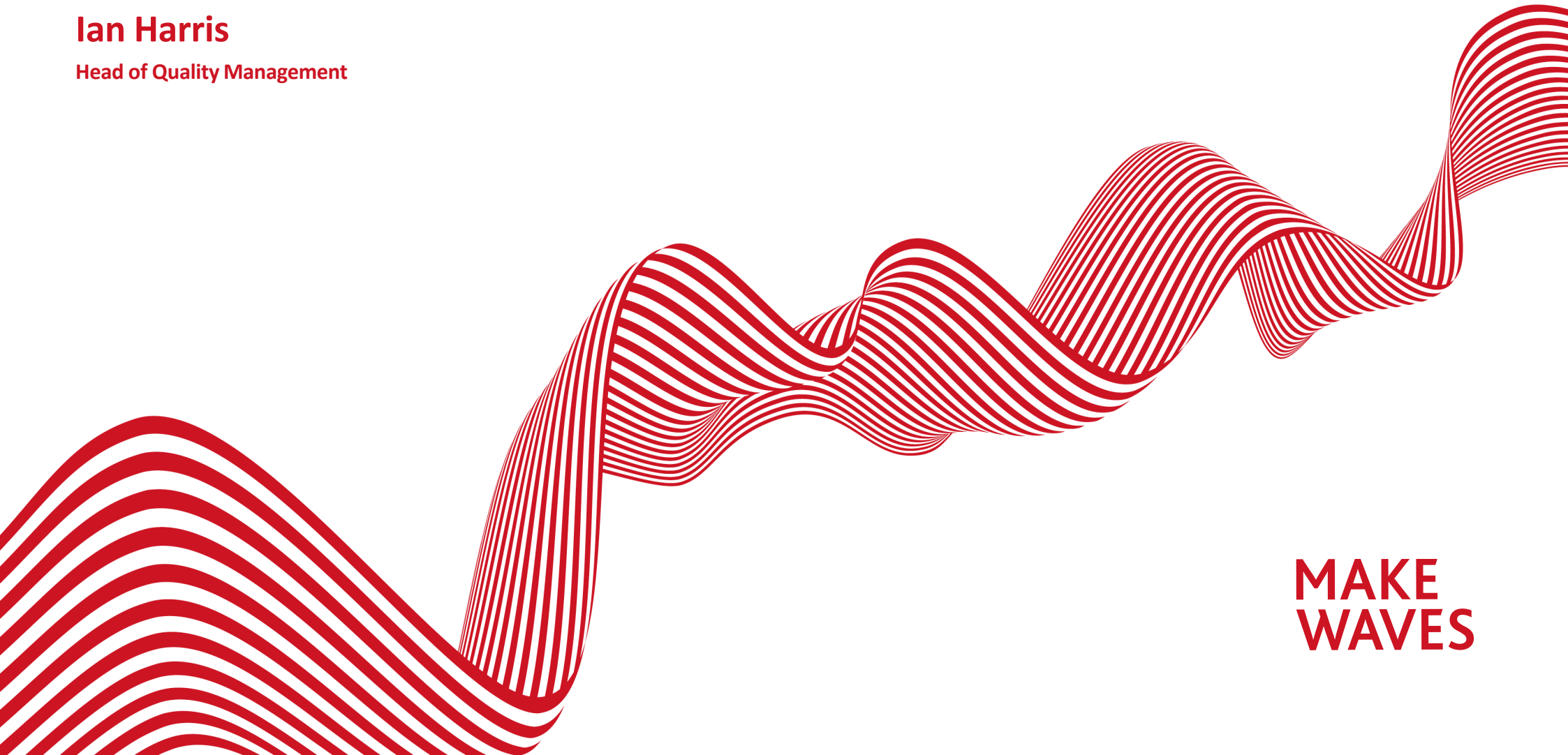


External Examining at Solent University



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**MAKE
WAVES**

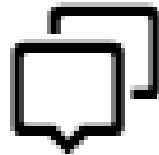
Quality Assurance Practice

The University assures the quality of its awards through:

A defined set of academic policies and processes;



Board of Governors, Academic Board and its committees;



External peer review.



Quality Assurance Responsibilities

Faculties and Services

- Faculties/Schools and Services assigned to courses to oversee the quality assurance for their provision.

Professional Services

- Quality Management department – taught provision
- Policy, Governance and Information Service – Includes Registry
- Research, Innovation and Enterprise Office – PGR provision
- Library and Learning Services
- Solent Learning and Teaching Institute (SLTI) – enhance the student learning experience:
 - Learning and Teaching Enhancements
 - Learning Technologies
- Student Experience:
 - Student Achievement team
 - Student Hub
 - Student Support Specialisms

University Structure

The University went through a restructure in 2021 and now comprises of the following Faculties and Schools:

- Faculty of Creative Industries, Architecture and Engineering
- Faculty of Sport, Health and Social Sciences
- Faculty of Business, Law and Digital Technologies
 - Solent Business School
 - Solent Law School
- Warsash Maritime School

Academic Policies

- Quality assurance policies and processes contained in the Academic Handbook
 - Section 1: University strategies
 - Section 2: Academic policies and regulations
 - Section 3: Terms of Reference for Academic Board and Committees
 - Section 4: Procedures and guidance
- All academic policies are benchmarked to the UK Quality Code and aligned to sector practice

Quality Processes

Various quality processes in place to secure quality and standards:

- External Examiners
- Course development and revalidation
- Annual course review
- Course modifications
- Assessment Boards

ROLE OF EXTERNAL EXAMINERS

External Examiners play a key role for the University in ensuring:

- The standards of its awards are maintained;
- The quality of the student learning experience is continually enhanced;
- The curriculum is aligned to sector practice and subject benchmarks; and
- Practice and processes are comparable to sector norms.

Two types of External Examiners at SU:

- Module External Examiners (MEE) - Appointed to modules
- Award External Examiners (AEE) - Appointed to the Progression and Award Board covering all awards

Module External Examiner Responsibilities

- Provide feedback on assessment briefs
- Moderate marks/results of allocated modules
- Report to the University on the appropriateness and effectiveness of assessments
Make recommendations for enhancement
- Raise any concerns they might have about:
Quality and Standards; Student Experience;
Assessment Regulations and/or
Administration processes
- Highlight areas of good practice


This is achieved through various processes:

- Moderation of assessments at FHEQ level 5 and above (certain exemptions apply)
- Annual reports

Award External Examiner Responsibilities

 Oversee standards at award level

 Attend Progression and Award Boards

 Ensure decisions are made in accordance to University policy

 Endorse assessment board outcomes

External Examiner Reports

Module External Examiners submit an annual report after completion of all duties for the academic year to confirm and comment on:

- the standards of provision, awards and the assessment process;
- the standards of student attainment and comparability against sector.

Award External Examiners submit a report after each Progression and Award Board attended to confirm and comment on:

- the application of assessment regulations;
- course profiles and patterns of student attainment.

Reports play a key role in quality assurance and enhancement:

- Feeds into Course Review and Course Committees;
- Available to all students

Processing External Examiner Reports

The Quality Management department review all external examiner reports received and categorise the reports using the Red, Amber, Green (RAG) method depending on the severity of the issues raised in the report.

External Examiner Reports 2021-22*

- 67 (57%) of reports received were categorised 'green'
- 19 (16%) of reports received were categorised 'amber'
- 4 (4%) of reports received were categorised as 'red'

*As of 2nd September 2022 (28 reports outstanding (23%))

Enhancement

Module External Examiners play a key role in enhancing modules and/or courses by:

- Giving feedback on assessment briefs;
- Giving feedback in the annual report;
- ‘Visiting’ the University and meeting with the Course Teams.

Providing consultation on module modifications and/or the development of new modules;

- Award External Examiners provide feedback on academic policies and processes and their application at the board

Raising and Resolving Concerns

We hope you will not have any concerns or issues with the standards of the University's provision.

If you do have concerns regarding the academic standards of a module or course which cannot be resolved informally then you can:

- Contact the Quality Management department who will investigate and attempt to resolve the issue.
- If the issue is still not resolved, you can escalate the concern directly to the Vice-Chancellor.
- Following these steps if there are still concerns, you may feel it necessary to raise them with the OfS

Relevant Policies

Relevant Academic Handbook Sections



Section 2I – External Examiners - Contains the policy and processes relating to external examiners



Section 2K – The Purpose and Conduct of Assessment Boards - Contains the policy and processes relating to Assessment Boards



Section 2O – Assessment Principles and Regulations (including annexes) - Contains the University's assessment policy and regulations

Relevant Assessment Regulations

- Assessment elements weighted
 - Bonded and unbonded (must pass)
 - Individual elements of assessment will normally be aggregated
- The overall module pass mark is 40% for both undergraduate and postgraduate
- Students have the right to be reassessed in failed modules at Levels 3-7, unless they have a Student Academic Misconduct 'no right to re-sit' penalty.
- Referred assessment elements are capped at 40%
- Assessments submitted late are capped at 40%
- Late submission is not allowed for referred work

Grade Marking

- All assessments are grade marked, unless formally exempted.
- Grade marking uses an alphanumeric grade rather than a percentage.
- The University's rationale for using grade marking is:
 - To encourage the use of the full range of marks;
 - It enhances consistency and reliability;
 - It can reward excellence;
 - It provides a clearer relationship to the University's Generic Grade Criteria

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Questions and Comments

