

# Handbook for External Examiners 2022/23

*Governance, Quality Assurance and Student Casework*



Edge Hill  
University

---

## Contents

Introduction to Edge Hill University - Vision and Values .....	4
Mission.....	4
University vision 2025 .....	4
Values .....	4
Introduction to External Examining at Edge Hill University.....	5
Roles and Responsibilities.....	6
Primary role of external examiners .....	6
Secondary Role of external examiners .....	6
Allocation and changes to coverage of academic provision .....	7
Attendance .....	7
Moderation.....	8
Annual Reports .....	8
General Information for External Examiners .....	9
Period of Engagement .....	9
External Examiners' Induction.....	9
Data Protection and Confidentiality .....	9
Publication of External Examiner details.....	9
Information Management .....	9
Accessibility .....	10
Changes in employment status and contact details.....	10
Mentoring .....	10
Expectations of the mentor .....	10
Requirements for a mentor.....	10
Mentor arrangements .....	10
Feedback.....	11
Annual Reports .....	11
Collaborative Provision.....	11
Response to and use made of Annual Reports.....	12
'Causes for Concern' Procedures.....	12
End of Engagement.....	12
Fees and Expenses .....	14
Fees.....	14
Annual Reports .....	14

---

Moderation.....	14
Attendance at assessment boards and induction activities .....	15
Other duties.....	15
Submitting fees and expenses claims.....	15
Payment .....	16
Role and Remit of Edge Hill University Assessment Boards .....	16
1) Assessment Board System: .....	16
2) Membership.....	16
2.1 Constitution.....	16
2.2 Absence.....	17
2.3 Quoracy.....	17
Remit.....	17
3.1 Module/block year Assessment Boards.....	17
3.2 Progression and Award Boards .....	18
Delegation of Functions.....	18
Subsidiary Panels .....	18
Chair’s Action .....	18
The application of the Academic Regulations .....	19
Recording Outcomes .....	19
Contact List .....	19
Links to useful documents and websites .....	20

---

## Introduction to Edge Hill University - Vision and Values

### Mission

We're here to create and harness knowledge, to deliver opportunity for everyone. To inspire minds and change futures.

Our mission is to explore the difference knowledge can make in inspiring minds and shaping a better future for our graduates and the lives of others.

We set out to deliver teaching of the highest standard, informed by research of true international standing, set in an intellectually stimulating, ideas-focused and inclusive environment.

From our community to the global community, we will ensure education has a wider reach and a genuinely transformative effect, changing lives and opening the door to greater possibilities for all.

### University vision 2025

Edge Hill University will:

- Provide an outstanding student experience, underpinned by high quality learning and teaching; listen to the 'student voice' and further develop our strong sense of community.
- Harness the creativity, knowledge and commitment of our staff to promote our values and enhance our activities.
- Continue to build our research capacity, and further develop our research in cognate fields which have a demonstrable impact on discipline and society.
- Further strengthen our links to employers and the region and enhance student employability and self-employment.
- Selectively establish additional national and international partnerships to enrich university life, deepen understanding, and benefit the region, the UK economy and society.
- Continue our measured investment in the campus and facilities to further enhance what is already an outstanding environment for learning and living.

### Values

Our values are the strong thread which connects every commitment we make.

Implicit in our core values is the very real sense that everything we do matters; that as a University, our commitment to our students, our staff and our stakeholders is clear, ethical and unequivocal. Our approach is inclusive; we celebrate diversity and will tirelessly strive to enhance the life opportunities that a good education provides for our students.

The University will aim to be both financially and environmentally sustainable, seeking always to reinvest our resources to enhance: the student experience; our research capacity; our engagement with the public and third sectors, business and the region; and our commitment to our local communities. We will be decisive and focused in all we do, and plan with a realistic ambition founded on our strong progress to date.

The Edge Hill community will:

- embrace challenge and seize opportunity
- expect and celebrate creativity and excellence

- act responsibly and with integrity
- show determination, resilience, ambition and adaptability
- work together to deliver our Vision

## Introduction to External Examining at Edge Hill University

Degree-awarding bodies are responsible for the quality of their educational programmes and the standard of the awards to which they lead, and the external examiner system within UK higher education is one of the principal means for assuring both. External examiners are expert assessors whose authority is derived from their knowledge of, and qualifications in, their subject disciplines and their experience of conducting assessment at higher education level. The external examiner is also an independent assessor whose judgement will not be compromised by any prior association with the programme team or by a reciprocal arrangement with their home institution.

External examiners are engaged by the University and provide informative comment and recommendations on:

- Whether the University is maintaining the academic standards it has set for its awards in relation to national threshold standards defined by the Framework for Higher Education Qualifications (FHEQ) and subject benchmark statements<sup>1</sup> and Edge Hill's own Academic Regulations<sup>2</sup>.
- Comparability of academic standards and student achievement with other UK higher education providers.
- The rigour, equity and fairness of assessment of intended learning outcomes<sup>3</sup>.
- The quality of summative written feedback to students.
- The conduct and transparency of assessment processes including internal moderation and the operation of assessment boards.
- Evidence of good practice and innovation in learning, teaching and assessment and opportunities to enhance the quality of learning opportunities provided to students.

Examiners produce a report on the programme/modules to which they have been assigned that year and attend the relevant assessment boards where access to complete student profiles enables them to confirm standards at qualification award level.

This handbook is designed for use by approved Edge Hill external examiners. It is important to note that this is a guide to the work an external examiner will be required to undertake. It may be changed from time to time to meet changing circumstances. Further information about the external examiner system, including the process of nomination and engagement of external examiners, is available in Chapter 2 of the Quality Management Handbook<sup>4</sup>.

---

<sup>1</sup> <https://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code/part-a-setting-and-maintaining-academic-standards>

<sup>2</sup> [Academic Regulations 2022/23 - Edge Hill University](#)

<sup>3</sup> Academic standards are set at validation through the approval of Intended Learning Outcomes at module and programme level.

<sup>4</sup> Available at <https://www.edgehill.ac.uk/documents/quality-management-handbook/>

## Roles and Responsibilities

Typical responsibilities of an Edge Hill University external examiner are indicated below, and the Governance, Quality Assurance and Student Casework department, Facilities, academic departments and programme teams ensure that appropriate arrangements are in place to support those engaged in discharging them. Programme teams provide their examiners with the information they need to perform their role as and when required (see below).

### Primary role of external examiners

The main responsibility of external examiners at Edge Hill University is to confirm that academic standards are appropriately set and maintained and therefore, their principal duties are to:

- Review and approve examination papers that contribute to a student's final award and any other assessment material as agreed between the examiner and the programme team.
- Review and approve the content, learning outcomes and assessment of negotiated learning modules leading to the award of Student-Initiated Credit.
- Moderate samples of work that have been marked and internally moderated<sup>5</sup> in order to be satisfied that students have been graded fairly through the use of marking criteria and in accordance with the University's Academic Regulations.
- In their reports:
  - Confirm that national threshold standards<sup>6</sup> are being met or exceeded and that students have achieved the intended learning outcomes for the award of credit and qualifications.
  - (Beyond threshold standard) Provide advisory comment on comparability of standards with other higher education programmes of the same subject/level;
  - Provide advisory comment on the standard of marking and moderation and the quality of feedback to students for programme teams, departments and Faculties to act upon;
  - Provide advisory comment on assessment processes including the operation of assessment boards for the University to act upon.

### Secondary Role of external examiners

In addition to their principal duties, external examiners are also expected to assist programme teams and the University by being available to:

- Comment and advise upon the content, teaching and assessment of modules and programmes, commenting specifically on the continuing currency of modules<sup>7</sup>.
- Comment on proposed modifications to, and re-validations of, modules and programmes.
- Be consulted about any proposed changes to the progression and assessment regulations for the provision for which they are responsible.

---

<sup>5</sup> See the University's guidelines on 'Marking and Moderating Assessed Work' at [Marking and moderating assessed work - Edge Hill University](#)

<sup>6</sup> As defined by the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (QAA, 2014) and Subject Benchmark Statements – see [Subject Benchmark Statements \(qaa.ac.uk\)](#)

<sup>7</sup> In annual reports and as part of the University's Periodic Review process.

The University's quality assurance system also provides for the commissioning of ad hoc reports to which external examiners may occasionally be asked to contribute, e.g. on the implications of academic, regulatory or market developments that may impact the subject area and/or qualification for which they are responsible.

### Allocation and changes to coverage of academic provision

External examiners are allocated to all Edge Hill University modules that lead to the award of credit at FHEQ level 5 and above<sup>8</sup>. With the exception of dissertation, project and 'shell' modules where a range of subject expertise may be required, no module is normally allocated more than one examiner except where the number of students makes sampling too large for a single examiner and in such cases, examiners work together to ensure parity and consistency in moderation. A single programme delivered across multiple sites, e.g. by collaborative partner organisations, is normally assigned the same examiner. Changes to the diet of modules covered by external examiners during their term of engagement are negotiated with them.

### Attendance

Examiners normally visit the University at least once a year to moderate assessed coursework and examination scripts although further mid-year visits may be required for programmes with a performance, practical or professional element or for cohorts with variable/multiple or non-standard completion times. Module examiners attend module assessment boards where the detailed discussion of academic standards takes place. In the Faculty of Arts and Sciences, Award Board Examiners ensure the rigour of the process underpinning the conferment of awards through the application of the Academic Regulations. Chief External Examiners may also represent programme examiners at progression and award boards and ensure the rigour of the process underpinning the conferment of awards. In the Faculty of Health and Social Care where module and progression and award boards are combined, all examiners are in attendance and have access to complete student profiles to confirm process and standards at award level. For the Integrated Masters in Nursing and Social Work, a Chief External Examiner coordinates the moderation activities of profession and field-specific examiners as agreed with the relevant professional regulatory bodies. If, for an exceptional reason, examiners are unable to attend any of the assessment boards they are requested to be available by other means such as via teleconference or Skype.

External examiners of practice-based programmes, typically in Initial Teacher Education, may be required to visit placement settings (schools) to meet with students and mentors. Otherwise, there is no general expectation that examiners will meet with students although they may do so on request. Faculties will determine the arrangements by which examiners may engage directly with students, notifying these formally to the External Examiners Sub-Committee and Academic Quality Enhancement Committee and making sure that examiners are aware of them.

---

<sup>8</sup> And also at levels 3 and 4 where prescribed by professional bodies or otherwise approved at validation, for example EHU's level 3 Fastrack: Preparation for HE programme, and Foundation degrees where level 4 contributes to classification of the learner's award.

## Moderation

In addition to programme and module handbooks, programme teams supply their examiners with examination papers and assignment specifications, marking criteria and a record of marks for each assessment item.

External moderation by external examiners should not replicate internal procedure<sup>9</sup> but rather verify that they are operating fairly and consistently such that there may be confidence that threshold academic standards are being achieved or exceeded by students, and that student outcomes (grade classifications) above the threshold are comparable with providers of similar courses. External examiners will be provided with, or have access to, all of the internally-moderated work from each module<sup>10</sup> to which they are assigned<sup>11</sup> however it is unnecessary that they review each individual item and rather will 'sample the sample' sufficient to establish that, in their judgement:

- Internal moderation, and by extension module marking have been effective and resulted in fair assessment decisions in line with published marking criteria. Other than at the boundaries of grade classifications, a difference of opinion with internal markers/moderators of + or – 2 marks will not normally warrant additional comment.
- Assessment feedback is of high quality and developmental and aligned with Intended Learning Outcomes and marking criteria and the grades award to students.

Where the examiner only visits the University for the assessment board, the programme team arranges for them to receive the samples in good time beforehand. Any work likely to be the subject of discussion at a module assessment board should be provided to the examiner in advance of the board, having already been assessed by no fewer than two internal markers. Where there is a significant difference between first and second markers, it is expected that programme teams should have taken steps to resolve this internally. Examiners have the right to request additional samples of work where an equity issue has been highlighted. In exceptional cases, examiners may be asked to act as arbitrators on borderline cases or may seek to implement changes to marks, taking due account of the effect of such changes on an entire student cohort.

In specific relation to re-assessment, external moderation of students' referred work is not routinely necessary, although an external examiner presence is required at re-assessment boards to oversee the application of the Academic Regulations (which may be the Award Board Examiner or Chief Examiner or a representative of the department/subject's programme examiners).

Faculties involve external examiners in sampling the assessment of portfolios that accompany claims for Recognition of Prior Experimental Learning (RPEL).

## Annual Reports

In producing their annual reports examiners comment on the fairness and consistency of assessment boards' decisions and their adherence to the Academic Regulations including the use of discretion and treatment of extenuating mitigating circumstances claims and cases of academic malpractice.

---

<sup>9</sup> For moderation sample size please see 'Marking and Moderating Assessed Work' (EHU, 2012). [Marking and moderating assessed work - Edge Hill University](#)

<sup>10</sup> Accompanied by the full module mark sheet and copies of assignment briefs/examination papers including module learning outcomes and assessment criteria.

<sup>11</sup> All coursework and examination scripts must be available to the examiner on request.



## General Information for External Examiners

### Period of Engagement

External examiners are typically placed on the Edge Hill University External Examiners' Register for a period of four academic sessions. In certain circumstances and in the interests of students, external examiners' engagement may be extended by a further academic session by mutual agreement.

Occasionally, a programme may be closed before the end of the expected period of engagement. In such cases the external examiner will be formally notified by the Academic Quality Support Officer.

Where an external examiner ceases to be employed<sup>12</sup> elsewhere, they should notify the University and may continue to engage for a maximum of two further academic sessions if they have not resumed relevant employment<sup>13</sup> in the meantime.

### External Examiners' Induction

The annual External Examiners' Induction for new and existing examiners is organised by the Governance, Quality Assurance and Student Casework department and held in January which provides an opportunity to meet with the host departments and network with other examiners. Sessions cover the role of the external examiner in UK higher education, national reference points (FHEQ and QAA subject benchmarks) and an introduction to Edge Hill's *Academic Regulations*. This may be video-recorded for subsequent viewing upon request.

### Data Protection and Confidentiality

It is expected that external examiners will familiarise themselves with and observe the University's policies on data protection<sup>14</sup> and information security<sup>15</sup>. Any information passed between Edge Hill University and external examiners, e.g. student grades, must remain confidential.

### Publication of External Examiner details

Students are informed<sup>16</sup> of the name, position and home institution of their external examiners but are advised that entering into direct correspondence with examiners is in all circumstances prohibited. If students do make contact, the examiner is advised to redirect this immediately to their departmental contact or the Academic Quality Support Officer at [externalexaminers@edgehill.ac.uk](mailto:externalexaminers@edgehill.ac.uk).

### Information Management

Our respect for the privacy and security of your data is of great importance to the Governance, Quality Assurance and Student Casework department and Edge Hill University. All personal data is held and processed in accordance with the current and changing Data Protection legislation. For

---

<sup>12</sup> This would include retirement and redundancy.

<sup>13</sup> Relevant employment in this case would constitute appointment to another academic position in the same or related discipline area.

<sup>14</sup> <https://www.edgehill.ac.uk/documents/data-protection-policy/>

<sup>15</sup> <https://www.edgehill.ac.uk/documents/information-security-policy/>

<sup>16</sup> Students who wish to raise an academic issue or concern are directed to the relevant University systems and procedures, e.g. personal tutors, programme boards and the processes for complaints and academic appeals.

further information, please consult our Privacy Notice which is available on the External Examiners' website<sup>17</sup>.

### Accessibility

If you have a disability or health condition, the University has a duty to make 'reasonable adjustments' to ensure you carry out your external examiner duties. Please advise the Academic Quality Support Officer or your departmental contact if you require any assistance.

### Changes in employment status and contact details

Examiners are required to alert the University to any changes to their employment status, PSRB (professional, statutory or regulatory body) registration or contact details as soon as possible by contacting [externalexaminers@edgehill.ac.uk](mailto:externalexaminers@edgehill.ac.uk).

### Mentoring

At Edge Hill University we believe that all individuals should have the opportunity to become an external examiner. Individuals without previous experience will have a mentor identified at the point of approval.

### Expectations of the mentor

The mentor should:

- Discuss relevant University processes and procedures.
- Highlight the approaches to moderation including sampling and consistency of marking.
- Advise on the Assessment and Award Board procedure and the role of the external examiner within this process.
- Support familiarisation and understanding of the UK sector-agreed reference points for the setting and maintenance of academic standards (Framework for Higher Education Qualifications, Qualification Characteristics Statements and subject benchmark statements)
- Provide advice and guidance on writing the annual report and on programme review.
- Discuss current issues in Higher Education and the discipline area which may be relevant to external examining.

Mentoring duties would be specific to the actual examining work. All regulatory and procedural issues would continue to be communicated as currently.

### Requirements for a mentor

- Currently be an examiner at the University;
- Have submitted at least one annual report to the University;
- Have recent experience of working in Higher Education in the UK.
- Can mentor up to three mentees

### Mentor arrangements

A mentor should be indicated at the approval stage of the external examiner nomination process and may be referred back to the department if they are not identified. If a nomination form is

---

<sup>17</sup> A link to the online external examiner report form is at <https://www.edgehill.ac.uk/departments/support/gqasc/agga/external-examiners/>

submitted to the External Examiners Sub-Committee without a named mentor, then it will be a condition of approval and an action will be placed on the Faculty to identify a suitable mentor for a new examiner.

Once an appropriate mentor has been chosen, the department will approach them to establish if they are happy to take on the extra responsibility. **If agreed, the *mentee* will be provided with the contact information for the *mentor* and will be expected to initiate contact.**

The types of queries could include dealing with draft examination papers; moderating and commenting on assessment; offering advice to the Progression and Award Boards; completion of the annual report; as well as general discussions about external examining experiences and common scenarios that may arise. If there are any issues that cannot be answered, the relevant academic department or Academic Quality Support Officer should be contacted.

The Academic Quality Support Officer will provide the contact information to the mentee and communication will generally take place via phone, email or videocall.

### Feedback

Feedback will be collected annually to review and enhance the process. Faculties may be asked to provide periodic reports on the mentoring process on request from the University's External Examiners Sub-Committee.

### Annual Reports

External examiners' reports are an important source of direct evidence of academic standards and indirect evidence of the quality of students' learning opportunities and Edge Hill University gives full and serious consideration to them. External examiners complete an online annual report<sup>18</sup> on the provision for which they are responsible. They confirm that the standards set for modules and programmes are appropriate and are being met by students, and that assessment is being carried out rigorously and fairly. Examiners specify and comment on any modules that, in their view, may benefit from early review and modification or re-validation.

Examiners confirm that sufficient information and evidence was made available to them to fulfil their role and that issues raised by them in previous reports, including those of their immediate predecessors, have been responded to. Examiners refrain from identifying individual Edge Hill students and staff in their reports, however references to staff roles, e.g. 'the programme leader', are acceptable. Where an examiner's duties are spread across undergraduate and postgraduate programmes, separate annual reports are requested.

Barring mitigating circumstances which should be discussed in advance with the Academic Quality Support Officer, examiners submit their reports within four weeks of the relevant assessment board.

### Collaborative Provision

Where programmes are delivered at more than one site, e.g. at different Edge Hill campuses or by more than one collaborative partner organisation, examiners differentiate these explicitly to identify issues or good practice pertaining to the specific instance of delivery.

---

<sup>18</sup> <https://www.gaa.ac.uk/docs/gaa/guidance/gaa-concerns-scheme.pdf>

## Response to and use made of Annual Reports

Programme teams are required to provide formal and timely responses to external examiners' reports, outlining any action to be taken as a result of their recommendations (or the reasons for not doing so). Faculties ensure that responses are accurate and of appropriate quality and are consistent with agreed University policies. Responses to external examiner reports are considered for approval at the next available Faculty Board (or delegated committee). Approved responses are despatched to examiners within seven business days or, in the event of referral back to the host department, seven days following Faculty Chair's Action. Where significant time is expected between receipt of an examiner's report and the response via Faculty Board or the relevant committee, Faculties contact examiners to advise them of the timeframe for response. External examiner reports and responses are shared with student representatives at the next available Programme Board and are made available to students via the programme area of the University's Virtual Learning Environment. Annual overviews of generic and programme-specific issues from external examiner reports are considered by Faculties and the External Examiners Sub-Committee which escalates any matters requiring institution-level attention.

Where following appropriate reminders an external examiner's report has not been received within 12 weeks of the relevant assessment board, alternative arrangements for (re-)moderation will be made.

## 'Causes for Concern' Procedures

External examiners are informed at the start of their engagement of their right to raise any matter of serious concern with the Vice-Chancellor, if necessary through a confidential written report to which a considered and timely response will be provided. Where internal procedures have been exhausted and examiners remain concerned about a potential serious or systemic failure in standards, they may invoke the QAA's Concerns scheme<sup>19</sup> and/ or inform the responsible Professional Statutory and Regulatory Body.

## End of Engagement

Edge Hill University is committed to the maintenance of its academic quality and standards and therefore reserves the right to make alternative arrangements for external oversight of its academic provision.

In exceptional circumstances, the University may seek to end its engagement with an external examiner, and in these circumstances normal HR procedures will be followed.

While neither exhaustive nor prescriptive, the following are indicative of what may be considered an appropriate reason to end the engagement:

- Failure by the individual to disclose a relationship, contractual or otherwise, which may impair the integrity of the examination process and their own independence as external examiner.
- Persistent failure to attend meetings and/or present the required reports by the stated deadline without prior agreement, and/or the submission of identical reports and/or failure to return students' work following moderation.

---

<sup>19</sup> <https://www.qaa.ac.uk/docs/qaa/guidance/qaa-concerns-scheme.pdf>

- Persistent and deliberate failure to use the relevant national academic and/ or professional benchmarks to support judgements on academic standards and Edge Hill students' attainment of them.
- Dismissal by the individual's main employer for improper conduct in relation to their employment which may impair the integrity of the examination process or their standing as an external examiner.
- For clinical and other professional programmes, failure to maintain professional body membership or professional registration where this is a requirement of being an examiner or disbarment from professional practice which may impair the integrity of the examination process or the individual's standing as an external examiner.

An external examiner may choose to end their engagement by writing to the Pro Vice Chancellor (Student Experience) & University Secretary to advise of their intention.

## Fees and Expenses

### Fees

All external examiner duties are paid at an hourly rate in accordance with the time allocations defined below. With the exception of the production and submission of the annual report, all duties are paid at the rate of £12.33. Annual Reports form the cornerstone of Edge Hill University's External Examiner system, and their production is therefore paid at a higher rate of £200 for the full 7.5 hours work.

Any claims that exceed the time allocated for each activity will be reviewed and ascertained by the Head of Academic Governance and Quality Assurance. We regret that travel time to/from Edge Hill may not be claimed.

**Fees and expenses should normally be claimed within 30 days of any external examiner duties undertaken.**

### Annual Reports

Writing and submission of the annual report is allocated 7.5 hours. This includes all preparatory activity such as the production of interim or module reports completed during the academic session/year.

### Moderation

- External examiners are allocated 15 hours for moderation of assessed work per academic year. This allowance is based on the typical volume of moderation per external examiner which is confirmed by the External Examiners Sub-Committee at the point of engagement.
- If an external examiner accepts additional moderation responsibilities during their engagement which significantly increases their workload, then additional hours can be claimed for. If this is queried by the Head of Academic Governance and Quality Assurance, the department will need to provide evidence of this.
- External examiners may claim hourly for "real-time" moderation activities e.g. live performances, Observed Structural Clinical Examinations and observed teaching practice in schools.

Where a programme is non-modular, the programme team will review the moderation and assessment workload to ensure that it remains within the workload model.

**Moderation by external examiners should not replicate internal marking and moderation<sup>20</sup>** but rather verify that these are operating fairly and consistently such that there may be confidence that threshold academic standards are being achieved or exceeded by students, and that student outcomes (grades) above threshold are comparable with other providers of similar courses. External examiners are provided with, or have access to<sup>21</sup>, all the internally-moderated work from each module<sup>22</sup> **as the basis to conduct their own sampling** sufficient to establish that, in their expert judgement:

---

<sup>20</sup> For moderation sample size, please see 'Marking and Moderating Assessed Work' (EHU, 2013). <https://www.edgehill.ac.uk/clt/files/2013/01/MarkingModeratingAssessedWork.pdf>.

<sup>21</sup> Including via the Learning Edge Virtual Learning Environment.

<sup>22</sup> Accompanied by the full module marksheet and copies of assignment briefs/ examination papers, including module learning outcomes and assessment criteria. While internally-moderated work is provided to external examiners as a

- **Internal moderation, and by extension first marking are broadly effective and results in fair assessment decisions in line with published marking criteria** other than at the boundaries of grade classifications, a difference of opinion with internal markers/moderators of + or – 2 marks will not normally warrant specific comment.
- Assessment feedback is of a high quality and developmental, and is aligned with Intended Learning Outcomes, the marking criteria and the grades awarded to the students.

#### Attendance at assessment boards and induction activities

- Attendance at assessment and award boards may be claimed hourly dependant on the precise length of time of the activity.
- External examiners may claim up to 7.5 hours academic year for their attendance at the institutional External Examiners Induction.

#### Other duties

- You may claim up to 7.5 hours per academic year for mentoring a new external examiner at the formal request of the university. You will be notified of this arrangement by the Department.
- Where there are several external examiners covering different aspects of an award, you may be asked to act as the chief external examiner for the programme. You may claim up to 7.5 hours per academic year for this.
- You may claim hourly for any external verification of draft coursework briefs and/or examination papers contributing to a student' final award, typically at FHEQ level 5 and above.
- You may claim hourly providing written comments on proposals for new modules, or module/programme modifications.

#### Submitting fees and expenses claims

Please note that payment for any duties carried out as an external examiner for Edge Hill University is contingent on the submission of the appropriate fees and expenses claim forms. Fees and expense claims are submitted as they are incurred on a monthly basis.

During the personnel stage of engaging an external examiner, a “new payment set up form” and “new starter form” are completed to ensure the examiner is registered for payment by the university. **Claims must be submitted on the “External Examiner – Fee and Expense Claim form”.** After you have received your first payment, please include your pay reference number which can be found on your payslip, on any future forms.

All fee and expense claims including receipts must be submitted on the appropriate form to the External Examiners Administrator in the Governance, Quality Assurance and Student Casework department at Edge Hill University:

Leoni Stanton  
Governance, Quality Assurance and Student Casework  
Edge Hill University

---

standard sample, other assessed student work may be viewed by them on request.

St Helens Road  
Ormskirk L39 4QP  
[externalexaminers@edgehill.ac.uk](mailto:externalexaminers@edgehill.ac.uk)

The claim form templates can be found on the External Examiners website at [External examiners - Edge Hill University](#). Upon submission of the annual report via the online system, a copy of the claim form is automatically sent to external examiners to prompt the claim for that portion of your fee.  
**Please note that we are unable to accept a typed signature.**

### **Payment**

All fee claims are subject to tax and National Insurance deductions in line with HMRC requirements. Any fee/expenses that are claimed are paid directly into a building society or bank account on the last working day of the month as detailed on the claim form. To receive payment, claim forms must be received by the Academic Quality Support Officer. Any claims should be received by the 5<sup>th</sup> working day to be processed and payment will be received on the final working day of the month. Any claims received after the last working day will roll over into the next claim period and be paid the following month. Please note that there may be earlier deadlines in December and July due to Christmas holidays and financial year end.

## **Role and Remit of Edge Hill University Assessment Boards**

### **1) Assessment Board System:**

Edge Hill University operates a two-tier assessment board system for the determination of marks and results.

- 1st tier: Module/block year Assessment Boards consider module performance.
- 2nd tier: Progression and Award Boards consider end of session results.

Combined Tier Assessment Boards may be convened where appropriate within programmes/courses to assume the responsibilities of both Module/block year Assessment Boards and Progression/Award Boards.

Combined Tier Boards operate with 1st tier (Module/block year Assessment Boards) and 2nd tier (Progression and Award Boards) conflated into one meeting. They assume the responsibilities of both Module/block year Assessment Boards and Progression or Award Boards and they reflect the same membership, role and remit.

### **2) Membership**

#### **2.1 Constitution**

The regulations pertaining to membership are set out in the Academic Regulations under H9. On an annual basis the Faculty Assistant Registrar will submit an approved constitution for Assessment Boards to Academic Registry. External Examiners are required to attend appropriate Assessment Board meetings, but the University is conscious that, within a tiered Assessment Board system, it may not be possible for external examiners to attend at both Module/block year and Programme level. The University's general position is that subject External Examiners should attend at the Module/block year Board Level with specifically designated examiners attending at the 2nd Tier Stage. Where the operation of combined Boards means that external examiners can attend both Module/block year and Progression and Award Boards there is no requirement to designate



individuals to have an oversight of the Second-Tier stage. It is important to stress that whilst the University stipulates a minimum requirement for attendance at Assessment Boards, external examiners have a right, and are welcome, to attend all Assessment Boards they are associated with at any level.

## **2.2 Absence**

### 2.2.1 Internal Examiners

In the event that an internal examiner is unable to attend, it is expected that they will either nominate an appropriate alternate to attend on their behalf or provide a suitable briefing to an existing member of the Board. Attendance by substitutes will only be permitted where the substitute has had substantial involvement in the relevant assessment process and where this has been agreed by the Head of Department in advance. If an examiner is present virtually, this will be accepted as them attending the meeting and not considered absence.

### 2.2.2 External Examiners

Should an external examiner be unable to attend a Module/block year Assessment Board, a written report may be accepted in lieu of attendance. This notification should provide the Board with an assurance that the external examiner has fulfilled their duties in relation to the Modules/year of study concerned and that the Board can proceed with confidence in the marks presented. It is expected that there will be at least one external examiner in attendance at the Award stage. In exceptional cases an Award Board may proceed in the absence of an External Examiner provided that this is approved in advance by the Dean of Faculty and the Head of Academic Registry. In such exceptional cases it would be preferable for the External Examiner to view the Award Board papers in advance of the meeting. In cases where it is judged that an Award Board should not proceed without the presence of an external examiner, the meeting will be postponed. If an examiner is present virtually, this will be accepted as them attending the meeting and not considered absence.

## **2.3 Quoracy**

One third of members are required for an Assessment Board to be deemed quorate. In the unusual event that a meeting would not be quorate, the Chair of the Board, in consultation with the Head of Academic Registry, will make a judgement on the extent to which the Board is equipped to discharge its responsibilities. In cases where it is the view of the Chair that the Board is unable to proceed, the meeting will be postponed. Where in the view of the Chair the Board can make the appropriate judgements soundly, the meeting may proceed.<sup>17 6</sup> In cases where a Board is conducted with less than one third of members the Chair must submit a written report to the Head of Academic Registry which provides an assurance that the Board was able to discharge its responsibility properly

## **Remit**

### **3.1 Module/block year Assessment Boards**

Module/block year Assessment Boards are responsible for;

- Confirming the marks to be awarded to individual candidates for each module/year they are studying in that subject;
- Confirming any scaling of marks across a cohort where this has been approved by the external examiner;

- Making recommendations on failures, special cases and deferred assessment to the Progression or Award Board.

Marks determined by Module/block year Assessment Boards shall not be subject to revision by other Assessment Boards.

### **3.2 Progression and Award Boards**

Progression and Award Boards are responsible for:

- Confirming the results for each student in relation to their progression or award having regard to the recommendations from Module Assessment Boards;
- Confirming any RPL recommendations;
- Determining condonements, referrals and deferrals having regard to Module/block year Board recommendations;
- Ensuring that the module/year of study components of a candidate's programme of study entitle the candidate to the specified named award.
- Making recommendations in relation to Qualified Teacher Status (QTS)
- Recommending Aegrotat awards where appropriate Delegation of Functions

### **Delegation of Functions**

#### **Subsidiary Panels**

As articulated in the Academic Regulations, Progression and Award Boards have delegated power to subsidiary panels to consider business in the following areas:

- Personal Circumstances (see Appendix 7)
- Investigations in relation to Academic Malpractice (see Appendix 8)

#### **Chair's Action**

It is expected that marks will be presented on time and inputted to the Student Records System in line with the schedule published by the relevant Faculty Assistant Registrar.

Subsequent to the Module/block year Board, marks may only be amended under the following circumstances - if;

- i) Chair's Action was granted at the Module/block year Board;
- ii) A Mark Amendment Form has been signed by the chair of the Module/block year Board;
- iii) Consent from the Chair has been obtained in advance of the meeting to verbally report the mark at the Progression/Award Board.

It is acknowledged that in certain cases, normally relating to ongoing Malpractice investigations or the impact of delayed placements, marks may not be available in time for an Assessment Board meeting. In such cases where a decision cannot be made at the scheduled Board the Module/block year and Profile will be recorded as 'Subject to Chair's Action'.

In these exceptional circumstances, the Chair of the Board will be responsible for confirming the final outcome. It is at the discretion of the Chair to make a judgement on whether the volume and

nature of such activity would warrant the Board to be reconvened in order to consider the updated profile(s).

All proceedings that are authorised by the Chair outside of the main meeting will be reported to the Board at the next available opportunity via the standing agenda item ‘Matters Arising from the Previous Meeting’.

### The application of the Academic Regulations

Progression and Award Boards operate with delegated authority from Academic Board for ensuring the parity of treatment for students in the interpretation of regulations and precedents across different subjects or different programmes of study.

It is expected that all Board members will act with impartiality and prior to the consideration of candidates the Chair will formally provide an opportunity for the declaration of any close personal or business relationship with a candidate being considered that could reasonably question the impartiality of the examining/assessment process. In cases where a declaration is made, the Chair & Board will make an appropriate response, which will normally be to request that the Board member abstains from any discussion about the individual cited.

Within defined conditions, as expressed under Appendix 12, Progression and Award Boards hold the power to exercise discretion in some circumstances. When exercising discretion, the Board may consult with the subject representatives for pedagogic advice on the appropriateness of any recommendation. However, the Board should not request, nor consider, any comments on an individual’s conduct or mitigating circumstances that are not substantiated through the markbook/board papers.

Every effort shall be made to reach a decision by consensus, however, in exceptional cases where voting upon a matter is deemed to be necessary, a decision shall be determined by a simple majority of members of the Board and the Chair shall have a casting vote in the case of a split decision.

### Recording Outcomes

The business of all meetings will be recorded via minutes that are prepared by the Secretary and approved by members at the next meeting of the Board.

### Contact List

Name	Query	Details
<b>Leoni Stanton</b> – Academic Quality Support Officer	General enquiries including claim forms, accommodation bookings and annual report issues.	Governance, Quality Assurance and Student Casework 01695 584063 <a href="mailto:externalexaminers@edgehill.ac.uk">externalexaminers@edgehill.ac.uk</a>
<b>Dr Chris Lawton</b> – Academic Quality Officer	Strategic or quality-related queries.	Governance, Quality Assurance and Student Casework 01695 584520 <a href="mailto:chris.lawton@edgehill.ac.uk">chris.lawton@edgehill.ac.uk</a>
<b>Kelly Hand</b> – Head of Academic Governance and Quality Assurance	Strategic or quality-related queries.	Governance, Quality Assurance and Student Casework 01695 657167 <a href="mailto:kelly.hand@edgehill.ac.uk">kelly.hand@edgehill.ac.uk</a>

<b>Christopher Bill</b> – <i>Senior Registrar: Assessment &amp; Awards</i>	Award & Progression Boards – dates & papers.	Academic Registry 01695 584581 <a href="mailto:christopher.bill@edgehill.ac.uk">christopher.bill@edgehill.ac.uk</a>
<b>Gillian Ledgerton</b> – <i>Head of Academic Registry</i>	Academic Regulation	Academic Registry 01695 584581 <a href="mailto:gillian.ledgerton@edgehill.ac.uk">gillian.ledgerton@edgehill.ac.uk</a>

Links to useful documents and websites	
EHU Strategies and Policies, including Academic Regulations	<a href="https://www.edgehill.ac.uk/corporate-information/strategies-policies/">https://www.edgehill.ac.uk/corporate-information/strategies-policies/</a>
Governance, Quality Assurance and Student Casework	<a href="https://www.edgehill.ac.uk/gqasc/agqa/">https://www.edgehill.ac.uk/gqasc/agqa/</a>
The Higher Education Academy: <i>A Handbook for External Examining</i>	<a href="https://www.advance-he.ac.uk/knowledge-hub/external-examining">https://www.advance-he.ac.uk/knowledge-hub/external-examining</a>
External Examiners Website	<a href="#">External examiners - Edge Hill University</a>

---

Edge Hill University  
St. Helens Road  
Ormskirk  
Lancashire  
L39 4QP  
United Kingdom



[edgehill.ac.uk](http://edgehill.ac.uk)



[facebook.com/edgehilluniversity](https://facebook.com/edgehilluniversity)



[twitter.com/edgehill](https://twitter.com/edgehill)



[instagram.com/edgehilluniversity](https://instagram.com/edgehilluniversity)