

Quality Enhancement  
Support Team  
(QuEST)  
External Examiners  
Handbook  
Session 2018/19

## CONTENTS

<b>FOREWORD</b> .....	<b>1</b>
<b>SECTION A - INFORMATION FOR OUR EXTERNAL EXAMINERS</b> .....	<b>1</b>
<b>1 THE ROLE OF THE EXTERNAL EXAMINER</b> .....	<b>1</b>
The Role of the External Examiner at UWS.....	1
Appointment and Induction .....	2
Reciprocity of Examining and Number of Appointments .....	3
Period of Office/Extension of Appointment .....	4
Resignation of an External Examiner/Termination of Appointment .....	4
Powers .....	5
<b>2 SUBJECT EXTERNAL EXAMINERS</b> .....	<b>5</b>
Your Role during the Academic Year .....	6
Attendance .....	6
Assessment .....	6
Recognition of Prior Learning .....	7
Work-based Learning / Work-Related Learning / Placement Learning Arrangements .....	7
Module Amendments .....	8
Visiting the Campuses.....	8
Extenuating Circumstances.....	8
Collaborative Provision for Franchise Partnerships .....	8
Subject Panels.....	8
Rights and Responsibilities of External Examiners.....	9
<b>3 PROGRESSION &amp; AWARDS BOARD EXTERNAL EXAMINERS</b> .....	<b>9</b>
Your Role during the Academic Year .....	10
Attendance .....	10
Assessment .....	10
Programme Amendments .....	10
Progression & Awards Boards.....	10
Rights and Responsibilities of External Examiners.....	11
<b>4 DEGREE ASSESSMENT BOARD EXTERNAL EXAMINERS</b> .....	<b>11</b>
Rights and Responsibilities of DAB External Examiners .....	12
Assessment .....	12
Recognition of Prior Learning .....	13
Work-based Learning / Work-Related Learning / Placement Learning Arrangements .....	13
Programme and Module Amendments .....	14
<b>5 ANNUAL EXTERNAL EXAMINER REPORTS</b> .....	<b>14</b>
External Examiner Reports .....	14
When is the Report required? .....	14
How many Reports are required?.....	15
To whom should the Report be directed? .....	15
How long should my Report be?.....	15
What should my Report cover? .....	16
Raising Concerns.....	16
Who reads my External Examiner Report? .....	16
At the Conclusion of Your Period of Appointment .....	17
Response to External Examiner Reports.....	17
<b>6 EXPENSES AND HONORARIA</b> .....	<b>17</b>
Claiming Expenses .....	18
Travel (Domestic Arrangements) .....	18
Overnight Accommodation.....	18
Subsistence .....	18
Settlement of Claims .....	19
Payment of Honorarium .....	19
Scale of Fees (before tax) .....	19
Attendance Fees (before tax) .....	19
Postal Charges .....	19
School Contacts .....	20
<b>SECTION B – INFORMATION ABOUT THE SECTOR AND UWS</b> .....	<b>21</b>
<b>7 EXTERNAL EXAMINING: THE SCOTTISH CONTEXT</b> .....	<b>21</b>

<i>Freedom of Information Act (Scotland) [Foi]</i> .....	21
The Scottish Education System .....	21
School Education .....	22
Post-school Education .....	23
The HE Sector in Scotland .....	24
<b>8 UNIVERSITY OF THE WEST OF SCOTLAND CORPORATE STRATEGY</b> .....	<b>25</b>
UWS Purpose .....	25
Truths .....	25
Background information about the University of the West of Scotland .....	25
School Structure .....	26
Modular Framework .....	26
Summary of UWS Awards and SCQF Credit rating .....	26
<b>9 QUALITY ASSURANCE AND ENHANCEMENT</b> .....	<b>28</b>
A UK Quality Code for Higher Education .....	28
B The Quality Framework in Scotland .....	28
C University of the West of Scotland approach to Quality and Enhancement .....	30
SCHOOL ENHANCEMENT AND MONITORING PROCESS 2017/18 .....	31
<b>APPENDIX A</b> .....	<b>33</b>
<i>EXPECTATIONS ABOUT EXTERNAL EXAMINING</i> .....	33
<b>APPENDIX B</b> .....	<b>34</b>
<i>THE SCOTTISH CREDIT &amp; QUALIFICATIONS FRAMEWORK (SCQF)</i> .....	34
<b>APPENDIX C</b> .....	<b>38</b>
<i>REGULATORY CHANGES FROM 2018/19 &amp; CHAPTER 3</i> .....	38
<b>APPENDIX D</b> .....	<b>48</b>
<i>DOCUMENTS FOR ELIGIBILITY TO WORK IN THE UK</i> .....	48
<b>APPENDIX E</b> .....	<b>49</b>
<i>EXTERNAL EXAMINER REPORT - EXEMPLAR</i> .....	49
<b>APPENDIX F</b> .....	<b>53</b>
<i>SUBJECT PANELS – REMIT AND MEMBERSHIP</i> .....	53
<b>APPENDIX G</b> .....	<b>55</b>
<i>PROGRESSION &amp; AWARDS BOARDS – REMIT AND MEMBERSHIP</i> .....	55
<b>APPENDIX H</b> .....	<b>58</b>
<i>DEGREE ASSESSMENT BOARDS – REMIT AND MEMBERSHIP</i> .....	58
<b>APPENDIX I</b> .....	<b>63</b>
<i>GLOSSARY OF TERMS USED AT THE UNIVERSITY OF THE WEST OF SCOTLAND</i> .....	63

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## FOREWORD

The University is pleased to welcome you to the academic community at University of the West of Scotland. The role of the external examiner is central to our own internal arrangements for monitoring academic standards and enhancing quality. Your annual report is an essential document in our internal monitoring and review of University academic standards.

We are mindful of the commitment of time and effort made by our external examiners. I would like to thank you for sharing your expertise with the University of the West of Scotland. I hope you will enjoy your association with the University.

This handbook has been produced by the Quality Enhancement Support Team (QuEST) at the University of the West of Scotland to provide guidance on your role as external examiner. It should be read in conjunction with the University's Regulations on Assessment (Regulation 3) and the University's Assessment Handbook. These are published on the UWS website at <http://www.uws.ac.uk/regulatoryframework/>

In 2017/18 UWS undertook a full review of the University Regulations, Policies and Procedures to create a more accessible and user-friendly framework. A summary of the main changes that may impact on your role as external examiner are included before Regulation 3 in [Appendix C](#).

Additional updates to the 2018/19 Handbook are denoted throughout this edition with the  icon.

An online briefing for external examiners is available on the UWS website via: <http://www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement/external-examiner/>

This online briefing replaces our previous induction events and has the advantage of being accessible at a time of your choosing. It will provide you with guidance regarding the University Regulations, result processing methods and the operation of the University's panels and boards for taught programmes. We would welcome your feedback on this briefing.

The University of the West of Scotland seeks to adopt the positive practice set out in The Quality Assurance Agency for Higher Education (QAA). The UK Quality for Higher Education Code is available from the QAA via [www.qaa.ac.uk](http://www.qaa.ac.uk).

This handbook is primarily for appointed external examiners, but will also be useful for those considering taking on the responsibility of external examining for the University, and for University staff involved with external examiners.

Any suggestions for the improvement of this handbook or the general induction process for external examiners are also welcome. Please do not hesitate to contact me if I can be of any assistance.

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## **SECTION A - INFORMATION FOR OUR EXTERNAL EXAMINERS**

### **1 THE ROLE OF THE EXTERNAL EXAMINER**

*'External examiners are appointed to provide each institution with impartial and independent advice, as well as informative comment on the institution's standards and on student achievement in relation to those standards'*

*UK Quality Code for Higher Education - Chapter B7: External examining*

#### **The Role of the External Examiner at UWS**

The University operates a two-tier system of assessment panels: Subject Panels which confirm the mark, grade and decision for each student on each module and to which Subject External Examiners are appointed; and Progression & Awards Boards to which a Progression & Awards Board (PAB) External Examiner is appointed and considers the eligibility of students on a group of related programmes to progress or gain an award. The University also appoints Degree Assessment Board (DAB) External Examiners for our validated collaborative provision.

The role of the Subject External Examiner is to help the University confirm the academic standards for the modules which make up our awards. The University's Regulations and structure of academic awards, through use of the Scottish Credit and Qualifications Framework (SCQF) means that there is the potential for any approved module of the University at any level to contribute to a final award of the University. The Subject External Examiner will have access to student assessment material for all modules to which they have been appointed to enable them to fulfil their role.

The University operates a term system (previously referred to as "trimesters") where modules are normally assessed at the end of each term in December, April and August. Subject Panels are held following each assessment diet. Subject External Examiners have the opportunity to attend each Subject Panel which considers the modules to which they have been appointed. Since no module results can be confirmed without the **written approval** of the Subject External Examiner, the most efficient way to ensure this is for the Subject External Examiner to attend Subject Panels. If they are unable to attend the panel in person, other appropriate means may be used to provide written approval of the results.

The Progression & Awards Board External Examiner has a different role. Before appointment as a Progression & Awards Board External Examiner nominee you will normally have served as a Subject External Examiner in the University for at least one year. On appointment as a Progression & Awards Board External Examiner, it is normal for Subject External Examiner responsibilities to be relinquished. The Progression & Awards Board External Examiner helps the University to confirm fair and equitable consideration of all students regardless of cohort or campus.

Progression & Awards Boards are usually convened two or three days after the Subject Panel and the majority are held twice per session, at the end of terms 2 and 3. Occasionally there will be a Progression & Awards Board held at the end of term 1 or at other appropriate junctures and this will be communicated by the School following appointment. Since no progression or award decisions can be confirmed without the **written approval** of the PAB External Examiner, the most efficient way to ensure this is for the PAB External Examiner to attend Progression and Award Boards. If they are unable to attend the board in person, other appropriate means may be used to provide written approval of the results.

Because of the distinctive roles of the Subject and Progression & Awards Board External Examiner and their associated duties, the University would not normally expect an external examiner to hold an appointment as both a Subject and a Progression & Awards Board external simultaneously. This acknowledges that in addition to any other external examiner appointments they might hold, external examiners will have their own work commitments and these will usually involve panels and boards at similar times of the year to UWS.

Degree Assessment Board External Examiners ensure that the standards of the University's awards are maintained and, where applicable, the University Regulations are applied on our validated programmes with external partners. The role is a hybrid of Subject and PAB External Examiner as they review individual student's work and oversee progression and award decisions.

### **Appointment and Induction**

No person may act in any capacity as external examiner until their appointment has been confirmed by the Academic Quality Committee (AQC) on behalf of the Education Advisory Committee (EAC) and a formal letter provided by the Quality Enhancement Support Team (QuEST).

If you are appointed to one of our UK campuses, you will have been asked to provide evidence of your eligibility to work in the UK to ensure compliance with the requirements of the United Kingdom Visas and Immigration (UKVI). It is important that you bring the original documentation, passport or biometric residency permit with you to your first visit to the University. ★ We also require to see an official document / card detailing your National Insurance number. **We will not be able to continue your appointment or process any payments without seeing the originals.** Please see [Appendix D](#) for appropriate forms of evidence.

Before taking up your formal external examining duties, we recommend that you familiarise yourself with both this Handbook, [Assessment Handbook](#) for Staff, [Quality Handbook](#), associated [regulations](#) and procedures, and the [online induction](#) available on the UWS website. You may also wish to take up the School's invitation to visit the University or participate in a video conference to acquaint yourself with the staff and learning environment associated with the programmes.

As part of your induction the School / Partner will provide information on the following:

- the approval history of the programme / module areas for which you've been appointed;
- the design and delivery characteristics of the module / programme as set out in the module descriptors / programme specification and associated student handbooks;
- your role in the approval process for examination question papers and coursework assignments;
- marking protocols (question and assignment setting; model answers; double marking; blind marking; moderation; marking rubrics);
- discussion of sampling and selection of student work to provide the evidence base for your review and report;
- requirements, particularly in practice – and studio-based subject areas, to attend demonstrations of practice (eg exhibitions, performances, presentations) or, where appropriate, to review this work through virtual or electronic media;
- opportunities for meeting students on a more informal basis;
- access to predecessors' reports;
- contact protocols and details for key staff.

For Initial Teacher Education programmes, the School of Education contact will make the day-to-day arrangements regarding assignments and school visits which are required by the Subject External Examiners in addition to attending Panels.

Should there be a change in circumstances to your external examiner appointment, the criteria for appointment will be re-considered. The criteria is detailed in chapter 6 of our Quality Handbook and mirrors the content of the current [QAA Quality Code Chapter B7](#).

### **Reciprocity of Examining and Number of Appointments**

Please note that our Quality Handbook prohibits reciprocal external examining between cognate subject areas in the University and those in other institutions or organisations. If a member of University of the West of Scotland staff from the area in which you externally examine was to be considered for appointment as external examiner in your department at your University/College it would not be possible for both appointments to continue. If you become aware of such an arrangement, the University would be grateful if you would draw this to the attention of the Head of QuEST.


As the arrival of student work for scrutiny and the timing of panels and boards often overlaps with very busy periods of examination in the external examiner's home institution, the Quality Handbook and the QAA Quality Code require that normally an external examiner should not hold more than two appointments at any one time.

## **Programme Grouping**

Progression & Awards Boards consist of groups of related programmes within a School. New appointments should normally be based on the requirement that there is a single Progression & Awards Board External Examiner associated with each such group of programmes. Once a Subject External Examiner has served at least one year as an external examiner at UWS, they may be invited to become a Progression & Awards Board External Examiner. This approach aims to recognise the contribution which the external had made at the Subject level, acknowledging also that they now had a greater understanding of the University's assessment processes and systems. Therefore, in most cases, appointment of a new Progression & Awards Board External Examiner will normally result in a Subject External Examiner vacancy.

## **Period of Office/Extension of Appointment**

Your term of office will normally be four years (October - September) to enable you to consider four successive cohorts of students. Exceptionally, you may be asked to act as external examiner for one further year for reasons of continuity.


 Newly appointed External Examiners should take up their appointments on or before the retirement of their predecessors. They should remain available until after the last assessments with which they are to be involved to deal with any subsequent reviews of decisions that arise.

## **Resignation of an External Examiner/Termination of Appointment**

As the external examiner appointment process can be lengthy, should you choose to conclude your role as external examiner earlier than the confirmed period of the appointment, we would request that you advise the Head of QuEST no later than the end of December of the year in progress. This will allow the School sufficient time to arrange a replacement.

Should you for any reason (e.g. workload, conflict of interest, ill health etc.) need to conclude your role with minimal notice, please advise the Head of QuEST who will make the necessary arrangements.

The University may also seek the early completion of a period of appointment in exceptional circumstances, for example, where the programme or module portfolio has changed significantly since the original arrangement or where there has been demonstrable persistent failure to meet the requirements of the role of external examiner, for example through repeated non-engagement with assessment panels or non-submission of external examiner reports.

 If an annual report that is due for submission on 15<sup>1</sup> September has not been received without due explanation by 20 November, or if the report has not been received after a comparable interval in the case of another due date, you may be deemed by the Chair of the Education Advisory Committee to have resigned your appointment and will be advised accordingly.

Where you have notified the Head of QuEST that illness or other personal reasons have prevented you from meeting requirements of the role, the

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<sup>1</sup> Please note revised date from 2018/19. This reflects the changes to our term dates.



relevant School will in the first instance seek to agree appropriate revised arrangements such as a revised timescale for submission of an outstanding report.

### **Powers**

No University result or award may be recommended for conferment without the approval of the Subject or Progression & Awards Board External Examiner(s) or Degree Assessment Board External Examiners in the case of our validated collaborative provision. Since no result or award of the University (including intermediate exit awards) may be conferred without the approval of the appointed external examiner, approval may be obtained by written consent, if the external examiner is unable to attend the Subject Panel, Progression & Awards Board or Degree Assessment Board.

In keeping with the QAA Quality Code Chapter B7, External Examining, the University requires its External Examiners to report on:

- (i) whether the academic standards set for its awards, or part thereof, are appropriate;
- (ii) the extent to which its assessment processes are rigorous, ensure equity of treatment for students and have been fairly conducted within organisational regulations and guidance;
- (iii) opportunities to enhance the quality of learning opportunities provided to students;
- (iv) where appropriate, the comparability of the standards and student achievements with those in some other higher education providers;
- (v) positive practice and innovation relating to learning, teaching and assessment.

External examiners on programmes with professional accreditation may be required to comment on additional areas. For example, NMC External Examiners should provide comment on clinical practice.

## **2 SUBJECT EXTERNAL EXAMINERS**

As a Subject External Examiner you will be responsible for a number of modules, and the School will make appropriate supporting documentation available to you.

Module descriptors can be accessed via <http://psmd.uws.ac.uk>. Please check with your School contact if these are not available.

## Your Role during the Academic Year

### Attendance

In order to effectively fulfil their duties, Subject External Examiners will be invited to attend Subject Panels at all levels for the modules to which they are appointed. External examiners would normally be invited to attend panels in January, May and July each session, however this may vary depending on the delivery of programmes and schools will make you aware of any programmes and subsequent panels that fall outside of the normal cycle.

### **No confirmed result of the University may be communicated to students without the approval of the appointed Subject External Examiner.**

In order to sign off the results from a Subject Panel, Subject External Examiners are expected to assure themselves that marking and moderation of assessment has been carried out appropriately, in line with the University's regulations and procedures and that academic standards have been maintained.


The **Subject Panel** is responsible for **confirming** the marks and grades for modules assigned to it, and in line with the Quality Handbook, **there is flexibility in how the Subject External Examiner confirms their approval** – by attending the Subject Panel either in person or virtually, (for example, WebEx™ or Skype™) or by other appropriate communication channels– before providing written confirmation of approval of results. If the external examiner is not present at the Subject Panel, the relevant Subject Panel Chair is responsible for obtaining the approval of the examiner for confirmation of results.

There is no requirement that external examiners attend all subject panels: one visit a year is expected, although the external examiner may attend more if they wish.

### Assessment

Subject External Examiners will be invited to approve all examination question papers/appropriate coursework at all levels. Schools should make all forms of assessment available to external examiners prior to their being distributed to students. Where this involves sending exam questions or unseen tests outside of the University, schools should ensure appropriate encryption is deployed.

Subject External Examiners have the right to review student work (exam scripts and coursework) to confirm the standards of marking and the performance of candidates. The sample of student work considered by external examiners should include material from part-time students and all modes of delivery and

campuses.  External examiners should review samples of student work for **all** the modules that they have been allocated, **this includes the lower SCQF levels**. Schools must ensure that they provide Subject External Examiners with appropriate material for all the modules to which they have been appointed. In their External Examiners Handbook published in 2012, the Higher Education

Academy (now part of AdvanceHE) acknowledges that there are no firmly established norms for sampling and offers recommendations on commonly applied sampling tactics:

[https://www.heacademy.ac.uk/system/files/downloads/HE\\_Academy\\_External\\_Examiners\\_Handbook\\_2012.pdf](https://www.heacademy.ac.uk/system/files/downloads/HE_Academy_External_Examiners_Handbook_2012.pdf)

Please liaise with colleagues in the School to agree what method of sampling is acceptable to you and to request any other evidence you deem necessary to discharge your responsibilities.

The reassurance of due process and procedure having been followed may come from sampling work from some, but not all cohorts who have taken a particular module in a particular year. The external examiner has the right of access to all students' assessments, but there is no expectation that you will sample work from multiple cohorts studying a module in the same year unless you wish to do so.

If you are content that appropriate policies and procedures are in place for the proper operation of the Subject Panels, and that assessments are being marked and moderated consistently, then you may sign off the results for a cohort without necessarily having sampled work from that same cohort.



### **Recognition of Prior Learning**

Regulation 2.16 states “APEL assessments shall be open to external examination and confirmation by Subject Panels (see Regulation 3.44) on the same basis as the formal assessment and examination of students.”

As a Subject External Examiner you may be asked to review APEL assessments and student submissions as appropriate. As with any other assessment, you will have the opportunity to approve the method and marking rubric to confirm that the process of assessment is robust. APEL student submissions must be seen by an external examiner and go through an appropriate Subject Panel. Whilst APEL claims can be infrequent, we acknowledge that they can be time consuming to review. Schools are reminded to provide you with early notification, adequate time and appropriate supporting documentation to assist you in your review.



### **Work-based Learning / Work-Related Learning / Placement Learning**

#### **Arrangements**

Where a programme contains elements of WBL/PL experience, the instruments of assessment must still be approved by the external examiner. The award of credit for WBL/PL will be confirmed by subject panels and will involve external examiners who should comment on WBL/PL in their annual reports. On appointment, Schools will apprise you of the extent of WBL/PL within the portfolio of modules that you have been assigned to and what your input into these modules is expected to involve.

## **Module Amendments**

In addition to confirmation of standards and comparability of awards, external examiners are also invited to comment on areas for enhancement. For example, it is common for schools to seek the opinion of external examiners on proposed changes to assessment structure/format within a module or programme and particularly when there are professional body requirements. You may also occasionally be invited to contribute to postal approvals.

## **Visiting the Campuses**

In some Schools it is normal practice for examiners to come to the University the day before/morning before the panel to review student work and meet with staff. If you wish to have this opportunity please advise the School in order that arrangements can be made as time may be limited on the day of the panel. If you wish to meet with students you should indicate this to the School at an early stage.

The School will liaise with external examiners regarding the dates of the panels and will arrange overnight accommodation (usually within the student residences) if required.

Any queries about dates of meetings and arrangements for moderation should be raised with the School.

## **Extenuating Circumstances**

From session 2016/17, the University's mitigation system was replaced by an Extenuating Circumstances Statement, a self-certification process which applies to all students. Details of the process are available here:

<https://www.uws.ac.uk/current-students/supporting-your-studies/exams-assessment-appeals/academic-appeals-extenuating-circumstances/>

## **Collaborative Provision for Franchise Partnerships**

The University has a number of collaborative franchise arrangements where partner providers deliver UWS programmes leading to a UWS award. Subject External Examiners are responsible for ensuring the modules offered on the collaborative provision are assessed fairly and impartially, irrespective of the mode and location of delivery or assessment. You may be asked to attend the site of delivery to confirm standards during your period of appointment.

## **Subject Panels**

Subject Panels consider and approve the results from a group of subject-related modules and submit these to Student Administration for consideration at PAB. The allocation of the modules to the Subject Panel is the responsibility of the Dean of School.

Each module is assigned to one Subject External Examiner, who is appointed to consider the results for a group of related modules.

Subject External Examiners are invited to attend each meeting of the Subject Panel at the end of each term in order to approve the results for each module to which they are assigned (not just those at L9 or above).

Subject Panels will take account of any Extenuating Circumstances Statements forwarded to them when recording the student's module decision.

Results are communicated to students after each Subject Panel electronically via Self Service Banner as final approved results.


### **Rights and Responsibilities of External Examiners**

The overall responsibility of each Subject External Examiner is to ensure that each module is assessed impartially and fairly and that the standards of the University's awards (or parts of awards) are maintained.

Each Subject External Examiner will:

- have the opportunity to review and approve the form, content and standard of the assessment instruments and, where appropriate, the distribution and balance of coursework and other assessments. These should be in accordance with published module descriptors;
- be invited to attend meetings of the Subject Panel as appropriate and physically attend at least once per academic session;
- moderate the marks awarded by the internal examiner(s);
- have the right to inspect the work of all students and to call for such papers as he or she thinks necessary when sampling the work of students;
- be entitled to modify the marks proposed by internal examiners provided that such modifications should be applied to all students undertaking the module unless all scripts have been reviewed by the Subject External Examiner.

## **3 PROGRESSION & AWARDS BOARD EXTERNAL EXAMINERS**

 *3.16 No recommendation for the conferment of an award can be made without the approval of the External Examiner appointed to the Progression and Award Board. University Regulation 2018/19*

At the time of your Progression & Awards Board appointment you will be provided with a list of programme titles for which you will be responsible. The School should then provide you with access to the programme specifications and supporting documentation for more detailed information on the

programmes. Please contact the School if you have not received this information.

## **Your Role during the Academic Year**

### **Attendance**

In order to effectively fulfil your duties, you will be invited to attend Progression & Awards Boards at level 9, 10 and 11 where awards are confirmed for each programme to which you are appointed. Boards normally take place at the end of term in June and August and less frequently in January, however this may vary depending on programme delivery and schools will make you aware of the scheduling specific to the PAB to which you have been assigned. **In executing your duties, an external examiner must be confident that academic standards have been maintained.** Since no progression decision or award of the University (including intermediate exit awards) may be conferred without the approval of the appointed **PAB External Examiner**, the examiner in absentia should liaise with the School to ensure that other means of review and approval can be established. **It is the responsibility of the PAB Chair to ensure that panel paperwork is approved by the appropriate PAB external examiner.** Please note that all external examiners are expected to attend at least once per academic session.

### **Assessment**

Progression & Awards Board External Examiners do not review student work and cannot change marks – they confirm progression and award decisions based on outcomes of the Subject Panel.

The overall responsibility of each Progression & Awards Board External Examiner is to ensure that each candidate for a particular award is considered impartially and fairly in accordance with University Regulations and guidance and that the standards of the University's awards are maintained.

The School will liaise with external examiners regarding the dates of the panels and will arrange overnight accommodation (normally in nearby student residences) if required.



### **Programme Amendments**

The prime role of external examiners relates to the standards of awards and the quality of assessment processing. However, you may also be invited from time to time to contribute to postal approvals, comment on amendments to the programme content or changes proposed to the assessment structure/format.

### **Progression & Awards Boards**

Progression & Awards Boards consider the performance of students on a programme and determine a student's eligibility to progress to the next stage of their programme or to gain an award. The Progression & Awards Boards apply University Regulations on progression/awards but do not have the authority to alter marks or grades.

Results from the Progression & Awards Board are communicated to students in writing.

### **Rights and Responsibilities of External Examiners**

The overall responsibility of each Progression & Awards Board External Examiner is to ensure that each candidate for a particular award is considered impartially and fairly in accordance with University Regulations and guidance and that the standards of the University's awards are maintained. The role of the Progression & Awards Board External Examiners has been developed to include providing a broader overview of the analysis of trends and the comparison of standards across different cohorts and campuses.

#### **Each Progression & Awards Board External Examiner will:**

- be invited to attend meetings of the Progression and Award Boards as appropriate and physically attend at least once per academic session;
- be consulted about, and have the right to approve or prevent, any proposed changes in the assessment regulations which will directly affect students currently on a particular programme of study;
- otherwise participate, as necessary, in reviews of progression and award decisions with respect to individual candidates;
- comment as required on aspects of cohort performance, honours classification distribution and any other matters pertaining to the operation of the University's assessment panel processes.

## **4 DEGREE ASSESSMENT BOARD EXTERNAL EXAMINERS**

The overall responsibility of each Degree Assessment Board (DAB) External Examiner is to ensure that the standards of the University's awards are maintained and, where applicable, the University Regulations are applied on our **validated programmes with external partners**. The role is a hybrid of Subject and PAB External Examiner as they review individual student's work and oversee progression and award decisions.

Degree Assessment Boards combine the functions, responsibilities and authority of Subject Panels and Progression and Award Boards. The DAB confirms the mark, grade and decision for each student. The DAB also considers the performance of students on a validated programme and determines whether the student is eligible to progress to the next stage of their programme or to gain an award.

During your tenure you will have a named contact at both the Partner Institution and the University.

## Rights and Responsibilities of DAB External Examiners

Degree Assessment Board External Examiners will normally attend all DAB meetings. These usually occur at the end of terms 2 and 3. Additional meetings may be required for programmes where results, progression and award points occur at other times in the academic session. The partner will liaise with external examiners regarding the dates of the panels and will arrange overnight accommodation if required. Expenses incurred by the DAB External Examiner in carrying out their duties are normally met by the University but DAB External Examiners should refer to their letter of appointment for variations in arrangements.

Each Degree Assessment Board External Examiner will:

- Attend meetings of the Degree Assessment Board as appropriate, and moderate the marks awarded by the internal examiner(s) and make award and progression decisions;
- Have the right to inspect the work of all students;
- Comment as required on aspects of cohort performance, honours classification distribution and any other matters pertaining to the operation of the DAB.

The determination of awards shall be subject to the written consent of the External Examiner.

Where an External Examiner identifies a particular concern as a matter of principle, the External Examiner's decision either shall be accepted as final by the Degree Assessment Board or be referred to the Senate.



### Assessment

DAB External Examiners will be invited to approve all examination question papers/appropriate coursework at all levels. Partners should make all forms of assessment available to external examiners **prior** to their being distributed to students. Where this involves sending exam questions or unseen tests outside of the partner institution, partners should ensure appropriate encryption is deployed.

DAB External Examiners have the right to review student work (exam scripts and coursework) to confirm the standards of marking and the performance of candidates. The sample of student work considered by external examiners should include material from part-time students and all modes of delivery and campuses. External examiners should review samples of student work for **all** the modules that they have been allocated, **this includes the lower SCQF levels**. Partners in collaboration with the appropriate UWS School, must ensure that they provide DAB External Examiners with appropriate material for all the modules to which they have been appointed. In their External Examiners Handbook published in 2012, the Higher Education Academy (now part of



AdvanceHE) acknowledges that there are no firmly established norms for sampling and offers recommendations on commonly applied sampling tactics: [https://www.heacademy.ac.uk/system/files/downloads/HE\\_Academy\\_External\\_Examiners\\_Handbook\\_2012.pdf](https://www.heacademy.ac.uk/system/files/downloads/HE_Academy_External_Examiners_Handbook_2012.pdf)

Please liaise with colleagues at the Partner and UWS to agree what method of sampling is acceptable to you and to request any other evidence you deem necessary to discharge your responsibilities. In some Partner Institutions it is normal practice for examiners to come to the partner the day before/morning before the board to review student work and meet with staff. If you wish to have this opportunity please advise the Partner in order that arrangements can be made as time may be limited on the day of the panel. If you wish to meet with students you should indicate this to the partner at an early stage.

The reassurance of due process and procedure having been followed may come from sampling work from some, but not all cohorts who have taken a particular module in a particular year. The external examiner has the right of access to all students' assessments, but there is no expectation that you will sample work from multiple cohorts studying a module in the same year unless you wish to do so.

If you are content that appropriate policies and procedures are in place for the proper operation of the Degree Assessment Boards, and that assessments are being marked and moderated consistently, then you may sign off the results for a cohort without necessarily having sampled work from that same cohort.

Any queries about dates of meetings and arrangements for moderation should be raised with the Partner in the first instance.



### **Recognition of Prior Learning**

Regulation 2.16 states "APEL assessments shall be open to external examination and confirmation by Subject Panels (see Regulation 3.44) on the same basis as the formal assessment and examination of students."

As a DAB External Examiner you may be asked to review APEL assessments and student submissions as appropriate. As with any other assessment, you will have the opportunity to approve the method and marking rubric to confirm that the process of assessment is robust. APEL student submissions must be seen by an external examiner and go through an appropriate Degree Assessment Board. Whilst APEL claims can be infrequent, we acknowledge that they can be time consuming to review. Partners are reminded to provide you with early notification, adequate time and appropriate supporting documentation to assist you in your review.



### **Work-based Learning / Work-Related Learning / Placement Learning**

#### **Arrangements**

Where a programme contains elements of WBL/PL experience, the instruments of assessment must still be approved by the external examiner. The award of credit for WBL/PL will be confirmed by Degree Assessment Boards and will

involve external examiners who should comment on WBL/PL in their annual reports. On appointment, Partners will apprise you of the extent of WRL/PL within the portfolio of modules that you have been assigned to and what your input into these modules is expected to involve.

### **Programme and Module Amendments**

In addition to confirmation of standards and comparability of awards, external examiners are also invited to comment on areas for enhancement. For example, it is common for external examiners to be asked their professional opinion on proposed changes to assessment structure/format within a module and/or programme and particularly when there are professional body requirements.

For the details of the remit and membership of Degree Assessment Boards, please see [Appendix H](#).

## **5 ANNUAL EXTERNAL EXAMINER REPORTS**

The following information provides guidance on what the University expects in terms of annual reports from External Examiners.

### **External Examiner Reports**

Each External Examiner is required to report annually to the University on the conduct of the assessments concluded during the year and on issues relating to those assessments, in a form determined by the Senate.

At UWS, we have implemented an online report using the survey software Questionpro and the report's questions branch depending on your external examiner role(s). We envisage that this move to online will make the task less onerous as the survey can be accessed from a variety of platforms including smart phones and tablets. An individual link will be sent to you at the end of term 2. Please note that if you use the back button in your browser or the back function in this survey your completed responses on subsequent pages will not save.

If you would prefer to use a report form in Microsoft™ Word format, blank forms are available from [external-examiner@uws.ac.uk](mailto:external-examiner@uws.ac.uk)

### **When is the Report required?**

Reports should be submitted to the University as soon as possible after the final Subject Panel, Progression & Awards Board or Degree Assessment Board of that academic year and by 15 September at the latest. Honorariums are only paid on receipt of annual reports.

### ★ How many Reports are required?

One report is required per Progression & Awards Board, Subject Panel or Degree Assessment Board. There is no need to submit a report for both degree and honours years or produce a separate report for each module that you oversee, but if you have been appointed to more than one University Progression & Awards Board grouping you should submit one report for each Progression & Awards Board grouping. The Progression & Awards Board grouping is likely to be those programmes considered at the Progression & Awards Boards to which you have been invited. You will also have received a letter from the Quality Enhancement Support Team outlining the programme groupings to which you have been allocated. If you are appointed in a dual Subject and PAB role, please ensure you choose this option when completing the report online.

### To whom should the Report be directed?

Please submit your completed report via the survey website or alternatively return your completed Word version to the following email address: [external-examiner@uws.ac.uk](mailto:external-examiner@uws.ac.uk). External examiners are asked not to e-mail reports to any other staff in the University. QuEST will arrange its prompt availability on the Education Portal where it can be accessed by relevant staff.

### ★ How long should my Report be?

The University is mindful of the significant contribution made by external examiners throughout the academic year. Without wishing to add to the duties of examiners, we recognise that external examiner reports are fundamental to academic quality assurance and enhancement. In cognisance of this, it is imperative that reports are robust and strongly evidence-based and we do ask that your report gives as much detail as possible in order to inform the Schools' annual monitoring activities and to advise the Education Advisory Committee (EAC) of any issues in need of urgent action. Short and sketchy reports are unhelpful to everyone: in strong programmes, there will be a lack of evidence to support claims for high quality and standards, and in programmes where there are issues to be addressed, these will be allowed to continue to the detriment of students. To this end we have adopted a structured report form with focused questions.

The reports take the form of a series of yes/no questions and boxes for free text. We appreciate it can be a lengthy report but it is key for our evaluation and monitoring processes and we would ask you to be comprehensive in your responses to offer as much enhancement opportunity to the teaching team as possible.

★ An exemplar of a report is provided in [Appendix E](#).

### **What should my Report cover?**

External examiners' reports are widely circulated. Please ensure that individual students and, where appropriate, individual staff are **not** identified in your report.

Positive issues should be highlighted alongside negative ones, and it is useful to suggest ideas for consideration in the future. The report form is intended to facilitate this.

External examiners appointed to Nursing and Midwifery programmes jointly approved by the University and NMC must report on practice-based learning and assessment.

### **Raising Concerns**

The Head of QuEST is your first point of contact outwith the School. Should you wish to raise an issue of concern, please email [nina.anderson-knox@uws.ac.uk](mailto:nina.anderson-knox@uws.ac.uk) or call on 0141 849 4217.

If there is any matter which you feel should be brought immediately to the attention of Senate you may address your report directly and confidentially to the Vice-Chancellor of the University as Chair of Senate.

In line with QAA guidance, where you have a serious concern relating to the academic standards of a programme or programmes and have exhausted all applicable internal procedures, including the submission of a confidential report to the Vice-Chancellor of the University, you may invoke QAA's concerns scheme or inform the relevant professional, statutory or regulatory body. Further information on the appropriate action can be found on QAA's website at: <http://www.qaa.ac.uk/concerns/concerns-about-providers>.

### **Who reads my External Examiner Report?**

Our practice at the University of the West of Scotland is to put each School's external examiner reports in full onto the Education Portal (part of our Staff Intranet). These can then be accessed by all staff and are appended to the Programme Monitoring Reports that are completed by Programme Leaders as part of the Enhancement and Annual Monitoring process. External examiner reports will also be viewed by reviewers (including externals) at the Institution Led Review (ILR) of each subject.

In line with the QAA Quality Code we need to ensure that external examiner reports are made available in full to students, with the sole exception of any confidential reports made directly and separately to the Vice-Chancellor of the University. To facilitate this, external examiner reports are published annually on a Moodle site. Students are instructed not to contact any external examiner directly; should you be contacted by any student, please do not respond but forward any correspondence to the Head of QuEST who will address any concerns.

From time to time we may use examples of reports to assist in training new external examiners. These are always anonymised and we will as a courtesy contact you should we wish to use your report as an example of positive practice.

In terms of the Data Protection Act and Freedom of Information Act, please be aware that a wide range of staff in the University and for Internal Review purposes, external reviewers, will have access to your external examiner reports. The Freedom of Information Act (Scotland) applies. Members of the public are entitled to request to see documents held by the University, including external examiner reports. In addition, a list of names of external examiners will be published by the University.

If you have any queries about this, please discuss with the Head of QuEST.

### **At the Conclusion of Your Period of Appointment**

At the conclusion of your period of appointment the annual report form invites you to provide some feedback on the overall development of the programme/subject during the period of appointment. The University would appreciate you providing these concluding remarks.


### **Response to External Examiner Reports**

You can expect to receive a formal, written response to your External Examiner annual report from the School by December at the latest. This is normally provided on a proforma countersigned by the Dean of School. Degree Assessment Board External Examiners can expect a combined response from the School and Partner institution. If you have any concerns about lack of feedback/or the quality of feedback on your report, please contact the School in the first instance or thereafter, the Head of QuEST.

### **Assessment Handbook**

External examiners should take cognisance of the procedures set out in the UWS Assessment Handbook. This is available via the UWS website at <http://www.uws.ac.uk/regulatoryframework/>.

## **6 EXPENSES AND HONORARIA**

 **External Examiners working with partner institutions should refer to their individual arrangements with the partner for further information.**

The following section is intended to answer your questions on matters of payments and expenses. Further clarification on details issues relating to tax etc is available from the University's Finance Department. The guidelines concerning travel and subsistence have been developed in accordance with the following principles:

- a The need for efficiency and effectiveness
- b The importance of ensuring that individuals are fully reimbursed for expenses necessarily incurred at the most cost-effective rate
- c The need for administrative effort to be the minimum compatible with adequate accountability
- d The need for individuals to travel and be accommodated in safety
- e Compliance with the regulations of the Inland Revenue

These guidelines will be kept under review by the University and may be revised.

### **Claiming Expenses**

Claims may be made only for expenses properly incurred in the course of making visits to the University and to placement sites (including schools for the PGDE and BA Education programmes). All claims will be dealt with according to the University's procedures, together with any offer letter you have accepted for specific work.

All claims should be shown in detail on an expenses claim form. A claim form will be provided by the School at the assessment panel. **Supporting receipts must be attached to meet the requirements of the University's auditors.**

Claims for travel and subsistence should be returned to the School/Partner as soon as possible after the expenses have been incurred.

### **Travel (Domestic Arrangements)**

Consideration should be given to the most practical, efficient and cost-effective mode of travel to the University. Private car mileage will be reimbursed at the current car mileage rate of 45p for the first 180 miles of a return journey and 25p per mile thereafter.

### **Overnight Accommodation**

If you require overnight accommodation for your visit, please contact the School and they will arrange local accommodation on your behalf. For campus-based visits, this is normally within our student residences. The University will reimburse the accommodation provider for bed and breakfast only. All additional charges incurred by individuals during their stay must be met by the individual on departure. A maximum of £100 is allocated by University resources for overnight bed & breakfast accommodation.

### **Subsistence**

The University will pay for an evening meal for the external examiner only, the night before or night after the panel he/she is attending at the University up to a **maximum of £30.**

Please note that the University will **not** reimburse any claims for tea/coffee or newspapers.

## Settlement of Claims

All expenses claims must be claimed within three months of the expenditure being incurred. Claims for expenditure incurred over this period will only be accepted in exceptional circumstances (eg long term illness).

## Payment of Honorarium

Payment of your honorarium will be authorised when your annual report is received, which is due by **15 September** each year. Please be aware that we will not be able to pay you without having confirmed your eligibility to work in the UK and National Insurance number. This requires that we see original appropriate evidence (see [Appendix D](#) for appropriate forms of evidence).

Payment is made through the University's payroll system which is normally paid on the 28<sup>th</sup> of each month. Payment is made direct to bank accounts and we request bank details prior to each payment. You will be asked to complete the relevant forms each session following receipt of your annual report to enable payment of your honorarium. All external examiners are subject to PAYE. A P60 can be supplied on request. Tax will be deducted at source from your honorarium. National insurance is not deducted from external examiner payments.

## Scale of Fees (before tax)

For session 2018/19, the honorarium payment structure for annual reporting is as follows:

Subject External Examiner	£400
Progression & Awards Board External Examiner	£300
Subject & Progression & Awards Board External Examiner	£500
Degree Assessment Board External Examiner	£500

## Attendance Fees (before tax)

An attendance fee of £100 per visit for attendance at panels/boards will be payable.

## Postal Charges

When returning scripts to the University or the Collaborative Partner, they should be returned by the same manner in which they were forwarded. This would usually be through services offered by the Royal Mail. Couriers need not be used.

The School will reimburse Royal Mail postal expenses and all claims should be clearly detailed on the expenses claims form. Proof of payment must be submitted with your expense claims form.

## School Contacts

School contacts for general operational queries are given below:

School	Name	E-mail	Direct Telephone
Business & Enterprise	Laura Cairney	<a href="mailto:laura.cairney@uws.ac.uk">laura.cairney@uws.ac.uk</a>	0141 848 3839
Education	Caroline Sisi	<a href="mailto:Caroline.Sisi@uws.ac.uk">Caroline.Sisi@uws.ac.uk</a>	01292 886451
Computing, Engineering & Physical Sciences	Michelle Taylor	<a href="mailto:michelle.taylor@uws.ac.uk">michelle.taylor@uws.ac.uk</a>	0141 848 3470
Health and Life Sciences (Health)	Hazel Shepherd	<a href="mailto:hazel.shepherd@uws.ac.uk">hazel.shepherd@uws.ac.uk</a>	(0)1698 283100 ext 8462
Health and Life Sciences (Science & Sport)	Elaine Beattie	<a href="mailto:elaine.beattie@uws.ac.uk">elaine.beattie@uws.ac.uk</a>	0141 848 3370
Media, Culture & Society	Therese Allan	<a href="mailto:therese.allan@uws.ac.uk">therese.allan@uws.ac.uk</a>	0141 848 3766



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## **SECTION B – INFORMATION ABOUT THE SECTOR AND UWS**

### **7 EXTERNAL EXAMINING: THE SCOTTISH CONTEXT**

#### **Freedom of Information Act (Scotland) [Fol]**

In 1 January 2005, the Freedom of Information Act Scotland (2002) (Fol) came into effect which required the University to publish a wide range of information concerning teaching and learning and quality. The publication scheme can be found on the University's website at <http://www.uws.ac.uk/about-uws/compliance/information-records-management/freedom-of-information/> QuEST will continue to liaise with the Fol and Records Manager in this regard.

The main implication for external examiners is that the University will publish the current list of external examiner names within the publication scheme.

If you have any questions or queries about the Fol please contact the Director of Corporate Support in the first instance.

#### **The Scottish Education System**

##### **Context**

The Scottish tradition of a broad general secondary education normally entered at 11 or 12 years of age still holds. Scotland has its own qualification framework that is separate from the one set for England, Wales and Northern Ireland, but each one is recognised around the UK. The Scottish Education System follows the Curriculum for Excellence (also known as the CfE) for nursery, primary and secondary schools.

Children in Scotland complete seven years of primary school, starting in P1 (the equivalent of Reception classes in England), going up to P7 (the equivalent of Year 6 in England). After this, they do six years of secondary school from S1 to S6 (equivalent to Y7 to Y12 in England).

The ordinary or unclassified three year degree remains prominent in the Scottish university and higher education college system. An honours degree in Scotland is normally of four years duration and frequently includes some breadth of study beyond the subject specialism. Consequently the honours sandwich award is of five years duration. The HE, FE and School sectors have committed to embedding the SCQF which is described in detail in Appendix B.

In Scotland, the professional aspects of any programme leading to a teaching qualification (in primary, secondary or further education) are by statute a matter for the General Teaching Council for Scotland (GTCS). The GTCS is responsible for ensuring that such programmes meet all criteria for registration without which a teacher may not hold a post in a primary or secondary school under an education authority. The GTCS advises the Scottish Government on the acceptability of teacher education courses.

## School Education

Children normally enter the Scottish school system about the age of 4 or 5 and the majority attend co-educational schools.

The numbers attending schools in the private sector in Scotland are very small and secondary education in the schools maintained by local authorities is organised on comprehensive lines.

The Curriculum for Excellence is a major educational reform with the aim of providing a wider, more flexible range of courses and subjects. As the Scottish government only sets guidelines about the school curriculum, schools need not stick to rigid learning paths and can make their own decisions on what to teach pupils.

There are three core subjects that schools must ensure are taught: health and wellbeing, literacy and numeracy. Other than that, they are free to:

- introduce projects that use skills and knowledge from more than one subject, leading to joined-up learning
- teach about people and places from their local area
- ask pupils about areas they are interested in studying

SQA is one of three partner organisations responsible for Curriculum for Excellence (CfE), the 3-18 curriculum in Scotland. One of the roles of the SQA is to design and develop new National Qualifications that support the principles and aims of CfE. The SQA also works closely with Education Scotland and the Scottish Government on wider CfE developments.

The National 1 to Advanced Higher qualifications are now being taught in schools and colleges across Scotland and have been designed to help young people develop the skills, knowledge and understanding they will need to succeed in the 21st century.

All of the current National Qualifications have been benchmarked against the previous National Qualifications on the Scottish Credit and Qualifications Framework (SCQF). This ensures that they are set at the same level of demand and difficulty as their predecessors, and that national standards are maintained.

Between 2013 and 2016, three new qualifications have been introduced: Nationals, Highers and Advanced Highers. The following table shows how the current National Qualifications replace the previous National Qualifications you may already be familiar with.

SCQF Level	Current National Qualification	Replaces	Previous National Qualification
1	National 1	>	Access 1
2	National 2	>	Access 2
3	National 3	>	Access 3 Standard Grade (Foundation level)
4	National 4	>	Standard Grade (General level) Intermediate 1
5	National 5	>	Standard Grade (Credit level) Intermediate 2
6	Higher (new)	>	Higher
7	Advanced Higher (new)	>	Advanced Higher

Further information is available on the following website(s):

SQA: [www.sqa.org.uk/](http://www.sqa.org.uk/)

SCQF: [www.scqf.org.uk](http://www.scqf.org.uk)

Before teaching in an Education Authority school in Scotland, teachers must be registered with the General Teaching Council for Scotland in respect of the stage of education in which they intend to teach. There are three teaching qualifications, in primary, secondary and further education respectively. The teaching qualification (Secondary Education) is awarded in a specific subject and teachers are entitled to registration only in subjects in which they have qualified.

### Post-school Education

Further and Higher education qualifications in Scotland range from Higher National Certificates (lasting one year and usually taught in a further education college), through four year honours degrees to doctoral qualifications.

Further Education (FE) is central to lifelong learning in Scotland. Scotland's Colleges promote wider access for all and work with employers and partners to deliver innovative learning and training opportunities to help individuals, communities and employers maximise their potential, develop and grow.

The FE curriculum spans much of the range of learning needs, from general educational programmes through to highly specialised vocational education and training. The level of provision ranges from essential life skills and provision for students with learning difficulties through to degree level and post-graduate work.

The courses are mainly vocational in nature and include both theoretical and practical work. Courses are mostly composed of units tailored to the needs of particular employment sectors or to individual student needs.

### **The HE Sector in Scotland**

The Higher Education sector in Scotland is diverse. It is made up of 15 universities, the Open University in Scotland, an Art School, a conservatoire and Scotland's Rural College (SRUC).

Scotland's universities developed in three stages, each with a different legal basis. The ancient universities (St Andrews, Glasgow, Aberdeen and Edinburgh) date from the 15th and 16th centuries. Four other institutions (Dundee, Strathclyde, Heriot-Watt and Stirling) achieved university title in the 1960s. A further 5 institutions (Glasgow Caledonian, Edinburgh Napier, University of the West of Scotland, Robert Gordon and Abertay) became universities in 1992. In January 2007 Queen Margaret University College was awarded full university status, becoming Queen Margaret University and in 2011 university status was awarded to the University of the Highlands and Islands.

Both ordinary and honours programmes may include a 'sandwich' or work-based learning year in professional or industrial placement which extends the period of the degree by one year.

## **8 UNIVERSITY OF THE WEST OF SCOTLAND CORPORATE STRATEGY**

### **UWS Purpose**

Our purpose is to change lives, transform communities and encourage enterprise through outstanding, distinctive and progressive higher education. Our focus is on personalised learning experiences supported by internationally recognised research. UWS graduates will be work-ready and contribute locally and globally.

### **Truths**

- 1 We are here for our students.
- 2 Our Teaching is our passion, and it reaches to the future.
- 3 We understand that a graduate career is important to our students.
- 4 We are a knowledge-based organisation.
- 5 We believe in partnership with business (private, public and global).
- 6 We are an international university.
- 7 UWS is a great place to work and study.
- 8 We are an inclusive organisation that welcomes and values diversity.
- 9 UWS is a university that dares to be different.

### **Background information about the University of the West of Scotland**

Since its inception in 1897 the University has been providing distinctive higher education with the highest standards in teaching and learning. It has developed over the years in response to individual needs and the needs of the regions we serve.

The University of the West of Scotland is one of the country's largest modern universities, and aims to have a transformational influence on the economic, social and cultural development of the West of Scotland, and beyond. The university provides relevant, high quality, inclusive higher education and innovative and useful research.

We aim to make the communities we serve more successful, and to create opportunities for all to participate.

UWS has a distinctive and important regional role, with four campuses across the west and south-west of Scotland: Ayr, Dumfries, Hamilton and Paisley. To help extend our international reach, appeal and objectives we have recently opened our fifth campus in London which will act as a dynamic delivery hub for international students to study Bachelor, Masters or Doctorates in Business or Health disciplines.

UWS is an international university with over 1400 international students drawn from more than 70 countries across the globe, and we work with over 100 international partners.

The student population at UWS reflects the aim of providing accessible higher education to a wide range of students, with a number of key features that make UWS unique in the Scottish HE sector. These key features include significant proportions of part time students (20%) and students who are in the 30+ age band (31%).

### **School Structure**

The University operates a School-based structure; each School under the direction of a Dean. There are five Schools:

- School of Business & Enterprise;
- School of Education;
- School of Computing, Engineering & Physical Sciences
- School of Health & Life Sciences;
- School of Media, Culture & Society.

### **Modular Framework**

Students, by virtue of the allocation of their programme, are normally attached to one of the Schools. Staff, by virtue of involvement in more than one programme, may work with more than one School.

The table below notes the various awards available at the University, The awards are rated for general credit against the Scottish Credit and Qualifications Framework (SCQF).

### **Summary of UWS Awards and SCQF Credit rating**

The University offers the following programmes and awards. The awards are rated for general credit against the Scottish Credit and Qualifications Framework (SCQF).

International Foundation Programme

120 credits at SCQF level 6

Certificate of Higher Education (CertHE)

120 credit points at SCQF level 7 or above

Diploma of Higher Education DipHE

240 credit points of which a minimum of 90 are at SCQF level 8 or above

Scottish Bachelor's Degree

360 credit points of which a minimum of 90 are at SCQF level 9 or above

Scottish Bachelor's Degree with Honours

480 credit points of which a minimum of 90 are at SCQF level 10 or above

Graduate Certificate (Grad Cert)  
60 credit points at SCQF level 9 or above

Graduate Diploma (Grad Dip)  
120 credit points at SCQF level 9 or above

Professional Graduate Diploma (PGDE)  
120 credit points at SCQF level 10 or above

Postgraduate Certificate (PgC)  
60 credit points of which a minimum of 40 are at SCQF 11 and none less than SCQF level 10

Postgraduate Diploma (PgD)  
120 credit points of which a minimum of 90 are at SCQF 11 and none less than SCQF level 10

Masters  
At least 180 credit points of which a minimum of 150 at SCQF 11 and none less than SCQF level 10

Integrated Masters  
600 credit points of which a minimum of 120 are at SCQF level 11

Professional Doctorate At least 540 credit points of which a minimum of 420 credit points at SCQF level 12 with a maximum of 120 taught credit points at SCQF level 11 and no credit lower than SCQF level 11.

The full Regulatory Framework is available on the UWS website at <http://www.uws.ac.uk/regulatoryframework/>

## 9 QUALITY ASSURANCE AND ENHANCEMENT

### A UK Quality Code for Higher Education

The UK Quality Code for Higher Education sets out the expectations all providers of UK Higher Education are required to meet. Whilst mindful that the current Quality Code is undergoing significant revisions, when producing guidance on external examining at UWS, the University has taken cognisance of the indicators in Chapter B7 on External Examining. The current code can be reviewed in Appendix A.

### B The Quality Framework in Scotland

In addition to the above UK wide framework, an enhancement-led quality assurance system is in operation in Scotland. This has been developed in partnership between the Scottish Funding Council (SFC), QAA Scotland, Universities Scotland, NUS Scotland and the institutions themselves.

There are five integrated elements in this system:

- **A comprehensive programme of institution-led reviews**

The nature of the review process is decided by the institution, incorporating agreed features as outlined in SFC guidelines including the use of external peers and a cycle of all provision being reviewed not less than every 6 years. At the University of the West of Scotland, Institution-Led Review (ILR) and Annual Monitoring are key elements of internal review.

- **Improved forms of public information about quality**

SFC has published guidance on what it expects institutions to provide in this regard. The funding council's view is that public information about the quality of educational provision should provide assurances about the quality and standards of provision and provide information to inform student choice and to assist employers and others to understand the nature of Scottish HE.

- **A greater voice for student representatives in institutional quality systems, supported by a national development service**

- a the involvement of student members in review teams within the new QAA Institutional Review process;
- b the systematic representation of students at all levels within institutions;
- c the effective training and support for student representatives through both internal mechanisms, existing external structures and through a new national Student Development Service (Student Participation in Quality Scotland (sparqs));
- d better information on the student experience through national surveys of student and graduate cohorts.



- **A national programme of Enhancement Themes**

The Enhancement Themes initiative aims to enhance the student learning experience in Scottish HE by identifying specific areas (themes) for development. Selected by the sector, aimed at delivery and sharing positive practice in learning and teaching in HE, previous themes have included: Assessment, Responding to Students' Needs, Employability, Flexible Learning, Integrative Assessment, The First Year, Research Teaching Linkages, Graduates for the 21<sup>st</sup> Century, Developing and Supporting the Curriculum and Student Transitions

Further information regarding the QAA Enhancement Themes can be found at:

<http://www.qaa.ac.uk/about-us/scotland/development-and-enhancement/enhancement-themes>

The new Enhancement Theme is *Evidence for Enhancement: Improving the Student Experience* and further information can be found here:

<http://www.enhancementthemes.ac.uk>

- **Enhancement-Led Institutional Review (ELIR)**

An enhancement-led peer review process which, while providing information on the security of the institutions' management of quality and standards, is focused on the institution's strategic management of quality enhancement. ELIR is also charged with reviewing the effectiveness of student learning and the use made of the academic infrastructure described at the start of this section.

The University of the West of Scotland was reviewed under the ELIR methodology during 2014/15. The ELIR report confirmed that there was confidence in the University's current and likely future management of the academic standards of its awards and in the quality of the student learning experience it provides. This is a positive judgement indicating that UWS has secure arrangements for managing academic standards and assuring and enhancing the quality of the student experience.

The report and follow up can be found on the QAA website at:

<http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007800#.WV0Dhk0zXVg>

## **C University of the West of Scotland approach to Quality and Enhancement**

### **The Education Advisory Committee**

Quality assurance and enhancement in the University is overseen on behalf of Senate by the Education Advisory Committee (EAC) which is chaired by the Vice Principal (Academic). The Committee's remit is to give advice, make recommendations and report to Senate on all matters relating to the evaluation and development of new programme proposals, the monitoring and review of existing programmes and the maintenance of academic standards and the enhancement of the student experience.

The Education Advisory Committee oversees the implementation of the University's [Education Enabling Plan](#) and the University's [Assessment Handbook](#).

### **The Academic Quality Committee**

The Academic Quality Committee (AQC) is a sub-committee of EAC which advises and makes recommendations to EAC on the operation and development of the University's quality assurance framework. AQC approves external examiner nominations on the recommendation of School Boards and receives an annual review of external examiner reports which considers key themes and informs future staff and programme development.

### **Programme Approval Procedures**

The overall purpose of programme approval procedures is to secure for students a high quality education and to ensure that awards are comparable with those awarded throughout Higher Education in the United Kingdom.

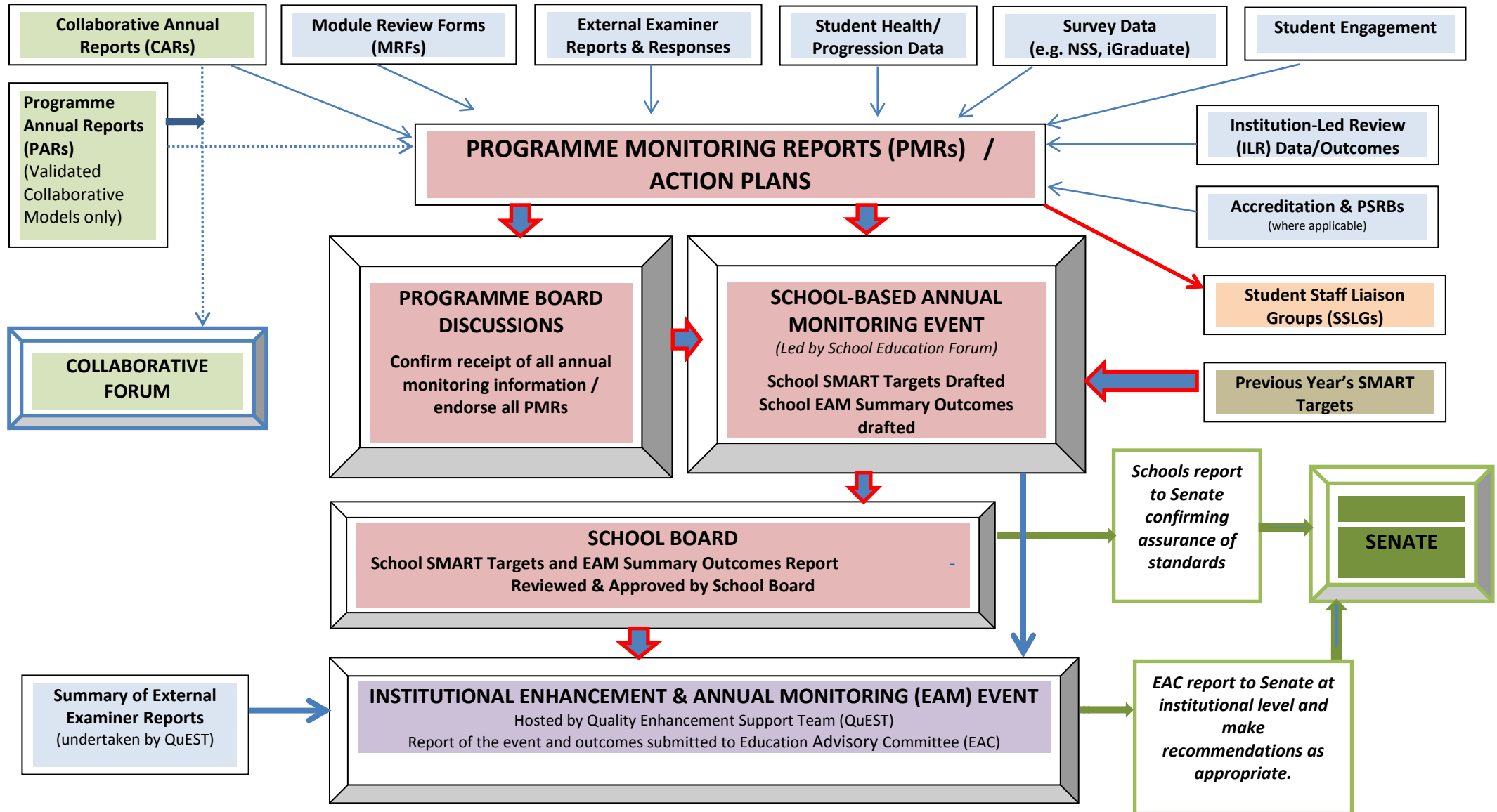
Many of our programmes are also subject to accreditation by professional bodies, such as the General Teaching Council for Scotland (GTCS), Scottish Social Services Council (SSSC) and for registration with the Nursing & Midwifery Council (NMC). A full list of accredited programmes for your School can be requested directly from the School.

### **Annual Monitoring and External Examiners**

The University undertakes annual monitoring of its provision where Schools are responsible for reviewing module and programme reports, student progression data and External Examiner Reports. The School confirms standards are appropriate.

An annual University-wide Annual Monitoring event will thereafter consider the Schools' SMART Targets and identify concerns and positive practice. The report of this seminar is then provided to the Education Advisory Committee which oversees the necessary action points arising.

**SCHOOL ENHANCEMENT AND MONITORING PROCESS 2017/18**



### **Monitoring and Update of Modules and Subject External Examiners**

Ongoing responsibility for quality of modules is carried out by the Programme Board within each School. Comment on modules by Subject External Examiners is a key element in the ongoing review of modules by Programme Boards. Where possible, Programme Boards have responsibilities for all modules that fall under the remit of a single Subject Panel. Subject External Examiners may be asked to comment on new and amended modules during the academic year as improvements are proposed in response to student needs.

### **Institution-Led Review (ILR)**

ILR (previously referred to as Subject Health Review) is the key periodic internal review process. External Examiner reports form key evidence for the University process of ILR which is held for each subject in the University every six years – all University programmes are reviewed within ILR.

### **Quality Assurance & Enhancement Handbooks and Regulatory Framework**

QuEST produces an annual update of the University's quality assurance and enhancement procedures in a number of handbooks. As well as the External Examining Handbook, QuEST produces a Quality Handbook which provides information and guidance on a range of processes, such as Enhancement & Annual Monitoring, Subject Health Review, Student Involvement in Quality Enhancement, Approval & Accreditation and Collaborative Provision. A copy of the Quality Handbook can be downloaded via <http://www.uws.ac.uk/about-uws/uws-commitments/quality-enhancement>. Regulations are also updated annually and included in this handbook for your reference. (Regulation 3 – Assessment is provided in full in [Appendix C](#)).

**APPENDIX A****EXPECTATIONS ABOUT EXTERNAL EXAMINING**

The Quality Code sets out the following Expectation about external examining, which higher education institutions are required to meet. Further detail can be found on the QAA website: <http://www.qaa.ac.uk/en/quality-code/the-existing-uk-quality-code>

## **APPENDIX B**

### **THE SCOTTISH CREDIT & QUALIFICATIONS FRAMEWORK (SCQF)**

A framework of qualifications for Scotland was initially recommended in the Garrick Report (1997) as a key development towards the achievement of its vision of higher education in the next 30 years. A year later, the then Scottish Office (now the Scottish Executive) invited Universities Scotland, the Quality Assurance Agency for Higher Education (QAA) and the Scottish Qualifications Authority (SQA) to join them in becoming the development partners for the SCQF, responsible for overseeing policy direction and implementation of the SCQF. The SCQF has been in existence since 2001, and the process of full implementation of the SCQF across all sectors of education and training in Scotland really began in earnest from 2003 and is now fully integrated in Schools, FE and HE.

#### **General aims of the SCQF**

- 1 To assist people of all ages and circumstances to access appropriate education and training so they can meet their full potential.
- 2 To enable employers, learners and the general public to understand the full range of Scottish qualifications, how they relate to each other and to other forms of learning, and how different types of qualifications can contribute to improving the skills of the workforce.

The SCQF will provide a vocabulary for describing learning opportunities and will:

- ▶ make the relationships between qualifications clearer;
- ▶ clarify entry and exit points, and routes for progression and credit transfer;
- ▶ assist learners in planning their progress and learning throughout their lives;
- ▶ minimise the duplication of learning.

The SCQF will also assist in making clear the relationships between Scottish qualifications and those in the rest of the UK, Europe and beyond, thereby highlighting opportunities for international progression routes and credit transfer.

#### **How the SCQF works**

The SCQF uses two measures to describe qualifications and learning programmes.

- 1 The level of a qualification indicates the level of difficulty
- 2 The number of credit points indicate the length of time it take to complete.

The Scottish Credit and Qualifications Framework has 12 SCQF Levels (see diagram). The different levels indicate the level of difficulty of a particular qualification. At present these are the qualifications of higher education institutions in Scotland, and those awarded and accredited by SQA. Each level of the SCQF from 2-12 has a level descriptor which sets out its characteristic general outcomes.

The volume of an outcome is arrived at by estimating the amount of time required by the 'average' learner, at a particular level, to achieve the outcomes. The SCQF works on the basis that one represents the outcomes of learning achieved through a notional 10 hours of learning time. These credits, known as general SCQF credit points, are allocated to outcomes of learning that are subject to valid, reliable methods of assessment.

Most mainstream qualifications in Scotland have been developed on a credit basis with design principles related to the amount and level of credit required. For example, the achievement of an Honours degree requires the accumulation of 480 credits, at least 90 of which must be at SCQF level 10.

General SCQF credits can be used to assist learners to transfer between programmes. The awarding bodies – SQA and individual universities – decide the extent to which this kind of transfer can take place. In other words, it is they who award specific credit for previous learning.

## THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

## SCQF website

The main SCQF website is at [www.scqf.org.uk](http://www.scqf.org.uk).

The website contains further information about the background to SCQF and the SCQF Implementation Plan.

## Framework for qualifications of higher education institutions in Scotland

For information on the *Framework for qualifications of higher education institutions in Scotland* see [www.gaa.ac.uk/academicinfrastructure](http://www.gaa.ac.uk/academicinfrastructure).

## Using the level descriptors

Each level has a descriptor which sets out its characteristic general outcomes under five broad headings:

- ▶ knowledge and understanding – mainly subject-based;
- ▶ practice (applied knowledge and understanding);
- ▶ generic cognitive skills, e.g. evaluation, critical analysis;
- ▶ communication, numeracy and IT skills;
- ▶ autonomy, accountability and working with others.

The level descriptors are designed to allow broad comparisons to be made between the outcomes of any learning that has been, or can be, subject to valid, reliable, and quality-assured assessment. They are not intended to give precise or comprehensive statements of required learning at each level, but can provide a useful reference point. The following key points are important to remember when using the SCQF Level Descriptors:

- ▶ the SCQF Level Descriptors should be seen as a useful guide to be used with other reference documents such as subject benchmarks, arrangements, documents and other relevant programmes on the Framework;
- ▶ the characteristics of the Level Descriptors are generic in nature and may not all be relevant for every qualification or learning programme;
- ▶ they provide a general overview of what would be expected of a typical learner at a specified SCQF level. As some of the characteristics may not be relevant it is not necessary that all are met;
- ▶ when deciding an appropriate level for a qualification or learning programme, it is helpful to look at descriptors across a range of levels to determine the “best fit”; and
- ▶ the vocabulary of the SCQF Level Descriptors may provide appropriate wording that can be used to describe learning for programme descriptions, learning outcomes and assessment evidence.

These revised Level Descriptors (August 2012) are designed to help programme designers and the writers of module descriptors to look at the range of skills that might be covered at a particular level, select appropriate headings and peg outcomes accordingly.



It is not envisaged that every qualification or programme should have all of the characteristics set out in the level descriptors. The decision regarding what is included lies with the designers/writers of programmes of learning. However, it is envisaged that Knowledge and Understanding and/or Practice — applied knowledge and understanding will be a key to allocating a level to most programmes.

Level descriptors can be used at any stage in the design, development and approval of programmes, or modules. The intention is for them to be used as a guide to locate the level of outcomes, but not to prescribe the content, range, and so on. Nor are they intended to be the sole reference source.

### **Summary of Credit Minima required for Awards**

Credit points are a way of showing how much time it takes, on average, to complete a qualification or learning programme. The SCQF works on the basis that one credit point represents the amount of learning achieved through an average 10 hours learning time. This includes everything a learner has to do to achieve the outcomes in a qualification including the assessment procedures.

**To review the Credit Minima for awards at the University of the West of Scotland please refer to page 25 of the handbook.**

For further information, please contact QuEST or see the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**APPENDIX C****★ REGULATORY CHANGES FROM 2018/19 & CHAPTER 3**

**In 2017/18, UWS made extensive changes to the Regulatory Framework to streamline the content and create a more accessible framework. The following summarises the main changes that may impact your role as external examiner.**

*Revised Module Size*

Previously the number of credits assigned to a module was restricted to 5, 10, 20, 30, 40, 60 or 120 credit points. From 2018/19 the Regulations changed to allow any size of module ([see Regulation 1.53-1.55](#))

*Revised Credit Minima ([Regulation 1.21](#))*

The University will continue to adhere to the requirements of the [SCQF](#) for credit minima. From 2018/19 the previous credit minima per level which were based on 20 credit modules are revised from 100/120 to 90/120 credits at the qualification level. This recognises the increased flexibility in the Regulatory Framework to recognise modules of different credit size and also provides additional flexibility for programme teams.

*Honours dissertation minimum reduced from 40 to 30 credits ([Regulation 1.27](#))*

In line with the recommendation above, the Honours dissertation will become a minimum of 30 credits (one quarter of level 10) rather than 40 credits previously required. This will provide additional flexibility for programme teams and in particular support programmes with professional accreditation.

*Development of an International Foundation programme ([Regulations 1.21, 2.12](#))*

In 2017/18, Senate approved proposals to establish an International Foundation Programme at SCQF level 6. The programme will be 120 credits at SCQF level 6. The previous qualifications of International CertHE/Dip HE/Graduate Diploma have been removed.

*Combined Studies Exit Award ([Regulation 1.61](#))*

For students who cannot progress on existing named programme, a combined studies exit award will be available. Schools have been encouraged to identify criteria for exit awards (not currently in programme specifications) and further guidance will be provided for PAB chairs.

*Reassessment of Masters Dissertation ([Regulation 3.42](#))*

Following feedback from the previous consultation on assessment regulations, the current regulation which prohibits re-assessment of the Masters dissertation has been revised and that from session 2018/19, students who enrol on the module for the first time after 1st August 2018 will be permitted to resit the Masters dissertation. This will bring it into line with all other modules in the University. This change to regulations will not be applied retrospectively.

## **Chapter 3**

### **Assessment**

**Readers are expected to consult the University Assessment Handbook and Quality Handbook for operational guidance and policy which directly supports the implementation of Regulation 3.**

Academic Standards	21
Equity of Assessment	21
Anonymous Marking	21
Module Descriptors	21
Programme Specification	21
Module Pass	22
Progression	22
Award	23
Formal Examination	23
Marking and Grading	23
Classification of Honours Degrees	24
Award of Distinction	25
Intermediate Awards	25
Aegrotat Awards	25
Posthumous Awards	25
Joint and Dual Awards (collaboration)	25
Compensation for Failure in Modules	26
Fit to Sit and Extenuating Circumstances	26
Re-assessment	26
Re-attend	26
Subject Panels	27
Progression and Awards Boards	27
Cheating	27
Plagiarism	28
Re-admission	29

#### **Academic Standards**

- 3.1 Assessment that contributes to the award of academic credit and/or to the award of the degrees, diplomas, certificates and other academic distinctions of the University will relate the achievement of each candidate to the stated academic standards of the University.
- 3.2 The academic standards of the University will be as stated in the intended learning outcomes of modules and programmes of study, as set out in the relevant module descriptors and programme specifications.

#### **Equity of Assessment**

- 3.3 All students registered for a module will be subject to the application of the same academic standards, rules and procedures with respect to

assessment and re-assessment, irrespective of the programme of study or mode of delivery on which they are enrolled.

### **Anonymous Marking**

- 3.4 Procedures for anonymous marking as outlined in the **Assessment Handbook**, and approved by Senate will be used in all assessments that contribute to the award of academic credit and/or to the award of the degrees, diplomas, certificates and other academic distinctions of the University except where the nature of the assessment itself renders anonymity impossible to achieve, for example, in placement observations, presentations or practical assessment.

### **Module Descriptors**

- 3.5 The Module Descriptor for each module shall specify the intended learning outcomes for the module, the range and type of components of assessment and a mechanism of assessment for deciding whether a student should be awarded a pass in the module.

### **Programme Specification**

- 3.6 The Programme Specification for each programme shall specify the aims of the programme, a mechanism for deciding whether the associated qualification(s) should be awarded, and the requirements for progression from one level of the programme to the next.
- 3.7 Programme Specifications shall specify what modules are core or optional, in order to meet programme requirements for progression or award.
- 3.8 A core module is compulsory in order to meet the requirements for progression and award (except for Combined studies Exit award - see Regulation 1.61).

### **Module Pass**

- 3.9 A pass is achieved in a module, and the student gains the associated credits, when the Subject Panel has awarded
- In levels SCQF 7-10, a grade of C or above, and an aggregate mark of at least 40%, with no component of assessment less than 30%
  - In levels SCQF11-12, a grade of B2 or above, or an aggregate mark of at least 50%, with no component of assessment less than 40%.

(See paragraph 3.18 for marking and grading)

- 3.10 Where specifically validated, some modules may not have marks or grades. In such cases the student's attainment will be recorded as 'pass' or 'fail', having met or not met the threshold standard in accordance with the assessment criteria within the approved module descriptor. (See also Regulation 3.22)

- 3.11 Where a professional or accrediting body explicitly requires it (see Regulation 1.40) other criteria may be used for a pass in one or more modules. Full details of these criteria and the reasons for them must be included in the programme specification and confirmed at validation and cross referenced to any relevant module descriptors.
- 3.12 A pass in one trimester should not be specified as a prerequisite for starting a module in the following trimester. (See Regulation 3.13 below)

### **Progression**

- 3.13 Progression is the transition from one level of a programme to the next. For SCQF levels 7-9, a student who has not gained passes in some modules may be allowed to progress to the next level of study (“progression with deficit”) provided:
- they have gained at least 80 credits in the current level; and
  - they undertake the re-assessment (or choose to retake the module while studying at the next level); and
  - they meet all prerequisites for core modules in the next level of study; and
  - they have undertaken the full set of modules as identified in the programme specification at their current level
- 3.14 Progression with credit deficit from SCQF level 9 to level 10 is not normally permitted.

### **Award**

- 3.15 A Progression and Award Board will recommend the conferment of an award for a student who has satisfied the requirements for the award as outlined in the Programme Specification (see Rag 1.15)
- 3.16 No recommendation for the conferment of an award can be made without the approval of the External Examiner appointed to the Progression and Award Board. (See para 3.47)

### **Formal Examination**

- 3.17 Where a formal examination is specified in the approved module descriptor as a final summative assessment for a module, this will take the form of a single paper of either 2 or 3 hours duration.

### **Marking and Grading**

- 3.18 All student work that contributes to a module mark and grade is assessed according to the following standard marking and grading scheme. Grade points are then allocated automatically as follows:

Grade	Numerical Range	Grade Points
A1	90-100	4.0
A2	80-89	3.5
A3	70-79	3.0
B1	60-69	2.5
B2	50-59	2.0
C	40-49	1.5
D	30-39	1.0
E	1-29	0.5
N	0	0

3.19 The **UWS Marking and Grading Scheme** provides grade descriptors at undergraduate and postgraduate levels.

### Classification of Honours Degrees

3.20 The minimum criterion for the award of an Honours degree is a grade C or above in each of the modules studied at SCQF level 10 or in the final year stage of the programme (none less than SCQF level 9) according to the programme specification. Where modules lower than SCQF level 10 are taken as part of the Honours year stage, then grades for such modules will count towards the Honours classification as if these modules were at SCQF level 10

3.21 The rules governing the award of Honours classification are as follows, where modules are weighted according to their credit value:

#### *Classification of Honours Degrees*

First class	Mean mark of 70% or above	OR Mean mark of at least 67% and a majority of the credits in the final year stage at grade A
Upper second class	Mean mark of 60% or above	OR Mean mark of at least 57% and a majority of the credits in the final year stage at grade B1 or better
Lower second class	Mean mark of 50% or above	OR Mean mark of at least 47% and a majority of the credits in the final year stage at grade B2 or better
Third class	Mean mark of 40% or above	

- 3.22 Where core modules in the Honours year of study are assessed using the Pass/Fail grades, then these modules will be excluded in the calculation of the Honours classification. Modules assessed using the Pass/Fail grades will not be permitted as optional modules within the Honours year of study.
- 3.23 Modules used for the calculation of Honours must be SCQF level 9 or above, with a minimum of 90 credits at SCQF level 10.
- 3.24 Where a student has undertaken a resit in one or more modules at SCQF level 10 or in the final year stage of the programme, then the resit mark will stand on the student's academic record but a mark of 40% and grade C will be used in the classification of the Honours award.

### **Award of Distinction**

- 3.25 Except for PgCert, Grad Cert, Honours, and Foundation programmes, awards shall be made *with Distinction* to candidates who meet the following criteria:
- A mean mark of 70% or above at their first attempt at the assessments comprising the award level (i.e. 120 credits or, for MSc, 180 credits), weighted according to credit value;
  - The 120 credits must comprise UWS credit;
  - Pass/Fail grades in the final year stage (up to 40 credits) are excluded from the calculation.
- 3.26 Imported credit cannot be used for the calculation of distinction unless it derives from a student exchange or study abroad programme in which a translation of the relevant grading system has been completed as part of the exchange agreement. (See Regulation 2.34).

### **Intermediate Awards**

- 3.27 See Regulation 1.33 and 1.61 for intermediate awards.

### **Aegrotat Awards**

- 3.28 Where the Progression and Award Board is satisfied that the candidate has demonstrated achievement in over half of the credit for the final stage and, but for illness or other valid cause would have successfully completed their programme, it may exceptionally recommend an Aegrotat Award. Such an award is made without classification or distinction and only at the candidate's request.

### **Posthumous Awards**

- 3.29 Any of the above awards (3.27 - 3.28) may be made posthumously.

**Joint and Dual Awards (collaboration)**

- 3.30 The University of the West of Scotland will participate fully in the decision making process with regard to assessment arrangements for joint awards.
- 3.31 Subject Panels and Progression and Awards Boards will take place at the University of the West of Scotland under normal University conditions.
- 3.32 Students enrolled on the programme will be subject to the progression and award criteria that apply to the programme, and their assessments will be considered at the appropriate point in each academic session.
- 3.33 A collaboration agreement may specify a dual award for the same set of assessments.
- 3.34 Further details and guidance on Joint and Dual awards is provided in the **Quality Handbook**.

**Compensation for Failure in Modules**

- 3.35 Progression and Award Boards cannot apply compensation for failure in any module for any student.

**Fit to Sit and Extenuating Circumstances**

- 3.36 In submitting each piece of coursework or completing an examination or class-test, a student is confirming that they are 'fit to sit' the assessment and wish that any mark achieved for that coursework, examination or class-test should stand.
- 3.37 If a student feels that their academic performance has been affected by extenuating circumstances and they are not in a position to complete assessment requirements, they should complete an on-line Extenuating Circumstances (EC) Statement with details of assessment not being completed.
- 3.38 A student who has undertaken an assessment may withdraw the assessment submission within 48 hours but must submit an extenuating circumstances statement.

**Re-assessment**

- 3.39 If a module has not been passed at the first attempt, a student may normally undertake re-assessment for the module. The forms of re-assessment should normally be the same as for the first attempt; but components that were passed at the first attempt cannot be re-assessed, and will be carried forward.
- 3.40 All assessments and re-assessments for a module must occur within two years of first taking the module.



- 3.41 Some programmes and modules do not permit re-assessment as a result of requirements by professional, statutory or regulatory bodies.
- 3.42 The maximum number of attempts at assessment for a module shall be three for undergraduate (SCQF levels 7-10) and two for postgraduate (SCQF level 11-12). A period of authorised interruption shall be discounted from the two year assessment period (see 3.40).

### **Re-attend**

- 3.43 Where a student is offered the opportunity to re-attend a module, the student will have the entitlement to the same number of attempts at assessment as if taking the module for the first time. A student may only re-attend a module once.

### **Subject Panels**

- 3.44 Subject Panels consider the performance of students registered for modules assigned to the Panel by the Dean of School, and decide upon the confirmed marks and grades for each student on each module. The membership and terms of reference of Subject Panels are located in the **Committee Handbook**.

### **Progression & Awards Boards**

- 3.45 Progression and Awards Boards (PABs) decide the eligibility of each candidate for progression between levels of study, and for awards of the University. The membership and terms of reference of the Progression and Awards Board are located in the **Committee Handbook**.
- 3.46 Each student on a named programme of study will be assigned to a specified PAB.
- 3.47 A decision of the PAB that a candidate is eligible for an award of the University will require the written consent of the relevant PAB External Examiners.
- 3.48 External examiners are appointed in accordance with the criteria and procedures outlined in the **Quality Handbook**.

### **Cheating**

- 3.49 Cheating is defined by the University as the attempt to gain an unfair advantage in an assessment by gaining credit for work of another person or by accessing unauthorised material relating to assessment.

This includes the following:

- communication with or copying from another student during an examination or assessment (except in so far as assessment regulations specifically permit communication, for instance for group assessments);
- knowingly introducing any unauthorised materials (written, printed or blank) on or near an examination desk unless expressly permitted by the assessment regulations;
- knowingly introducing any electronically stored information into an examination hall unless expressly permitted by the assessment regulations;
- obtaining a copy of an 'unseen' written examination paper prior to the date and time of its authorised release;
- gaining access to unauthorised material relating to an assessment during or before the assessment;
- colluding with another person by submitting work done with another person as entirely one's own work;
- collaborating with another student in the completion of work which is intended to be submitted as that other student's own work;
- knowingly allowing another student to copy one's own work to be submitted as that student's own work;
- falsifying data by presenting data of laboratory reports, projects or other assessments as one's own when these data are based on experimental work conducted by another party or obtained by unfair means;
- assuming the identity of another person with intent to deceive or to gain unfair advantage;
- allowing another person to assume one's own identity with the intention of deceiving or gaining unfair advantage to oneself;
- the use of any other form of dishonest practice not identified above.

3.50 Cheating may be regarded as a substantial academic irregularity under the **Code of Discipline for Students (Chapter 5)** and all instances are liable to be investigated and to be given due consideration under the terms of that Code.

### Plagiarism

3.51 As Plagiarism is a type of cheating it is also defined by the University as the attempt to gain an unfair advantage in an assessment by gaining credit for work of another person or by accessing unauthorised material relating to assessment.

3.52 For Plagiarism this includes the use of the work of other students, past or present, or substantial and unacknowledged use of published material presented as the student's own work. It includes the following:

- the extensive use of another person's material without reference or acknowledgement;
- the summarising of another person's material by changing a few words or altering the order of presentation without reference or acknowledgement;
- the substantial and unauthorised use of the ideas of another person without acknowledgement;
- copying the work of another student with or without the student's knowledge or agreement;
- deliberate use of commissioned material which is presented as one's own, including the use of essay writing services;
- the unacknowledged quotation of phrases from another's work.

3.53 All written coursework assignments must be submitted in electronic format via the University's plagiarism detection software. This should be used in conjunction with other means of detection to analyse assessment submissions in all modules where text based plagiarism may be an issue.

3.54 Any suspected case of plagiarism will be referred in the first instance by the member of academic staff concerned to the Chair of a Plagiarism Panel constituted in the relevant academic School. (See **Plagiarism Procedure**).

3.55 Marks which have been capped as a result of a decision by a Plagiarism Panel will be carried forward in subsequent attempts and will appear on the student transcript.

### **Re-admission**

3.56 Students who have been deemed eligible for an award by the Progression & Awards Board will not be considered for re-admission to the same award at that level with a view to improving their marks, the eligibility for the award of distinction or the classification of Honours.

3.57 A student shall be required to re-apply for a programme of study if the Progression and Awards Board has not assigned credit to the student for a period of two calendar years. The student will be treated as a new applicant and will go through the University's procedures for **Recognition of Prior Learning** to check on the currency of their learning. They will then be offered the most appropriate level of entry based on that learning.

**APPENDIX D**

**DOCUMENTS FOR ELIGIBILITY TO WORK IN THE UK**

*Can you provide one of the following documents?*

- A passport showing that you are a British citizen, or have a right of abode in the United Kingdom.
- A document showing that you are a national of a European Economic Area country or Switzerland. This must be a national passport or national identity card.
- A residence permit issued to you by the United Kingdom as a national from a European Economic Area country or Switzerland.
- A passport or other document issued by the Home Office which has an endorsement stating that you have a current right of residence in the United Kingdom as the family member of a national from a European Economic Area country or Switzerland.
- A passport or other travel document endorsed to show that you can stay indefinitely in the United Kingdom, or have no time limit on your stay.
- A passport or other travel document endorsed to show that you can stay in the United Kingdom; and that this endorsement allows you to do the type of work applied for if you do not have a work permit.
- An application Registration Card issued by the Home Office to you as an asylum seeker stating that you are permitted to take employment.

YES

**Please bring to your first meeting at the University so that it can be checked and copied.**

NO

*Can you provide evidence of your **permanent** National Insurance number and name e.g. P45, P60, National Insurance Card, original letter from a Government Agency plus one of the following:*

- A. A full birth certificate issued in the United Kingdom, which includes the names of your parents; OR
- B. A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
- C. A certificate of registration or naturalisation stating that you are a British citizen; OR
- D. A letter issued by the Home Office which indicates that you can stay indefinitely in the United Kingdom, or has no time limit on your stay; OR
- E. An Immigration Status Document issued by the Home Office with an endorsement indicating that you can stay indefinitely in the United Kingdom, or have no time limit on your stay; OR
- F. A letter issued by the Home Office which indicates that you can stay in the United Kingdom; and that this allows you to do the type of work on offer to you; OR
- G. An Immigration Status Document issued by the Home Office with an endorsement indicating that you can stay in the United Kingdom; and that this allows you to do the type of work on offer to you.

YES

NO

We have a statutory obligation to ensure that all our External Examiners have a legal right to work in the UK and undertake this type of work.

We will do this by asking you to bring your original documents to your first meeting at the University. The document(s) will be copied and the copy stored securely.

The copy will be shredded when you have completed your term of office as external examiner.

*Can you provide a work permit or other approval to take employment that has been issued by Work Permits UK plus one of the following?*

- A. A passport or other travel document endorsed to show that you are able to stay in the United Kingdom and can take the work permit employment in question; OR
- B. A letter issued by the Home Office confirming that you are able to stay in the United Kingdom and can take the work permit employment in question.

YES

NO

Unable to take up appointment as external examiner

**APPENDIX E****EXTERNAL EXAMINER REPORT - EXEMPLAR**

External Examiner Report 2017/2018			
<b>Name</b>	<b>Tove Jansson</b>		
<b>School / Partner</b>	School of Literature	<b>Date Completed</b>	29/06/18
<b>Type of Examiner</b>	Subject External Examiner - I review student submissions and attend Subject Panels		
<b>Areas Examined:</b> Literary Classics			
<b>1. Programme Materials</b>			
Did you receive:			
a. Programme handbook(s)			Yes
b. Programme regulations (these may be in the programme handbook?)			Yes
c. Programme Specification (this may be in the programme handbook?)			Yes
d. Module Descriptors (these may be in the programme handbook?)			Yes
e. Assessment briefs/marketing criteria?			Yes
<b>Comments:</b> All the module descriptors are available to me and to the students via Moodle. All module descriptors, teaching plans, assessments and assessment criteria are clearly and transparently set out.			
<b>2. Examination Papers &amp; Scripts</b>			
a. Does your remit require you to review draft examination papers?			Yes
b. Did you receive all the draft papers?			Yes
c. If not, was this at your request?			N/A
d. Was the nature and level of the questions appropriate?			Yes
e. If not, were suitable arrangements made to consider your comments?			N/A
<b>Comments:</b> I have received all exam papers in advance of the exam with full marking criteria. I have had the opportunity to comment on rubrics, appropriateness of content and typos in the text, although I have only rarely felt the need to make minor comments, e.g. on the wording of rubrics. Papers and marking criteria are always meticulously prepared.			
<b>3. Marking Examination Scripts</b>			
a. Did you receive a sufficient number of scripts?			Yes
b. If you did not receive all the scripts, was the method of selection satisfactory?			Yes
c. Was the general standard and consistency of marking appropriate?			Yes
d. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			Yes
<b>Comments:</b> Scripts have always been meticulously marked and I have seen clear evidence of internal moderation.			
<b>4. Dissertations &amp; Projects</b>			
a. Does your remit require you to review dissertations / projects?			No
b. Was the choice of subjects for dissertations appropriate?			
c. Was the method and standard of assessment appropriate?			
<b>Comments:</b>			
<b>5. Coursework/Continuously Assessed Work</b>			
a. Does your remit require you to review Coursework/Continuously Assessed Work?			Yes
b. Was sufficient coursework made available to you for assessment?			Yes
c. Was the method and general standard of marking and consistency satisfactory?			Yes

<b>Comments:</b> Colleagues have gone to great efforts to make sure that I have had access to all the coursework completed by students, either by sending me scans or by giving me access to hidden sites on Moodle where I was able to see marked work. While all the students' oral work is available to me on Moodle, this year I was particularly pleased to be able to attend oral presentations in person on two occasions. This was particularly valuable at the higher level, where I was able to observe student interactions with the lecturer.	
<b>6. Recognition of Prior Learning</b>	
a. Were you asked to review any claims for Recognition of Prior Learning?	No
b. Were you given appropriate support to examine the claim(s) e.g. criteria for award, guidance on RPL at UWS?	
<b>Comments:</b>	
<b>7. Oral Assessment / Performance / Professional Placements</b>	
a. Does your remit require you to review Oral/Performance/Professional Placements?	Yes
b. Were suitable arrangements in place for you to conduct orals and/or moderate performances/appropriate professional placements?	Yes
c. If you are reviewing an NMC approved programme, and appropriate to your role, were you give the opportunity to visit students on practice?	N/A
<b>Comments:</b> As noted above, oral work was made available via Moodle and I was invited to attend and participate in two sessions. Colleagues are to be commended for the care and empathy with which they encourage students to give the best possible account of themselves on these occasions.	
<b>8. Module-specific Observations</b>	
Please use this box to provide any additional comments on specific observations that you have regarding individual modules.	
<b>Comments:</b>	
<p><b>Comments: Policy and Organisation</b></p> <p>This module allows students to look at literature in its social context and within an academic framework, and the range of topics offered ample scope for some interesting work. There was some good work at the higher end, and the self-plagiarism was well spotted and sensitively dealt with. I found the marking scheme and rubric useful, the marks fair and the feedback detailed and supportive.</p> <p><b>Literary Practice</b></p> <p>Placements of this kind undoubtedly add an important practical element to these courses and to prepare students for work after graduation. There is evidence here of some excellent work produced under pressure in an industry environment. There was a good range of marks, but as so often happens in all universities, the reflective commentary mark tended to bring down the overall mark and in some cases work rightly awarded a First was pulled down by the commentary mark to the 2:1 level, which is a pity. Perhaps more guidance could be given to help students boost their performances in this equally important element of the assessment.</p> <p><b>Media essay</b></p> <p>As in previous years, the essays cover a wide range of subjects, some of them (in the sample I saw) rather unusual. The higher marks rightly go to those which are underpinned by rigorous academic reference. The PowerPoint presentations offered students an opportunity to exercise their abilities to use a quite different form of communication, and again the best marks go to those able to combine a high standard of content with user-friendliness. A good range of marks has been awarded in both tasks.</p> <p><b>Creative Research Project</b></p> <p>This is a challenging project which produced an impressive variety of responses with a strong social flavour, from rugby fans to benefit claimants. Having two components and a compulsory written/practical split makes it a demanding test of overall competence while offering students a wide range of areas in which to work. The requirement for a detailed pitch forces them to focus clearly on their stated objectives, and I was impressed by the marking criteria, which is clear and detailed and leaves students in no doubt as to why their work received the mark it did. Feedback from both first and second markers was detailed and positive. The reflective essay is of a manageable length but also requires students to think</p>	

about the working decisions they took. The marks were fair and there was a good spread across the cohort. Some of the work at the top end of the range was exemplary.	
<b>9. Subject Panel / PAB / DAB Operation</b>	
a. Were you able to attend the meetings?	Yes
b. Were the meetings conducted to your satisfaction?	Yes
c. Were processes for determination of awards and honours conducted fairly? (PAB and DAB only)	Not Applicable
d. Were you satisfied that the operation of the Degree Assessment Board was in line with UWS Regulations? (DAB only)	Not Applicable
e. Were you satisfied with the final recommendations of the panel/board?	Yes
<b>Comments:</b> I have always been very impressed by the smooth and careful conduct of the boards I have attended. The paperwork is very clear and carefully explained. Colleagues have been able to discuss in the detail the profile of the students and any general issues encountered in the delivery of the module in the current session and during my time at UWS I have seen that the feedback from these deliberations feeds into the delivery of the modules in the next session.	
<b>10 a. Comparability of standards</b>	
From the evidence available to you, are the standards of student performance in programmes or parts of programmes examined comparable with the standards of similar programmes or parts of programmes in other UK higher education institution with which you are familiar?	
The best students' work is of a very high standard indeed and the performance achieved in all aspects of student performance is fully comparable with other institutions I am familiar with. Colleagues are to be commended for maintaining such high standards.	
<b>10 b. Comparability of standards (PABs &amp; DABs)</b>	
Student Performance Comparability of Standards. In your role as a Progression and Awards Board or Degree Assessment Board External Examiner, please comment on the overall performance of candidates in relation to their peers on comparable programmes of study in other UK Higher Education Institutions as indicated by the distribution of results, honours classifications and other cohort analysis.	
n/a	
<b>11. Programme Learning Outcomes</b>	
Are the objectives of the programme still appropriate for the subject area and relevant to the students?	
Yes they are - the presentational, analytical and critical thinking skills are well-developed in the modules and are fundamental to a degree level education.	
<b>12. Recommendations</b>	
If you have any recommendations on any issue which has come to your attention as an External Examiner that you would like to draw to the attention of the School/ University please detail them here.	
As above, it is pleasing to see that the university continues to support and facilitate this provision. Colleagues have been very resourceful in ensuring that relevant provision is available to as many students as possible and I hope this will be maintained.	
<b>13. Positive practice</b>	
Please note any examples of positive practice that you have identified over the last session	
As ever, the meticulous teaching and assessing of students over the range of modules I assessed. All the skills are fully taught and assessed and the students achieve a high degree of competence. Lecturers are very supportive and the students respond well to this. All coursework and exam papers are fully internally moderated and meticulously prepared. The content is authentic, current and appropriately challenging. The opportunity for students to visit France, and take part in an educational trip to Norway are also to be highly commended.	

<p>At the most recent board there was some discussion about the use of Erasmus interns in supporting lecturers during classes. This appears to have been very successful, and since there are no cost implications for the university it is to be hoped that it can be extended where appropriate.</p>	
<p><b>14. For Retiring External Examiners Only</b></p>	
<p>If you are now concluding your appointment, please provide any final observations on your experience.</p>	
<p>I have thoroughly enjoyed my period as External Examiner for this programme. Colleagues have contacted me timeously with draft papers and exam scripts. Access to Moodle has been of huge benefit to me in my role as examiner and has always worked very smoothly. This access is not available at other institutions have worked with and UWS is to be congratulated on making it work so effectively. Over the period of my appointment I have been aware of the difficulties caused by the loss of specific programmes and have also been impressed by the ingenuity and tenacity by which colleagues and the university as a whole have worked to maintain the provision. You have developed a range of ways in which students can access these modules and the university is to be commended on this. I hope that this can be continued and enhanced, given that these skills will be even more key in post-Brexit UK.</p>	
<p><b>15. School Response</b></p>	
<p>Schools are responsible for providing External Examiners with a written response to this report. If there are any particular issues which would specifically wish to see addressed in their response please detail them here.</p>	
<p>There are no issues which require a specific response. Colleagues are to be congratulated on the continued success of their modules.</p>	
<p><b>16. Form Review</b></p>	
<p>Please provide any comments you would like to offer on the usefulness and appropriateness of this form.</p>	
<p>This form is very user-friendly and efficient. The only change I would suggest would be the ability to go back over earlier pages or to see a final overview to ensure that the information is complete before pressing 'send'.</p>	
<p><b>17. Any Further Comments</b></p>	
<p>If you have any further comments or recommendations, please use the space below to detail them.</p>	
<p>As this is the end of my period as External Examiner, I would like to thank all the admin staff at UWS, both in the School and within the Quality department, who have been exceptionally efficient, responsive and helpful throughout my time working with UWS. It has been a pleasure to work with you.</p>	
<p>The following section is for the School response:</p>	
<p><b>Response to be Completed via Programme Board</b></p>	
<p><b>External Examiner Comments:</b></p>	<p><b>Response by Programme Board</b></p>
<p>Signed (on behalf of the Programme Board):</p>	<p>Date:</p>
<p>Signed (Dean of School on behalf of the School):</p>	<p>Date:</p>
<p>Date sent to External Examiner by School:</p>	<p>Distribution following signature by Dean of School:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School Executive Manager</li> <li><input type="checkbox"/> School Service Delivery Officer</li> <li><input type="checkbox"/> Programme Board Chair</li> <li><input type="checkbox"/> Donna MacAlister (QuEST) for uploading</li> </ul>



**APPENDIX F****SUBJECT PANELS – REMIT AND MEMBERSHIP****Membership**

Chair	A senior member of academic staff on the recommendation of the Dean of School
Ex-officio Members	Assistant Dean: Education for the School Module co-ordinator (or nominee) for each module being considered Subject External Examiner(s)
Co-opted Members	Representative of any collaborating institution, at the discretion of the Dean of School Any other academic staff with an input to the delivery and operation of the modules being considered
Administrative Support	Support staff from within the School, as determined by the School Executive Manager

**Quorum**

The quorum shall be the Chair and the module co-ordinator (or nominee) for each module being considered.

**Remit**

The function of the Subject Panel is to consider and approve the results from a group of subject-related modules. Each module will be allocated to a subject panel and to a subject external examiner. The allocation of the modules to the subject panel is the responsibility of the Dean of School.

Key responsibilities will include:

- To confirm marks and grades for the modules assigned to the Subject Panel and to submit these to Student Administration for consideration (where applicable) by a Progression & Awards Board;
- To assist the subject external examiner in their responsibilities to ensure that each module is assessed fairly and impartially and that standards of awards (or parts thereof) are maintained;
- To provide evidence to the subject external examiner to confirm that internal and external moderation have taken place and to ensure that double/sample marking and (where appropriate) standardisation have been undertaken in accordance with University procedures;

- To approve the recommendation of the module co-ordinator as to the method of re-assessment for those students deemed not to have passed the module;
- To take appropriate account of the outcomes of the Extenuating circumstances process.
- To take appropriate cognisance of the opinions and views of the Subject External Examiner;
- To record within its report the discussions and decisions taken in accordance with University regulations and guidance.

### **Frequency of Meetings**

Subject Panels are convened by the Dean of School (or nominee) at the end of each term of the academic session.

The dates of the meetings will be set by the School in accordance with the University Calendar and notified to all members of the Subject Panels early in the academic session by the School Office.

The Subject External Examiner is expected to attend each meeting of the Subject Panel in order to confirm the results for each student on each module being considered by the Subject Panel. Arrangements for the attendance of the Subject External Examiner are the responsibility of the School.

### **Approval of Marks by Subject External Examiner**

All Subject Panel results must be signed off by the appointed Subject External Examiner, either when in attendance at the panel meeting or by other means after the meeting of the Subject Panel.

### **Operation**

The production of the results paperwork for the Subject Panel is the responsibility of the School, in consultation with staff in Student Administration.

### **Reporting**

Minutes of the deliberations and outcomes of the Subject Panel will be forwarded to the next meeting of the appropriate Programme Board. Guidance on the format of the report will be provided to the Chairs of the Subject Panel by Student Administration.

**APPENDIX G****PROGRESSION & AWARDS BOARDS – REMIT AND MEMBERSHIP****Membership**

Chair	A senior member of academic staff (an Assistant Dean of School or other senior academic as approved by the Dean)
Ex-officio Members	Dean of School Programme Leader(s) (or nominee) for the programme(s) being considered Progression & Awards Board external examiner Other external staff where required for purposes of professional accreditation
Co-opted Members	Representative of any collaborating institution, at the discretion of the Dean of School  Any other academic staff with an input to the delivery and operation of the programmes being considered, ensuring cross-campus representation
Administrative Support	Progression and award decisions will be recorded by administrative staff allocated by Student Administration

**Quorum**

The quorum shall be the Chair and the programme leader(s) (or nominee) for the programme(s) being considered.

**Remit**

The function of the Progression & Awards Board is to review the performance of students on a programme of study and to determine the students' eligibility to progress or gain an award from the University.

Key responsibilities will include:

- To determine the eligibility for each candidate for progression to the next level of study and/or for the award in accordance with the University Regulatory Framework;
- To make recommendation for the conferment of an award of the university (with distinction or classification, as appropriate) on the delegated authority of Senate;
- To take appropriate cognisance of the opinions and views of the Progression & Awards Board External Examiner in making decisions which are fair, consistent and equitable for all students;

- To assist the Progression & Awards Board External Examiner in commenting on the trends and comparison of standards across different cohorts and campuses;
- To record in its report the discussions and decisions taken in accordance with University regulations and guidance.

### **Frequency of Meetings**

Progression & Awards Boards are convened by the Deans of School (or nominee) at least twice per academic session at the end of Terms 2 and 3. Additional meetings may be required for programmes where progression and award points occur at other times in the academic session.

The dates of the meetings will be set by Student Administration, in consultation with the Chair of the Progression & Awards Board and the School Executive Manager. These are agreed early in the academic session and the responsibility for consulting on the dates of the meetings with the members of the Progression & Awards Board (including external examiners) lies with the Chair of the Board. The School Office will have responsibility for advising all members of the Progression & Awards Board, including External Examiners, of the confirmed dates of meetings early in the session.

### **Operation**

The production of the results paperwork for the Progression & Awards Board is the responsibility of Student Administration. The production of student academic transcripts showing results from previous academic sessions is the responsibility of the School Office.

Normally the decision of a Progression & Awards Board shall be the unanimous decision of all members of the Board but where, in the course of reaching a decision on a particular student, a vote is taken, each member of the Progression & Awards Board shall be entitled to only one vote; provided that the special position of the Progression & Awards Board External Examiner shall be respected.

All relevant submitted information will be available at statutory meetings of the Progression & Awards Board and members of the Board whose attendance is essential at a particular statutory meeting will be informed of the fact that their attendance is mandatory, and that the University's standard Progression & Awards Board agenda is followed.

All acts and decision of the Progression & Awards Board will be fully recorded and minutes will be presented to the relevant Programme Board. Guidance on the format of the minutes will be provided to the Chairs of the Progression & Awards Boards by Student Administration.

### **Reporting**

The report from the Progression & Awards Board should be sent to the relevant Programme Board.

**Approval of Awards by Progression & Awards Board External Examiner**

A decision of a Progression & Awards Board which leads to an award of the University must have the written consent of the relevant Progression & Awards Board external examiner. This may be obtained either when the external examiner is in attendance at the meeting or by other means after the meeting of the Progression & Awards Board.

**APPENDIX H****DEGREE ASSESSMENT BOARDS – REMIT AND MEMBERSHIP**

The Degree Assessment Board will be established under the authority of the University of the West of Scotland, and will be accountable as a formal sub-committee of the Quality Standards Committee of the Partner Institution. In all cases, UWS Regulation 3 will apply to assessment in accordance with section 8 of the relevant Collaborative Agreement between UWS and the Partner Institution.

It will take account of all relevant Partner Institution and University Regulations, Policies and Procedures and operate in accordance with any general direction and guidance which has been issued on the authority of the University. It will incorporate a report from the External Examiner and will meet a minimum of twice a year.

**Degree Assessment Board Membership**

- The core members of the Degree Assessment Board shall be:
- Relevant Head of School or equivalent from the Partner Institution who will act as Chair
- Head of School or equivalent in the Partner Institution who is not associated with the programme
- Programme Leader for the programme
- The External Examiner appointed by The University of the West of Scotland
- A representative from the appropriate corresponding School within the University of the West of Scotland
- The Assistant Director, Student Administration or nominee from the University of the West of Scotland
- A representative from the Partner Institution's Quality Directorate.

The Partner Institution shall appoint a Secretary to the Board and shall delegate to the appropriate Course/Programme Management Team authority to appoint non-core members of the Degree Assessment Board. The non-core members so appointed shall include all academic staff not already included in the core membership who have contributed to the teaching and assessment of the course, or who act as personal tutors for students being assessed.

The appointed External Examiner should normally be present at all meetings of the Degree Assessment Board, except in exceptional circumstances. This also applies to re-sit Degree Assessment Board meetings.

The quorum for a meeting of the Degree Assessment Board shall be not less than half of its core membership, and must include at least two UWS representatives including the Assistant Director, Student Administration (or nominee).

### **Remit**

The Degree Assessment Board is established under the authority of the appropriate School within the University of the West of Scotland, and is accountable as a formal sub-committee of the Quality Standards Committee of Partner Institution.

In exercising the authority delegated by the University of the West of Scotland through the Education Advisory Committee, the Degree Assessment Board shall act in accordance with all the relevant Partner Institution and University Regulations, Policies, Procedures and in accordance with any other general direction and guidance which has been issued on the authority of the University of the West of Scotland.

The University of the West of Scotland, through its School, shall delegate authority through the Quality Standards Committee of the Partner Institution to the Degree Assessment Board for the following principal functions:

- to take appropriate account of outcomes of previous extenuating circumstances decisions in assessments and re-assessments notified to the Board which are relevant to a consideration of the performance of individual students (as per University Regulation 3)
- to be entitled to modify the marks (standardisation) in the event of exceptional circumstances. Standardisation is defined as taking account of circumstances which have affected students' performance, either incidents during the delivery of the module or during the assessment points within the module. Standardisation must not be applied in order to achieve a preconceived mean mark and may take the form of such adjustments to marks as are deemed appropriate in the specific circumstances. It may only be applied by the relevant Degree Assessment Board and with the agreement of the relevant External Examiner. The application of standardisation together with details of the adjustments made to marks and grades must be recorded by its Chair in the Minutes of the DAB meeting.

The views of the External Examiner on these matters must be accepted as final or be referred to Senate. (Grades/marks are not final until approved by the Degree Assessment Board. Confirmation will be in the form of a matrix containing candidate names, ID numbers and module results, signed by the External Examiner.

- to take decisions on the awards to be made to students who have reached the award stage of their course, including those with distinction;
- to make Aegrotat awards where there is valid reason (as per University Regulation 3.28).

A decision of the Degree Assessment Board shall be valid only if it complies with the following conditions:

- the decision falls within the limits of the delegated authority specified above;
- and
- the decision is in accordance with partner / University Regulations, Quality Handbook, Policies, Procedures and/or any other general direction and guidance which has been issued on the authority of the appropriate body within the University of the West of Scotland.

## **Meetings**

Meetings of the Degree Assessment Board shall be convened at times appropriate to the programme of assessment, and in accordance with any Partner Institution / University timetable which may be prescribed. Except where there is no business for consideration, the Degree Assessment Board shall normally meet at least twice in each academic session, to correspond with the requirement that the partner shall normally offer two summative assessment opportunities in respect of each assessment within each module in each academic session. Additional meetings shall be held where necessary either as a consequence of different patterns of assessment or because of urgent business.

The dates of meetings of the Degree Assessment Board shall be determined as far as possible in advance following consultation between the Partner Institution, the External Examiner and the University Representatives.

At meetings of the Degree Assessment Board, formal voting shall not normally be used as a means of reaching decisions. Every effort shall be made to resolve disagreements, and to reach unanimous conclusions. If disagreement between internal members of the Board cannot be resolved, the view of the External Examiner must either be accepted as final by the Degree Assessment Board or be referred to the Senate (as per the Quality Handbook).

Any person attending the Degree Assessment Board shall be required, at the commencement of a meeting, to declare any personal interest, involvement or relationship with any of the students to be considered at that meeting. Provision for such declaration shall be a standard item on the Degree Assessment Board agenda and shall be minuted.



## **Powers of the External Examiner**

The determination of awards shall be subject to the written consent of the External Examiner.

Where an External Examiner identifies a particular concern as a matter of principle, the External Examiner's decision either shall be accepted as final by the Degree Assessment Board or be referred to the Senate (As per the Quality Handbook).

## **Records and Conduct of Meetings**

The Partner Institution shall ensure that a detailed and accurate minute of the proceedings of each Degree Assessment Board is recorded. The marks matrix is agreed and signed by the External Examiner.

The Secretary to the Degree Assessment Board shall circulate copies of the approved minutes to:

- All members of the Degree Assessment Board
- All members of the Joint Programme Panel
- Chair of the Quality / Education Committee at the partner institution
- Relevant Programme Board and School Board within the University

Other staff shall have access to the minutes electronically on the partner institution network

The subsequent Degree Assessment Board shall consider the minutes for approval.

The College Principal or equivalent role within the Partner Institution and other Senior staff shall be entitled to attend all Degree Assessment Board meetings, and shall have access to all Degree Assessment Board minutes.

The Partner Institution shall ensure that the procedures and requirements of this Remit are followed. The conduct of all Degree Assessment Board meetings shall be in accordance with the Partner Institution Policy and the University Regulatory Framework.

## **Degree Assessment Board - Procedures**

Recommendations shall normally be presented to the Degree Assessment Board on a standard results matrix.

The Secretary to the Board shall ensure that the Partner Institution / University results listing are signed by both the Convener of the Degree Assessment Board and by the attending External Examiner.

The Degree Assessment Boards shall use the standard College/University agenda. See Appendix 1 for a recommended template.

**Degree Assessment Board Date(s)\***

Annual Degree Assessment Board	June
Re-sit Degree Assessment Board	August/September

\*These are normal dates for boards, there are variations depending on partner requirements.

**APPENDIX I****GLOSSARY OF TERMS USED AT THE UNIVERSITY OF THE WEST OF SCOTLAND**

<b>AQC</b>	Academic Quality Committee – as sub-committee of the Education Advisory Committee
<b>CEIG</b>	Career Education, Information and Guidance
<b>EAC</b>	Education Advisory Committee – a Standing Committee of the University’s Senate. Proactive in the strategic development and enhancement of learning, teaching, assessment and quality management
<b>External Examiner</b>	An academic or professional expert in the area of study who acts as a member of the Progression & Award Board or subject panel or both. No recommendation for the conferment of an award of the University shall be made without the consent of the External Examiner
<b>FTE</b>	Full Time Equivalent
<b>GEAC</b>	Global Engagement Advisory Committee (previously International Advisory Committee) – as standing committee of Senate – is to be proactive in the strategic development of UWS’s approach to internationalisation and global citizenship
<b>HEA</b>	The Higher Education Academy – established in 2004 to support institutions in their strategies to improve the quality of the student learning experience, providing subject and staff development, subject networks and research and evaluation on HE policy. Now called AdvanceHE
<b>HEI</b>	Higher Education Institution
<b>HEP</b>	Higher Education Provider
<b>HPC</b>	Health Professionals Council
<b>ILO</b>	Intended Learning Outcome
<b>ILR</b>	Institution-led Review (previously called “Subject Health Review”) – the system of internal review of the academic health of the total taught and

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	research provision in a subject delivered by the University every six years
<b>ITDS</b>	Information Technology and Digital Services
<b>L&amp;T</b>	Learning & Teaching
<b>MEQ</b>	Module Evaluation Questionnaire – students complete one towards the end of each taught module
<b>Module Co-ordinator</b>	Responsible for the development of a particular module and monitoring the module descriptors. Member of the Programme Boards
<b>Module Moderator</b>	Moderates the marks for the module
<b>Multi-campus</b>	UWS operates over four campus sites, Ayr, Dumfries, Hamilton and Paisley therefore activities are often referred to as ‘multi-campus’.
<b>NSS</b>	National Student Survey
<b>PABs</b>	Progression & Awards Boards – to review the performance of student son a programme of study and to determine the students’ eligibility to progress or gain an award from the University
<b>PDP</b>	Personal Development Planning - supports students’ learning by recording their learning goals and reflection on these
<b>PDR</b>	Performance Development Review – annual discussion with academic and support staff to discuss activity, planning and key results
<b>PL</b>	Programme Leader - Member of staff appointed by the School who directs the development of the programme
<b>PSRB</b>	Professional, Statutory and Regulatory Body
<b>QAA</b>	Quality Assurance Agency for Higher Education for the UK
<b>QuEST</b>	Quality Enhancement Support Team – heads the implementation of the UWS’s quality framework and directives of the EAC
<b>REAC</b>	Research & Enterprise Advisory Committee

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<b>REF</b>	Research Excellence Framework
<b>R&amp;E</b>	Research & Enterprise
<b>RPL</b>	Recognition of Prior Learning
<b>SAUWS</b>	Students' Association, University of the West of Scotland
<b>SCQF</b>	Scottish Credit & Qualification Framework – provides a national vocabulary for describing the relationships between qualifications, entry and exit points and routes for progression within and across education and training across Scotland
<b>School</b>	There are currently five Schools: School of Business & Enterprise, School of Education, School of Computing, Engineering & Physical Sciences, School of Health and Life Sciences, School of Media, Culture & Society.
<b>School Board</b>	Considers management and School-wide review of quality & standards and has oversight of academic provision in the School relating to both taught programmes and research activity
<b>SED</b>	Self-Evaluation Document – a document which identifies the areas to be addressed by Institution – Led
<b>SHR</b>	See ILR
<b>SIMD</b>	Scottish Index Multiple Deprivation
<b>SSC</b>	Student Success Committee – Standing Committee of EAC jointly chaired by the Director of Student Life and a Senior Student Representative (SAUWS)
<b>SSLG</b>	Student/Staff Liaison Group – organised at School or subject level to enable students to raise issues with teaching staff
<b>Senate</b>	The Senate is the academic authority of the University responsible for the overall planning, coordination, development and direction of the academic work of the University
<b>Subject External</b>	Subject External Examiners are appointed to

<b>Examiner</b>	assess groups of related modules and are members of Subject Panels
<b>Subject Panel</b>	Agrees the marks and reassessment recommendations for modules within a subject, with External Examiner agreement, before they are passed to the Progression & Awards Board
<b>T1/T2/T3</b>	Term 1/Term 2/Term 3 – the University academic year is divided into three 15 week terms.
<b>UWS</b>	University of the West of Scotland
<b>WBL</b>	Worked-based Learning – working with a company/provision in a planned and structured way to achieve academic credit
<b>VLE</b>	Virtual Learning Environment