

CODE OF PRACTICE ON ASSESSMENT BOARDS

1. Introduction

On behalf of Academic Board, Assessment Boards are responsible for ensuring that students have met the defined learning outcomes leading to a validated Award. They are responsible to Academic Board through the Academic Registrar and relevant Dean of Faculty.

The Code of Practice sets out the procedures and requirements of all University Module Results and Award and Progression Boards to ensure they operate in a fair and consistent manner. There may be additional requirements set by Professional, Statutory, and Regulatory Bodies (PSRBs). Where PSRB requirements conflict with this Code of Practice, the former take precedence.

2. Principles

Assessment Boards form a core part of the University's quality assurance system. Academic quality and standards are assured at Assessment Boards through the discussion of assessment, course and module summary data, and confirmation of individual student achievement.

Student achievement of awards and academic credit, through assessment and recognition of prior learning, is reported using the central student records system, SITS. Checks are put in place through the process of the Assessment Boards to ensure this approach is effective.

Assessment Boards must consider student assessments in accordance with the University and course assessment regulations and make recommendations to Academic Board, or to any external validating body, in relation to any student who, in the judgement of the Board, has fulfilled the objectives of the course and achieved the standard required for the award. The confirmation of approved extenuating circumstances claims form part of the module/course profile received by an Assessment Board.

There shall be an Assessment Board concerned with every stage of assessment for each validated course leading to an award or credit.

The University operates a two-tiered Assessment Board structure.

- a) *Module Results Boards* are responsible for a cognate set of modules. Modules in this set will normally belong to more than one Subject. The Board carries full responsibility for confirming standard of assessments and grades for all assessments, considering the performance of students, individual modules, module groups and confirming module results.
- b) *Award and Progression Boards* are responsible for confirming that University regulations have been correctly applied in determining the qualification and classification of finalists and a student's right to continue study.

Dates are set for assessment boards in line with the approved academic calendar and requests for Boards to be held at times other than those indicated in the University calendar must be approved by the Academic Registrar and published 12 months in advance.

While the formal decisions of Assessment Boards will be published, the proceedings are confidential. Reports of Assessment Boards and communications relating to the assessment of individual students shall be circulated under confidential cover. Those

privy, in any capacity, to the deliberations of an Assessment Board shall not discuss the Board's work with any other person, except where required to do so in relation to a formal request for review of an Assessment Board decision.

Students' module results and progression/award is determined according to the relevant algorithms for their course of study, unless extenuating circumstances apply. However, Module Results Boards and Award and Progression Boards should exercise academic judgement where concerns regarding the overall academic quality and standards across a whole cohort (for instance, in relation to previous years) are raised. In such cases the Chair of the Board must consult with the relevant Dean or Associate Dean before the Board meeting. Subject to these discussions, Boards may then decide that results are "normalised" across a cohort. The reasons and methodology for doing this must be approved by the External Examiner and formally recorded.

Assessments must be marked and moderated in good time ahead of each relevant Board to ensure accurate and efficient processing of data and awards. Consistent failure to meet required marking or moderation deadlines should be reported to Faculty Boards and an action plan introduced to mitigate the risk of recurrence.

3. The Module Results Board – Terms of Reference

The Module Results Board will consider the grades for a set of modules that they have responsibility for. In confirming that students have passed a module, they are also confirming that these students have satisfied the learning outcomes for that module.

Module Results Boards are required to consider and provide assurance that:

- student assessment has been conducted in accordance with the University Academic Regulations and assessment criteria published to students in module guides;
- moderation processes have been employed in the setting and marking of assessment;
- assessment results for all students enrolled and registered for modules belonging to the Board are suitable for confirmation by the External Module Results Board;
- retrieval arrangements are in place for students who need to redeem failure;
- comparison of performance of all iterations of modules, cohorts and Subjects belonging to the Board is undertaken;
- standards achieved by University of Wolverhampton students are comparable to UK benchmark standards.

3.1 Internal Module Results Board

Prior to the External Board, Internal meetings will be held with attendance of module leaders for modules belonging to the Board. Subject leads may be appointed to represent multiple module leaders (subject to approval of the Dean of Faculty).

At the Internal meeting module leaders will confirm that marking, moderation and a data check have been undertaken in accordance with the academic regulations. Module leaders will present a summary of student performance on the module.

Where module leaders are not able to confirm the above the Chair of the Internal Board will determine action to be taken.

The Internal Board will consider module summaries submitted by module leaders and relevant statistics for all modules belonging to the Board and consider the progress / achievement to date of students across all iterations of each module.

Where any adjustment or normalisation of results is recommended a note is taken and amendment made to the SITS module record prior to the External Board.

Where inconsistencies are identified the Internal Board will make recommendations to the External Board of action to be taken.

The Internal Board will agree points to be reported to the External Board and a summary produced for distribution to Board members and External Examiners. Any missing marks must be identified to ensure a full dataset can be presented to the External Module Results Board.

3.2 External Module Results Board

The External Board will be held to: formally confirm that the Internal Board has undertaken its role; consider comments from the External Examiner(s); make decisions on recommendations from the Internal Board.

The Chair of the Internal Board will be required to confirm that student assessment has been conducted in accordance to University regulations and that an External Examiner has reviewed all modules.

The Chair of the Internal Board will be required to confirm that resit arrangements are in place for students who need to retrieve failure or non-submission due to extenuating circumstances.

The Board will receive relevant module statistics and the report prepared by the Internal Board. It will consider these and External Examiners comments in confirming academic standards.

The Board will be informed of any Chairs' actions raised since the last Board.

The External Examiner will be asked to comment on the processes s/he has observed and the proceedings of the Board.

The Board will consider any other quality or standards matter the Internal Board considers it is necessary to bring to its attention, either because it is a matter of concern or because it requires the authority of the Board to confirm a decision. The Board may consider normalising results where appropriate and should minute the reasons for doing so.

A full and accurate record of proceedings will be made by the Secretary and held in the Faculty.

3.3 External Module Results Board Membership:

- Chair: A Faculty senior Academic or Dean's nominee- approved by FAEC
- An External Examiner for each Subject area owned by the Module Results Board
- Chair of the Internal Module Results Board
- Subject Leader/Head of Department for each Subject owned by the Board
- Staff from collaborative partners as appropriate
- Secretary
- Module Leaders as required by the Internal Board and /or the External Examiner

The quorum for any meeting of a Board held to determine the final recommendations shall be:

- Chair
- The External Examiner(s) for whose module(s) are being considered (where an External Examiner is unable to attend, he/she must be provided with opportunity to comment on and, if appropriate, provide written confirmation of the recommendations of the Board).
- Subject Leader/Head of Department for each Subject owned by the Board

Attendance of external examiners could be facilitated (through on-line access such as Skype / telephone conference) and approved by the Chair.

3.4 Minimum agenda

Meetings of External Assessment Boards should use the following minimum default agenda:

- Attendance
- Apologies for absence
- Declarations of conflicts of interest
- Minutes of the previous meeting
- Chairs' action taken since last meeting
- Matters arising on the minutes
- Receive for information minutes from the TNE Award and Progression Board where appropriate
- Actions/and associated correspondence (where relevant) from External Examiners' reports from the previous year
- Specific issues referred from the Internal Assessment Board or other University departments (e.g. Conduct and Appeals Unit)
- Details of modules taken at collaborative partners (where relevant)
- Delegation of powers to approve Chairs' actions
- Oral review by the External Examiner(s)
- Sign off by External Examiner(s)

The default agenda is not exclusive and further items should be added for a particular meeting as Board business requires.

When sending apologies for absence members should be given opportunity to contribute to Board discussions or send a nominated deputy.

4. The Award and Progression Board

Award and Progression Boards are required to consider and provide assurance:

- that University and Course regulations have been applied consistently and fairly for all students studying on courses belonging to the Board;
- to confirm each student's award and classification, where they have met the requirement for the award
- to confirm interim awards and/or the award of University credit for students who do not meet the requirements of their award aim;
- that end of year status has been recorded for all students enrolled on courses belonging to the Board;
- that the academic standards achieved by students that standards achieved by University of Wolverhampton students are comparable to UK benchmark standards.
- when the last student has completed a course approved for deletion by the Deputy Vice-Chancellor (Academic). Once confirmed by the board SITS can be updated.

- Compare completion and classification statistics for all courses belonging to the Board.
- Record students who will be awarded a course prize (this may also occur after Resit Boards)

4.1 Award and Progression Internal Board

Prior to the External Award and Progression Board, Internal meetings will be held with all Course Leaders for courses belonging to the Board.

At the Internal Board meeting course leaders will scrutinise student profiles to confirm final award and classification and a continuing student's right to progress or continue study using the presented recommendations.

Where course leaders are not able to confirm the above the Chair of the Board will determine action to be taken.

The Internal Board will consider statistics for all courses belonging to the Board and consider; the fairness and equality of treatment of all cohorts of students and achievement of students across all iterations of each course.

The Internal Board does not have discretion to vary the application of the University or course academic regulations in its treatment of students. Very exceptionally, where it is considered appropriate to recommend a variance to the regulations advice and approval must be sought and granted by the Academic Registrar prior to the External Board.

Where any adjustment to the recommendation is required a note is taken and amendment made to the student record, prior to the External Board.

The Internal Board will agree points to be reported to the External Board and a summary produced for distribution to Board members and External Examiners.

4.2 Award and Progression External Board

The External Board will be held to formally record the activity of the Internal Board, the meeting with the External Examiner and make decisions on recommendations from the Internal Board.

The Board will receive a report from the Internal Board to confirm that all necessary checks have been undertaken and that the University (and Course) regulations have been applied fairly and consistently.

The Board will consider any other quality or standards matter the Internal Board considers it is necessary to bring to its attention, either because it is a matter of concern or because it requires the authority of the Board to confirm a decision. The Board may consider normalising results where appropriate and should minute the reasons for doing so.

The Board will consider award and classification statistics for all of the courses belonging to the Board.

The Board will be informed of any Chairs' actions raised since the last Board.

The Board will receive a list of students who will be awarded a course prize.

The External Examiner will be asked to comment on the processes s/he has observed and the proceedings of the Board.

A full and accurate record of proceedings will be made by the Secretary and held in the Faculty.

4.3 External Board Membership

- Chair: A Faculty senior Academic or Dean's nominee- approved by FAEC
- An External Examiner(s) appointed to the Board
- Chair of the Internal Award and Progression Board
- Secretary
- Subject Leader/Head of Department for each Course owned by the Board or nominated deputy
- Staff from collaborative partners as appropriate
- Course Leaders as required by the Internal Board and/or the External Examiner.

The quorum for any meeting of a Board held to determine the final recommendations shall be:

- Chair
- the External Examiner(s) for whose course(s) are being considered (where an External Examiner is unable to attend, he/she must be asked to provide written confirmation (through completion of the Approval form) of his/her concurrence with the recommendations of the board).
- Subject Leader/Head of Department for each Subject owned by the Board

Attendance of external examiners could be facilitated through on-line access such as Skype where appropriate and approved by the Chair.

Meetings of External Assessment Boards should use the minimum default agenda as noted in **section 3.3**.

5. University-wide Award and Progression Board

These have been established in areas of provision which fall outside of the standard University academic calendar and where the University has identified the need to monitor and/or develop cross University-wide practices. Their main purpose is to ensure due process is undertaken to progress students and confirm awards at appropriate points in the year to facilitate varied timings for progression and graduation.

University-wide Award and Progression Boards are required to discuss and assure:

- that University and Course regulations have been applied consistently and fairly for all students studying on courses belonging to the Board.
- each student's award and classification, where they have met the requirement for the award.
- Interim awards and/or the award of University credit for students who do not meet the requirements of their award aim.
- that end of year status has been recorded for all students enrolled on courses belonging to the Board.
- Compare completion and classification statistics for all courses belonging to the Board.
- Record students who will be awarded a course prize and/or receive commendation from the Board.

TNE Award and Progression Board will compare course statistics of all iterations and review performance for each partner institution delivering more than one University award.

Professional Doctorate Award and Progression Board will monitor the progression of students throughout the full course to include receiving updates on progress through the research thesis element.

5.1 University-wide Award and Progression Internal Board

Prior to the External Award and Progression Board, Internal meetings will be held with all Course Leaders for courses belonging to the Board.

At the Internal Board meeting course leaders will scrutinise student profiles to confirm final award and classification and a continuing student's right to progress or continue study using the presented recommendations.

Where course leaders are not able to confirm the above the Chair of the Board will determine action to be taken.

Where any adjustment to the recommendation is required a note is taken and amendment made to the student record, prior to the External Board.

The Internal Board will consider statistics for all courses belonging to the Board and consider; the fairness and equality of treatment of all cohorts of students and achievement of students across all iterations of each course.

The Internal Board does not have discretion to vary the application of the University or course academic regulations in its treatment of individual students. Very exceptionally, where it is considered appropriate to recommend a variance to the regulations advice and approval must be sought and granted by the Academic Registrar prior to the External Board.

The Internal Board will agree points to be reported to the External Board and a summary produced for distribution to Board members and External Examiners.

5.2 University-wide Award and Progression External Board

The External Board will be held to formally record the activity of the Internal Board, the meeting with the External Examiner and any decision which requires formal ratification.

The Board will receive a report from the Internal Board to confirm that all necessary checks have been undertaken and that the University (and Course) regulations have been applied fairly and consistently.

The Board will consider any other matter the Internal Board considers it is necessary to bring to its attention, either because it is a matter of concern or because it requires the authority of the Board to confirm a decision.

The Board will consider award and classification statistics for all of the courses belonging to the Board.

The Board will be informed of any Chairs' actions raised since the last Board.

The Board will identify students who will be awarded a course prize and/or receive commendation from the Board.

The External Examiner will be asked to comment on the processes s/he has observed and the proceedings of the Board.

A full and accurate record of proceedings will be made by the Secretary and held in the Faculty.

5.3 External Board Membership

- Chair: A University senior Academic - approved by UAEC
- An External Examiner appointed to the Board
- Chair of the Internal Award and Progression Board
- Course Leaders as required by the Internal Board and/or the External Examiner.
- Secretary

The quorum for any meeting of a Board held to determine the final recommendations shall be:

- Chair
- the External Examiner(s) for whose course(s) are being considered (where an External Examiner is unable to attend, he/she must be asked to provide written confirmation (through completion of the Approval form) of his/her concurrence with the recommendations of the board).
- Subject Leader/Head of Department for each Subject owned by the Board

Attendance of external examiners could be facilitated through on-line access such as Skype where appropriate and approved by the Chair.

Meetings of External Assessment Boards should use the minimum default agenda as noted in section 3.4.

6 Resit Boards

6.1 Module Results Resit Boards

Module Results Resit Boards are required to discuss and provide assurance:

- that student assessment has been conducted in accordance with the University Academic Regulations and assessment criteria published to students in module guides.
- that moderation processes have been employed as required. Moderation of resits (and any other further attempts) is not required if the module has been subject to internal moderation and scrutiny from the External Examiner at the first sit.
- To confirm re-assessment (resit) results for all students enrolled and registered for modules belonging to the Board.
- that retrieval arrangements are in place for students who need to redeem failure.

All resit work must be made available for the External Examiner on request and their input into this process should be discussed and agreed at the time of the Module Results Assessment Board.

A full and accurate record of proceedings will be made by the Secretary and held in the Faculty.

6.2 Award and Progression Resit Boards

Award and Progression Resit Boards are required to discuss and provide assurance:

- that University and Course regulations have been applied consistently and fairly for all students studying on courses belonging to the Board.
- each student's award and classification, where they have met the requirement for the award.
- Interim awards and/or the award of University credit for students who do not meet the requirements of their award aim.
- that end of year status has been recorded for all students enrolled on courses belonging to the Board.

A full and accurate record of proceedings will be made by the Secretary and held in the Faculty.

6.3 Resit Board Membership

- Chair: : A University senior Academic - approved by FAEC
- An External Examiner appointed to the Board
- Course/Module Leaders as required by the Faculty and/or the External Examiner(s)
- Secretary
- An academic member of staff representing each subject area

Meetings of External Assessment Boards should use the minimum default agenda as noted in section 3.4.

7 Assessment Boards for collaborative provision

For all collaborative courses (including franchised courses and accreditation arrangements):

- a) Specific arrangements for the operation of Assessment Boards will be set out in the Memorandum of Cooperation and Operations Manual;
- b) Where the University acts as the sole awarding body, and retains sole responsibility for the standard of the award, the Assessment Board activity will form a part of regular board processes for Module and Award processing as outlined above.
- c) Where awards are shared between the University and another awarding body, or the University does not have sole responsibility for both the standard of the award and all assessment which may contribute towards it, Assessment Board arrangements will be those most appropriate to the course in question. Where an Assessment Board will not adhere to University processes for module and award Boards then formal written confirmation must be provided by the Academic Registrar. These written confirmation will confirm:
 - the identity of the Chair of the Assessment Board;
 - that the University is represented at all meetings of the Board;
 - the external examiner arrangements for the Board.

Marks awarded at an Assessment Board outside of the University must be presented for ratification to a University Board at the next opportunity.

8 External Examiners

Module External Examiners will be appointed on the basis of their subject expertise and will be allocated a coherent group of subject specific modules to externally moderate. A number of Module External Examiners will be nominated by the school to attend Module Results Assessment Boards in addition to their scrutiny duties.

Award and Progression Board External Examiners will be appointed on the basis of their experience and expertise in the application of assessment regulations and will have responsibility for advising on the application of the University's assessment regulations in the interests of equity and fairness.

A full outline of the external examiner appointment process is available from the Quality and Collaboration Unit (QCU) External Examiner webpages.

8.1 Responsibilities of External Examiners

All external examiner(s) should:

- observe the confidentiality of all Assessment Board proceedings and assessment processes;
- attend the University before the External Board to meet Course Leaders and review a sample of student profiles.
- be provided with the opportunity to review student profiles for all students belonging to the Board, course statistics and the report from the Internal Board.
- be able to exercise independent judgement and be free from any influence of previous association with the course, the staff, or any of the students;
- be able to compare the performance of students with that of their peers on comparable courses of higher education elsewhere within UK Higher Education Institutions (HEIs);
- ensure the assessments are conducted in accordance with the approved course specific and University assessment regulations;
- provide an annual written report to the University on the effectiveness of the assessments and any lessons to be drawn from them in relation to course quality
- be consulted about proposed changes to the course specific regulations and significant module amendments; and
- report to UAEC any matters of serious concern arising from the assessments, which put at risk the academic standard of the award.

External examiners have the right to raise any matter of serious concern with the Vice-Chancellor, if necessary by means of a separate confidential written report. Where an external examiner has a serious concern relating to systematic failings with the academic standards of a programme(s) and has exhausted all published applicable internal procedures, including the submission of a confidential report to the Vice-Chancellor, the external examiner may invoke QAA's concerns scheme or inform the relevant professional, statutory or regulatory body.

8.2 Information for External Examiners

- The University Undergraduate and Postgraduate Regulations.
- University Assessment Handbook
- Module and Course Guides for all modules/courses under consideration.
- Statistical reports for all courses owned by the Board.
- Report from the Internal Board.
- Record of Chairs' Actions.

8.3 Expectations of the Module Results Board External Examiner

The Module External Examiner for all undergraduate, Edexcel and postgraduate courses is required to:

- a) Attend the final External Module Results Board. External Examiners are also invited to attend Resit Boards. In the event of an External Examiner not being able to attend the Module Results Board, the Board should be informed as soon as possible in order to agree when the External Examiner will be able to view the necessary board information.
- b) Sign the Approval Form issued at the meeting of the Board. By signing the Approval Form, External Examiners are indicating they are able to confirm that:
 - the academic standards achieved by students are comparable with student performance on similar provision with which they are familiar
 - the standards are consistent with QAA or other relevant benchmarks, and where appropriate, professional body standards
 - due process has been followed by the Module Board in arriving at its decisions.

In the event that an External Examiner is not able to endorse the recommendations of the Board, the matter, together with all relevant documentation, should be referred to the Academic Registrar.

- c) Submit an Annual Report within four weeks of the last final External Assessment Board meeting of each academic year.
- d) Confirm that there is fair and consistent treatment of all students, including students with disabilities and where appropriate make visits to Collaborative Partners to ensure that this is so.
- e) Determine the accuracy and consistency of internal marking of module assessments. To enable this, the External Examiner will receive and review samples of assessed work for each module in every semester that the module is run.. The minimum size of a sample of scripts/examination papers is the larger of 10% of the number of students presenting assessments or 6 assessments, covering the whole range of grades awarded (including fail grades) for the module. The nature of the sample should be agreed between the external and the module / subject team but should normally include:
 - (i) assessed work from all components of the assessment regime of a module
 - (ii) presentations, laboratory work, practical and work placements where appropriate and/or if required by professional and other bodies.
 - (iii) the range of modules moderated.
- f) Confirm the appropriateness of the distribution of grades awarded within a module and across the Subject portfolio.
- g) Confirm the appropriateness of module assessment in content, level, time allocation, degree of challenge and its comparability with that of other modules in the Subject portfolio.
- h) Corroborate that assessment is carried out in accordance with the University, Course and Module regulations.
- i) Confirm the continuing currency of the range of modules offered in the Subject, the appropriateness of the modules' content and their suitability for the course.
- j) Be associated, where appropriate, with Level 4 work. Level 4 is a qualifying level for the award of a Degree or Honours Degree; the University requires a different level of scrutiny of student work at Level 5 and above. In order to fulfil this scrutiny, External Examiners will be provided with statistical data relating to each module.

Should the External Examiner or the subject team identify the need for further investigation arising from the statistical data or from other sources of evidence, a sample of student work will be made available. For qualifications, such as Foundation Degrees, to which Level 4 credits contribute to the final award, External Examiners will be required to exercise the level of scrutiny normally associated with credits at Level 5 or above.

- k) Be associated with Level 3 work. As Level 3 credits are pre-HE in level, they require a different level of scrutiny from student work at Level 5 and above. In order to fulfil this scrutiny, External Examiners will be provided with students' grades relating to each module. Should the External Examiner or the subject team identify the need for further investigation arising from the students' grades or from other sources of evidence, a sample of student work will be made available. For qualifications, such as Foundation Degrees, to which Level 3 credits contribute to the final award, External Examiners will be required to exercise the level of scrutiny normally associated with credits at Level 5 or above.
- l) Confirm the appropriateness of the summative assessment tasks (coursework and examinations) to be used for all modules before the assessments are presented to the students.
- m) Where relevant, be associated with subject decisions on RPL. A Module External Examiner may be asked to receive and comment on samples of processed applications for RPL. Comments must be recorded in the RPL section of the External Examiner Report.
- n) Be consulted about the approval of minor modifications. Module External Examiners may be requested to advise at the time of Periodic Review as part of the Curriculum Review stage.

8.4 Expectations of the Award and Progression Board External Examiner

Award and Progression External Examiners for all undergraduate, Edexcel and postgraduate courses are required to:

- a) Attend the final External Award and Progression Board, to be confirmed annually by Faculties. External Examiners are also invited to attend Resit Boards.
- b) In the event of an External Examiner not being able to attend the Award and Progression Board, the Faculty contact for the Board should be informed as soon as possible in order to agree when the External Examiner will be able to view the necessary board information.
- c) External Examiners indicate whether they are able to confirm the following statements verbally at the meeting of the Board and follow up in writing through the submission of their report.
- d) External Examiners are asked to confirm:
 - the academic standards achieved by students are comparable with student performance on similar provision with which they are familiar
 - the standards are consistent with QAA or other relevant benchmarks, and where appropriate, professional body standards
 - due process has been followed by the Award and Progression Board in arriving at its decisions.
- e) In the unlikely event that an External Examiner is not able to endorse the recommendations of the Board, the matter, together with all relevant documentation, should be referred to the Academic Registrar.
- f) Submit an Annual Report within four weeks of the final External Award and Progression Board meeting of each academic year.

- g) Confirm that there is fair and consistent treatment of all students, including students with disabilities and where appropriate make visits to Collaborative Partners to ensure that this is so.
- h) Confirm the integrity and equity of the process of conferring awards on the basis of:
 - the consistency of the application of the award regulations for classification
 - the range of classifications awarded
 - success and compensation rates
 - the variations between grade distributions awarded by subjects contributing to the award where appropriate
 - progression rates
 - comparing performance across different awards

8.5 Process for when an External Examiner is unable to attend an Assessment Board with no prior warning to the University

When an External Examiner is unable to attend an Assessment Board with no prior warning and have not undertaken work within their remit the Faculty will approach an alternative External Examiner as a temporary measure appointed to the same assessment board who is willing and able to undertake the outstanding work.

8.6 Engagement with External Examiners

Faculties will arrange to meet with their External Examiner(s) at appropriate times during the year.

External moderation will take place throughout the year and Faculties may determine that it is appropriate for this to occur at University of Wolverhampton to extend the opportunity for Module/Subject/Course teams to meet with External Examiners to discuss the validity of proposed assessment tasks and assessment submitted during a semester.

Provision may be made for External Examiners to meet with Module/Subject /Course teams and other External Examiners appointed to the same Assessment Board before the final External Board meets.

8.7 External Examiners to meet with students

External Examiners must be provided with the opportunity to meet students:

- a) To fulfil the requirements of a Professional, Statutory or Regulatory Body (PSRB). At these meetings, the PSRB may require the External Examiner to assess the performance of an individual student or a group of students.
- b) To confirm that standards are appropriate and comparable in subjects that require a performance, demonstration of skills or techniques, exhibition or similar activity as an integral part of the assessment regime.
- c) Where a course is delivered collaboratively (UK and Overseas), the External Examiner may be asked to undertake visits from time to time, (potentially twice during a four year term, to meet students in order to confirm a) that standards are appropriate and comparable to similar UK-based courses, and b) that the assessment process is fair and consistent for all students. Where an External Examiner has been approved to undertake a visit to consider the academic health of several partners, student meetings will form an integral part of this visit.
- d) In some subject areas, course teams may ask an External Examiner to meet students or an External Examiner may request a meeting with students so that Externals can enhance their understanding of the operation of the course and can familiarise themselves with the students' experience of learning, teaching and

assessment. Such meetings would not contribute to the assessment of either individual students or groups of students.

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