and reading of scripts, as appropriate, together with any moderation of grades within the subject for the School which employs them. They would only attend the Assessment Board for the host School. The External Examiner would highlight any immediate issues to the Module Coordinator.

The Module Coordinator, or nominee, would attend all relevant Assessment Boards, where appropriate. Normally, the relevant Course/Programme Leaders and the Examination Officer of a School, whose students are taught by another School, would be advised at an early stage by the Module Coordinator if there was a problem with a particular module.

2.6 Model for External Examining - Shared Modules



² For new External Examiners, it is assumed that nominations will be processed in the normal manner through the procedure described in [subsection 2.1](#).



2.7 Roles of Individuals for Shared Modules

Role of Module Coordinator

1. Ensures appropriate External Examiner arrangements are in place for the module.
2. Liaises with all Course/Programme Leaders concerned, both within and outwith the Module Coordinator’s own School, particularly in relation to amendments to modules and Assessment Board dates.
3. Sends, via the School Examination Officer, assessments and examination papers to the External Examiner.
4. Passes the *Module Results Listing* (generated by the Credit Accumulation and Management System [CAMS]) to the External Examiner.
5. Disseminates any feedback from the External Examiner to each Course/Programme Leader in all the Schools concerned.
6. Attends, where appropriate, Assessment Boards in all the Schools concerned where the module results are reported.

7. Acts upon as appropriate, the *External Examiner Annual Report* in liaison with all the relevant Course/Programme Leaders.
8. Disseminates the *External Examiner Annual Report* to each relevant Course/Programme Leader.
9. Coordinates the evaluation of the module, drawing on feedback from External Examiner, students and any other related sources.

Role of External Examiner (Module)

1. Sole External Examiner for module.
2. Responsibilities:
 - to ensure comparability of awards (national) and standards (University)
 - to ensure fair and equitable treatment of students
3. Duties of approval of assessment, reading of scripts, as appropriate.
4. Receives *Module Results Listing*, immediately following assessment periods in Semester 1 and Semester 2, from Module Coordinator.
5. Analyses profile of grades (all students in all Schools).
6. Reports any immediate concerns to the Module Coordinator.
7. Attends Assessment Board of School with responsibility for the module (i.e. the School employing the Module Coordinator and the School whose code is used for the Module).
8. Prepares *External Examiner Annual Report*.

Role of Course/Programme Leaders

1. Liaises with Module Coordinator.
2. Liaises with Module Coordinator regarding Assessment Board dates.
3. Receives, and acts upon as appropriate, information provided by the Module Coordinator, including from the External Examiner, regarding the module's assessment and results.
4. Receives *External Examiner Annual Report* and acts upon it as appropriate.

APPENDIX 4.1: CHECKLIST FOR EXTERNAL EXAMINERS ON APPOINTMENT

A. On offer of appointment:

1. Check terms and conditions of service
2. Check dates of Assessment Board meetings
3. Check scope of work offered (award and module coverage/responsibility)

B. On appointment:

4. Familiarise self with induction/briefing materials accessible at:
www.rgu.ac.uk/externalexaminers
5. Note issues to be raised with School (to note difficulties as they arise, to establish “case law”, ultimately for use as basis of *External Examiner Annual Report*)
6. Undertake induction (to include a generic University induction/briefing by the AQO)
7. Find out who is responsible for liaison between School and External Examiner
8. Find out names of other External Examiners involved
9. Meet colleagues to clarify any outstanding assessment issues
10. Meet a number of students, where appropriate, and in accordance with local School arrangements. The purpose of such a meeting is to establish the levels of student awareness of assessment procedures and their experience
11. Obtain and read:
 - relevant assessment regulations (in particular *Academic Regulation A4* and any course specific regulations identified in the *Core Award Data* report of the *Course Specification*)
 - syllabuses given to students (*Module Descriptors* and any other expanded information)
 - information given to students about nature of assessment process including *Module Performance Descriptors* component of the *Module Descriptors*
 - student guidelines on coursework, projects etc.
 - (last session’s) grade/mark schemes
 - Student Handbook
 - recent assessment statistics
 - previous External Examiner’s final *Annual Report* and associated *Course/Programme Management Team Response*
 - [SCQF](#), [Subject Benchmarks](#) and [UK Quality Code for Higher Education](#) to familiarise self with appropriate aspects of academic infrastructure
12. Check and log implementation of previous *External Examiner Annual Report*
13. Refer any queries to the Course/Programme Leader

14. Check precise dates of stages of assessment procedure (NB will there be sufficient time for any re-grading, reconsideration of difficult cases, *vivas* and any statistical reviews?)
15. Make any new suggestions or requests to Course/Programme Leader early
16. Receive draft instruments of assessment, e.g. examination papers, coursework assignments and other forms of assessment
17. When reviewed, return the above and ask to see which of your suggestions are accepted
18. Agree nature and size of sample of candidates' assessed work
19. Ascertain date material will arrive or confirm other arrangements for reviewing student work
20. Ascertain names and phone numbers of all internal examiners during period when sample is being reviewed
21. Check that sample is complete, and review grading
22. Ascertain what sort of statistics will be available and make any suggestions
23. What sort of statistics/assessed material from previous years is available?
24. Receive module results listing (if applicable – for shared modules)
25. Fix date for preliminary meeting with internal examiner(s) if necessary
26. Attend Assessment Board(s)
27. Keep log of all policy decisions made during meetings
28. Sign the cover sheet/provide written confirmation of the Official Results Cover Sheet to confirm agreement with recommendations of Assessment Board
29. Use log to draft *External Examiner Annual Report*
30. Discuss draft *External Examiner Annual Report* with School as appropriate
31. Submit *External Examiner Annual Report*³ as required
32. Receive response to issues raised in *External Examiner Annual Report*

³ It should be noted that failure to submit a report may result in termination of appointment.

APPENDIX 4.2: EXTERNAL EXAMINER INDUCTION/BRIEFING - CHECKLIST FOR ACADEMIC QUALITY OFFICERS

Appointment Letter from Department for Governance and Academic Quality:

1. Confirm receipt

UKVI requirements met

2. Confirm that passport or other documents have been checked/will be checked by the School during induction/briefing

Roles and Responsibilities:

3. *Academic Regulation A5: External Examiners*
4. External Examiner role at both module and award level
5. Role of the Academic Quality Officer at the Assessment Board

Pre-Assessment Board Activity:

6. Stages of the course covered by the External Examiner and delegated authority in relation to any stages not specifically covered.
7. Issuing of instruments of assessment for comment (stress if insufficient material is made available then the Examiner should liaise with School)
8. Issuing of samples of student work for scrutiny (stress not double markers) and expectation that individual marks are not raised/lowered (overall marking standard just being confirmed)
9. Commenting upon samples (and the need to maintain confidentiality)

Assessment Boards:

10. Frequency/timing and External Examiner attendance
11. Format of Board
12. Format of CAMS Spreadsheets (take example)
13. Assessment Board terminology, i.e. refer, defer etc.
14. Role in signing off Official Results Cover Sheet
15. *Organisational Regulation O7*, which governs the operation of Boards
16. Meetings with students, where appropriate and in accordance with local School arrangements, to ascertain the levels of student awareness of assessment procedure and their experience

Academic Regulations:

- 17. Specifically A4: number of assessment opportunities, honours classifications, distinction, condonement, extenuating circumstances, Grading Scheme etc
- 18. Also A3: specifically in relation to student appeals

Post-Assessment Board Activities:

- 19. Academic Appeals and External Examiner involvement
- 20. Submission of External Examiner Annual Report (importance, good practice, exemplar report, different reports, access to report by students etc.). Also mention FOI Act implications
- 21. Remuneration (PTAC form and annual issuing of P45). Reminder about the 4 week deadline for PTAC form

Annual Appraisal Process

- 22. Course/Programme Management Team response to External Examiner Report (and from Senior Management of University, if appropriate, also Regulation A5, 5.3)
- 23. Feed in of External Examiners' comments to Annual Appraisal Process
- 24. Annual Appraisal Process
- 25. Summary of all External Examiner Reports and progression through University Committee structure

Module/Course Changes (including new modules)

- 26. Role in approving any Course/Module changes or new modules and assessment changes

Documentation

- 27. Academic Quality Handbook and location of documentation on Web site (Module Database, *Course Specifications*, *External Examiner Expenses Claim Form*). Also useful external documentation, e.g. *QAA Benchmark Statements*

Students

- 28. Students will have access to details of the External Examiners appointed to their course of study. Any contact by students will be managed as misconduct by the University and External Examiner should inform the Dean of any such contact

Ongoing Support/Mentoring

- 29. Requirement for any further ongoing mentoring/support
- 30. Refer to <https://www.advance-he.ac.uk/programmes-events/external-examiners> for development programmes for External Examiners

APPENDIX 4.3: GUIDANCE NOTE ON THE EXTERNAL EXAMINER ROLE AND EXPECTATIONS

Authority and Responsibilities of External Examiners

- To ensure that students are assessed fairly and impartially and that the standard of a particular University award is comparable with those of other awarding bodies.
- To approve, as appropriate, the form and content of draft examination papers, coursework and/or other forms of assessment that contribute to the assessment in award-bearing stages; however, in the case of undergraduate courses which also have sub-degree exit awards, this shall apply only to Degree and Honours Degree stages.
- To approve proposed changes to assessment regulations where these affect students currently registered for the course.
- To attend meetings of the Assessment Board, as appropriate, and have right of access to the work of students where such work is subject to assessment for academic awards within the Board's jurisdiction.
- To have access to the work of those students recommended for the highest category of the award(s) and of those deemed to have failed the assessment for the award. External Examiners shall also have authority to request representative samples of work for each category of the award to ensure that the relative placing of the students in order of merit is fair and impartial.
- To moderate the grades awarded by the internal examiners.
- To require a viva voce examination in the case of any student.
- To participate, as required, in the review of any decision relating to an individual student award.
- To act, if invited by a Course or Programme Management Team, and if willing, as an External Subject Expert and advise on the appropriateness of the subject content of a new or revised module(s).
- To comment upon, *inter alia*, assessment practice, standards, organisation and management and, as appropriate, collaborative arrangements.
- Every recommendation for the conferment of an award of the University by an Assessment Board shall be subject to the written consent of at least one of the External Examiners for the award.
- Where an External Examiner(s) declares the subject of any contention to be a matter of principle, the Assessment Board shall either accept the view of the External Examiner(s) or refer the matter to Academic Council for a decision. Similarly, any unresolved disagreement between the External Examiners shall be referred to Academic Council for resolution.
- With regard to modules that are shared between Schools:
 - To ensure comparability of awards (national) and standards (University).
 - To ensure fair and equitable treatment of students who share modules across courses.
 - Duties of approval of assessment, reading of scripts, as appropriate.
 - Receives *Module Results Listing*, immediately following assessment periods in Semester 1 and Semester 2, from Module Coordinator.

- Analyses profile of grades (all students in host and guest Schools).
- Reports any immediate concerns to the Module Co-ordinator.
- Attends Assessment Board of School with responsibility for the module (i.e. the School employing the Module Co-ordinator and the School whose code is used for the module), as appropriate.
- To undertake their responsibilities in accordance with the Academic Regulations and Organisational Regulations.

Administrative Responsibilities

- Each External Examiner shall complete a standard written *External Examiner Annual Report* to the University on the conduct of the assessments concluded during the year and on issues relating to those assessments.
- The Course/Programme Management Team, under the direction of the Dean and Course/Programme Leader, is required to address each of the points raised in the *External Examiner Annual Report*; the Dean shall subsequently respond formally, in writing, to the External Examiner(s) to advise them of the course of action adopted in respect of each of the comments raised in the *External Examiner Annual Report*.
- Where an External Examiner considers that any aspect of an assessment erodes or jeopardises the standard of the University's awards they shall report such concern, at the earliest opportunity, in writing to the Principal of the University.

Remuneration

- Travel and subsistence will be refunded at the rates currently in force
- A fee of £150 per visit (which includes attendance at an online Assessment Board) to the University is paid to external examiners for taught courses (normally up to a maximum of two visits per year).
- A fee of £250 for receipt of *External Examiner Annual Report*. (This would cover the report following the first diet or PgDip Assessment Boards and any supplementary report following the resit or MSc Assessment Boards).
- A fee of £150 is paid when an External Examiner for a taught course/programme is first appointed, to undertake an induction briefing (on campus or online, as appropriate).
- £100 for supplementary duties of host External Examiner assigned to a collaborative course/programme, whether UK or overseas-based.
- A fee of £100 for supplementary duties of a currently appointed External Examiner assigned to a credit-rated short course(s).

For further information please refer to the University's *Academic Quality Handbook, Section 4: External Examiners, Academic Regulation A5: External Examiners*, and *Organisational Regulation O7: Assessment Boards*, all available at www.rgu.ac.uk/externalexaminers and at the Department for Governance and Academic Quality website at: <https://www.rgu.ac.uk/about/governance/academic-governance>.

APPENDIX 4.4: GUIDANCE: SUMMATIVE INSTRUMENTS OF ASSESSMENT AND EXTERNAL EXAMINERS⁴

1. PURPOSE

The purpose of this guidance is to outline the University's approach to the preparation and scrutiny of summative instruments of assessment (for example, examination papers and coursework/assessment briefs).

2. SCOPE

The guidance applies to all full-time and part-time undergraduate and postgraduate taught provision and applies to the early stages of courses as well as the final award bearing stages.

3. KEY PRINCIPLES

The detailed processes adopted within Schools may vary according to local circumstances; however, it is essential that the following three key functions of the system are efficiently coordinated and implemented:

- preparation of summative instruments of assessment and associated model answers/grading schemes;
- internal scrutiny of summative instruments of assessment and associated model answers/grading schemes;
- communication with External Examiner(s), where relevant.

4. PREPARATION OF SUMMATIVE INSTRUMENTS OF ASSESSMENT

Each Course/Programme Leader, or their representative, should establish timescales for the production of summative instruments of assessment in line with the assessment schedule for the course.

4.1 Assessment Schedule

At the beginning of the academic year, students should be provided with an assessment schedule. This should provide them with information about:

- when the various summative assessments will take place across the whole year;
- brief information of the format of the assessment i.e. coursework/exam/presentation;
- word count or duration as appropriate;
- when results can be expected.

⁴ The Assessment Policy and associate guidance can be accessed at: www.rgu.ac.uk/assessmentpolicy

Assessment schedules should be included within the Student Handbook and made available on CampusMoodle.

Consideration should be given to whether formative assessment tasks are also documented on the assessment schedule.

4.2 Timescales

Timescales for the production of summative instruments of assessment will be influenced by:

- the assessment tool;
- the marking criteria/grading criteria;
- model answers.

The timescales must ensure adequate time is allowed for module and, where appropriate, Course/Programme Management Team scrutiny of the assessment instrument and also for review and comment by the External Examiner.

The Module Coordinator, who will be a member of academic staff teaching on the course/programme, has responsibility for the development and sign off of accurate instruments of summative assessment and related documentation. Section 2 of the [Assessment Policy](#) outlines the relevant responsibilities. Considerations that may be useful for producing the assessment instrument include:

- What worked well with regard to the assessment instrument?
- What needed to be modified?
- How well did the grading criteria work for the task?
- Has there been any modification to the module learning outcomes for the next academic year?
- Has the module content been changed for the coming academic year?
- What impact do these considerations have on the summative assessment instrument that was used last year?
- Has there been any feedback from the External Examiner?
- Keep as is, modify or change completely?
- If implementing changes, does this have implications on the Module Descriptor and what process does this need to go through for approval (if any) e.g. School Academic Board?

After considering these issues the Module Coordinator should produce the summative instrument of assessment(s), model answer(s) and grading criteria. Before being sent for external scrutiny, if appropriate, internal scrutiny should be performed by the module and or Course/Programme Management Team.

5. INTERNAL SCRUTINY OF SUMMATIVE INSTRUMENTS OF ASSESSMENT

This process is essential to ensure that the instrument(s) of assessment are unbiased, reflect the learning outcomes, are clear to students and in a standard format. It may be useful to use a proforma for this process (see the [Checklist for Scrutiny of Summative Instruments of Assessment](#) in paragraph 7).

Key considerations are:

- Does the summative instrument of assessment ensure constructive alignment with the module learning outcomes?
- Are the questions/case study/situations used in tasks this year sufficiently different to those used last year?
- If not, is there a clear rationale why?
- Are the questions/tasks clearly and unambiguously written?
- Do the marking criteria map to the assessment instrument?
- Is the assessment instrument and marking criteria at an appropriate level?
- Are there any typographical errors?
- Is the model answer appropriate and sufficiently detailed?
- Have you ensured that the answer(s) to the assessment instrument are not provided in the assessment information to be provided to students?
- Is the task achievable in the time/word limit?
- Are any important additional instructions clear, e.g. additional materials permitted in an examination?

Where the same module is undertaken by students on various courses/programmes internal scrutiny may be required by all teams involved. In such circumstances a shared scrutiny meeting may be beneficial so that all views can be gathered at one time.

Once the Course/Programme Management Team is satisfied with the instrument of assessment it should be sent to External Examiners for review. The University [Assessment Policy](#) indicates this must be undertaken for all instruments of assessment in award bearing stages i.e. degree, Honours degree stages. However, some External Examiners are willing to review instruments of assessment for all stages and this should be considered good practice and encouraged wherever possible.

6. COMMUNICATION WITH EXTERNAL EXAMINERS

Schools should have a clear procedure regarding who should undertake this communication. The [Assessment Policy](#) indicates that:

- the scrutinised summative instrument of assessment and its model answer/grading scheme to be sent to the External Examiner at least one month before the date of the assessment;

- comments made by External Examiner to be considered by the Module Coordinator for incorporation into the final drafts of summative instrument of assessment and its model answer/grading scheme;
- the External Examiner to be notified as to what action has been taken on their comments;
- the External Examiner to be informed, as appropriate, of any changes made to the summative instrument of assessment and its model answer/grading scheme after their approval.

The person responsible for this process should also be responsible for forwarding comments made by External Examiner(s) to the Module Coordinator for consideration for possible incorporation into the final drafts of summative instrument(s) of assessment and their model answer(s)/grading scheme(s).

Prior to signing off the final version of the instrument of assessment the Module Coordinator should ensure:

- There are no typographical or spelling errors.
- The answers are not included on the material to be given to students.
- All material to be given to students is accurate and complete.

6.1 Specific consideration for coursework

Have clear instructions about the following been included in the information provided to students:

- Word count and any associated penalties?
- Submission date, time and method?
- Referencing format to be used?
- When grades and feedback can be expected?
- Format of feedback to be expected?

6.2 Specific consideration for practical examinations

Have students been provided with clear information about:

- The time and place of their practical examination?
- Whether the examination will be video or audio recorded and the purpose of the recording?
- When grades and feedback can be expected?
- What format the grading and feedback will take?
- If a safety fail is possible?
- Appropriate clothing for the examination e.g. uniform?
- Any equipment students are expected to bring with them?

CHECKLIST: SCRUTINY OF SUMMATIVE INSTRUMENTS OF ASSESSMENT

School			
Course/Programme			
Module Coordinator			
Module Title			
Module Reference No		Stage	
First Diet Paper		Resit Diet Paper	

Tick as appropriate

EXAMINATION (INCLUDING PRACTICAL EXAMINATION) QUESTION PAPER	YES	NO: <i>(If no, identify questions and provide an explanation. Note that some aspects may not be applicable.)</i>
Content:		
1. Does the time allowed for the examination match what is stated in the Module Descriptor (where appropriate) and any other course/programme documentation or student guides?		
2. Do the questions cover the syllabus adequately, in particular, do they reflect the Learning Outcomes as specified in the Module Descriptor?		
3. Is each question of a standard appropriate to the level being assessed?		
4. Do questions allow for discrimination between different Grade Bands or Merit/Distinction (for postgraduate courses)?		
5. Are the questions clear and unambiguous?		
6. Are the grade/mark allocations appropriate?		
Format:		
7. Is the presentation and layout of the examination paper in the approved University format?		

8. Are all the other required resources listed (tables, graphs, calculators, text books etc.) included in the examination paper and referred to in the relevant questions?		
9. Does the cover sheet provide clear instructions to students?		
10. Have the needs of students with identified specific needs been taken into consideration, where appropriate?		
11. Have typographical/presentation errors been checked?		
Model Answer/Grading Scheme:		
12. Has a model answer/grading scheme been prepared for this examination paper?		
13. Is the solution accurate for each question involving calculations?		
14. Are the salient points listed for the answers to all descriptive questions?		
15. If the question is divided into sections have the weightings of the grades/marks been specified?		
COURSEWORK	YES	NO: (If no, provide an explanation. Note that some aspects may not be applicable.)
16. Does the coursework reflect the learning outcomes as specified in the <i>Module Descriptor</i> ?		
17. Are the guidelines clear and unambiguous?		
18. Has the necessary core information been included? (see below for indicative list)		
19. Has the grid, if use, been modified, scrutinised and attached to the guidelines?		
20. Are the salient points listed for all descriptive questions?		
21. Have the needs of students with identified specific needs been taken into consideration, where appropriate?		
22. Has a model answer/grading scheme been prepared?		

Core information to include in coursework (indicative):

- Date of assessment release
- Word count and implications of exceeding the word count
- Submission date
- Submission method/location
- Number of copies to submit
- Date for release of grades
- Date for release of feedback
- How feedback will be returned

General comment and impression of the paper

Name of Internal Scrutineer:			
Signature:		Date:	

APPENDIX 4.5: PROCEDURE FOR CONFIRMING AN EXTERNAL EXAMINER'S ELIGIBILITY TO WORK IN THE UK

In accordance with UK Visas and Immigration (UKVI) requirements, institutions are required to undertake checks to ensure that all External Examiners are eligible to work in the UK. This procedure has been designed to meet those requirements.

Note: It is essential that External Examiners are appointed at least three months prior to commencing office in order to facilitate this process.

Stage		Actioned by
1.	Application At the time of application, the proposed External Examiner is asked to provide their right to work indicating eligibility to work in the UK.	Proposed External Examiner in liaison with School Right To Work Guidance can be found here
2.	Appointment External Examiner appointed by Academic Council subject to the provision of their right to work either prior to or at the start of their induction (prior to any work being carried out). As detailed in the letter of appointment to the External Examiner, no remunerated work should be undertaken until their right to work has been checked and no fees shall be forthcoming until such checks have been undertaken.	Department for Governance and Academic Quality
3.	Induction The induction should occur <i>prior</i> to the External Examiner commencing their duties. School to advise the proposed External Examiner of this and that they either need to send in ahead of or bring their passport or other documentation to the induction (if UK or Irish National) or provide the required details for an online check via the Home Office's free online service (non UK and Irish Nationals).	School
4.	Checking of Right To Work Documentation The <i>Right to work checklist</i> must be used and completed when checking the right to work (obtainable from HR Adviser). The completed form, with appended proof of right to work to be sent to HR.	School
5.	Termination Where an External Examiner repeatedly fails to provide right to work documentation then their offer of appointment shall be terminated.	Academic Council (on recommendation of Dean)

Developed in liaison between Department for Governance and Academic Quality and Human Resources