



University of
Salford
MANCHESTER

External Examining for Taught Programmes Policy

Version Number 2.1

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1.0 Purpose

1.1. The external examiner system is an integral and essential part of the University of Salford's quality assurance processes. This document outlines the University's general principles, regulations and guidance relating to the operation of external examining of taught programmes. This policy enables the University to fulfil its responsibilities as defined by the [UK Quality Code for Higher Education](#), taking account of the associated Advice and Guidance relating to [External Expertise](#) and [Assessment](#). The Policy has been reviewed and updated to ensure alignment with the QAA's External Examining Principles (published August 2022) and the Office for Students' [guidance](#) on the external quality assurance (EQA) of apprenticeship End Point Assessment (EPA) (December 2023).

2.0 Scope

2.1 This Policy applies to all taught programmes including those offered at partner institutions.

2.2 The term 'student' includes students who are apprentices (unless highlighted otherwise). Where there are different requirements for apprentices compared to non-apprentices the term 'apprentice' is used.

3.0 Policy Statements

3.1 The Role/Functions of an External Examiner

3.1.1 The University Quality and Standards Committee (Q&SC) has responsibility, on behalf of Senate, to determine and oversee the University's arrangements for external examining for taught programmes.

3.1.2 External examiners are core members of the Module and/or Programme Assessment Boards and are expected to attend and participate at the meetings of the Board and confirm the record of all decisions, including the ratification of marks, taken by the Board. In doing so, they provide independent confirmation that the University's processes have been applied appropriately and that qualifications have been awarded equitably and in line with national standards including the core practices defined within [The UK Quality Code for Higher Education \(2018\)](#) and [UK Quality Code, Advice and Guidance: Assessment](#).

3.1.3 The functions of an external examiner are:

- i) to verify that academic standards are appropriate for the award, or part thereof, which they have been appointed to examine;
- ii) to ensure national comparability of academic standards;
- iii) to ensure that the assessment and classification processes are reliable, fair and transparent, and operate in line with the University's policies and regulations and the core practices outlined in the [Core Practices underpinning Expectations for Standards in the UK Quality Code](#).

3.1.4 The [UK Quality Code for HE, Advice and Guidance: External Expertise](#) states that the role of the external examiner is to review and comment on:

- i) “the degree-awarding body’s standards and student performance in relation to those standards;
- ii) the consistent and fair application of policies and procedures ensuring the integrity and rigour of academic practices; and good practice and possible enhancements”.

3.1.5 The University also appoints an Institutional External Examiner who offers advice on the internal quality assurance processes and comments on trends in institutional data outcomes. The Institutional External Examiner provides an annual report to Q&SC in which they are asked to comment on:

- i) Their role and responsibilities (including how the University has helped them to undertake their role effectively and whether comments or recommendations made in their previous reports have been appropriately considered);
- ii) The application of the institutional Academic Regulations (including whether they are comparable with those applied in other institutions within the UK);
- iii) The operation of the External Examiner System at the University;
- iv) Whether they have identified any good practice that could be shared across the University or externally.

3.2 The Duties of an External Examiner

3.2.1 In undertaking their role at the University, an external examiner will be expected:

- i) to familiarise themselves with the University’s policies, procedures, programme and/or module specifications, procedures and functions of Module and Programme Assessment Boards¹ and assessment schedule, as provided by the University;
- ii) to comment on the internal quality assurance processes.
- iii) to ensure their expertise, research, scholarship is current and in understanding the most recent developments in their field and in assessment practice.
- iv) to comment and give advice on programme and/or module content, coherence, currency, balance and structure;
- v) to understand the role that the appropriate frameworks and standards play in supporting achievement, assuring quality and protecting standards over time;
- vi) to provide feedback on whether the module and/or programme outcomes are aligned with the relevant [Subject Benchmark Statements](#), the relevant qualification descriptor as set out in [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) and meet the requirements of Professional Statutory and Regulatory Bodies (where applicable);
- vii) to remain up to date with current literature and research in assessment practice.
- viii) to comment on the efficacy of teaching and learning methods and assessment procedures, including whether assessments in modules at the same level are of a comparable standard and that the assessments enable achievement of intended learning outcomes; to support course teams to ensure programmes are inclusive and reflect the diversity of student bodies, and advise course teams on inclusive

¹ As set out in [Assessment Boards for Taught Programmes Policy](#)

- assessment approaches that help to mitigate attainment gaps;
- ix) to ensure individual assessment instruments/ methods are fit for purpose, relevant and aligned with appropriate learning outcomes;
 - x) to approve assessment briefs through the verification process and to monitor the suitability of marking criteria, marking schemes and model answers, as applicable;
 - xi) to check adherence to internal moderation processes;
 - xii) to moderate samples of student work to make judgements about the academic achievement of cohorts of students at modular level, in line with the University's marking scale, and if the students are not achieving threshold academic standards, to challenge this where necessary. As a result of the moderation process, it may be necessary for the external examiner to reconsider the marks awarded for the entire cohort of students and consequently propose changes in marks to the Module Assessment Boards.
 - xiii) to engage in calibration activities within their discipline.
 - xiv) to attend ephemeral assessments as necessary;
 - xv) to identify good practice and innovation in relation to learning, teaching and assessment;
 - xvi) to identify opportunities to enhance learning opportunities for students;
 - xvii) to assist in assuring equivalence of standards and examining procedures between the University and its partner institutions for the University's awards, where appropriate;
 - xviii) be prepared to offer comment (where appropriate) on new or revised articulation agreements with partner institutions;
 - xix) to familiarise themselves with newly approved programmes which commence operation at level 3 or 4 only, advising on proposals for any minor amendments;
 - xx) to attend as a full member of the Module Assessment Boards meetings which ratify module marks at:
 - levels 3 and 4 where modules contribute to the final award of the University (such as foundation degrees, higher nationals and foundation years), taking account of any Professional Statutory and Regulatory Body requirements; and
 - levels 5, 6 and 7.
 - xxi) where required, to attend Programme Assessment Board meetings which determine the final award of qualification as a full member of the Board;
 - xxii) to facilitate the decision-making process and provide advice and guidance to the Module and/or Programme Assessment Boards;
 - xxiii) to sign the record of awards from the Programme Assessment Board meeting(s) attended, in order to endorse the assessment outcomes and signal that assessment processes have been carried out in accordance with the University's policies and regulations;
 - xxiv) be prepared to engage with data on student achievement;
 - xxv) to submit a written report annually by the published deadline.

3.2.2 The duties of an external examiner appointed to an apprenticeship programme include the above (i-xxv) and additionally:

- to provide feedback on whether the programme is aligned to the Apprenticeship Standard and how it prepares apprentices for their End-Point Assessment (EPA);

3.2.3 The duties of an external examiner appointed to an integrated apprenticeship programme include the above (3.2.1 i-xxv) and (3.2.2) and additionally:

- i) to consider whether the EPA is delivered in line with the published IfATE EPA plan;
- ii) to comment on the management of gateway and mandatory qualification requirements;
- iii) to comment on the involvement of the employer in deciding that the apprentice is ready for the EPA;
- iv) to consider whether the EPA independent assessors' knowledge is up to date;
- v) to consider the accessibility of EPA and the management of reasonable adjustments;
- vi) to observe a sample of assessments, including live assessments;
- vii) to comment on physical and digital versions of documents, including marked assessment materials from apprentices;
- viii) to consider reports from independent assessor standardisation and moderation meetings;
- ix) to consider feedback from independent assessors;
- x) to consider feedback from apprentices and employers regarding EPA;
- xi) to consider whether assessment is reliable and comparable across different End-Point Assessment Organisations (EPAOs), employers, places, times and assessors;
- xii) to produce a report on the quality of EPA delivered for each cycle, which will act as supporting evidence for the EQA monitoring checks conducted by the OfS;
- xiii) to provide the Quality Management Office (QMO) with annual updates of their Continual Professional Development (CPD) records (subject experts within the University will then review the external examiner's CPD training records and ensure the records demonstrate the external examiner has current occupational expertise);
- xiv) to comply with the University's Higher and Degree Apprenticeship EPA Policy;
- xv) to participate in annual apprenticeship assessment standard briefing events provided by the University.

3.2.4

- i) Where the Apprenticeship Standard states that EPA is fully integrated with the on-programme qualification (for certain regulated professions), the external examiner will:
 - comment on the management of gateway and mandatory qualification requirements;
 - attend (in person or online) the final Programme Assessment Board and make the decision whether the apprentice has met the education outcomes required for registration with the professional body (see 3.8.5);
 - further details of Assessment Board requirements for external examiners appointed to apprenticeship programmes can be found in the University's Assessment Board Policy.

- 3.2.5 Where an external examiner is unable to endorse the record of awards, further discussion should take place with the Assessment Boards to try to identify a satisfactory way forward. If this is not possible, the external examiner should notify the QMO in writing as soon as possible setting out their reasons for concern.
- 3.2.6 In addition, the external examiner should meet (online or in person) with students (including, where applicable, at collaborative partners) during their term of office to assist the external examiner in making judgements about academic standards and the quality of the learning experience.

3.3 Nomination and Appointment of External Examiners

- 3.3.1 For every programme or group of modules leading to a qualification awarded by the University there shall be at least one examiner who is external to the University.
- 3.3.2 The appointment of external examiners shall be the responsibility of the School Executive under the delegated powers of Senate.
- 3.3.3 The number of external examiners for any award should be sufficient to cover the full range of modules.
- 3.3.4 For Apprenticeship programmes where the Apprenticeship Standard states that EPA is integrated (both integrated and fully integrated) there should be a minimum of two external examiners.
- 3.3.5 The appointment of external examiners should be informed by the principle of “balance” e.g., to avoid a high proportion of external examiners from a single institution or type of institution or to avoid an imbalance between the numbers of academic and practitioner external examiners on a particular programme of study.
- 3.3.6 To take account of the balance of appointments, Schools should consult the University’s list of current external examiner appointments.
- 3.3.7 Schools should, where appropriate, consult Professional, Statutory and Regulatory Bodies to achieve a deeper pool of candidates. The identification of possible external examiners may occur at programme or directorate level; there should be consideration of the suitability of the nomination, including the application of selection criteria, at the level of Head of Directorate or equivalent and/or at School level via the School Executive.
- 3.3.8 The University is committed to be an inclusive institution which includes embedding an inclusive approach to external examiner recruitment as part of its EDI Strategy. Programme Teams are therefore advised to seek to appoint external examiners from a range of diverse backgrounds and institutions, in order that the University’s programmes benefit from being informed by different perspectives and experiences, which reflect the richness and diversity of the higher education sector.
- 3.3.9 The University appoints as external examiners those who demonstrate appropriate

evidence of:

- i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- ii) competence and experience in the fields covered by the programme of study, or parts thereof;
- iii) relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
- iv) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
- v) sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
- vi) familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- vii) fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements);
- viii) meeting applicable criteria set by professional, statutory or regulatory bodies;
- ix) awareness of current developments in the design and delivery of relevant curricula;
- x) competence and experience relating to the enhancement of the student learning experience.

- 3.3.10 For programmes approved by the Health and Care Professions Council (HCPC) at least one external examiner must be appropriately experienced and qualified and, unless other arrangements are agreed with the HCPC, be from the relevant part of the Register.
- 3.3.11 When nominating external examiners, Schools should ensure that the nominee's expertise is complementary to that of other current external examiners for the programme(s) and/or module(s) involved (e.g., practitioner or academic subject specialist).
- 3.3.12 External examiners are appointed to a School and may be involved in one or several modules/programmes; they may not be reappointed to any module/programme within the University until a lapse of at least five years since their last appointment.
- 3.3.13 To give sufficient time for the proper performance of their functions, individuals should not normally hold more than two external examinerships, and the University does not appoint external examiners without asking how many examinerships they hold.
- 3.3.14 Potential conflicts of interest - In order to ensure external examiners are “impartial in judgement and wholly independent of the provider” and “do not personally benefit from any student outcomes, nor have any connection to any student being assessed” ([UK Quality Code for HE, Advice and Guidance: External Expertise](#)), the University does

not appoint as external examiners any individuals in the following categories or circumstances:

- i) a member of a governing body or committee of the appointing body or one of its partners, delivery organisations or support providers, or a current employee of the appointing body or one of its partners, delivery organisations or support providers;
- ii) anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
- iii) anyone required to assess colleagues who are recruited as students to the programme of study;
- iv) anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
- v) anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question;
- vi) former staff or students of the higher education provider unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s);
- vii) a reciprocal arrangement involving cognate programmes at another higher education provider;
- viii) the succession of an external examiner by a colleague from the examiner's home department and provider;
- ix) the appointment of more than one external examiner from the same department of the same higher education provider;
- x) for collaborative provision, no external examiner may be appointed from an institution which has previously accredited the programme, unless a period of 5 years has elapsed between the disestablishment of the partnership or the last student leaving the programme.

Finally, particular attention should be paid to nominees who have been involved in programme development or programme validation of the same programme to ensure that there is no possible conflict of interests, and that the nominee is able to provide a fully independent perspective.

3.3.13 A checklist is used to ensure that external examiners have appropriate academic and, where relevant, other professional expertise, and that potential conflicts of interest are identified and resolved prior to appointment. The checklist covers the criteria for appointment set out above.

3.3.14 The University will appoint an external examiner with responsibility for collaborative programmes validated by the University for delivery by a partner institution or organisation and that the partner institution will follow the University's external examining requirements.

3.3.15 For franchised collaborative programmes, it is expected that the same external examiner(s) will be appointed to a programme/ module delivered by both the partner institution and the University (as the awarding institution).

3.3.16 Schools should nominate external examiners to the QMO at least 6 months prior to the start of the period of appointment.

3.3.17 The period of appointment for an external examiner shall be four years with the possibility of limited extension of one year in exceptional circumstances. Where extensions may be required, a case outlining the academic rationale for extension should be made on a Request for Extension Form (available from the QMO) to the School Executive for approval (e.g., the running out of a programme which has been discontinued).

3.3.18 The name, position and institution of external examiners shall be provided in module or programme information made available to students via the University's Virtual Learning Environment (VLE).

3.4 Termination of appointment

3.4.1 Where an external examiner wishes to terminate their contract of appointment early, a minimum of three months' notice is required. The Dean of School must report this request to the School Executive and the QMO. Steps must be put in place to appoint a new external examiner as quickly as possible.

3.4.2 Where the University wishes to terminate the appointment early, for example where a programme is due to close, a minimum notice period of three months will be given.

3.4.3 Where a School considers an external examiner has failed to fulfil their obligations satisfactorily this must be reported to the Dean of School (or their nominee). The Dean (or their nominee) will take appropriate steps to contact the external examiner and resolve the matter. If it is felt necessary to terminate the appointment, then this shall be formally undertaken by the QMO on behalf of the Dean and reported to the School Executive.

3.4.4 Examples of an external examiner's failure to fulfil their obligations include, but are not limited to:

- i) failure to attend Assessment Boards where attendance is required, without making alternative arrangements;
- ii) failure to provide an annual report by the published deadline;
- iii) submission of an incomplete report;
- iv) For external examiners on Apprenticeship programmes (integrated and fully integrated), not complying with the requirement to annually participate in training/briefing events and/or update CPD records;
- v) For external examiners on Apprenticeship programmes (integrated), failure to produce a report for each cycle of EPA.

3.4.5 Where a conflict of interests arises during the external examiner's terms of office, and where the conflict cannot be resolved satisfactorily, normal practice is that the external examiner resigns. However, as a last resort the University will terminate the external examiner's contract.

3.5 Induction for External Examiners

3.5.1 External examiners shall be provided with appropriate induction arrangements.

3.5.2 The University organises an annual induction event and all examiners are invited to

participate with the expectation that all new appointees should participate where practical to do so. The event covers the minimum activities the external is expected to carry out. This includes a summary of their role and their key duties (e.g., verification and moderation of assessments, attendance at boards and the production of an annual report). The induction also covers, central information about the University's regulations and policies. External examiners are invited to give feedback on the efficacy of the induction arrangements.

3.5.3 External examiners on Apprenticeship programmes (integrated and fully integrated) are required to attend (online or in person) annual apprenticeship assessment briefing events.

3.5.4 The University reviews the efficacy of induction arrangements for external examiners annually.

3.5.5 The QMO sends each external examiner confirmation of their appointment/re-appointment (if applicable) and either notification of the online location or an electronic copy of the current version of the following documents (see [Resources for External Examiners](#)):

- i) Final report from the previous external examiner and School's response (sent on appointment);
- ii) External Examining of all Taught Programmes;
- iii) Assessment and Feedback for Taught Awards;
- iv) Academic Regulations for Taught Programmes;
- v) Assessment Boards for Taught Programmes Policy;
- vi) Academic Misconduct Procedure;
- vii) Equality, Diversity and Inclusion Strategy and Policy;
- viii) [UK Quality Code for Higher Education – Expectations and Practices for External Expertise](#) (on-line)
- ix) [UK Quality Code for Higher Education – Expectations and Practices for Assessment](#) (on-line)
- x) [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) (on-line)
- xi) Contractual arrangements (fees, tenure);
- xii) Annual Report Form;
- xiii) Expenses Form;
- xiv) End Point Assessment Policy (for external examiners appointed to apprenticeship programmes);

3.5.6 For modules and programmes delivered by the University, the School is responsible for providing the following information:

- i. Programme and module specifications (sent on appointment and re-appointment, if revised) or available online via the University VLE;
- ii. Programme and module handbooks (sent annually) or equivalent information available online via the University VLE;
- iii. Assessment schedule for programmes/modules (sent annually) or available online via the University VLE;

- iv. Dates of Assessment Boards Meetings;
- v. Arrangements for assessment of programmes/modules offered at partner institutions, where applicable (sent on appointment and re-appointment if revised).
- vi. For external examiners appointed to Apprenticeship programmes, all relevant End Point Assessment documentation which could include the assessment plan, gateway documentation, reasonable adjustment arrangements, samples of assessments, samples of marked assessments, details of assessor standardisation and moderation meetings.

3.5.7 For modules and programmes delivered by accredited partners, the partner is responsible for providing the following information:

- i) Programme and module specifications (provided on appointment and re-appointment, if revised);
- ii) Programme and module handbooks (provided annually);
- iii) Assessment schedule for programmes/modules (provided annually);
- iv) Dates of Assessment Boards;

3.5.8 Information and resources for Schools and external examiners are accessed via the [External Examiner website](#) including information about the University's regulations, policies and procedures.

3.5.9 Regarding the induction of the Institutional External Examiner, they have an initial meeting when they are first recruited to discuss the role of the IEE and are given the IEE role descriptor. Institutional internal assessment processes are discussed with them and the previous IEE's report is shared with them. They are also invited to the Induction Event.

3.6 Verification

3.6.1 External verification must take place for modules, or parts thereof, at levels 5, 6 and 7. In addition, external examiners should also undertake verification at levels 3 and 4 where the programme leads to a final qualification or where this is a requirement of a Professional, Statutory and Regulatory Body. Schools should agree the scope of external verification with their external examiners. Where an assessment hasn't changed, the assessment should be verified every three years. Otherwise, external verification is required every year. Under these circumstances, the external examiner may ask to see all assessment briefs (i.e., all exam question papers and coursework assignments).

3.6.2 Marking criteria, developed in line with University grade descriptors, are made available to external examiners and, in some subjects, model answers are provided with the assessment briefs.

3.7 Moderation

3.7.1 The role of the external examiner in the moderation process is to check the robustness of internal moderation and to verify academic standards; if appropriate to raise issues about the spread of marks for consideration at the Module Assessment Boards, but not to reconsider any individual mark.

- 3.7.2 External examiners should have evidence to determine that internal marking and classifications of an award are of an appropriate standard and consistent. External examiners should therefore moderate work which forms the internally moderated sample from each module at levels 5, 6, and 7, in order to confirm that standards are appropriate. In addition, external examiners should also undertake moderation at levels 3 and 4 where the programme leads to a final qualification, or it is a requirement of a Professional, Statutory and Regulatory Body. External examiners should also moderate work submitted for reassessment that counts towards a final award. The external examiner should have access to the feedback given to students.
- 3.7.3 Information regarding the constitution of the sample to be moderated can be found in the University Policy on Assessment and Feedback for Taught Awards (see [Resources for External Examiners](#)).
- 3.7.4 In the case of ephemeral assessments (e.g., a music performance, a clinical activity or an oral presentation) the assessment record (e.g., a video/audio recording or a feedback sheet) is an appropriate substitute for sampling purposes in order to confirm standards. External examiners should be invited to be present in the case of ephemeral assessments, subject to practical and ethical considerations.
- 3.7.5 An external examiner may wish to conduct oral interviews with a selection of students as a further mechanism to assess overall standards but not to change the classification of individual students. In such circumstances, students who are asked to meet with an external examiner are given clear guidance as to the scope and purpose of the meeting.

3.8 Module and Programme Assessment Boards' Meetings

- 3.8.1 An external examiner may attend any meeting of an Assessment Board as a full member of the Board.
- 3.8.2 As a Module Assessment Board operates on a discipline-specific basis, comment from the external examiner at that stage is particularly relevant and therefore the attendance of all external examiners is expected.
- 3.8.3 At a Programme Assessment Board meeting, the external examiner's principal function is the oversight of the fair operation of the assessment process. The attendance requirement of a Programme Assessment Board meeting may be met by a single external examiner who shall attend a Programme Board taking decisions concerning the award of final qualifications. This includes reassessment Programme Assessment Board meetings which are determining final awards.
- 3.8.4 Where an external examiner, for good cause, cannot attend a meeting that they are expected to attend, then they should complete the in absentia External Examiner Report for Assessment Boards and submit this to the Programme Administrator in advance of the meeting.
- 3.8.5 Responsibility for decision making lies with the Module or Programme Assessment Boards collectively. With the exception of apprenticeship programmes that have a fully integrated EPA. In these programmes the EE is responsible for the final decision on the award of the qualification that confirms the apprentice has met the education outcomes

required.

- 3.8.6 The confirmation of all those external examiners attending a Programme Assessment Boards meeting must be appended to the final record of awards, which may be the spreadsheet used by the Assessment Boards. The purpose is to ensure that the external examiner(s) has confirmed that the decisions made by the Programme Board are correct and have been made in accordance with University regulations. If, exceptionally, an external examiner cannot attend the meeting, the Programme Assessment Boards should request their signature of confirmation without delay following the meeting.
- 3.8.7 The full Module or Programme Assessment Boards should normally make all decisions. Chair's action may be used exceptionally but should adhere to guidelines set in the Assessment Boards for Taught Programmes Policy. In such cases the external examiner should be consulted with respect to decisions concerning final awards.

3.9 Preparation and Submission of External Examiners' Reports

- 3.9.1 External examiners are required to formalise their comments, to make an annual written report and to provide an evaluative overview of the module(s) and programme(s) at the end of their period of office.
- 3.9.2 The University provides a standard set of questions for use by external examiners. This is not to restrict freedom to comment but in order to facilitate internal comparison of reports being made within the University.
- 3.9.2.1 For external examiners appointed to an integrated apprenticeship programme, an additional report template is provided regarding the quality of EPA delivery. This report template is to be completed for every cycle of EPA.
- 3.9.3 External examiners are asked to submit their reports by the published deadline which is normally the Friday of the second week in August. A report should be submitted even if it does not cover the full academic year (e.g., external examiners appointed part way through the year or on postgraduate taught programmes should still submit a report by the August deadline).
- 3.9.3.1 For external examiners appointed to an integrated apprenticeship programme, the EPA Report required for each cycle of EPA should be submitted within one month of each Final Assessment Board.
- 3.9.4 External examiners are free to make any comments they wish, including observations on teaching, programme structure and content, and on award/degree schemes as well as assessment procedures. External examiners should include observations made during the academic year in discussions with programme teams as well as issues raised at Boards of Examiners' meetings. External examiners should refrain from naming and commenting on the performance of individual students.
- 3.9.5 External examiners' Annual reports should be submitted via the online Annual External Examiner report. EPA Reports for integrated Apprenticeship programmes are submitted online. The QMO will arrange circulation of reports as necessary.

- 3.9.6 Payment of fees to external examiners is conditional upon the receipt of an annual report, or more regular reports for External Examiners appointed to integrated apprenticeship programmes.
- 3.9.7 In the case of non-receipt of a report by the deadline, the QMO will contact the external examiner. Non-submission of a report will be reported to the Dean of School and may result in termination of the external examiner's appointment.

3.10 Serious Concerns

- 3.10.1 Should an external examiner have serious concerns about the academic standards or quality of provision, these concerns may be raised directly with the Vice-Chancellor of the University (email vice-chancellor@salford.ac.uk) or via the QMO (email externalexaminers@salford.ac.uk). In addition, an external examiner may notify the Office for Students to report a matter that may be of regulatory interest to them. Further information can be found at: <https://www.officeforstudents.org.uk/for-students/ofs-and-students/notifications/>

3.11 Use of External Examiners' Reports within the University and Externally

- 3.11.1 A copy of the external examiner's report is sent to the relevant School upon receipt. If an external examiner is appointed to a module or group of modules which are delivered on a number of programmes across the School, their report shall be sent to the School which is the designated owner of the module(s). The 'home' School is responsible for disseminating the report to other appropriate Schools, and for taking action and preparing a response.
- 3.11.2 The external examiner's report is discussed within the School (and Directorate, where relevant) by the Programme Team, Director (where relevant) and the Associate Dean (Academic) or a School nominee. Action points are identified and a response to the external examiner is formulated. A response should be provided to the external examiner within six weeks of receipt of the report. Reports and responses are shared with students through the [Student Hub](#).
- 3.11.3 An annual overview report is prepared by the QMO which draws out themes arising from external examiner reports. The report is submitted to Senate via the Quality and Standards Committee.
- 3.11.4 The QMO has responsibility for monitoring responses to external examiners who have responded negatively to key questions (i.e., "partially agree" or "disagree") on quality and standards.
- 3.11.5 External examiners' reports relating to apprenticeship standards will also be used as supporting evidence for External Quality Assurance (EQA) monitoring checks conducted by the OfS.

3.12 Feedback to External Examiners on their Reports

- 3.12.1 Schools/partner institutions may seek clarification/further information from the external

examiner where appropriate to assure the quality of academic standards.

- 3.12.2 The Dean of School is responsible for ensuring that external examiners receive a considered response to their comments and recommendations, including any information on any actions taken or proposed. This shall include any actions required by collaborative partners institutions.
- 3.12.3 The Dean of School will ensure that responses are forwarded to the Associate Dean (Academic) and will also monitor the efficacy of the actions taken, keeping the Associate Dean (Academic) informed.
- 3.12.4 For programmes approved by the University for delivery at partner institutions, responsibility for responding to external examiner reports lies with the partner institution in liaison with the School link tutor. The Associate Dean Academic will send a final copy of the response to the QMO for information.
- 3.12.5 External examiners' reports inform the [Programme Monitoring and Enhancement Procedure \(PMEP\)](#). As part of the PMEP, a log is created which includes any relevant issues raised by the external examiner and action(s) to be taken.
- 3.12.6 PMEP programme action logs (PALs) are readily accessible to all authorised users via the [PMEP SharePoint Site](#).

4.0 Support for Staff acting as an EE elsewhere

4.1 Schools keep a list of their staff who are acting as external examiners elsewhere to ensure oversight of staffing and to ensure there are no issues regarding reciprocity with the University's external examiners.

4.2 The University recognises the value of staff acting as external examiners elsewhere and seeks to capitalise on the benefits of this for quality enhancement purposes. To ensure staff are supported to act as external examiners elsewhere and share good practice, staff are directed to resources on the University Hub pages.

5.0 Related Documentation

The following documents can be found on the University Policies & Procedures pages [Governance and Management | University of Salford](#) or under 'Q' via the QMO on the Staff Channel A-Z index or see [Resources for external examiners](#)

6.0 Appendices

Appendix A: Equality Assessment (mandatory)

Document Control Information			
Revision History incl. Authorisation: (most recent first)			
Author	Summary of changes	Version	Authorised & Date
E Armstrong/ H Sharman	Updated to reflect: <ul style="list-style-type: none"> Changes in committee names. Corrections and references to OfS. More clarity around the role of EEs for integrated and fully integrated apprenticeships and the OfS's External Quality Assurance requirements for EPA (3.2, 3.3, 3.4, 3.5, 3.9). 	V2.1	Quality and Standards Committee 14/02/2024
H Duell	Policy has been updated to reflect the new EE principles. Key amendments/updates are as follows: <ul style="list-style-type: none"> Further detail regarding the role of the Institutional External Examiner (3.1.5) Further detail regarding the University's commitment to being an inclusive institution (3.3.8) Specific reference to the content covered within the Induction event, namely that the session covers the minimum activities the external is expected to carry out (3.5.2). Reference to University staff in acting as an EE elsewhere (4). 	V2	ULTC 08/02/2023
H Sharman	Minor changes to appointment and role of External Examiners and End Point Assessments (3.2.2. b) in response to further guidance about Apprenticeship rules. 3.3.16 details changed to reflect new online EE appointment system. Committee names updated and QEO replaced with Quality Management Office (QMO). Flow charts updated to reflect current process.	V1.9	Quality Management Office (changes are due to external requirements or editorial) 25/10/21
H Sharman	Information added about the role of External Examiners in relation to Apprenticeship Programmes Updated terminology from 'Assessment Boards' to 'Assessment Boards'	V1.8	ASQAC 5/5/21
A Jones H Sharman	Inclusion of responsibility for levels 3 and 4. Updated to include references to the revised UK Quality Code for Higher Education and the associated Advice and Guidance: External Expertise and Assessment	V1.7	ASQAC 6/2/19

	Links updated		
A. Ulhaq	Removed statements that an external examiner has to have knowledge of collaborative provision or knowledge of overseas assessment conventions if being appointed to such programmes. The reason being that an external examiner is verifying standards of a programme. The standards are the same regardless of whether the programme is delivered at UoS, at a collaborative partner or delivered overseas.	V1.6	14/11/17
A. Ulhaq	External examiners to comment on new articulation agreements with partner institutions	V1.5	Dec 2016
A. Ulhaq	Addition of processes for external examiners (meeting students, notice period, 4-week response to reports deadline) Change to application and approval form for Schools to make new appointments.	V1.4	ASQAC: 01/08/2016
A. Cooke	Annual update, inclusion of specifics for programmes governed by HCPO, removal of requirement for VC to review all annual reports	V1.3	Janet Lloyd: 2015
A. Cooke	Annual update	V1.2	June 2014
A. Cooke	Consideration of external examiner reports and availability of reports to students	V1.1	Sep 2013

Policy Management and Responsibilities:

Owner:	The Head of Quality and Enhancement is responsible for implementation of this Policy at University level. Day to day responsibility is delegated to the Quality and Enhancement Manager, Quality and Enhancement Office, Deans of School and Associate Deans (Academic), Quality and Enhancement Office. All subjects of the Policy will be responsible for engaging with and adhering to this policy.
Others with responsibilities (please specify):	

Author to complete formal assessment with the following advisory teams:

Equality Analysis (E&D, HR)	<i>This is mandatory. August 2016. Attached as appendix.</i>
Legal implications (LPG)	N/A
Information Governance (LPG)	<i>Template advice provided Aug 2016</i>
Student facing procedures (QMO)	<i>Throughout development</i>
UKVI Compliance (Student Admin)	N/A

Consultation:

Staff Trades Unions via HR Students via USSU Relevant external bodies (specify)	N/A
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Review:	
Review due:	Annually by summer 2017
Document location:	Governance and Management page
The owner and author are responsible for publicising this policy document.	

		Inclusion and Equality Assessment (V2.1 May 2016)		
Proposal Title	External Examining Taught Programmes Policy	Key aims & purpose	The Policy outlines the appointment process for external examiners for taught programmes, the role of external examiners and the process for considering reports and feedback from external examiners for taught programmes.	
Committee / Board	ASQAC	Meeting date		
Contact name & details	Name: Annette Cooke	Assessment date	22 nd August 2016	
	Phone: x54123	Consultee details	Naseem Yasin	
	Email: a.l.cooke@salford.ac.uk			
To comply with the Equality Act 2010 we are required to consider the possible consequences of decisions the University makes on people from different groups. For more information about the Equality Act follow this link: http://www.ecu.ac.uk/wp-content/uploads/external/psed-specific-duties-for-england-sept11.pdf				
		Yes	No	Notes
1.	Is it likely that this proposal will affect people who have protected characteristics (<i>age, disability, gender reassignment, religion and belief, race, sex, sexual orientation, pregnancy and maternity and marriage and civil partnership</i>) who are employees, students, service users or other stakeholders, or the wider community?	Yes		Data about protected characteristics of external examiners is collected upon appointment and provided to HR. This does not form part of the appointment process.
2.	Could this proposal support the university to meet the following three requirements of the Public Sector Equality Duty?			
	a) Does it support the University to... <i>eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010?</i>	Yes		

	b) Does it enable the University to... <i>advance equality of opportunity between different groups of people?</i>	Yes		
	c) Does it help the University to... <i>foster good relations between different groups of people?</i>	Yes		
<p>To comply with the Counter-Terrorism and Security Act 2015 Universities are under a legal duty to prevent people from being drawn into terrorism. For further information about the duty follow this link: https://www.gov.uk/government/publications/prevent-duty-guidance</p>				
		Yes	No	Notes
3.	Is this proposal likely to contain or increase risks that people may be drawn into terrorism?		No	
	Is a separate risk assessment required?		No	
4.	Equality Assessor Recommendations and Notes:			
5.	Please select an outcome:		✓	Notes
	a) No major change to is required:		✓	
	b) The proposal will be adjusted (as above) and submitted for decision:			
	c) The proposal will be continued without change and monitored.			
	d) The activity will be stopped and the policy will be removed:			
	e) Further assessment is required:			