



Leeds Trinity  
University

# **External Examining Handbook 2023/2024**

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## Section 1 – Introduction

### 1.1. Overview of External Examining at Leeds Trinity University

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The External Examining Handbook is produced by the University's Academic Quality Office (AQO) and is for use by External Examiners, the Chief External Examiner for UK Franchise Partnerships, the Procedural External Reviewer, and University staff who work to support these roles. It outlines the University's approach to fulfilling the Expectations and Core Practices of the [Quality Code](#).

This Handbook is supported by a number of other publications, of which further details can be found in Section 1.4 'Key Resources' below.

The University aims to ensure that:

- The academic standards for each programme and component are set and maintained by Leeds Trinity University at a level compatible with those described in the QAA Quality Code, and that student performance is properly judged against those standards;
- Leeds Trinity University's processes for assessment, examination and the determination of awards measure student achievement against the intended learning outcomes of the programme appropriately, and are fairly and consistently operated;
- The standard of Leeds Trinity University programmes is comparable with those of similar programmes at other UK higher education institutions.

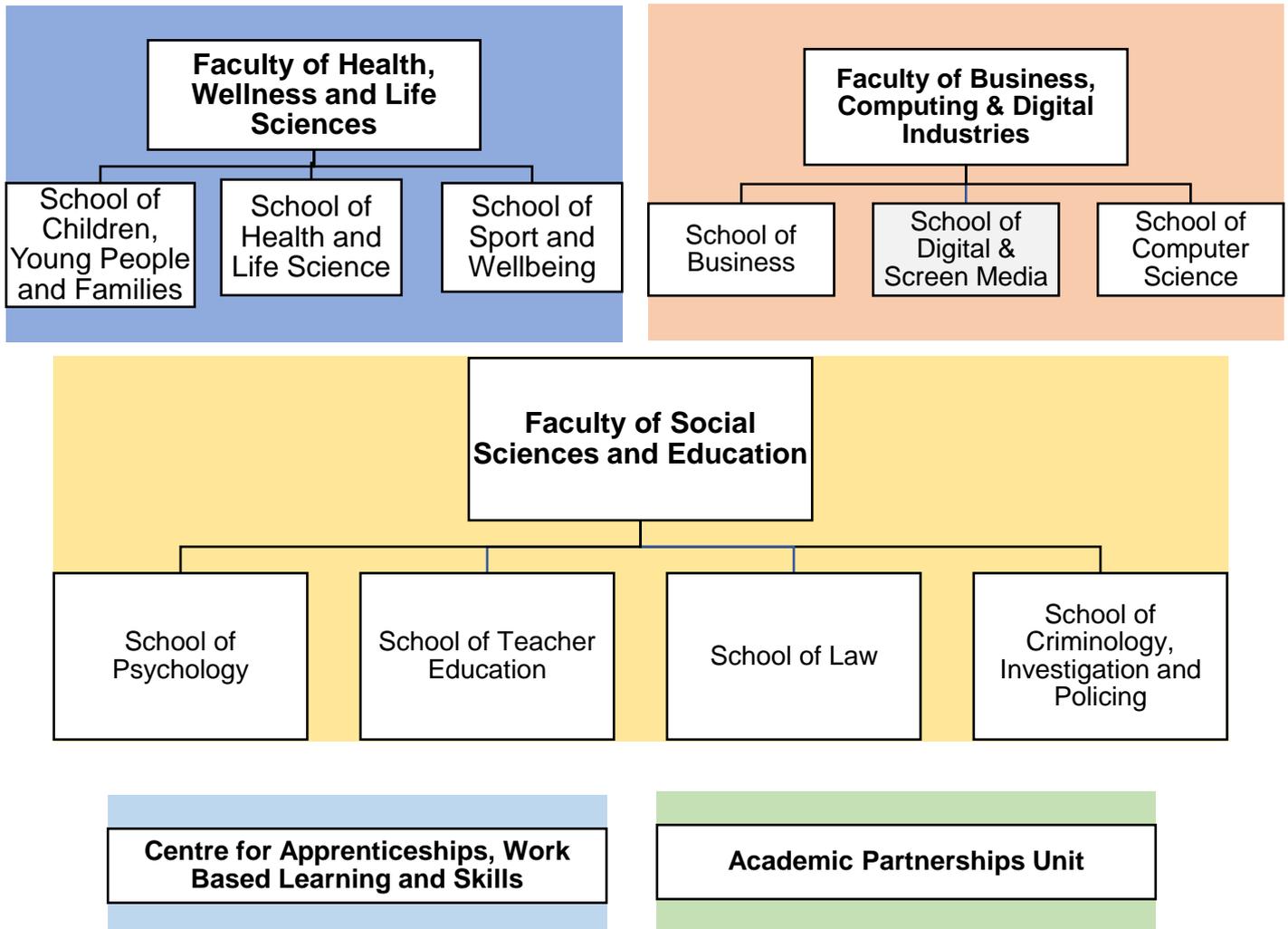
To achieve these aims, the University appoints external experts to the following roles within the external examining system:

- **External Examiners** – operate on a modular and programme level and are subject experts responsible for examining the quality and standards of the University's named awards. External Examiners are independent and impartial advisers who provide the University with informed comment on the standards set by the University and student achievement in relation to those standards.
- **Chief External Examiner for UK Franchise Partnerships** – oversees the University's portfolio of UK franchise partners and is responsible for reviewing reports and datasets to comment on the quality and standards of the institution's franchised provision.
- **Procedural External Reviewer** – operates on an institutional level and is responsible for ensuring the efficacy and robustness of the University's procedures relating to assessment and award, including the External Examiner process.

Further details regarding the roles and responsibilities of External Examiners, the Chief External Examiner and the Procedural External Reviewer can be found under Section 3 of this Handbook.

## 1.2. University Academic Structure

The University's academic provision is managed through the following structures:



## 1.3. Key Contacts

### Academic Quality Office

The Academic Quality Office should be contacted for any queries relating to appointment, induction, annual reporting, fees, expenses, or any aspect of the University's external examining procedures. Any changes to contact or employment details must be communicated to the Academic Quality Office at the earliest opportunity.

**Email:** [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)

**Telephone:** 0113 283 7100 ext.632

### Student Assessment Team

The Student Records and Assessment Team should be contacted for any queries relating to external moderation, Assessment Panels, Progression and Award Boards, and External Examiner programme and module allocations.

**Assessment Team** (for queries relating to non-apprenticeship provision):

**Email:** [Assessment@leedstrinity.ac.uk](mailto:Assessment@leedstrinity.ac.uk)

**Telephone:** 0113 282 7348

**Apprenticeship Student Admin Team** (for queries relating to apprenticeship provision):

**Email:** [ASA@leedstrinity.ac.uk](mailto:ASA@leedstrinity.ac.uk)

**Telephone:** +44 (0) 113 283 7128

### Programme Co-ordinators

Programme Co-ordinators should be contacted for any queries relating to teaching and learning, assessment delivery, and programme and module content. External Examiners will be provided with contact details for their Programme Co-ordinators at the beginning of each academic year.

### Digital Learning Team

The Digital Learning Team should be contacted for any queries relating to the University's Moodle VLE, including access requirements, and navigating modules and student work.

**Email:** [digitallearning@leedstrinity.ac.uk](mailto:digitallearning@leedstrinity.ac.uk)

## **1.4. Key Resources**

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Key resources are available through the University's Moodle VLE via the External Examiners' Information Bank and the relevant module pages. The University's Digital Learning Team will contact External Examiners, the Chief UK Franchise Examiner, and the Procedural External Reviewer at the beginning of their appointment with login details for the University's Moodle VLE. External Examiners with external examining responsibilities for collaborative provision and/or apprenticeships/work-based learning provision will also be provided with access to the additional Moodle VLE sites, as these provisions operate outside of the University's standard Moodle VLE site.

### **1.4.1. External Examiners' Information Bank**

All External Examiners and the Procedural External Reviewer will have access to the External Examiners' Information Bank from the first day of their appointment. This information bank will include:

- Induction materials (including a list of abbreviations used at Leeds Trinity);
- External Examining Handbook;
- Handbook on Assessment Practice;
- Academic Regulations;
- Assessment Outcomes, Progression and Award Handbook;
- Programme Development and Approval Handbook (an extract for External Examiners);
- Equality, Diversity and Inclusion Policy;
- Information on claiming expenses;
- Programme Annual Review (PAR) reports from the previous academic year;
- External Examiner / Procedural External Reviewer Reports and Responses from the previous academic year;

- External Examiners' Overview Report from the previous academic year.

External Examiners and the Procedural External Reviewer are expected to familiarise themselves with the information provided on the External Examiners' Information Bank at the earliest opportunity.

#### **1.4.2. Module Pages**

The Student Assessment Team provide External Examiners with access to the relevant module pages in accordance with their module allocation. Where programmes are delivered outside of the University's Moodle VLE sites (i.e. through some of the University's Collaborative Partners), the Collaborative Partner will provide External Examiners with access to the relevant module pages in accordance with their module allocation.

Module pages contain External Examiner folders, which, as a minimum, will include:

- Details of the internally moderated sample and internal moderator's comments;
- Assessment criteria;
- Marking schemes and model answers (where appropriate);
- The module assessment verification form;
- The module review form (where available).

## Section 2 – Appointment of Externals

### 2.1. External Examiners

#### 2.1.1. Criteria for Appointment

The University's Academic Quality and Standards Committee (AQSC) will consider and approve External Examiner nominations and will seek to ensure that nominees are suitably qualified, have the necessary experience and are impartial.

#### Criteria for Appointment

The following UK-wide set of criteria will guide AQSC when considering proposals:

- a) An External Examiner should have either recent experience of external examining or other relevant, recent experience, such as extensive internal examining experience;
- b) An External Examiner in their first appointment will normally be appointed a mentor and, where possible, join an experienced team of External Examiners;
- c) External Examiners should not be over-extended by their external examining duties and should hold no more than two External Examiner appointments at taught degree level at any point in time.

#### Person Specification

Nominations should demonstrate evidence of the person specification below:

- a) Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- b) Competence and experience in the fields covered by the programme of study, or parts thereof;
- c) Relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
- d) Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
- e) 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;
- f) Familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- g) 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);
- h) Meeting applicable criteria set by professional, statutory or regulatory bodies;
- i) Awareness of current developments in the design and delivery of relevant curricula;
- j) Competence and experience relating to the enhancement of the student learning experience.

### Conflicts of Interest

In order to ensure impartiality and independence, nominees must not fall into any of the categories below:

- a) Member of the Board of Governors, or a current employee of Leeds Trinity University or one of its collaborative partners;
- b) Anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
- c) Anyone required to assess colleagues who are recruited as students to the programme of study;
- d) Anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
- e) 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;
- f) Former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the proposed External Examiner have completed their programme(s);
- g) A reciprocal arrangement involving cognate programmes at another institution<sup>1</sup>;
- h) The succession of an External Examiner from an institution by a colleague from the same department in the same institution;
- i) The appointment of more than one External Examiner from the same department of the same institution to external examine in the same subject area at Leeds Trinity;
- j) The appointment of an External Examiner who has been involved in the development of the programme or its component parts, for example as an external consultant, or member of the programme approval panel. Should such a nomination be submitted it should contain an explanation of how the benefits of a fully independent perspective are outweighed by the benefits of engaging someone who has been involved in the development of the programme, and an assurance that impartiality will be maintained.

**Any of the above situations that cannot be avoided must be declared on the nomination form and be accompanied by a rationale for the appointment.**

### Right to Work Verification

In accordance with Home Office rules, External Examiners must be able to demonstrate their right to work in the UK and will be required to provide the necessary documentation upon appointment. To avoid discrimination the University treats *all applicants in the same way* and asks applicants to confirm their eligibility to work in the UK at the point of nomination. Upon appointment, new External Examiners must submit the necessary document(s) before any work commences and will be required to present original document(s) to be checked and verified online.

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<sup>1</sup> A register of the external examining duties of Leeds Trinity University staff is maintained to enable the University to discharge this responsibility.

### 2.1.2. Procedure for Appointment

The Academic Quality Office (AQO) has responsibility for coordinating the appointment of External Examiners. In most cases, we follow the process outlined below. However, we may deviate from this process where necessary.

	Who	What
1	AQO	Identify upcoming vacancies due to resignation, end of appointment, or new programme approval.
2	AQO	Pull EE duties report from PURE to identify programme team's external roles. <ul style="list-style-type: none"> <li>Identify 'no-go' departments (reciprocal arrangements, succession arrangements, more than one examiner from the same department).</li> </ul>
3	AQO	Meet with Student Assessment Team and Chair of Assessment Panel to confirm requirements and begin <i>External Examiner Nomination Form</i> (Appendix 1). <ul style="list-style-type: none"> <li>Is this a straight replacement or will the matrix be reshuffled?</li> <li>Identify special requirements, e.g. PSRB, international travel, languages etc.</li> <li>Will there also be an external moderator for school based training (QTS programmes)? If so, include in advert and inform School Partnerships Office (SPO).</li> </ul>
4	AQO	Advertise role on JISC or UCET with a two-week application window. <ul style="list-style-type: none"> <li>Arrange shortlisting meeting with Chair of Assessment Panel.</li> </ul>
5	AQO	Shortlisting meeting – identify one candidate for approval. <ul style="list-style-type: none"> <li>Discuss conflicts of interest;</li> <li>Discuss PSRB requirements;</li> <li>AQO to contact unsuccessful candidates;</li> <li>Is a mentor required?</li> </ul>
6	AQO	AQO invites nominee to complete <i>External Examiner Nomination Form</i> (Appendix 1).
7	AQSC	Approval of nomination
8	HR	HR facilitates appointment and receives right-to-work documents from nominee. Once completed HR inform AQO.
8	AQO	Notification of approval to Chair of Assessment Panel, Programme Co-ordinator, Student Records and Assessment Team, Digital Learning Team, and Finance (and SPO if moderating)
9	AQO	AQO sends appointment pack to applicant
10	AQO	Update SITs EE Register
11	DL	Digital Learning Team set up IT and Moodle access
12	AQO	+6 months after application, destroy data of unsuccessful candidates

### 2.1.3. Confirmation of Appointment and Period of Appointment

Following confirmation of appointment by AQSC, AQO will notify the relevant Chair of the Assessment Panel, Programme Co-ordinator, the Student Records and Assessment Team, the Digital Learning Team, and Finance (and SPO if the External Examiner will act as an external moderator for a programme leading to Qualified Teacher Status).

Successful candidates will be contacted by AQO and will be provided with the following information after HR have confirmed right-to-work documents have been received:

- Appointment Letter (including a link to the University's website for access to the University's External Examining Handbook, prospectus information, Strategic Plan, Learning, Teaching and Assessment Strategy, and Equality, Diversity and Inclusion Policy, as well as a link to the website of any collaborative partners relevant to the External Examiner's allocation);
- Indicative programme and module allocation;
- Details of mentoring arrangements (if applicable).

At the beginning of an External Examiner appointment, the Digital Learning Team will provide new External Examiners with a username, password and instructions for access to the University's Moodle VLE, through which External Examiners have access to the key resources detailed in Section 1.4 of this Handbook.

The Programme Co-ordinator will provide the External Examiner with the appropriate subject-level information and will act as the first point of contact for subject-specific matters throughout the External Examiner's period of appointment.

Period of appointment is normally for one academic year initially, with an automatic extension of up to a further three years on satisfactory completion of the role. Where there is more than one External Examiner covering a subject area, the Chair of the Assessment Panel should phase their terms of office to ensure continuity, which may result in variations in periods of appointment for some External Examiners. Appointments beyond four years are not normally permitted but an extension of an appointment for a further year may be given approval by AQSC in exceptional circumstances. The re-appointment of an External Examiner after their period of appointment will not normally be considered until five years has elapsed since the end of their appointment.

## **2.2. External Examiner Mentors**

### **2.2.1. Criteria for Appointment**

Where an External Examiner is in their first year of appointment (i.e. new to external examining in higher education) or is from a non-higher education setting, they will normally be appointed a mentor to support them in their first year of appointment. A mentor will also be required if a new External Examiner will be working in isolation, or where a new team of External Examiners are working together for the first time (although succession planning arrangements should mean that this situation is exceptional).

In addition, the Academic Quality and Standards Committee (AQSC) may require mentoring arrangements to be put in place for reasons outside of those outlined above. Similarly, a new External Examiner with previous external examining experience may request a mentor to support them in their first year of appointment.

The Academic Quality Office (AQO), in consultation with the relevant Chair of the Assessment Panel, will be responsible for making appropriate arrangements for External Examiner mentoring.

## Criteria for Appointment

The following criteria will guide AQO when planning for External Examiner mentoring:

- a) A mentor should be a current External Examiner at Leeds Trinity University or may be the outgoing incumbent of the post, forming part of the succession planning arrangements for the role\*;
- b) A mentor should have been in post at Leeds Trinity University for at least one full academic year at the beginning of the mentee's term in office;
- c) Consideration should be given to the content and timeliness of the proposed mentor's written report and attendance at Assessment Panel meetings;
- d) Other than when it is the outgoing incumbent of the post, the proposed mentor should also have additional external examining experience;
- e) A mentor should normally be from the same or cognate discipline and should have current or recent experience of working in higher education.

\*In exceptional circumstances an External Examiner may be asked to perform a mentoring role past their normal period of office to ensure continuity.

### **2.2.2. Procedure for Appointment**

The need for mentoring arrangements to be put in place will be identified during the nomination process for the approval of a new External Examiner and will be recorded on the External Examiner Nomination Form (Appendix 1). AQO, in consultation with the relevant Chair of the Assessment Panel, will approach potential mentors during the nomination process and obtain confirmation that the proposed mentor is willing to act in this capacity.

Mentoring arrangements will be confirmed by AQSC as part of the nomination and approval process for new External Examiners.

### **2.2.3. Confirmation of Appointment and Period of Appointment**

Following confirmation by AQSC, AQO will notify the relevant Chair of the Assessment Panel, External Examiner mentee and External Examiner mentor.

AQO will provide mentees and mentors with the following information:

- Contact details for both the mentor and mentee;
- Summary of the role and responsibilities of the mentor;
- Summary of what is expected from the mentee in relation to engagement with mentoring activities.

Period of appointment for a mentor is from the mentee's start date until the submission of their first annual report to Leeds Trinity University (normally 9-14 months).

## **2.3. Procedural External Reviewer**

### **2.3.1. Procedural External Reviewer**

The University's Academic Quality and Standards Committee (AQSC) will consider and approve nominations for the Procedural External Reviewer and the Chief External Examiner

for UK Franchise Partnerships and will seek to ensure that nominees are suitably qualified, have the necessary experience and are impartial.

### Person Specification

Nominations should demonstrate evidence of the person specification below:

- a) Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- b) Relevant academic qualifications and/or professional experience to enable oversight of the procedures relating to progression and classification;
- c) Competence and relevant experience relating to the design and review of Academic Regulations and its supporting policies and procedures;
- d) Appropriate sector knowledge and awareness of current developments in higher education;
- e) Sufficient standing, credibility and breadth of experience to be able to command the respect of academic and professional peers;
- f) Familiarity with the standard to be expected of students to achieve the academic awards delivered by the University;
- g) Fluency in English;
- h) Competence and experience relating to the enhancement of the student learning experience.

### Conflicts of Interest

In order to ensure impartiality and independence, nominees must not fall into any of the categories below:

- a) Member of the Board of Governors, or a current employee of Leeds Trinity University or one of its collaborative partners;
- b) Anyone with a close professional, contractual or personal relationship with a member of staff, to the extent that it would limit impartiality;
- c) Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff, to the extent that it would limit impartiality;
- d) Former staff or students of the institution unless a period of five years has elapsed.

**Any of the above situations that cannot be avoided must be declared on the nomination form and be accompanied by a rationale for the appointment.**

### Right to Work Verification

In accordance with Home Office rules, the Procedural External Reviewer must be able to demonstrate their right to work in the UK and will be required to provide the necessary documentation upon appointment. To avoid discrimination the University treats *all applicants in the same way* and asks applicants to confirm their eligibility to work in the UK at the point of nomination. Upon appointment, a new Procedural External Reviewer must submit document(s) before any work commences.

### 2.3.2. Procedure for Appointment

The Academic Quality Office (AQO) has responsibility for coordinating the appointment of the Procedural External Reviewer. In most cases, we follow the process outlined below. However, we may deviate from this process where necessary.

	<b>Who</b>	<b>What</b>
1	AQO	Identify upcoming vacancy due to resignation or end of appointment.
2	AQO	Director of Academic Quality and Standards identifies appropriate candidates.
3	AQO	Shortlisting meeting – identify one candidate for approval. <ul style="list-style-type: none"><li>• Discuss conflicts of interest;</li><li>• AQO to contact unsuccessful candidates;</li></ul>
4	AQO	AQO invites nominee to complete <i>Procedural External Reviewer Nomination Form</i> (Appendix 2).
5	AQSC	Approval of nomination
6	AQO	Notification of approval to Chairs of Progression and Award Boards, Student Records and Assessment Team, Digital Learning Team, HR and Finance
7	AQO	AQO sends appointment pack to applicant
8	AQO	Update SITs EE Register
9	DL	Digital Learning Team set up IT and Moodle access
10	AQO	+6 months after application, destroy data of unsuccessful candidates

### 2.3.3. Confirmation of Appointment and Period of Appointment

Following confirmation of appointment by AQSC, and confirmation that right to work documents have been approved, AQO will notify the Chairs of the Progression and Award Boards, the Student Records and Assessment Team, the Digital Learning Team, and Finance.

Successful candidates will be contacted by AQO and will be provided with the following information:

- Appointment Letter (including a link to the University's website for access to the University's External Examining Handbook, prospectus information, Strategic Plan, Learning, Teaching and Assessment Strategy, and Equality, Diversity and Inclusion Policy);

At the beginning of a Procedural External Reviewer appointment, the Digital Learning Team will provide the new Procedural External Reviewer with a username, password and instructions for access to the University's Moodle VLE, through which they will have access to the key resources detailed in Section 1.4 of this Handbook.

Period of appointment is normally for one academic year initially, with an automatic extension of up to a further three years on satisfactory completion of the role. Appointments beyond four years are not normally permitted but an extension of appointment for a further year may be given approval by AQSC in exceptional circumstances. The re-appointment of a Procedural External Reviewer after their period of appointment will not normally be considered until five years has elapsed since the end of their appointment.

## **2.4. Chief External Examiner for UK Franchise Partnerships**

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### **2.4.1. Criteria for Appointment**

The University's Academic Quality and Standards Committee (AQSC) will consider and approve nominations for the Chief External Examiner for UK Franchise and will seek to ensure that nominees are suitably qualified, have the necessary experience and are impartial.

#### Person Specification

Nominations should demonstrate evidence of the person specification below:

- a) Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- b) Relevant academic qualifications and/or professional experience to enable oversight of the procedures relating to progression and classification;
- c) Competence and relevant experience relating to the design and review of Academic Regulations and its supporting policies and procedures;
- d) Appropriate sector knowledge and awareness of current developments in higher education;
- e) Sufficient standing, credibility and breadth of experience to be able to command the respect of academic and professional peers;
- f) Familiarity with the standard to be expected of students to achieve the academic awards delivered by the University;
- g) Fluency in English;
- h) Competence and experience relating to the enhancement of the student learning experience.

#### Conflicts of Interest

In order to ensure impartiality and independence, nominees must not fall into any of the categories below:

- i) Member of the Board of Governors, or a current employee of Leeds Trinity University or one of its collaborative partners;
- j) Anyone with a close professional, contractual or personal relationship with a member of staff, to the extent that it would limit impartiality;
- k) Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff, to the extent that it would limit impartiality;
- l) Former staff or students of the institution unless a period of five years has elapsed.

## Section 3 – Roles and Responsibilities

### 3.1. External Examiners

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#### 3.1.1. Overview of External Examiner Role

External Examiners are responsible for the programme and module oversight of provision as allocated by the University. Within this context, the key roles and responsibilities of External Examiners are to:

- a) Participate in assessment processes (i.e. through external moderation and participation in Assessment Panels) in order to assure the University that the processes have been conducted properly and consistently;
- b) Arbitrate or adjudicate on problem cases in respect of (a) above;
- c) Comment and give advice on programme content, balance and structure, on academic provision and on assessment processes;
- d) Produce a report at the end of the academic year in respect of (a), (b) and (c) above;
- e) Uphold Leeds Trinity University's values and apply relevant policies, procedures and regulations, particularly the Equality, Diversity and Inclusion Policy<sup>2</sup>.

#### 3.1.2. Programme and Module Allocations

##### Allocation requirements

Each of the University's named higher education awards will receive programme oversight by at least one External Examiner. For every module that contributes to the final award of a higher education programme, irrespective of the marking scheme, the University will also ensure that an External Examiner is appointed to provide module oversight. This includes modules at:

- Level 4 for Certificates of Higher Education (where this is the final award);
- Levels 4 and 5 for Foundation Degrees;
- Levels 5 and 6 for Honours Degrees<sup>3</sup>;
- Level 7 for Postgraduate Degrees.

In addition to programme and module oversight, allocation of responsibilities will take into consideration:

- The comparability of standards at module level for modules that are delivered on multiple programmes;
- The quantity and complexity of the assessments to be moderated;
- The specialist nature of the provision, including any specific requirements for work/practice-based learning;

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<sup>2</sup> Available: <https://www.leedstrinity.ac.uk/about/public-information/equality-diversity-and-inclusion/>

<sup>3</sup> Level 4 of an Honours Degree (with the exception of placement modules) delivered by new collaborative partners for the first time will also be subject to a reduced level of external examining. Such arrangements will complement the robust arrangements already in place via the University's Academic Partnerships Unit (APU) to support and manage the implementation and operation of new collaborative partnerships and their delivery of LTU awards.

- Deployment of External Examiners across subject areas for inter-disciplinary or multi-disciplinary programmes;
- Any Professional, Statutory and Regulatory Body (PSRB) requirements.

#### External Examiner allocations

External Examiner programme and module allocations will be reviewed and confirmed by the Academic Quality and Standards Committee (AQSC) on an annual basis and, subsequently, communicated to External Examiners at the beginning of each academic year.

External Examiner allocations for franchised collaborative provision will normally operate on the principle that one External Examiner is assigned to a franchised programme at a specific partner.

In addition to the above considerations, AQSC will ensure that External Examiners are not overstretched in their duties and that there is parity in workload across all External Examiners. To this end, on average, External Examiners will not normally be allocated more than 300 credits or less than 150 credits.

Where a proposed allocation exceeds 300 credits, AQSC will require the Chair of the Assessment Panel to either:

- Redistribute the number of credits over the 300-credit limit between existing External Examiners;
- Engage in the appointment process for an additional External Examiner; or
- Provide a rationale for why the higher module allocation is appropriate and assurances that the allocation is comparable with the workload of other External Examiners, and that the External Examiner will not be overstretched in their role.

Similarly, where a proposed allocation falls below 150 credits, AQSC will require the Chair of the Assessment Panel to either:

- Redistribute all credits to other existing External Examiners with the view to terminating the External Examiner's appointment (see Section 6.1 of this Handbook for further information relating to the termination of External Examiner appointments);
- Provide a rationale for why the lower module allocation is appropriate and assurances that the External Examiner workload is comparable with that of other External Examiners.

Once confirmed by AQSC, the Student Records and Assessment Team will communicate programme and module allocations to External Examiners.

#### Programme Co-ordinators and Programme Oversight

External Examiners will not necessarily have module oversight for all modules associated with their programme allocation. Therefore, Programme Co-ordinators have a vital role in ensuring that External Examiners have a secure understanding of the overall structure of the relevant programme(s), module content across the programme(s) and the assessment regime employed throughout the programme(s).

Programme Co-ordinators will contact their External Examiner(s) at the beginning of each academic year to discuss the above and to agree expectations for communication in order to facilitate the discussion of subject-related queries throughout the academic year.

### In-year changes to allocations

Any changes to External Examiner allocations in-year must be made via a formal request using the *External Examiner Change of Responsibilities Form* (Appendix 3). Proposals for in-year changes require endorsement by the relevant Chair of the Assessment Panel in the first instance before being submitted to the Academic Quality Office (AQO) for consideration and approval by AQSC.

### **3.1.3. External Moderation**

The guiding principle for the selection of assessed work for external moderation is that External Examiners should have enough evidence to determine that internal marking is of an appropriate standard and is consistent. External moderation is conducted to confirm that the marking and internal moderation process enables the University to maintain and assure the standards of its awards.

Therefore, as a minimum, the External Examiner will receive:

- The internally moderated sample of work, along with the provisional marks agreed by the first marker and internal moderator;
- The assessment feedback and the assessment verification form for the sample of work;
- The full set of marks for the assessment<sup>4</sup>;
- Assessment criteria;
- Marking schemes and model answers (where appropriate);
- The module review form (where available).

Work that has been subject to internal double-marking (e.g. dissertations and final research projects) have the same minimum requirements for external moderation as sampling.

### Sample of work for moderation

The minimum sample will comprise all fail marks plus a representative sample of at least six, and no more than the square root of the total number of pieces of assessment (whichever is higher), to include at least one piece of work from each classification or grade.<sup>5</sup>

For assessments that are unsuitable for post-assessment moderation, such as oral presentations and other live assessments, internal moderation and verification will take place

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<sup>4</sup> Students' profiles of marks are not normally to be sent to the External Examiner at the external moderation stage in order to maintain the integrity of the assessment process. Student profiles are made available in the documentation to be considered by the Progression and Award Boards.

<sup>5</sup> The minimum sample for Level 4 modules of an Honours Degree delivered by a new collaborative partner for the first time will comprise a representative sample of at least six, and no more than the square root of the total number of pieces of assessment (whichever is higher), to include at least one piece of work from each classification or grade (including academic fails).

at the time of the assessment. However, the event will be recorded and made available to the External Examiner for the purpose of external moderation.

External Examiners may request a further selection of work relating to their areas of responsibility and may call for such evidence that will assist them in the conduct of their duties. For example, an External Examiner might be particularly interested in work falling in the First Class/Distinction classifications or might request work that falls outside of their module allocation in order to reach judgements at programme level.

Programme Co-ordinators are responsible for the selection of assessed work sent to External Examiners. Arrangements for the selection of assessed work, as well as External Examiner access to the selection of assessed work, will be agreed between the Programme Co-ordinator, the Student Records and Assessment Team and the External Examiner at the beginning of each academic year.

The External Examiner may not change individual marks (see also section 3.1.4 below regarding arbitration or adjudication of problem cases). However, where the External Examiner is unable to agree the marks within the sample of work, they may require, in consultation with the Chair of the Assessment Panel, one of the following (the results of which will be discussed by the Assessment Panel and recorded in its minutes):

- A further selection of work for sampling to be selected, which, if it supports the trend, may lead to an agreed moderation of all marks in line with the findings. If it does not support the trend, internal examiners may be asked to reconsider the full set of student work for that component of assessment;
- The additional scrutiny of all student work (or component of that assessed work) within the relevant group.

Any comments made by internal or External Examiners relating to a student, including writing on examination scripts etc., are covered by the General Data Protection Regulations (GDPR) enshrined in the Data Protection Act 2018. This provides a right of access to the comments or a summary of the comments, by the data subject / student. Therefore, the University requests that examiners refrain from writing comments directly on students' work.

#### External moderation of school placements (programmes leading to the award of Qualified Teacher Status (QTS))

As part of their role, External Examiners for programmes leading to the award of QTS also externally moderate trainees' school placements. These external moderation arrangements are co-ordinated by the University's School Partnerships Office (SPO), who will publish, on an annual basis, an External Moderators Handbook to support external moderators in carrying out their role.

As an external moderator for trainees' school placements, the External Examiner will comment on the effectiveness of the implementation of the partnership's quality assurance procedures and processes related to the external moderation of trainees' school placements.

Comments on the effectiveness of the University's system for school based training will feature in their External Examiner Annual Report (see section 3.1.6 of this Handbook), alongside their consideration of the academic standards and quality of the programme as a whole.

### Communication with students

Meeting with students is not a requirement. However, if an External Examiner wishes to meet with a group of students, this will be facilitated by the Programme Co-ordinator. The purpose of the meeting will be to facilitate judgements about the educational experiences of the cohort and is not an examination of individual student performance. This will be clearly communicated to the students in advance of the meeting by the Programme Co-ordinator.

All students are provided with information about the University's external examining system, including a full list of the various institutions our External Examiners are from. Students are advised that they should not, in any circumstances, attempt to contact External Examiners directly, as External Examiners are not in a position to comment on students' individual performance in assessment.

Students are provided with information on the appropriate procedures for student engagement in the quality management process and on the processes for academic appeals and complaints.

Any correspondence received by an External Examiner from a student should not be responded to and should be referred directly to the Academic Quality Office (AQO) by email: [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk).

#### **3.1.4. Assessment Panels**

External Examiners are full members of the Assessment Panel for the subject area and/or Collaborative Partner to which they have been appointed and are expected to participate in all Panel meetings. The Student Records and Assessment Team will provide External Examiners with the dates for on campus Assessment Panel meetings at the beginning of each academic year. Dates of the relevant Assessment Panel meetings for Collaborative Provision will be communicated by the University's Academic Partnerships Unit (APU) at the beginning of each academic year, following discussion with the partner institution. Where physical attendance is not possible (particularly where Assessment Panels are held overseas for Collaborative Partners not based in the UK), arrangements will be made to facilitate appropriate participation through other means (e.g. participation through Microsoft Teams).

With regards to their role on Assessment Panels, External Examiners are responsible for ratifying the marks confirmed by the Panel. This ratification of marks signifies that:

- External Examiners are satisfied with the conduct of the assessment process both pre-Assessment Panel, which External Examiners will have experience of through their external moderation activities, and through the conduct of the Assessment Panel meeting itself;
- External Examiners have confirmed that the standards set in assessments are commensurate with equivalent awards in other UK higher education institutions and with the QAA's *Framework for Higher Education Qualifications* (FHEQ)<sup>6</sup>.

External Examiners that also act as external moderators for programmes leading to the award of Qualified Teacher Status (QTS) are also responsible for:

- Providing an external perspective on the attainment of trainees being assessed for the award of QTS, which should help to verify the accuracy of the provider assessments;

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<sup>6</sup> Available: <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

- Corroborating and standardising the assessment of trainees.

Following these meetings, External Examiners will endorse the marks presented to the Assessment Panel by way of countersigning the *Assessment Panel Attendance Sheet*. Such an endorsement does not imply that the External Examiner has reviewed the work of every candidate or that they agree with every individual assessment decision.

In the unlikely event that an External Examiner feels they cannot endorse the results from an Assessment Panel meeting, the External Examiner will be invited to make a separate report to the Deputy Vice-Chancellor (DVC). The reasons for the marks not being endorsed will be recorded in the formal record of the meeting and will be reported to the DVC by the Chair of the Assessment Panel. The DVC will determine an appropriate course of action and ensure that affected students are informed if there is to be any delay in finalising and communicating results.

#### Arbitration or adjudication of problem cases

In exceptional cases, External Examiners may be asked to provide independent arbitration on individual cases which are to be considered at an Assessment Panel meeting. Arbitration in this sense does not extend to acting as a third marker as any differences between marks arising from the internal moderation process will have been resolved prior to the meeting of the Panel. The External Examiner will be provided with all relevant information, including the disputed marks, markers' assessment feedback and comments on how the marks were reached, and will be asked to adjudicate on an approach to resolving the dispute. The views of the External Examiner will be influential in reaching an agreement. However, the final mark awarded will be the collective decision of the Assessment Panel.

### **3.1.5. Approval, review and modifications to programmes of study**

At the point of approval, review or modification of modules and programmes of study, External Examiners will be asked to comment, using their expert judgement, on the appropriateness of the proposals. External Examiners will generally provide comment on:

- Programme content;
- Programme balance and structure;
- Academic provision;
- Assessment processes.

To enable External Examiners to set the proposals in an institutional context, the Programme Design and Approval Handbook – Extract for External Examiners is made available to External Examiners via the External Examiners' Information Bank on Moodle.

### **3.1.6. External Examiner Annual Report**

External Examiners will produce a full and comprehensive report each academic year, usually within 4 weeks of the final Assessment Panel meeting<sup>7</sup>. The report template will be provided by the University's Academic Quality Office (AQO) (Appendices 4 and 5). The report will be pre-populated with details of the External Examiner's programme and module allocation and will be accompanied by the programme specification(s) of the programme(s) the External Examiner has programme oversight for. External Examiners covering collaborative provision will be required to produce one annual report for each Collaborative Partner. External

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<sup>7</sup> The academic year is defined by the delivery pattern of the programme of study. For example, reports for most undergraduate degrees only are normally submitted in July each year. Reports including foundation degree, postgraduate, apprenticeships and work-based learning provision may differ.

Examiners with both undergraduate and postgraduate programmes and/or modules within their allocation will be required to produce a separate annual report for the undergraduate and postgraduate provision for which they are responsible.

External Examiners should not include the names of individual members of staff or students in the report as reports are circulated widely within the institution and may be made available to an external audience. Should the External Examiner wish to provide written comment, which might identify staff or students, this may be included as an appendix to the report and will be made available to the relevant Chair of the Assessment Panel and/or Dean of School and the Deputy Vice-Chancellor only in the first instance.

External Examiner annual reports should be submitted to AQO ([ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)) by the specified deadline, following which Chairs of the Assessment Panels will co-ordinate completion of a programme-level response and produce an action plan.

External Examiner reports and responses to the reports will be considered and approved at the relevant Academic Quality and Standards Committee (AQSC) meeting before being published and sent to External Examiners. Further information on the consideration of External Examiner Annual Reports in relation to the University's Academic Deliberative Structure and Academic Quality Cycle can be found under Section 4 of this Handbook.

### **3.1.7. Reporting Lines and Membership**

External Examiners are responsible to the University's Academic Board through the Academic Quality and Standards Committee (AQSC). The AQSC provides detailed consideration of all matters related to external examining at the University and has delegated authority for the approval of external examining and review arrangements. Further information relating to the University's Academic Deliberative Structure can be found under Section 4.1 of this Handbook.

## **3.2. External Examiner Mentors and Mentees**

### **3.2.1. External Examiner Mentors**

The mentoring of a new External Examiner should not be an onerous task. The role of the mentor is to provide the mentee with an independent, experienced point of contact for advice and guidance. Following confirmation of mentoring arrangements by the Academic Quality and Standards Committee (AQSC) the Academic Quality Office (AQO) will provide the mentor and mentee with appropriate contact details to enable initial contact between the two.

It is recommended that the first point of contact between the mentor and mentee includes discussion around key dates in the examining cycle and plans for future points of engagement to support specific events.

It is anticipated that guidance would be provided via email or telephone. Topics might include:

- a) The role and remit of an External Examiner, for example on agreeing arrangements for the selection of samples of student work;
- b) Any aspect of the assessment process, particularly those referred to in section 3.1 above;
- c) Experiences from Assessment Panel meetings, including preparing for meetings, common scenarios that may arise and approaches to giving feedback at the meeting;

- d) Approaches to writing a formal report and what may or may not be appropriate to include in the report given the audiences that the report attracts;
- e) Advice during the consultation process for new or modified modules and programmes;
- f) Current issues in higher education and the discipline (where appropriate), particularly those pertaining to external examining.

Mentors of External Examiners from a non-higher education setting should expect to provide a greater level of support in matters such as:

- Applying assessment criteria;
- Higher education levels of learning;
- Sampling across grade boundaries;
- Dealing with borderline cases.

Wherever possible, the mentor should arrange to meet with the mentee in person. If practical, such a meeting could take place at a Leeds Trinity University event (e.g. an Assessment Panel meeting where the mentor could be 'shadowed'). If this is not possible, the mentoring role can be accomplished without face-to-face meetings.

If, during discussions, issues arise that the mentor and mentee consider requires an institutional view they should contact the relevant Programme Co-ordinator and/or the Academic Quality Office (AQO), as appropriate.

The mentor will be asked to complete a short questionnaire at the end of the mentoring process to enable the University to evaluate the operation of the arrangements.

### **3.2.2. External Examiner Mentees**

New External Examiners who have been appointed a mentor will be expected to engage with the support provided by their mentor. They will also be expected to engage with induction activities made available via the External Examiners' Information Bank on Moodle and will be encouraged to engage with training available through Advance HE.

The mentee will be asked to complete a short questionnaire at the end of the mentoring process to enable the University to evaluate the operation of the arrangements.

## **3.3. Procedural External Reviewer**

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### **3.3.1. Overview of Procedural External Reviewer Role**

The role of the Procedural External Reviewer is concerned with the operation of processes relating to assessment, external examining and Academic Regulations. They assist the University in the oversight and operation of its Progression and Award Boards, through which they contribute to the maintenance of academic standards for Leeds Trinity University awards by ensuring that these Boards operate in a consistent, fair and transparent manner, with adherence to the University's Academic Regulations.

### **3.3.2. Progression and Award Boards**

The Procedural External Reviewer is a full member of the Progression and Award Boards and is expected to participate in all Board meetings. The Student Records and Assessment Team

will provide the Procedural External Reviewer with the dates of Progression and Award Boards at the beginning of each the academic year. Where physical attendance is not possible, arrangements will be made to facilitate appropriate participation through other means (e.g. participation through Microsoft Teams).

The number of Progression and Award Boards to be attended in person will be agreed by the Director of Academic Quality and Standards in negotiation with the Procedural External Reviewer at the beginning of each academic year.

With regards to their role on Progression and Award Boards, the Procedural External Reviewer is responsible for:

- a) Ensuring adherence to and appropriateness of Leeds Trinity University's Taught Programme Academic Regulations;
- b) Ensuring rigorous implementation of the classification and award procedures;
- c) Ensuring consistency of treatment of students by the Progression and Award Board;
- d) Ensuring adherence to the principles of the UK Quality Code for Higher Education and Expectations for standards;
- e) Ensuring that Leeds Trinity's values are upheld, particularly in relation to equality, diversity and inclusion.

Following these meetings, the Procedural External Reviewer will endorse the outcomes of the Progression and Award Boards by way of signing a *Procedural External Reviewer Approval Form*.

As a point of good practice, the Procedural External Reviewer may request to attend Assessment Panel meetings in order to establish further context for the consideration of results by the Progression and Award Boards. They may also request to meet with the Chairs of the Progression and Award Boards and/or the Lead Administrator for the Progression and Award Boards outside of the scheduled meetings.

The results conferred by the Progression and Award Boards are final, under the delegated authority of the University's Academic Board, as described in the Programme and Award Board Terms of Reference.

### **3.3.3. Academic Regulations and Progression and Award Board Review**

Should the University take the opportunity to review and make changes to its Academic Regulations, the Procedural External Reviewer will be expected to provide feedback on the proposed changes and make suggestions for further enhancements as appropriate. Recommendations for enhancement of the Academic Regulations can also be made within the Procedural External Reviewer's Annual Report.

As the procedures supporting the operation of the Progression and Award Boards are reviewed, the Procedural External Reviewer will be invited to make recommendations for enhancement.

### **3.3.4. Procedural External Reviewer Annual Report**

The Procedural External Reviewer will produce an annual report on their observations of the Progression and Award Board meetings. Recommendations for enhancement should be a key focus of this report and a report template will be provided by the University's Academic Quality Office (AQO) (Appendix 6). The Procedural External Reviewer's annual report should be submitted to AQO ([ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)) by 31<sup>st</sup> July, following which the Director

of Academic Quality and Standards and Chairs of the Progression and Award Boards will provide an institutional-level response and produce an action plan.

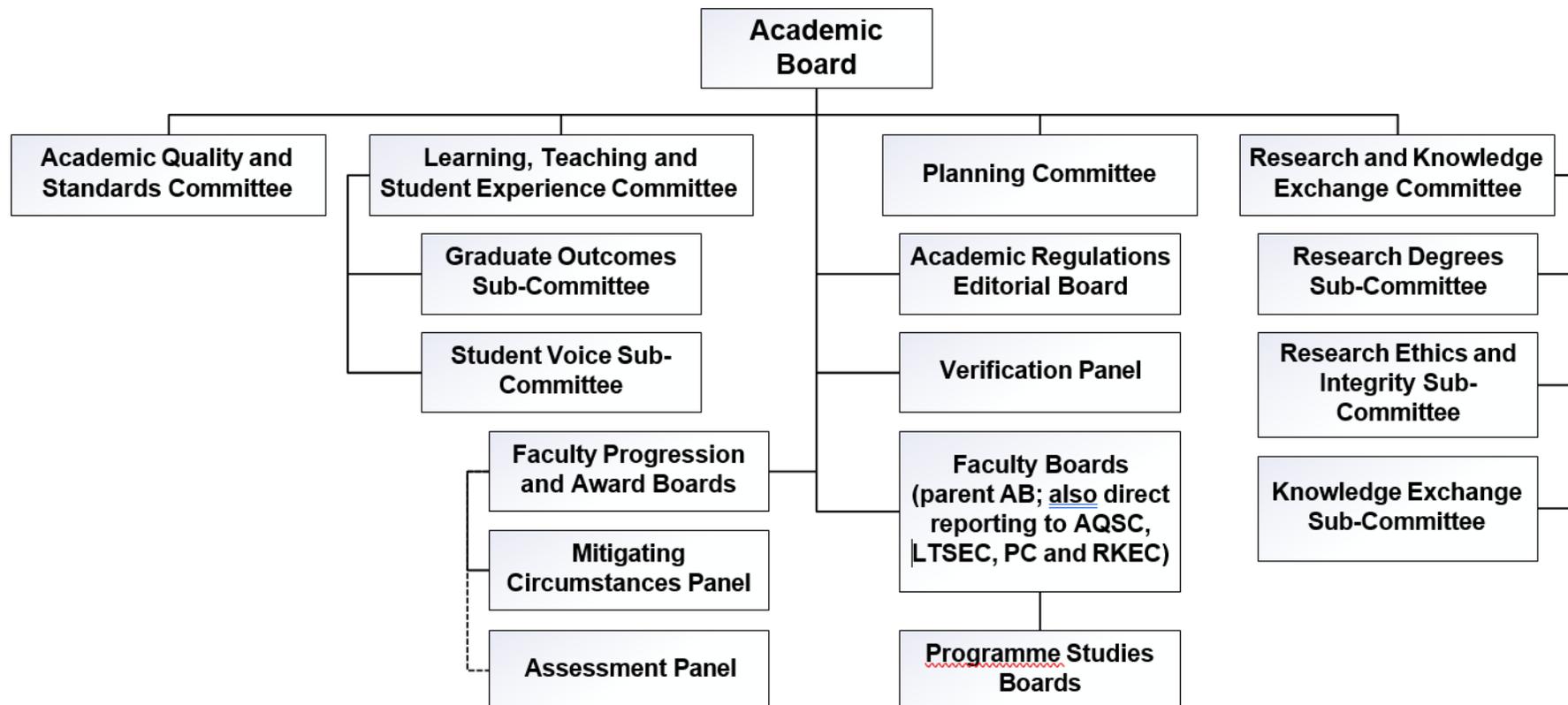
The Procedural External Reviewer's report and the University's response to the report will be considered and approved at the first Academic Quality and Standards Committee (AQSC) meeting of the following academic year before being published and sent to the Procedural External Reviewer. Further information on the consideration of Procedural External Reviewer Annual Report in relation to the University's Academic Deliberative Structure and Academic Quality Cycle can be found under Section 4 of this Handbook.

### **3.3.5. Reporting Lines and Membership**

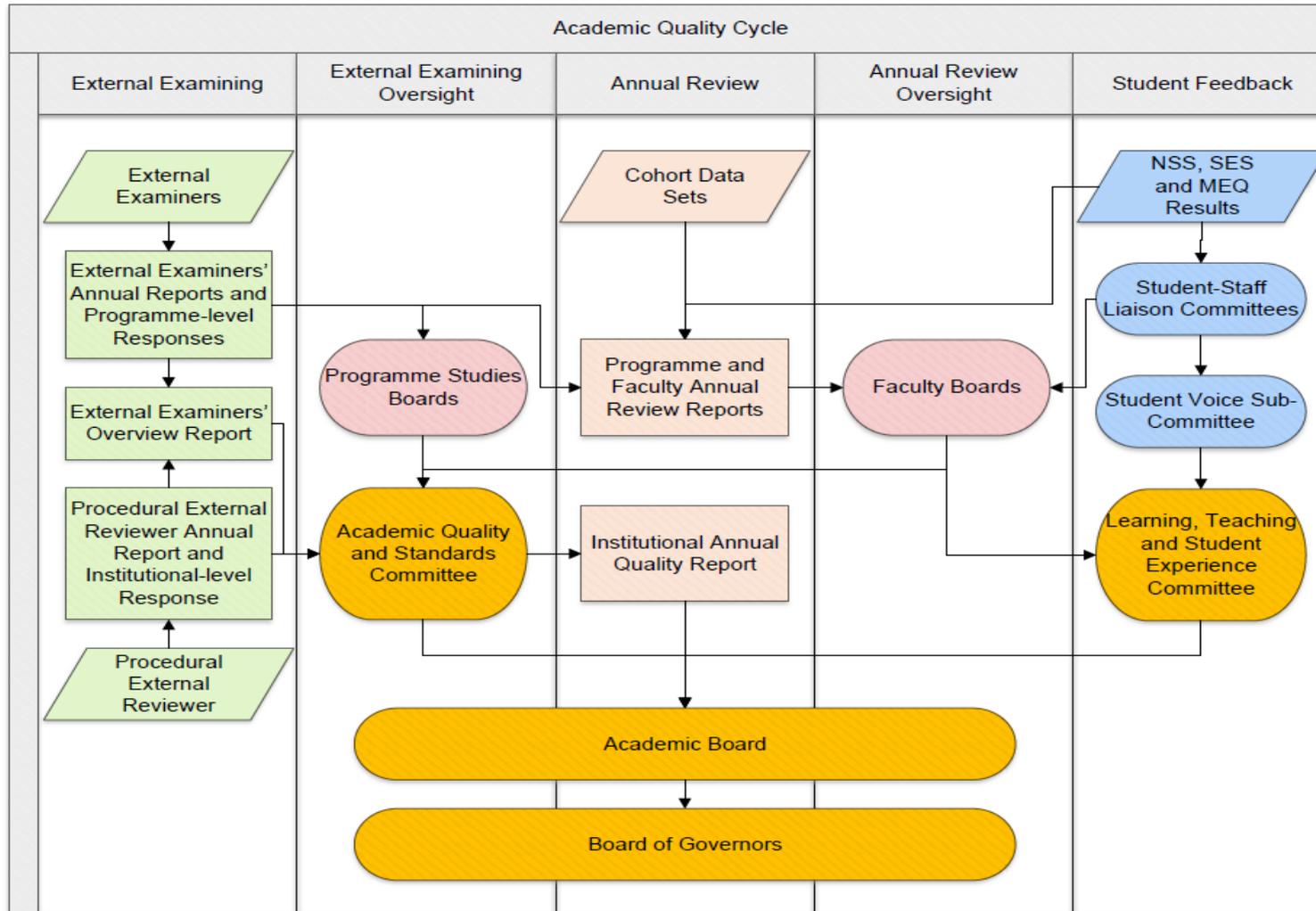
The Procedural External Reviewer is responsible to the University's Academic Board through the Academic Quality and Standards Committee (AQSC). The AQSC provides detailed consideration of all matters related to external examining at the University and has delegated authority for the approval of external examining and review arrangements. Further information relating to the University's Academic Deliberative Structure can be found under Section 4.1 of this Handbook.

## Section 4 – Quality Cycle

### 4.1. University Academic Deliberative Structure

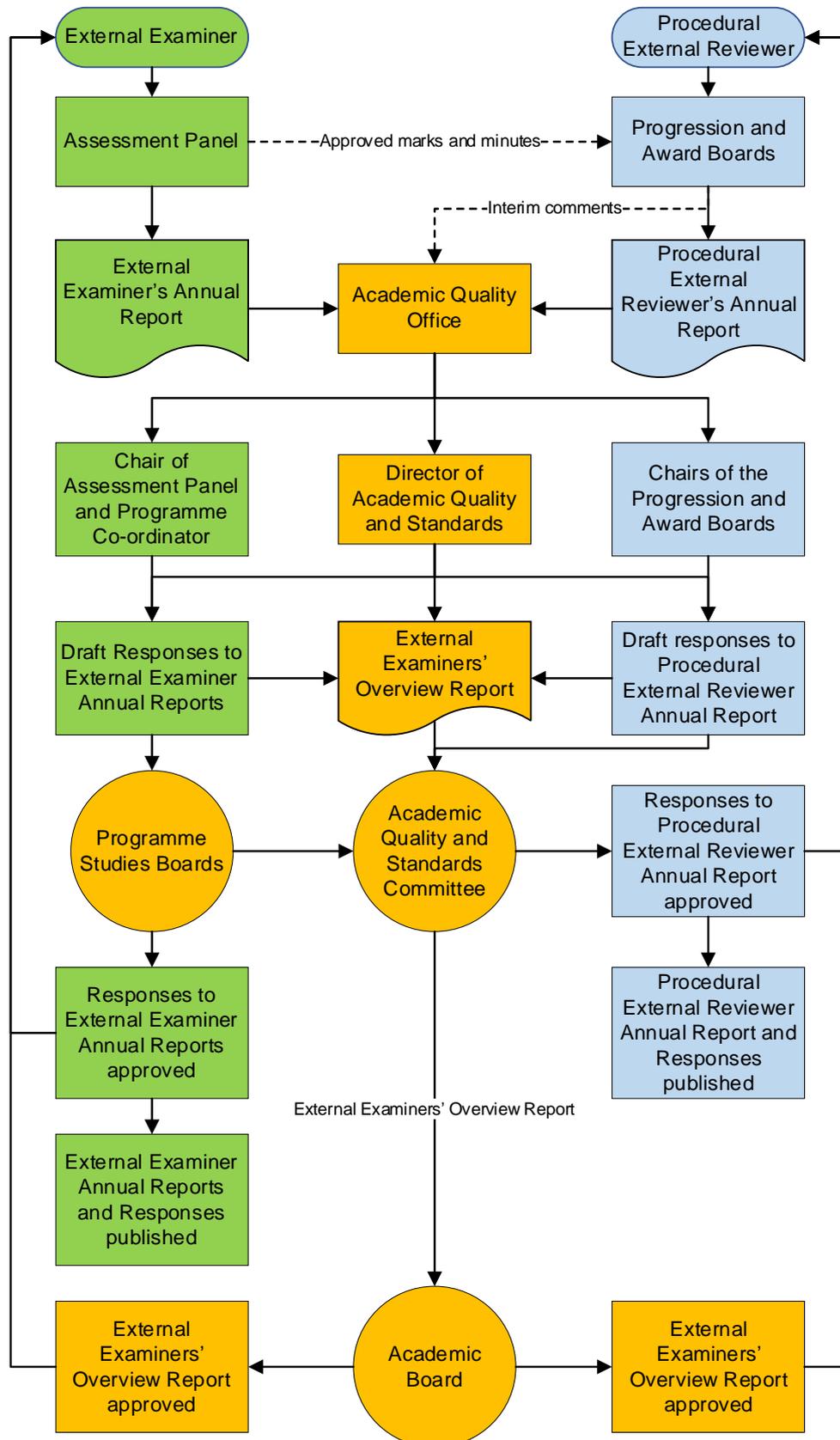


## 4.2. University Academic Quality Cycle



### 4.3. Consideration of Reports

The flowchart below shows the procedure for the consideration of External Examiner and Procedural External Reviewer Annual Reports at Leeds Trinity University.



#### **4.3.1. External Examiner Annual Reports**

On receipt of External Examiner Annual Reports, the Academic Quality Office (AQO) will:

- a) Make the reports available to the relevant Chairs of the Assessment Panels to co-ordinate the completion of programme-level responses and action plans; and
- b) Make the reports available to the Director of Academic Quality and Standards to provide institutional-level responses (where appropriate) and to identify any institutional-level issues to be incorporated into the University's External Examiners' Overview Report (see Section 4.3.3 below).

External Examiner reports and responses to the reports, including institutional-level responses where appropriate, will be considered and approved at the relevant Academic Quality and Standards Committee (AQSC) meeting before being published and sent to External Examiners.

External Examiners will be asked in subsequent reports to comment on how the institution has responded to the points raised by External Examiners in previous reports. In addition, External Examiner Annual Reports are one of the key reference points for Academic Review (both Annual Review and Periodic Review), along with, among other things, student feedback and progression and completion data.

#### **4.3.2. Procedural External Reviewer Annual Report**

On receipt of the Procedural External Reviewer Report, the Academic Quality Office (AQO) will make the report available to the Director of Academic Quality and Standards and Chairs of the Progression and Award Boards to:

- a) Provide an institutional-level response and action plan;
- b) Identify any institutional-level issues to be incorporated into the University's External Examiners' Overview Report (see Section 4.3.3 below).

The Procedural External Reviewer's report and the University's response to the report will be considered and approved at the first Academic Quality and Standards Committee (AQSC) meeting of the following academic year before being published and sent to the Procedural External Reviewer.

The Procedural External Reviewer will be asked in subsequent reports to comment on how the institution has responded to the points raised in previous reports.

#### **4.3.3. External Examiners' Overview Report**

The University's External Examiners' Overview Report is an institutional-level report, which brings together annual reports from External Examiners and the Procedural External Reviewer to determine whether they have confidence in the University's academic standards and quality of education. The report aims to:

- Respond to institutional-level concerns identified by External Examiners and/or the Procedural External Reviewer;
- Highlight areas of good practice for wider dissemination identified by External Examiners and/or the Procedural External Reviewer;

- Consider the effectiveness of the University's external examining system and related procedures;
- Produce an institutional-level action plan in response to the above.

The External Examiners' Overview Report is considered by the University's Academic Quality and Standards Committee (AQSC) and is formally approved by the University's Academic Board.

All External Examiners and the Procedural External Reviewer will receive a copy of the External Examiners' Overview Report once approved by Academic Board.

#### **4.3.4. Rights of Recourse**

Should an External Examiner or the Procedural External Reviewer have concerns about systematic failings in the management of standards or quality at the University that have not been addressed through the University's prescribed Quality Cycle, they are encouraged to send a separate, confidential report directly to the Vice-Chancellor to resolve the matter. Where all internal mechanisms to resolve such matters have been exhausted, External Examiners also have recourse to the [QAA's concerns scheme](#).

## **Section 5 – Payment and Expenses**

### **5.1. External Examiner Payment**

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#### **5.1.1. Payment of Fees**

External Examiners will be paid a flat fee of £400 per annum. External Examiners for programmes leading to the award of QTS will also be paid for their external moderation activities pertaining to school based training (for QTS programmes). Payment for these external moderation activities are managed separately by the University's School Placements Office (SPO).

Fee payments to External Examiners are conditional upon receipt of comprehensive written reports and are paid automatically on receipt of those reports on an annual basis. Where more than one report is required per annum due to the delivery pattern of the programme (e.g. where there is franchised delivery through collaborative provision) or due to an External Examiner's allocation covering both undergraduate and postgraduate provision, an additional payment of £50 per report will be paid alongside the main fee.

The maximum fee payable to any one External Examiner for taught programmes in any one year is £1000, excluding the mentoring fee (where applicable).

#### **5.1.2. Deductions from Fees**

HM Revenue and Customs normally requires that income tax be deducted at basic rate direct from fee payments made to External Examiners. Any External Examiner who is exempt must provide proof of exemption from HMRC prior to fee payments being made.

Leeds Trinity University is required to quote National Insurance numbers and dates of birth in relation to all fee payments made, even those that fall below the National Insurance Contribution threshold level. A pro forma is provided on appointment to collect the necessary information, along with bank details to enable payments to be made through the BACS transfer system.

### **5.2. External Examiner Mentor Payment**

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#### **5.2.1. Payment of Fees**

The role of the mentor attracts an additional fee of £100 (before deductions). This will be paid along with the External Examiner's annual fee once the mentor has completed the required questionnaire at the end of the mentoring process.

#### **5.2.2. Deductions from Fees**

Information regarding deductions from fees for External Examiners can be found under Section 5.1.2 above.

### **5.3. Procedural External Reviewer Payment of Fees**

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#### **5.3.1. Payment of Fees**

The Procedural External Reviewer will be paid a flat fee of **£1000** per annum.

The fee payment is conditional upon attendance at the agreed Progression and Award Boards and receipt of a comprehensive written report. It is paid automatically on receipt of the report on an annual basis.

### **5.3.2. Deductions from Fees**

HM Revenue and Customs normally requires that income tax be deducted at basic rate direct from fee payments made to the Procedural External Reviewer. A Procedural External Reviewer who is exempt must provide proof of exemption from HMRC prior to fee payments being made.

Leeds Trinity University is required to quote National Insurance numbers and dates of birth in relation to all fee payments made, even those that fall below the National Insurance Contribution threshold level. A pro forma is provided on appointment to collect the necessary information, along with bank details to enable payments to be made through the BACS transfer system.

### **5.4. Expenses**

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Leeds Trinity University will meet claims for the re-imbursment of any reasonable travelling, subsistence or other expenses incurred by External Examiners and the Procedural External Reviewer in the course of their duties; these will be paid gross. **Appropriate receipts must support all claims.**

Leeds Trinity University encourages travel by public transport, whenever practicable. Rail travel should be at standard class fare and normally purchased in advance to minimise costs. Travel by private car will be paid for at the rate of 45p per mile travelled. It is the External Examiner's responsibility to ensure that appropriate insurance cover is in force.

If overnight accommodation is required for visits to the campus, the Student Records and Assessment Team will be able to make arrangements on the External Examiner's behalf. Alternatively, External Examiners may make their own arrangements and claim the costs back subject to the limit of £90.

Completed claim forms should be returned to the Academic Quality Office (AQO) by post. Claims are authorised and paid as soon as possible upon receipt.

## Section 6 – Termination of Appointment

### 6.1. External Examiners

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#### 6.1.1. Termination of contracts by External Examiners

The appointment letter sets out a commitment for the External Examiner to serve for one year in the first instance, with a view to an extension of the period of office of up to three years. In the event of a decision to leave the appointment prior to the expiry of the period of office, the External Examiner shall give three months' notice, in writing, to the Academic Quality Office (AQO).

#### 6.1.2. Termination of appointment by Leeds Trinity University

If, as a result of the phasing out or restructuring of academic provision, there are no or significantly fewer students presenting for assessment then the deployment of External Examiners may be reviewed by the Academic Quality and Standards Committee (AQSC) and the appointment of an External Examiner may be terminated prematurely.

If, during a term of office, a change in individual circumstances results in an External Examiner no longer satisfying the selection criteria on the basis of which they were originally appointed, the Chair of the Assessment Panel shall bring the matter to the attention of the Dean of School and the Chair of AQSC. In such cases, consideration shall be given to the premature termination of appointment.

In all cases where an appointment is terminated prematurely by the University, the Chair of AQSC will:

- a) Write, on behalf of AQSC, to the External Examiner concerned;
- b) Inform the Dean of School, Director of Academic Quality and Standards and the Chair of the Assessment Panel that the appointment has been terminated.

#### 6.1.3. Unsatisfactory Delivery

Leeds Trinity University reserves the right to terminate the appointment of an External Examiner prematurely on the basis of:

- a) Non-attendance at the Assessment Panel meetings without prior notice;
- b) Non-submission of reports within the specified timescales without reasonable cause;
- c) Non-fulfilment of other tasks outlined in the procedures;
- d) A breach of University policies, procedures and regulations, in so far as they apply to the appointment, and in particular the Equality, Diversity and Inclusion Policy.

If any aspect of an External Examiner's performance or conduct is considered unsatisfactory, it shall be drawn to the attention of the Dean of School, Director of Academic Quality and Standards and the Chair of the Academic Quality and Standards Committee (AQSC). In such cases, either the procedure detailed in the first *or* the second paragraph below shall be invoked.

The Chair of AQSC shall, on behalf of AQSC, write to the External Examiner concerned expressing the views of the Committee and requesting a change in delivery; and will request a written response. The Chair of AQSC shall inform the Dean of School, the Director of Academic Quality and Standards and the Chair of the Assessment Panel that the External

Examiner concerned has been sent the correspondence. Once received, the Chair of AQSC shall submit the External Examiner's written response to AQSC for consideration and shall provide a copy of the written response to the Dean of School, the Director of Academic Quality and Standards and the Chair of the Assessment Panel.

- a) If the response is deemed by AQSC to be satisfactory, then no further action shall be taken at this stage. The Chair of the Assessment Panel shall be required to submit a report to AQSC at the next appropriate opportunity monitoring any changes in the conduct and/or performance of the External Examiner concerned.
- b) If the response is deemed by AQSC to be unsatisfactory, the Committee shall invoke the procedure in the paragraph below.

Should AQSC consider the case such as to warrant the premature termination of the appointment, it shall make a recommendation to the Chair of AQSC accordingly. The Chair of AQSC shall inform AQSC, the Dean of School, the Director of Academic Quality and Standards and the Chair of the Assessment Panel that the appointment has been terminated.

## **6.2. Procedural External Reviewer**

### **6.2.1. Termination of contract by the Procedural External Reviewer**

The agreement letter between Leeds Trinity University and the Procedural External Reviewer sets out a commitment to serve for one year in the first instance, with a view of an extension of the period of office for up to three years. In the event of a decision to leave the appointment prior to the expiry of the period of office, the Procedural External Reviewer shall give four months' notice, in writing, to the Director of Academic Quality and Standards.

### **6.2.2. Unsatisfactory Performance**

Leeds Trinity University reserves the right to terminate the appointment of a Procedural External Reviewer prematurely on the basis of:

- a) Non-attendance at the agreed Progression and Award Board meetings without prior notice;
- b) Non-submission of reports within the specified timescales without reasonable cause;
- c) Non-fulfilment of other duties outlined in the procedures;
- d) A breach of University policies, procedures and regulations, in so far as they apply to the appointment, and in particular the Equality, Diversity and Inclusion Policy.

If any aspect of the Procedural External Reviewer's delivery is considered unsatisfactory, it shall be drawn to the attention of the Director of Academic Quality and Standards and the Chair of the Academic Quality and Standards Committee (AQSC). In such cases, either the procedure detailed in the first or the second paragraph below shall be invoked.

The Chair of AQSC shall, on behalf of AQSC, write to the Procedural External Reviewer concerned expressing the views of the Committee and requesting a change in delivery; and will request a written response. The Chair of AQSC shall inform the Director of Academic Quality and Standards that the Procedural External Reviewer concerned has been sent the correspondence. Once received, the Chair of AQSC shall submit the Procedural External Reviewer's written response to AQSC for consideration and shall provide a copy of the written response to the Director of Academic Quality and Standards.

- a) If the report is deemed by AQSC to be satisfactory, then no further action shall be taken at this stage. The Director of Academic Quality and Standards will be required

to submit a report to AQSC at the next appropriate opportunity monitoring any changes in the conduct and/or performance of the Procedural External Reviewer concerned.

- b) If the response is deemed by AQSC to be unsatisfactory then the Committee shall invoke the procedure in the paragraph below.

Should AQSC consider the case such as to warrant the premature termination of the appointment, it shall make a recommendation to the Vice-Chancellor accordingly. The Chair of AQSC shall, on behalf of AQSC, inform the Director of Academic Quality and Standards. The Vice-Chancellor will decide whether to accept the recommendation. Should they do so, they shall write to the Procedural External Reviewer concerned terminating the appointment. The Chair of AQSC shall inform AQSC and the Director of Academic Quality and Standards that the appointment has been terminated.

## Appendix 1 – External Examiner Nomination Form

The nominee should complete section 3, 4 and 6 of this form and return via email to [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk) with an accompanying CV. If you have any questions about the appointment process, or how to complete this form, please contact [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)

### Section 1

*To be completed by Academic Quality Office and Chair of Assessment Panel*

#### a) Vacancy Details

<b>Department:</b>	
<b>Appointment start:</b>	
<b>Appointment finish:</b>	

#### b) Provision to be examined

##### Programme oversight

<b>Award and title of programme(s)</b>		
<b>Are there PSRB criteria set for external examining of the programme(s)</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

##### Module allocation

Module Code	Module Title	Credit Value
<b>Total Credit Value</b>		

#### c) Succession arrangements / Reciprocal arrangements

Details of the external examiner being replaced:

<b>Full name and title</b>	
<b>Place of work</b>	
<b>Appointment finish date</b>	

Details of the current external examining team for the subject area:

Name	Programme responsibilities	Place of work	Term of office (YY/YY-YY/YY)

## Section 2 – Mentoring Arrangements

To be completed by Academic Quality Office and Chair of Assessment Panel

Does the nominee require a mentor?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------------	------------------------------	-----------------------------

If yes, provide details of mentor arrangements:

Full name and title	
Programme responsibilities	
Place of work	
Term of office (YY/YY-YY/YY)	

## Section 3

To be completed by nominee

### a) Personal details

Full name and title	
Current post (title)	
Current place of work	
Faculty / Department	
Date commenced with current employer	
Length of time working in HE	
Highest qualification held	
Address for correspondence	
Email address	
Telephone number	

### b) External examining experience

Please provide details of your experience as an External Examiner (if any) in the last five years (please note that applicants should normally hold no more than one other substantial external examiner role at taught degree level concurrent with this appointment.)

Institution	Area of responsibility (e.g. subject area, level or award & programme title)	Term of office YY/YY-YY/YY

### c) Criteria for appointment

Leeds Trinity University has adopted the following UK-wide set of criteria for appointing External Examiners.

1. Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
2. Competence and experience in the fields covered by the programme of study, or parts thereof;

3. Relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
4. Competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
5. 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;
6. Familiarity with the standard to be expected of students to achieve the award that is to be assessed;
7. Fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s);
8. Meeting applicable criteria set by professional, statutory or regulatory bodies (PSRBs);
9. Awareness of current developments in the design and delivery of relevant curricula;
10. Competence and experience relating to the enhancement of the student learning experience.

**Please provide a brief statement demonstrating that you meet the above person specification.**

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#### d) Conflicts of interest

In order to ensure impartiality and independence, the following categories of people or circumstances must be avoided. Please indicate if any of the following apply to you:

	This applies to me
1. Member of the Board of Governors, or a current employee of Leeds Trinity University or one of its collaborative partners;	<input type="checkbox"/>
2. Anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;	<input type="checkbox"/>
3. Anyone required to assess colleagues who are recruited as students to the programme of study;	<input type="checkbox"/>
4. Anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;	<input type="checkbox"/>
5. 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;	<input type="checkbox"/>
6. Former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the proposed external examiner have completed their programme(s);	<input type="checkbox"/>
7. A reciprocal arrangement involving cognate programmes at another institution;	<input type="checkbox"/>
8. The succession of an external examiner from an institution by a colleague from the same department in the same institution;	<input type="checkbox"/>
9. The appointment of more than one external examiner from the same department of the same institution to external examine in the same subject area at Leeds Trinity;	<input type="checkbox"/>
10. The appointment of an external examiner who has been involved in the development of the programme or its component parts, for example as an external consultant, or member of the programme approval panel.	<input type="checkbox"/>

**If you selected 'this applies to me' for any criteria, please provide further detail.**

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## Section 4 – Right to work verification

*To be completed by nominee*

In accordance with the Immigration, Asylum and Nationality Act (2006), and the Home Office rules currently in force, you must be able to demonstrate your right to work in the UK before the appointment commences.

You will need to provide photocopies of the necessary document(s) before the appointment commences with the University. On your first visit to Leeds Trinity, you will need to bring the original document(s) to be checked and verified. Full details will be included in the appointment pack.

**Please confirm the statement below:**

I can provide proof of my right to work in the UK. I understand that failure to provide this proof may result in termination of my appointment.  I agree

## Section 5 – Nominee privacy notice

*To be completed by nominee*

The University will hold the personal data provided in this nomination form, and your accompanying CV, for the purpose of processing appointments for new external examiners. Your details will not be shared for any other purpose.

If your nomination is successful, we will hold your data in line with the Privacy Notice for External Examiners, available [here](#).

If your application is unsuccessful, we will destroy this data within 6 months of receipt.

## Section 6 – Submission checklist

*To be completed by nominee*

Before sending this form to [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk), you should ensure that you have:

	Complete
Checked that your contact details are correct	<input type="checkbox"/>
Completed the section on conflicts of interest	<input type="checkbox"/>
Confirmed your eligibility to work in the UK	<input type="checkbox"/>
Prepared an up-to-date CV to send alongside the form	<input type="checkbox"/>
Read the Privacy Notice for External Examiners	<input type="checkbox"/>

<b>Signed</b>		<b>Date</b>	
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## Section 7 – Endorsement by Chair of the Assessment Panel

*To be completed by Chair of Assessment Panel*

<b>Name</b>	
<b>Signed</b>	
<b>Date</b>	

## Appendix 2 – Procedural External Reviewer Nomination Form

The nominee should complete section a) of the form and return this to [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk) with an accompanying CV.

The Director of Academic Quality and Standards will then complete section 2, before this is forwarded to the Academic Quality and Standards Committee (AQSC) for consideration.

If you have any questions about the appointment process, or how to complete this form, please contact [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)

### Section 1 (to be completed by nominee)

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#### a) Nominee Details

*To be completed by the nominee*

Full name and title	
Current post (title)	
Current place of work	

#### b) Appointment Criteria

The University has adopted the following criteria for the appointment of a Procedural External Reviewer:

1. Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
2. Relevant academic qualifications and/or professional experience to enable oversight of the procedures relating to progression and classification;
3. Competence and relevant experience relating to the design and review of Academic Regulations and its supporting policies and procedures;
4. Appropriate sector knowledge and awareness of current developments in higher education;
5. Sufficient standing, credibility and breadth of experience to be able to command the respect of academic and professional peers;
6. Familiarity with the standard to be expected of students to achieve the academic awards delivered by the University;
7. Fluency in English;
8. Competence and experience relating to the enhancement of the student learning experience.

**Please provide a brief statement demonstrating that you meet the above criteria.**

### c) Conflicts of Interest

In order to ensure impartiality and independence, nominees must satisfy the criteria below.

Are you... (select as appropriate)

	Yes	No
A member of the Board of Governors, or a current employee of Leeds Trinity University or one of its collaborative partners.	<input type="checkbox"/>	<input type="checkbox"/>
Anyone with a close professional, contractual or personal relationship with a member of staff, to the extent that it would limit impartiality.	<input type="checkbox"/>	<input type="checkbox"/>
Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff, to the extent that it would limit impartiality.	<input type="checkbox"/>	<input type="checkbox"/>
Former staff or students of the institution unless a period of five years has elapsed.	<input type="checkbox"/>	<input type="checkbox"/>

If you selected **yes** for any statement, please provide details below.

### d) Contact Details

The University will use the data provided in this section in line with the External Examiner's Privacy Notice, available on the Leeds Trinity University website.

The Academic Quality Office will redact any information provided in this section before the Academic Quality and Standards Committee (AQSC) considers your nomination.

<b>Contact Address</b>	
<b>Postcode</b>	
<b>Contact telephone number</b>	
<b>Email address</b>	

### e) Right to Work in the UK

The Procedural External Reviewer must be able to demonstrate their right to work in the UK, in accordance with the Immigration, Asylum and Nationality Act 2006, and the Home Office rules currently in force<sup>8</sup>. Upon appointment, you must provide photocopies of the necessary document(s) before the appointment commences. You must also bring original document(s) on your first visit to the University.

	Yes	No
Do you require permission to work in the UK?	<input type="checkbox"/>	<input type="checkbox"/>

If you selected **yes**...

	Yes	No
Do you currently have permission to work in the UK?	<input type="checkbox"/>	<input type="checkbox"/>
What is the expiry date of your current permission?		

<sup>8</sup> For further information on the rules please visit the UK Visas and Immigration website: <https://www.gov.uk/government/organisations/uk-visas-and-immigration>

**Section 2 (to be completed by Director of Academic Quality and Standards)**

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**a) Support for the Nomination**

*To be completed by the Director of Academic Quality and Standards*

Please provide a brief statement of support for the nomination. You should ensure that the appointment criteria in b) are met, and any potential conflicts of interest are addressed.

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I confirm support for the nomination and recommend for approval by the Academic Quality and Standards Committee (AQSC).

<b>Signed:</b>	
<b>Print Name:</b>	
<b>Date:</b>	

## Appendix 3 – External Examiner Change of Responsibilities Form

External Examiner allocations are formally confirmed by Academic Quality and Standards Committee (AQSC) at the beginning of each academic year. Any changes to the confirmed allocations during the academic year must be approved by AQSC via a formal request. This request must be made using the *External Examiner: Change of Responsibilities Form*.

A change of responsibilities must be endorsed by the relevant Chair of the Assessment Panel and completed forms must be submitted to the Academic Quality Office ([ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)) for consideration by AQSC.

### SECTION 1: Summary of current examining duties

<b>Title and name of examiner</b>	
<b>Department</b>	
<b>Programme responsibilities</b> <i>(programmes currently allocated to the external examiner)</i>	
<b>Module allocation</b> <i>(total number of credits currently allocated to the external examiner)</i>	
<b>Period of appointment</b> <i>(normally a total of 4 years)</i>	<u>Academic year:</u> 1/10/20.. to 30/9/20..  OR <u>Calendar year*:</u> 1/1/20.. to 31/12/20..

*(\*available to postgraduate programmes only)*

### SECTION 2: Changes to summary information

Please complete all boxes and indicate 'n/a' if no change is to be made.

<b>Name of proposer</b>	
<b>Additional programme responsibilities</b> <i>(programmes to be added to the external examiner's allocation)</i>	
<b>Programme responsibilities to be removed from role</b> <i>(programmes to be removed from the external examiner's allocation)</i>	

<b>Module allocation</b> <i>(total number of credits allocated to the external examiner after changes)</i>	
<b>Date change(s) to take effect</b>	
<b>End date*</b>	

*\*Unless stated otherwise it will be assumed that the changes will continue for the duration of the external examiner's period of office.*

### **SECTION 3: Details of changes to module allocation**

*Please order by module code, or by level then module code.*

#### **Modules to be added to external examining duties:**

<b>Module code</b>	<b>Module title</b>	<b>Credit value</b>

#### **Modules to be removed from external examining role:**

<b>Module code</b>	<b>Module title</b>	<b>Credit value</b>

### **SECTION 4: Rationale**

Please provide a brief statement explaining why the change is being proposed *(expand box as necessary)*.

**SECTION 5: Endorsement by Chair of the Assessment Panel**

<b>Name</b>	
<b>Signed</b>	
<b>Chair of the Assessment Panel</b>	
<b>Date</b>	

**SECTION 6: Approval by Academic Quality and Standards Committee**

<b>Date considered by Academic Quality and Standards Committee</b>	
<b>Notification of approval (by AQO)</b>	

*This form should be accompanied by revised external examiner matrices for the individual external examiner(s) and the department(s) affected.*

## Appendix 4 – External Examiner Report and Response Form

<b>If your report covers...</b>	<b>Submit by...</b>
UG accelerated degree(s)	1 <sup>st</sup> July
UG 3-year degree(s)	1 <sup>st</sup> July
Foundation degree(s)	1st July
PGCert in Higher Education	30 <sup>th</sup> September
PG taught degree(s)	30 <sup>th</sup> September
Work-based learning / apprenticeships	30 <sup>th</sup> September

### Guidance for completion

- The External Examiner Report and Response Form is divided into two parts:
  - Part A – External Examiner Report is to be completed by the External Examiner and responded to by the relevant programme team.
  - Part B – Action Plan is to be completed by the relevant programme team.
- If your programme allocation includes franchised delivery at our collaborative partners, complete one form per collaboration.
- If your programme allocation includes both undergraduate and postgraduate provision, complete one form for each.
- Before formulating your answers, you should take some time to read through all the questions – this will help to reduce the risk of repetition in your answers.
- Where relevant, indicate whether comments refer to specific modules, a specific programme, or the subject area.
- Although we ask for specific comment on the areas below, you should not feel restricted to these areas. You should feel free to comment on any other matters as appropriate. A section is provided at the end for further comments.
- Your views will influence how we develop our programmes. To help us do this, please ensure that your report includes clear feedback on academic standards and on good practice, innovation and areas for enhancement. One-word answers may not give the programme team enough information to work from.
- Some questions may not be relevant to your allocation, leave these blank.
- **Do not name or otherwise identify any individuals.** We will make all reports available, in full, to all students. In **exceptional circumstances**, where you wish to bring a matter of particular sensitivity to the University's attention, you should contact the Vice-Chancellor directly. We will redact any such information before publication.
- We will share this report with relevant Committees and external bodies for the purpose of quality assurance and review as appropriate.
- We may wish to use anonymous extracts from your report in promotional material where appropriate.
- Students should not contact external examiners directly. Any correspondence received by an External Examiner from a student should not respond and should report any such contact to the Academic Quality Office.

## Part A – External Examiner Report

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### Summary Information

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<b>School</b>	
<b>Programme(s) examined</b>	
<b>Modules examined</b>	
<b>Academic year</b>	2023/24

<b>External Examiner's Name</b>	
<b>Current position at home institution</b>	
<b>Home institution / company</b>	

<b>Are any elements taught at a collaborative partner?</b>	Yes / No
<b>If yes, please name all partners</b>	

### Annual Confirmation: Conflict of Interest

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In order to ensure impartiality and independence, the following categories of people or circumstances must be avoided:

1. member of the Board of Governors, or a current employee of Leeds Trinity or one of its collaborative partners;
2. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
3. anyone required to assess colleagues who are recruited as students to the programme of study;
4. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
5. 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;
6. former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the proposed external examiner have completed their programme(s);
7. a reciprocal arrangement involving cognate programmes at another institution;
8. the succession of an external examiner from an institution by a colleague from the same department in the same institution;
9. the appointment of more than one external examiner from the same department of the same institution to external examine in the same subject area.
10. the appointment of an external examiner who has been involved in the development of the programme or its component parts, for example as an external consultant, or member of the programme approval panel.

<b>Do any of the above circumstances apply to you?</b>	Yes / No
<b>If yes, please provide details below on the nature of this conflict.</b>	

## 1. Academic Standards and Sector Comparability

1.1. Are the standards set for the modules/awards consistent with the Framework for Higher Education Qualifications (FHEQ)?	Yes / No
1.2. Are students provided with the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in similar programmes or subjects at other UK higher education institutions?	Yes / No
If you answered no to any of the above, please provide further details below.	

### Programme team response to Section 1

## 2. Professional, Statutory or Regulatory Body (PSRB) requirements and Apprenticeship standards

2.1. Do modules/awards meet the requirements of relevant professional bodies and apprenticeship standards?	Yes / No / Not Applicable
<p>2.2. Where applicable, please provide specific comment on the extent to which these requirements are met. External Examiners for programmes leading to the award of QTS asked to comment specifically on the following areas:</p> <p>a) The extent to which the system of school based training enables the trainee to progress and demonstrate adequate progress towards meeting the Teachers' Standards during their course.</p> <p>b) The extent to which formative assessments provide evidence and development targets for trainees enabling them to progress and be recommended for QTS.</p> <p>c) The extent to which systems and support for weak trainees are fair and rigorous.</p> <p>d) Any strengths of the system and any recommendations for improvement.</p>	

### Programme team response to Section 2

## 3. Student Performance

3.1. Are you able to confirm the following from the data provided at Assessment Panel meetings?	
The overall performance of students in relation to their peers was appropriate.	Yes / No

There was an appropriate distribution of grades across the cohort.	Yes / No
Where Work Based Learning or credit-bearing placements were assessed, there were suitable processes and standards in place.	Yes / No / Not Applicable
<b>If you answered no to any of the above, please provide further details below.</b>	

**Programme team response to Section 3**

**4. Outstanding issues and other key observations**

<b>4.1. Have issues raised in the previous External Examiner Report been satisfactorily addressed?</b>	Yes / No / Not Applicable
<b>If you answered no to the above, please provide further details below.</b>	

**Programme team response to Section 4**

**5. Support and guidance**

<b>5.1. Did the following teams provide appropriate and satisfactory support and guidance throughout the year?</b>	
<b>Academic Quality Office</b> (for matters related nominations, appointments, induction and annual reporting)	Yes / No
<b>Student Records and Assessment Team</b> (for matters related to programme and module allocations, external moderation administration and Assessment Panels <u>for on campus provision</u> )	Yes / No
<b>Programme Team(s) / Chair(s) of Assessment Panel</b> (for matters related to academic delivery)	Yes / No
<b>If you answered no to any of the above, please provide further details below.</b>	
<b>5.2. Did the External Examining Handbook support you in understanding and carrying out your External Examiner duties?</b>	Yes / No
<b>If you answered no to the above, please provide further details below.</b>	

**Programme team response to Section 5**

**6. Programme structure, module content and assessments**

**6.1. Please comment on the currency of the programme in the context of the relevant QAA subject benchmark statements (where applicable) and recent developments in academic understanding and professional practice.**

**6.2. Please comment on the appropriateness and effectiveness of the programme structure.**

**6.3. Please comment on the appropriateness and currency of module content.**

**6.4. Please comment on the effectiveness of assessments in testing student performance against intended learning outcomes.**

**Programme team response to Section 6**

## **7. The quality of learning and teaching**

**7.1. Please comment on the extent to which student work and feedback provides evidence of effective learning and teaching?**

**7.2. Please comment on how overall student performance compares to the performance of students on similar modules/awards at other UK higher education institutions?**

**Programme team response to Section 7**

## **8. Resources**

**8.1. Please comment on the resources available to students, particularly as they impact on student achievement (in your comments you may wish to make reference to library provision (both physical and online – please try to visit the learning centre to review facilities and resources); also IT and media facilities, as appropriate and the Moodle VLE resources).**

**8.2. Please comment on the range and variety of reading provided, whether there is any differentiation between essential and additional reading and the extent to which readings are recommended on a week by week basis.**

**Programme team response to Section 8**

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## 9. Assessment process

<b>9.1. Please comment on the extent to which assessment procedures were rigorous, conducted fairly and within institutional regulations and guidance, ensured equity of treatment for all students, and provided clear reasoning for the award of given marks.</b>

<b>9.2. Please comment on the effectiveness of the administrative arrangements supporting the external moderation process.</b>

<b>9.3. Please comment on the conduct of Assessment Panel meetings.</b>

<b>9.4. Please comment on the quality and appropriateness of statistical data provided at Assessment Panel meetings.</b>

<b>Programme team response to Section 9</b>

## 10. Dissemination of good practice

<b>10.1. Please comment on any areas of good practice within the programme(s) and/or module(s) that the University could usefully disseminate across other programmes.</b>

<b>10.2. Please identify any areas of good practice from elsewhere in the sector that could be shared with the programme team and/or wider University.</b>

<b>Programme team response to Section 10</b>

## 11. Additional comments

<b>11.1. Please provide any additional comments.</b>

<b>11.2. If you are in your final year of appointment, please give an overview of your term in office to be shared with the University and the incoming External Examiner.</b>

<b>Programme team response to Section 11</b>



## Part B – Action Plan

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*To be completed by the programme team*

### 12. Areas for consideration/enhancement<sup>9</sup>

12.1. Reflect on any areas for consideration/enhancement identified by the External Examiner in the report and what action will be taken forward.			
Area for consideration / enhancement	Action to be taken forward	Owner of action	Timescale for action

### 13. Areas of concern<sup>10</sup>

13.1. Reflect on any areas of concern identified by the External Examiner in the report and what action will be taken forward.			
Area of concern	Action to be taken forward	Owner of action	Timescale for action

Name of response author	
Job title of response author	
Date response authorised by the Academic Quality and Standards Committee	

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<sup>9</sup> Area for consideration/enhancement: an area that presents an opportunity for further improvement but does not present a risk to academic standards or the quality of education and the student experience.

<sup>10</sup> Area of concern: an area that presents a risk to academic standards or the quality of education and the student experience.

## Appendix 5 – External Examiner Report and Response Form – Level 4 (BA Hons) New Collaborative Provision

Please complete this form electronically and return to the Academic Quality Office by 1<sup>st</sup> July using the email address [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)

### Guidance for completion

- The External Examiner Report and Response Form is to be completed by the External Examiner and responded to by the relevant collaborative partner (in consultation with the University's Academic Partnerships Unit).
- Complete one form per collaboration.
- If your programme allocation includes franchised delivery at our collaborative partners, complete one form per collaboration.
- If your programme allocation includes both undergraduate and postgraduate provision, complete one form for each.
- Before formulating your answers, you should take some time to read through all the questions – this will help to reduce the risk of repetition in your answers.
- Where relevant, indicate whether comments refer to specific modules, a specific programme, or the subject area.
- Although we ask for specific comment on the areas below, you should not feel restricted to these areas. You should feel free to comment on any other matters as appropriate. A section is provided at the end for further comments.
- Your views will influence how we develop our programmes. To help us do this, please ensure that your report includes clear feedback on academic standards and on good practice, innovation and areas for enhancement. One-word answers may not give the programme team enough information to work from.
- **Do not name or otherwise identify any individuals.** We will make all reports available, in full, to all students. In **exceptional circumstances**, where you wish to bring a matter of particular sensitivity to the University's attention, you should contact the Vice-Chancellor directly. We will redact any such information before publication.
- We will share this report with relevant Committees and external bodies for the purpose of quality assurance and review as appropriate.
- We may wish to use anonymous extracts from your report in promotional material where appropriate.
- Students should not contact external examiners directly. Any correspondence received by an External Examiner from a student should not respond and should report any such contact to the Academic Quality Office.

## External Examiner Report

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*To be completed by the External Examiner and responded to by the collaborative partner (in consultation with the University's Academic Partnerships Unit)*

### Summary Information

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<b>School</b>	
<b>Programme(s) examined</b>	
<b>Modules examined</b>	
<b>Collaborative partner</b>	
<b>Academic year</b>	2023/24

<b>External Examiner's Name</b>	
<b>Current position at home institution</b>	
<b>Home institution / company</b>	

### Annual Confirmation: Conflict of Interest

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In order to ensure impartiality and independence, the following categories of people or circumstances must be avoided:

1. member of the Board of Governors, or a current employee of Leeds Trinity or one of its collaborative partners;
2. anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
3. anyone required to assess colleagues who are recruited as students to the programme of study;
4. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
5. 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;
6. former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the proposed external examiner have completed their programme(s);
7. a reciprocal arrangement involving cognate programmes at another institution;
8. the succession of an external examiner from an institution by a colleague from the same department in the same institution;
9. the appointment of more than one external examiner from the same department of the same institution to external examine in the same subject area.
10. the appointment of an external examiner who has been involved in the development of the programme or its component parts, for example as an external consultant, or member of the programme approval panel.

<b>Do any of the above circumstances apply to you?</b>	Yes / No
<b>If yes, please provide details below on the nature of this conflict.</b>	

## 1. Student Performance

<b>1.1. Are you able to confirm the following from the data provided at Assessment Panel meetings?</b>	
The overall performance of students in relation to their peers was appropriate.	Yes / No
There was an appropriate distribution of grades across the cohort.	Yes / No
Where Work Based Learning or credit-bearing placements were assessed, there were suitable processes and standards in place.	Yes / No / Not Applicable
<b>If you answered no to any of the above, please provide further details below.</b>	

### Programme team response to Section 1

## 2. The quality of learning and teaching

<b>1.1. Please comment on the extent to which student work and feedback provides evidence of effective learning and teaching?</b>
<b>1.2. Please comment on how overall student performance compares to the performance of students on similar modules/awards at other UK higher education institutions?</b>

### Programme team response to Section 2

## 3. Assessment process

<b>2.1. Please comment on the extent to which assessment procedures were rigorous, conducted fairly and within institutional regulations and guidance, ensured equity of treatment for all students, and provided clear reasoning for the award of given marks.</b>
<b>2.2. Please comment on the effectiveness of the administrative arrangements supporting the external moderation process.</b>
<b>2.3. Please comment on the conduct of Assessment Panel meetings.</b>
<b>2.4. Please comment on the quality and appropriateness of statistical data provided at Assessment Panel meetings.</b>

### Programme team response to Section 3

#### 4. Additional comments

**3.1. Please provide any additional comments.**

**Programme team response to Section 4**

## Appendix 6 – Procedural External Reviewer Report and Response Form

Please complete this form electronically and return to the Academic Quality Office by **31<sup>st</sup> July** using the email address [ex-ex-admin@leedstrinity.ac.uk](mailto:ex-ex-admin@leedstrinity.ac.uk)

- The Procedural External Review Report and Response Form is divided into two parts:
  - Part A – Procedural External Review Report is to be complete by the Procedural External Review and responded to by the University.
  - Part B – University Actions is to be completed by the University.
- Your report should consider undergraduate, postgraduate taught, foundation, and resit Boards to provide a **holistic** view of the full academic cohort.
- You should take into account all meetings of the Progression and Awards Boards, which make up the larger progression and classification system.
- You should take into consideration comments made in your interim feedback on the June Boards, including the extent to which the University has responded to or made changes based on your recommendations.
- Please make your comments as full as possible to enable proper consideration by the University's deliberative committee structure.
- We will circulate this report internally as this will form part of the quality assurance record of the University's awards. As such, you should not identify individual members of staff/students in this report.
- You may submit a separate, private and confidential report to the Vice Chancellor in **exceptional circumstances** should you consider this to be necessary.
- Throughout this form, 'Regulations' is used to refer to the Taught Programme Academic Regulations and its supporting policies and procedures, including the Extenuating Circumstances Policy and the Student Academic and Professional Misconduct Policy.

### 1. Your details

<b>Your name</b>	
<b>Institution / company</b>	
<b>Your role</b>	

### Annual Confirmation: Conflict of Interest

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In order to ensure impartiality and independence, the following categories of people or circumstances must be avoided:

1. A member of the Board of Governors, or a current employee of Leeds Trinity University or one of its collaborative partners;
2. Anyone with a close professional, contractual or personal relationship with a member of staff, to the extent that it would limit impartiality;
3. Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff, to the extent that it would limit impartiality;
4. Former staff or students of the institution unless a period of five years has elapsed.

Do any of the above circumstances apply to you?	Yes / No
If yes, please provide details below on the nature of this conflict	

University Response to Section 1

## 2. Actions since previous report

2.1 Did you receive the report and response for the previous academic year?	Yes / No / Not Applicable
2.2 Issues raised in previous report(s) have been addressed satisfactorily. <i>Either reports written by you or by the previous reviewer if you are in your first year.</i>	Agree / Disagree / Neither Agree nor Disagree / Not Applicable
2.3 Identify any issues, raised in previous reports, which remain to be addressed.	

University Response to Section 2

## 3. Academic Regulations

3.1 Please comment on the appropriateness of the University's Regulations, including the extent to which the Regulations ensure that progression and classification decisions are an accurate reflection of student achievement.

University Response to Section 3

## 4. Progression and Award Boards

4.1 Please state the meetings of the Progression and Award Board you attended this year, indicating whether this was physical or remote attendance.		
Date	What did the Board consider (e.g. School of Communication, Business and Law, UG L5+6)?	Physical or remote attendance?
4.2 Thinking holistically about your experience over the academic year, please indicate the extent to which you agree with the following statements. <b>The Progression and Award Boards...</b>		
Applied the Regulations with sufficient probity and rigour to satisfy the University of the integrity of its awards.		Agree / Disagree
Applied the Regulations in the spirit of fairness and with due regard to the equitable treatment of students.		Agree / Disagree
Received sufficient data to support progression and classification decisions.		Agree / Disagree

Used discretion, as conferred by Academic Board, to make decisions on individual student cases in the student's best interests ( <i>where applicable</i> ).	Agree / Disagree
Ran in such a way as to adhere to the principles of the <i>UK Quality Code</i> .	Agree / Disagree
Upheld the University's values, particularly in relation to equality and diversity.	Agree / Disagree
<b>4.3 Please elaborate on any aspects which did not meet expectations.</b>	
<b>4.4 Are there any examples of good practice in the Progression and Award Boards you would like to highlight for wider dissemination across the University?</b>	
<b>4.5 Do you have any recommendations for enhancement of the University's Progression and Award Boards? If yes, please comment.</b>	

<b>University Response to Section 4</b>

## 5. Assessment Panels

<b>5.1 Did you have the opportunity to attend any meetings of an Assessment Panel?</b>	Yes / No
<b>5.2 If yes, which meeting(s) did you attend?</b>	
<b>5.3 How satisfied were you with the operation of the Assessment Panel(s)?</b>	
<b>5.4 Are there any examples of good practice in the Assessment Panels you would like to highlight for wider dissemination across the University?</b>	
<b>5.5 Do you have any recommendations for enhancement of the University's Assessment Panels? If yes, please comment.</b>	

<b>University Response to Section 5</b>

## 6. Further comments

<b>6.1 Space for further comments not covered elsewhere in the report.</b>

<b>University Response to Section 6</b>

## 7. Summary

Taking into account the information provided above, and your experience over the past academic year, please indicate as appropriate:

<b>7.1 I am satisfied with the appropriateness of, management of, and implementation of the University's progression and classification procedures.</b>	Agree / Disagree
<b>7.2 If you disagree with the above, please comment.</b>	

<b>University Response to Section 7</b>

## Part B – University Actions

### 8. Areas for consideration/enhancement

8.1 Reflect on any areas for consideration/enhancement identified by the Procedural External Reviewer in the report and what action will be taken forward.			
Area for consideration / enhancement	Action to be taken forward	Owner of action	Timescale for action

### 9. Areas of concern

9.1 Reflect on any areas of concern identified by the External Examiner in the report and what action will be taken forward.			
Area of concern	Action to be taken forward	Owner of action	Timescale for action

Name of response author	
Job title of response author	
Date response authorised by the Academic Quality and Standards Committee	