For forms, templates, and further guidance, please contact:

(0116) 250 6076
lnewell@dmu.ac.uk

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- The university needs to be assured that the external examiner is suitably qualified to undertake the role, providing a balance between academic and workplace practice experience and having currency of experience in both areas. In terms of workplace practice experience, consideration should be given to academic nominees who are working with a relevant industry to support delivery of a programme (e.g. guest lecturers from industry, live briefs, experience of running an apprenticeship), members of an industrial liaison committee or undertaking consultancy in a relevant area. If an examiner cannot be found who matches the criteria, consideration should be given to appointing both an examiner with academic subject expertise and one with appropriate practice-based expertise.

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Period of office

The period of office of an external examiner shall be four years normally from 1 October. The period of office of an external examiner shall not normally exceed four years but may be extended by QSC for a further year to ensure continuity.

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

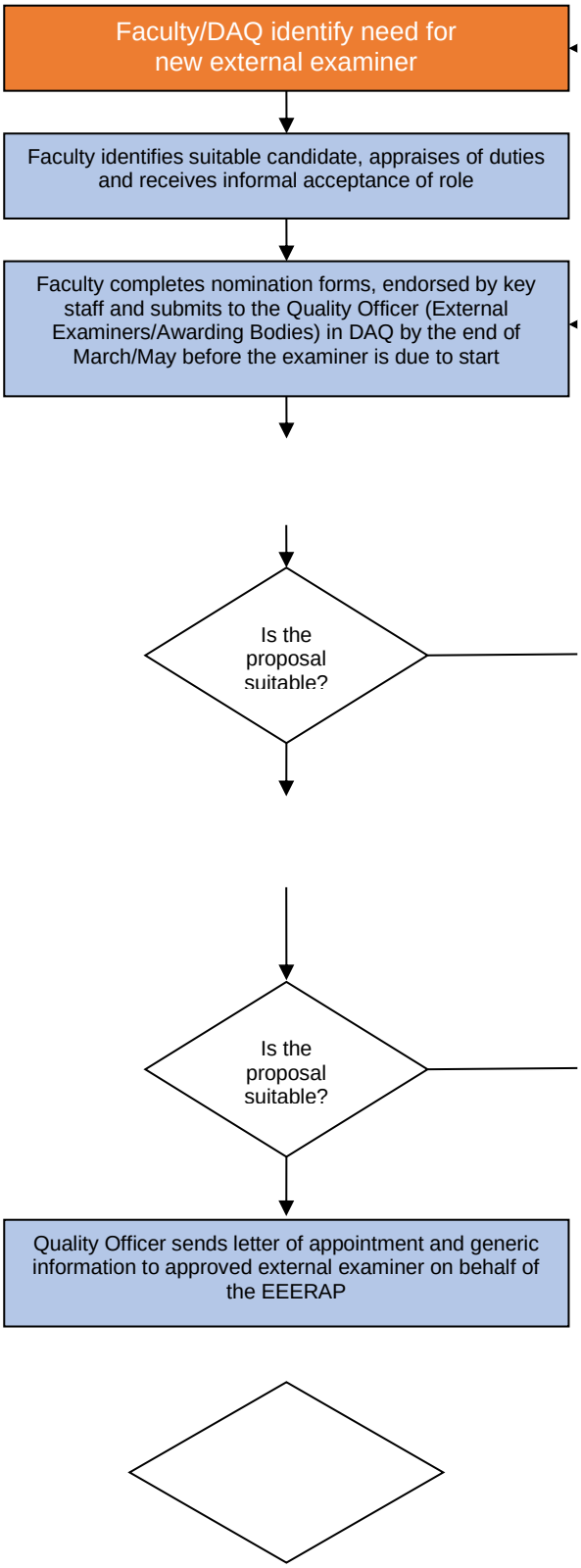
Extending appointments

In exceptional circumstances applications for extensions of appointment length for one year

For external examiners who will be associated to Asia Pacific University (APU) programmes, a

Where appropriate, following the submission of supporting material (if necessary)

Appointment process flowchart



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Information sent by the faculty

Once the external examiner has accepted the appointment and submitted documents to

examiner reports. Programme teams will need to make their own arrangements for meeting the external examiner at their convenience. At these introductory meetings topics for discussion may include:

- Discussion with programme/subject groups to consider the operation the boards

The external examiner role at De Montfort University (DMU) has been designed to fully comply with the Quality Assurance Agency UK Quality Code, Advice and Guidance: External Expertise.

External examiners are specifically required to scrutinise and advise on the following:

- : the currency, relevance and coherence of curricular material
- : that learning materials and learning outcomes are appropriate to curricula and that students are able to achieve standards comparable with those elsewhere and comparable to subject and level threshold requirements
- : that assessment aims and objectives are appropriate, the purposes and philosophy of assessment a

The formal progression and award board (PAB) is only permitted to ratify the marks as they are presented. The board cannot receive late marks or correct any mark input errors – this should be done at the pre-board stage. Any errors/gaps not picked up beforehand can only be addressed by chair's action taken outside of the board and reported to the next meeting.

Similarly, PABs do not have the authority to exercise discretion – any matters of academic judgement must be concluded at the pre-board stage. The only circumstances under which the formal assessment board may exercise discretion is where students are being allowed to progress exceptionally. This scenario is only available for undergraduate programmes, and normally occurs in September. There are set criteria governing the application of this decision – the Registrar representative/Associate Dean Academic (ADA) can guide on appropriate use at the board.

External examiners are present at the board to ensure that assessment is at an appropriate level and appropriate to the subject, and that students' work has been fairly marked. Examiners should also ensure that the processes for progression of students and for determining awards provide equity of treatment. External examiner will be asked to provide a verbal report to the board. If they are unable to attend, examiners should provide comments to the board.

Some programmes are professionally accredited and have additional regulations above and beyond generic university regulations. Where this is the case, the board ensures that these are fully adhered to.

External examiners are encouraged to attend the main assessment board which considers assessment results and they must agree their involvement in the reassessment process and board which follows. Engagement with the reassessment process is just as crucial as with the main assessment period. If examiners are unable to attend any of the boards, they must contact the faculty to inform them of this and to arrange alternative means to input into the meeting. With some subject areas, where there are multiple external examiners appointed to the same programme, one external examiner may be nominated to represent all examiners at the board.

They should also be invited to the management board although attendance at this is not essential. The minutes of the relevant boards should be sent to each examiner as a matter of course.

From the 2022/23 academic session, most undergraduate programmes moved to block teaching. Most postgraduate programmes moved to block teaching in 2023/24. There are some exceptions with a small number of programmes remaining with yearlong delivery.

Block teaching is structured into 7-week teaching blocks, where students typically will concentrate on one module in each block at a time. The academic calendar is divided into two 15-weees(tnu.92 re800.000008871 0 56)(o 7)]TJETxtg0 G[t)-3(th)3(e)9( )-5(bo)11(ar)-4(d)]TJETQq0.0

- Raising any issues of concern for debate.
- Conducting viva voce examinations in cases where the assessment board or the external examiner so wishes.
- Considering statistical analyses (performance indicators) relating to modules and programmes with which she/he is associated.
- Auditing and confirming the rigour of assessment practices and protocols adopted by the board.
- Reviewing and confirming progression decisions and recommendations for the award of qualifications.
-

Written reports

External examiners are required to submit written reports to the university annually and at the end of their periods of office (such reports should be completed on the form available from the Department of Academic Quality (DAQ) website (

Completing the annual/end of office report

External examiners are required to submit written reports on an annual basis to the university within one month after the main assessment board (not after the reassessment board) and before payment of fees is authorised. Such reports should cover the full range of activities with which the examiner has been involved.

The end of office report (completed on the same proforma as the annual) made at the end of the term of office, should give general observations based on the whole period as well as covering the year in question. Particular attention should be paid to any issues that have been raised, but not addressed during the examiner's period of office.

Interim/supplementary reports may be submitted at any times where an examiner considers that issues have arisen which require prompt attention. This report is intended to be exceptional and it

- A Word version of the form will be provided if examiners prefer to work on the questions offline in their own time. The template can be used to preview the questions, prepare answers and then copy and paste into the MS Form when ready. The Word template should not be submitted.
- Most questions will be some version of multiple choice and free text, for example:
    - Free text
    - Dropdown menu
    - Yes / No
    - Strongly Agree / Agree / Disagree / Strongly Disagree
- By indicating no to any of the statements about academic standards, student performance or the process for the determination of awards, the report will be escalated to the PVC (Education and Equalities), Registrar (Academic), Head of Academic Quality, Deputy Head of Academic Quality

1. Title

2. Forename *

3. Surname *

4. Place of employment *

5. DMU Faculty *

6. Programme name *

For note: Please contact qaenquiries@dmu.ac.uk if you need further information.

7. If any elements are taught at locations other than DMU Leicester, please specify below *

For note: some examiners have separate appointments for different locations. This will be made clear to you at the time of appointment. In these circumstances, you will be required to write a separate report for each partner. Contact qaenquiries@dmu.ac.uk if you are unsure.

8.

17. Did you attend an assessment board? *
For note: If yes, go to question 18
If no, go to question 20

The MS form will automatically direct you to the next question depending on your answer.

18. Were the processes for the determination of awards sound and fairly conducted? *
For note: Both yes and no, go to question 19.

By indicating no to any of the three questions in the summary, the report will be escalated to the PVC (Education and Equalities), Registrar (Academic), Head of Academic Quality, Deputy Head of Academic Quality and the Quality Manager (Assessment). A response should be sent to the examiner and all of the above within four weeks of receipt of the report.

19. Comment if the board has been conducted in a manner which allowed and promoted full engagement from you. This relates to your general involvement in the assessment process as defined in university regulations and to your involvement as a board member in the business of the meeting.

    Discuss the operation of the board, specifically if it has been properly and well conducted. *

20. Were you given the opportunity to feed into meeting ie by providing comments? *
For note: question only applicable if you did not attend the assessment board. 4(es)-4( )-5(/)13( )-5(No)

23. If you are , was the support provided by your allocated mentor sufficient for you to undertake your duties? *

For note: If no, go to question 24.
If N/A - Experience external examiner / yes / Mentor not used, go to question 25

A mentor will only be appointed when an incoming external examiner has minimal experience in the role. Details of the mentor are provided in the appointment letter and it is

29. Briefly summarise areas of good practice and innovation.

Please state if the comments are linked to a location other than DMU Leicester and be specific to explain your answers. *

For note: Guidance for external examiners on good practice

30. Identify any issues, raised in previous reports, which remain to be addressed.

Identify any issues that fall outside the categories given above. If there are issues, please add *

31. If this is your as an external examiner at De Montfort University, please give an overview of your term of office. Please add if this your final year.

Comment on the changes introduced during your term.

Comment on

Three months after the main assessment board

If the report has not been received within three months after the board, engagement with the assessment process has been minimal and there are no extenuating circumstances, DAQ will ask the Associate Professor Quality (APQ)to contact the examiner to request the report specifying a two-week deadline for submission. The programme leader should start preparing to find an alternative external examiner. If no response, the faculty can request termination of appointment. All requests regarding the termination of an appointment should be agreed via the head of school/department/board chair and

Institutional issues ie relating to the regulatory framework, assessment procedures, central resources (library, IT provision, and student support services) will be highlighted by DAQ, who will continue to monitor all external examiner reports as they are received. For each of the institutional issues, an appropriate person will be identified and asked to make a response within one month on behalf of the university. The response will be sent to the external examiner and will also be copied to the programme leader, faculty associate professor (quality), board chair and DAQ.

An overview report will be written by the Quality Officer (External Examiners/Awarding Bodies) to be presented to the Quality Sub-Committee (QSC). The annual report is based on the key findings from external examiner reports for a specific academic year and is compiled through consideration of undergraduate reports and postgraduate reports.

Reporting timetable

External examiners reports received within DAQ and shared with the faculty	Within five working days of receipt
Faculty associate professor (quality) records issues raised and good practice to ensure all issues have been responded to.	Ongoing
Quality Officer (External Examiners/Awarding Bodies) identifies appropriate person to respond to external examiner on behalf of university for any institutional issues and contacts them with the programme leader, faculty associate professor (quality) and the board chair copied in.	Within 10 days of receipt of report
Management board considers report and decides on action to be taken.	First board after receipt of report
Management board chair (or other most appropriate person depending on nature of issue, i.e. programme leader) sends a detailed written response to the external examiner. Again, copied to faculty associate professor (quality) and DAQ.	Within 2 weeks of the board
Faculty associate professor (quality) updates records with details of action taken and date of response.	Ongoing
QSC External Examiner Overview Report to be presented to QSC for discussion and information.	March/April

Sharing external examiner details and reports with students

In line with the QAA UK Quality Code requirements, external examiners' reports should be made

the previous month. Forms received after this date will be paid the following month. All completed forms must be submitted within three months of the claim date.

Provided the expenses are classed as a business expense, they are not subject to tax, however, for HMRC purposes the business reason for the expense must be stated and itemised VAT receipts must be provided where appropriate. The fees are taxed in the normal way through PAYE.

Points of contact and further information

Visits, board operation, subject expertise

The faculty academic contact (usually the programme or subject leader) should identify themselves to the external examiner at the beginning of the term of office. The appropriate faculty administrator should also introduce themselves.

Payment of expenses and fees

The faculty finance administrator as identified in the letter of appointment.

Higher and Degree apprenticeships – brief guide to external examining

Overview

All Higher Education (HE) apprenticeship programmes are subject to the external examiner process. The QAA Quality Code expects HE providers to appoint external examiners for all

experience at the relevant level and who is familiar with the standards required for comparable programmes.

Roles and Responsibilities

The university needs to ensure that external examiners are appropriately briefed as to the specific nature of their role for apprenticeships that involve higher education.

For apprenticeship programmes this will need to include

- Specifying whether the apprenticeship involves integrated or separate EPA;
- The relationship between apprenticeship duties and Knowledge, Skills and Behaviours (KSBs) and programme/modules learning outcomes, hence the way the EPA is conducted may have implications for their role.
- The assessment format or specific requirements for delivery of the EPA as specified in the apprenticeship standard's assessment plan.

End Point Assessment

All apprenticeships whether integrated or non-integrated, will require an independently assessed synoptic EPA. The arrangements for which are detailed in the respective apprenticeship's standards EPA plan, and the EPA. Where the EPA will be conducted by a separate independent apprenticeship end-point assessment organisation (EPAO), the EPAO is selected by the employer.

Where an apprenticeship standard is an integrated degree apprenticeship, the EPA is included within the degree award and DMU will need to ensure that they meet the requirements of the respective assessment plan in demonstrating the independence of the process for EPA.

As such, for integrated apprenticeships, the external examiner may be involved in the oversight of the end- point assessment. For non-integrated apprenticeships the external examiner will not play a direct role in the EPA but will be involved in the awarding of the 12(.)-5( )5( )5(F)-3(or)10( )-5(n)12(on)]TJETQq0.000008875 0 595.56 84rgan

External Examiner Documentation Checklist

It is recognised that there is variation across the university as to who has responsibility for providing information and communicating with external examiners. The suggested responsibility column has therefore been included as a guide as this may vary within faculties.

Where possible, it is advisable to send information in coherent packs rather than multiple emails. Whilst the programme leader is ultimately responsible for ensuring the information is provided to the external examiner, this may be delegated. Each School/Department should decide upon who is best placed to communicate with the external examiner.

Programme leader and administrator contact external examiner to introduce themselves and to confirm: • The external examiners involvement in level 4 • The best form of communication, main contact details • How and when work will be sent to the external examiner including an assessment schedule • Agreement on any visits • Whether the external examiner wishes to meet with students	Programme leader/ administrator
Programme specifications from SAP	Administrator
Module specifications from SAP	Administrator
Student/programme handbooks	Programme leader
QAA subject benchmarks/QAA characteristic statements (if appropriate)	Programme leader
Programme specific regulations (if applicable and if they are not included in the handbook or programme specification)	Programme leader/ administrator
Details of any professional, regulatory or statutory body requirements (PSRB) (if applicable)	Programme leader
Relevant apprenticeship standard (for Higher and Degree Apprenticeships only)	Programme leader
Assessment plan (for Higher and Degree Apprenticeships only)	Programme leader
Document mapping the academic programme to the apprenticeship standard (for Higher and Degree Apprenticeships only)	Programme leader
Previous external examiners report/s	Programme leader/ administrator
Recent review reports (eg periodic review, PSRB)	Programme leader
Annual Enhancement Reviews (AER) or Programme Appraisal and Enhancement (PAE) and Module Enhancement Plans (MEP)	Programme leader/module leaders
Dates of assessment board meetings	Administrator/ Assessment board servicing officer
Dates of any other meetings ie interim visits	Administrator/ Assessment

Where possible, it is advisable to send information in coherent packs rather than multiple emails.

Draft assessments for approval including marking schemes, model answers and outline solutions if appropriate.	Programme leader/module leaders
Feedback on draft assessment comments	Programme leader/module leaders
Samples of work including: • Mark lists • Assessment briefs • Model answers and outline solutions if appropriate • Marking scheme • Mark descriptors • Evidence of internal moderation/second marking and how final marks were agreed • Moderation cover sheets • Summary of module statistics (students assessed, average marks, standard deviation and pass rates)	Programme leader/module leaders
Consultation on curriculum and assessment changes	Programme leader/module leaders
Agendas for assessment boards	Administrator/ Assessment board servicing officer
Minutes of the relevant boards (assessment and management)	Administrator/ Assessment board servicing officer

Key responsibilities of the mentor

The mentor is responsible for providing advice and guidance to the mentee on putting the DMU external examiner requirements into practice. A mentor arrangement usually lasts for the first year of the mentee's appointment and ends after the first main assessment period. Once the mentor has made initial contact with the mentee, likely topics of discussion may include:

- The role of external examiners at DMU shadowing must take context
- How to deal with draft examination papers, coursework titles, assessing the appropriateness of questions/titles in terms of coverage of topics/learning outcomes, level of challenge, rigour, ambiguity, fairness etc
- The approaches to moderation including sampling and consistency of marking between modules, programme and locations
- The assessment board process and the role of the examiner in this context
- Tips on writing the annual report. Mentors may wish to share their previous reports with the mentee or the mentee may send his/her draft report to the mentor for comment
- General discussions about external examining experiences and common scenarios that may arise

It is expected that communication should take place via email or telephone. Depending on the mentee's previous experience, the External Examiner and External Roles Appointments Panel may stipulate that job shadowing must take place.

Mentor criteria

A mentor must normally be:

- An experienced external examiner from the university's current pool of 168.5 586.18 Tm0Q