

ULSTER UNIVERSITY

TAUGHT EXTERNAL EXAMINER HANDBOOK

September 2026

FOREWORD

The University is pleased to welcome you as an external examiner.

This handbook has been produced to provide an overview of the external examining role at Ulster University. I hope that you find it useful and that your experience at the University will be enjoyable.

The handbook derives its authority from the University's Charter, Statutes, Ordinances and Regulations as well as the operational procedures which have been approved by relevant University Committees. It has taken account of the final report and recommendations of the Universities UK/ GuildHE/ QAA Review of external examining in universities and colleges in the UK (August 2022).

Should you have any questions about your terms of appointment, please contact us via qualityenhancement@ulster.ac.uk. If your query is related to the programme, please contact the Programme or Subject Director for the programme or subject to which you have been appointed.

Grainne Dooher
Head of Centre for Quality Enhancement

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1. INTRODUCTION

1.1 Background to the University

Ulster University was founded in 1984 by Royal Charter as a result of a petition from The New University of Ulster and the Ulster Polytechnic. The University is based on three campuses, at Belfast, Coleraine, and Derry~ Londonderry.

The University Strategy

The University strategy aims to increase our impact on society and to play our part as a university which addresses both regional and global challenges. We are committed to creating a university that is sustainable and innovative, with a strong reputation internationally. Our focus on academic excellence in teaching and research remains undiminished and our historic high point in the University league tables is a consequence of our ongoing commitment to quality enhancement in all aspects of our work.

You can find further information on our strategy on the [Ulster University website](#).

Academic Organisation

The University academic structures is organised into four Faculties:

- i Arts, Humanities and Social Sciences;
- ii Computing, Engineering and the Built Environment;
- iii Life and Health Sciences; and
- iv Ulster University Business School.

The activities of Faculties extend across campuses. The academic staff within Faculties are grouped by cognate subject areas; these groupings are called schools (departments in the Ulster University Business School).

University Governance

The University's constitutional framework is derived from its Charter, and is set out in the [Statutes and Ordinances](#).

University Management Structure

The University's management structure is detailed in the [Statutes and Ordinances](#).

Programme and Subject Management

Each programme is administered by a programme committee, comprising staff who contribute significantly to the teaching of the programme. Members of the programme committee are drawn from a number of schools and faculties. The programme committee is responsible to a faculty board for the organisation and effective management of the programme. The committee is chaired by a programme director, who is also the key point of contact for the external examiner.

In certain undergraduate Honours subjects, provision is organised and delivered on a subject basis. Students take combinations of Major, Main and Minor subject strands, to form Major/ Minor, Joint or Combined (three Minor) Honours degrees. There is no integration between the subjects taken as in Single Honours programmes, but there is

internal coherence and progression within each subject strand. Such provision is managed by a subject committee, chaired by a subject director. A campus coordinating group, comprising subject directors and led by a director of combined studies, addresses cross-subject matters.

The programme or subject committee puts in place arrangements for student support and guidance, in accordance with University policy, in particular with regard to student induction, studies advice, access to staff, and student consultation.

The programme committee (excluding student members), with the external examiner(s), becomes the board of examiners for the programme and as such determines the assessment results, academic progression and final awards of students. For subject-based Honours degrees, a two-tier system operates. The subject board of examiners, comprising internal and external examiners, determines assessment results for all students, and progression and awards in the case of Single Honours candidates only. For all other students, a campus progress and award board receives the results from subject boards and makes these decisions.

The delivery of individual modules is managed by module leaders.

1.2 University Awards: Programme Structure and Delivery

The University's award-bearing provision is modular in structure and delivered in semesters. The minimum criteria for awards (certificates, diplomas, degrees at undergraduate and postgraduate levels) are specified in terms of entry qualifications, duration, credit points and level. The University's scheme of awards accords with the national [Framework for Higher Education Qualifications \(FHEQ\)](#)* set out in the UK Quality Code for Higher Education maintained by the Quality Assurance Agency (QAA). This Framework aligns with the Framework for Qualifications of the European higher education area.

*Entry level and Level 1 are not used in University programmes (with the exception of a particular introductory level 1 Mathematics module in Access to Higher Education programmes). Level 2 is only used in Access Diplomas, but at least 60 credit points in the final year of such programmes must be at Level 3.

Semesters

The academic session at the University is semester-based. The year is organised into three semesters: autumn, spring and summer. Please see the [Academic Calendar](#) for further information.

Qualifications and Modular Structure

The University has a modular structure and a credit framework for the delivery of its programmes and undergraduate Honours subject strands. Each specific programme has its own aims and learning outcomes set out in a programme specification. University award regulations are found at ulster.ac.uk/about/governance/ordinance-and-regulations.

Modules and Credit Points

A module is a component of a programme or honours subject with its own approved aims, learning outcomes and assessment methods. Each module is usually taught and

assessed within a semester, but modules may be delivered across the academic year and assessed in semesters 2 or 3 ('long-thin' modules). Credit points and a credit level, aligned with the [Framework for Higher Education Qualifications](#) (FHEQ), appropriate to the module's content and learning outcomes, are allocated in accordance with the overall requirements of the award. Credit points are a notional expression of student effort hours (inclusive of class contact, practicals, fieldwork, private study, assessment). Notionally 10 hours of student effort equates to one credit point.

Modules are either compulsory or optional within the programme structure.

Student performance in modules and the programme overall is generally measured in percentage marks, although achievement may be recorded on a pass/fail basis. The University confers its qualifications on students who complete modules amounting to the specified number of credits at the appropriate levels for the award, in accordance with [programme regulations](#), and achieve the specified standard of performance to fulfil the learning outcomes of the programme.

Study Load

One hundred and twenty credit points represent the normal workload for a full-time programme of study in the standard academic year and 180 credits for study across a full calendar year.

Normally 60 credit points of study are undertaken in each semester. Programmes of significantly longer duration comprise additional modules, taken during the summer semester.

In some circumstances, individual full-time students may seek to vary their semester load. This is permitted at the discretion of the programme/subject committee, provided that, for full-time students, the overall requirements for the year are met and a minimum of 40 credit points is studied in each semester.

In part-time programme, a maximum of 90 credit points may be studied in the academic year or 135 in the full calendar year (notionally 30 hours per week).

The special intensive, eight-week summer semester allows study of modules amounting to 40 credit points (50 hours per week) full-time or a maximum of 20 points for part-time studies (25 hours).

Module Teaching Patterns

The balance between lectures, seminars, tutorials, projects, laboratory and fieldwork is not prescribed. Programme/subject teams organise teaching to meet the intended learning outcomes. There are conventions in subject areas and common patterns are often followed on a weekly basis.

Postgraduate Programmes

Information on Postgraduate programmes is available via the [Regulations for Postgraduate Taught Programmes](#).

Undergraduate Programmes

Information on Undergraduate programmes is available via the [Regulations for Undergraduate and Integrated Masters Programmes](#).

1.3 Collaborative Provision

The University operates a number of types of partnership in relation to its programme provision. The Ulster University website contains information on our [collaborative provision](#).

2. ASSURING STANDARDS

Ulster University maintains a comprehensive framework for assuring the quality and standards of its programmes and awards. The University's internal procedures for quality assurance are overseen by the Centre for Quality Enhancement (CQE) and are designed to ensure that academic standards are consistently upheld across all areas of provision.

External examiners are invited to familiarise themselves with these internal procedures, as an understanding of the University's quality assurance framework will help contextualise their role and inform their engagement with the institution. Details of the University's internal quality assurance procedures can be found at:

[Ulster University – Centre for Quality Enhancement](#)

2.1 Programme Revisions

The external examiner may be consulted about proposals for changes to a programme or subject. These are generally approved by the appropriate body within the faculty. However, proposed revisions in relation to title, location and mode of attendance also require consideration by the University's Academic Planning and Portfolio Development Group before final approval is given. Departure from University regulations and principles require consideration by the Academic Standards and Quality Enhancement Committee.

3. ROLE OF PROGRAMME/SUBJECT EXTERNAL EXAMINER AND BOARD OF EXAMINERS

The University appoints at least one external examiner for each award-bearing programme or undergraduate Honours subject. External examiners play an important role in assuring the quality and standard of the University's awards. Their key functions are to ensure that the standard of the University's award is maintained and that students are treated fairly in the assessment process. Where applicable, external examiners are expected to have due regard for professional practice standards as they relate to the award. Programme/subject committees may consult the external examiner when proposing changes to the content, structure or regulations for a programme or subject. External examiners may also assume responsibility for credit-bearing short programme modules, including those delivered within the Certificate of Personal and Professional Development or Postgraduate Certificate of Professional Development frameworks.

3.1 Appointment

Programme and subject external examiners are appointed by the Council on the recommendation of the Academic Standards and Quality Enhancement Committee on behalf of Senate after consideration of nominations from faculty colleagues. An flowchart showing the approval process of external examiners is detailed in Appendix 1. External examiners may be drawn from a wide range of institutional or professional contexts in order

to ensure that the programme benefits from a breadth of scrutiny. Exceptionally nominees who do not fulfil all the criteria may be appointed provided that appropriate arrangements are put in place to support the external examiner. In recommending external examiners for appointment consideration is given to the following national criteria. Every external examiner is expected to have:

- a) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- b) competence and experience in the fields covered by the programme of study, or parts thereof;
- c) relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
- d) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
- e) strong reputation, 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;
- f) familiarity with the standard to be expected of students to achieve the award that is to be assessed;
- g) 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);
- h) met applicable criteria set out by professional, statutory or regulatory bodies;
- i) awareness of current developments in the design and delivery of relevant curricula;
- j) competence and experience relating to the enhancement of the student learning experience.

No more than two external examinerships should normally be held at any point in time.

The external examiner nomination form includes relevant information on the proposed external examiner's experience as an examiner. When appointment is confirmed, an appointment letter will be issued. You may be asked by the faculty to give formal consent to respect commercial confidentiality in relation to intellectual property matters in a particular programme.

To avoid potential conflicts of interest, nominees should not be appointed if they are covered by any of the following categories:

- a) a member of a governing body or committee of the University or one of its collaborative partners, or a current employee of the University or one of its collaborative partners;
- b) anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;

- c) anyone required to assess colleagues who are recruited as students to the programme of study;
- d) anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
- e) 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;
- f) former staff or students of the University unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s);
- g) a reciprocal arrangement whereby an institution has currently appointed an external examiner from Ulster University to the same programme. E.g., an external examiner from institution A being appointed to BA Hons History at the same time as a colleague from Ulster University appointed as an external examiner for BA Hons History at institution A;
- h) the succession of an external examiner by a colleague from the examiner's home institution and general programme grouping;
- i) the appointment of more than one external examiner from the same external institution to be appointed to the same programme grouping (or programmes deemed to have closely linked subjects) at Ulster University at any given time. In addition, it is not appropriate for more than one external examiner from the same programme grouping (or programmes deemed to have closely linked subjects) at an external institution to be appointed at Ulster University at any given time. An example of programmes deemed to have closely linked subjects, albeit potentially located in different schools/departments, might be 'Language and Linguistics' and 'English Language and Literature'.

An example of an appropriate nomination, and those with a potential conflict of interest is outlined in the diagram below.



Institution A

Ulster University

1

Language and Linguistics

English Language and Literature

Programme X



2

Language and Linguistics

Programme X



3

Programme X

Language and Linguistics

English Language and Literature



4

Language and Linguistics

Social Work

Language and Linguistics

Social Work



Should you become aware of a conflict-of-interest following appointment, this should be drawn to the attention of the programme/subject director and the Centre for Quality Enhancement (qualityenhancement@ulster.ac.uk).

Appointments are for a period of not more than four years but may exceptionally be extended for one year, with the agreement of the examiner. A period of five years should have elapsed before a former external examiner is exceptionally nominated for reappointment.

The University may terminate an appointment early, if an examiner fails to fulfil their duties, for example through non-attendance at Boards of Examiners, failure to submit an annual report or provision of false information. If your circumstances change and you wish to resign, please complete the [withdrawal form](#), giving reasonable notice whenever possible, normally at least three months effective from the end of the current academic session.

In common with other universities, the University is required by the UK Immigration Regulations to verify the right to work in the UK of any person undertaking work for the University irrespective of the type or nature of that work. Further advice is available from the School Office.

3.2 Duties

The duties of programme external examiners, and of subject external examiners for Honours degrees, include:

- a) consultation with the internal examiners, through the programme/subject director, in relation to the approval and moderation of draft assessments;
- b) consideration of the standard of marking of assessments and reporting to boards of examiners on such revisions as they consider necessary;
- c) attendance at meetings of programme/subject boards of examiners;
- d) confirmation of results, progress decisions and, where applicable, the pass and classified lists of candidates including recommendations for awards of degrees, diplomas, certificates and other academic distinctions. (A 'two tier' system operates in respect of combined Honours degrees, where undergraduate subject external examiners are responsible for award recommendations in respect of Single Honours candidates only. Similarly, recommendations for candidates for the Certificate of Personal and Professional Development or Postgraduate Certificate of Professional Development are also considered by a separate award board);
- e) commentary on overall student performance at both module and programme level, including where patterns or trends may indicate concerns about academic standards or the reliability of assessment outcomes. External examiners should specifically draw attention to instances where failure rates appear unusually high or low, where pass rates or mean marks appear inflated or depressed, or where cohort performance diverges significantly from previous years or comparable modules or programmes;
- f) submission of an annual report to the Pro-Vice-Chancellor (Academic Quality and Student Experience), in the first instance;
- g) such other duties as the Senate may specify from time to time.

3.3 Participation in the Assessment Process

While the University has agreed that, for Honours degrees, external examiners may elect, if they so wish, not to be involved in the examining process for first year undergraduate modules (Levels 3 and 4) which do not contribute to the grading of a final or exit award, their involvement is welcome. All other modules, and Level 3 and 4 undergraduate degree modules which do contribute to exit awards, require the involvement of external examiners.

Normally each module is the responsibility of only one external examiner.

In order that external examiners are able to fulfil their duties, the programme or subject director should ensure that, subject to the above proviso regarding first year undergraduate degree modules:

- a) all draft assessments and programme work assessment schemes for the modules in each external examiner's area of responsibility are provided to the external examiner for review. All assessments are expected to be moderated internally before they are sent. Requirements for the external review of draft assessments are outlined in the [Assessment Code of Practice](#) ;
- b) external examiners have access to all assessments for the modules in their area of responsibility;
- c) the External Examiner has access to all internally moderated work including moderation forms for all relevant modules. The External Examiner will discern the number of scripts to review from each sample in order to complete their quality monitoring process.

External examiners are expected to evaluate the appropriateness and effectiveness of assessed material in providing evidence of how students' work meets specified learning outcomes and to check the quality and consistency of internal examiners' judgements.

In light of this information, in fulfilment of the moderating role, external examiners may recommend adjustments to provisional marks. It is important to take account of the implications for the whole cohort to ensure equitable treatment. External examiners are also expected to provide commentary on student performance across the module as a whole, including observations on the general standard of work, the spread of marks, and the extent to which learning outcomes have been met. Such commentary supports the ongoing quality assurance of the module and contributes to the evidence base for the [Continuous Assurance of Quality Enhancement \(CAQE\)](#) process.

3.4 Visits and Induction

Board of Examiner meetings are routinely held online. However, the external examiner may be required to visit the relevant campus where programme requirements dictate that this is the case.

Students are informed about the role of the external examiner, and of the identity of those associated with their programme. While they are advised that it is inappropriate to contact external examiners directly, you may choose to meet with students as part of your visit. If you are responsible for an online programme you may also wish to have discussions with students. You are asked to advise the programme director at the earliest opportunity, so that the necessary arrangements may be made. The University will provide you with access to its virtual learning environment to help with the moderation of the assessment of assignments.

3.5 Boards of Examiners

The Terms of Reference for Boards of Examiners at Ulster University are attached as Appendix 2.

3.6 Attendance at Boards of Examiners

External examiners are welcome to attend meetings of the boards of which they are members. At least one external examiner is expected to participate in the Board of Examiners, but not necessarily through attendance. Details of attendance of external examiners will be recorded in the minutes of the Board of Examiners and in the External Examiner Report form.

4. ROLE OF CHIEF EXTERNAL EXAMINER AND PROGRESS AND AWARD BOARD

For subject-based Honours degree provision, where different subjects may be combined for Major/Minor, Joint and/or Combined (three Minor) Honours awards, a two-tier system of external examining and boards of examiners operates. Results of candidates in each subject are considered by a subject board of examiners and are moderated by a subject external examiner (see 3). Following confirmation, they are forwarded to a campus progress and award board of examiners. This board includes a chief external examiner who is concerned with ensuring fairness and impartiality in the application of award regulations and procedures.

For credit-bearing short-programme modules which contribute to the Certificate of Personal and Professional Development or the Postgraduate Certificate of Professional Development, module results, which have been moderated and confirmed at subject level, are received by an overarching award board.

Chief external examiners are members of the At Risk of Withdrawal Board of Examiners (AROW). Details of AROW Boards are contained in the [Regulations for Undergraduate and Integrated Masters Programmes](#).

4.1 Appointment

Chief external examiners are appointed by the Council on the recommendation of the Academic Standards and Quality Enhancement Committee on behalf of Senate. The criteria for appointment as set out in 3.1 apply. In addition, a chief external examiner must have experience of external examining, and for combined Honours awards, examining at Honours degree level.

For the combined Honours degrees, campus Directors of Combined Studies are responsible for submitting nominations. Chief external examiners for the Certificate of Personal and Professional Development and Postgraduate Certificate of Professional Development are nominated by a Distributed Education Board. A letter of appointment will be issued.

Appointments are for a maximum period of four years. Only exceptionally will a chief external examiner be considered for re-appointment, and after a period of five years has elapsed.

4.2 Duties

The duties of chief external examiners include:

- a) consideration of the standards of awards for combined undergraduate honours degrees or the Certificate of Personal and Professional Development or Postgraduate Certificate of Professional Development;
- b) attendance at meetings of campus progress and award boards of examiners;
- c) attendance at AROW board of examiners;
- d) confirmation of progress decisions, the pass and classified lists of candidates including recommendations for the award of degrees, diplomas, certificates and other academic distinctions;
- e) submission of an annual report to the Pro-Vice-Chancellor (Academic Quality and Student Experience) in the first instance;
- f) such other duties as the Senate may specify from time to time.

The chief external examiner does not have responsibility for the approval and moderation of assessment within subjects nor for the determination of results of candidates in modules.

4.3 Progress and Award Board

Duties of the Progress and Awards Board of Examiners are contained in Appendix 2.

4.4 Attendance

The chief external examiner is welcome to attend all meetings of the board and is required to attend the main meeting in June. Attendance is not required at the other meetings, but the chief external examiner must be consulted about decisions. In exceptional circumstances, the Pro-Vice-Chancellor (Academic Quality and Student Experience) may approve arrangements for external examining during the absence of the chief external examiner. This may include the submission of a written report or the appointment of a substitute examiner.

5. ASSESSMENT PRINCIPLES AND PROCEDURES

5.1 Principles of Assessment and Feedback for Learning

The University [Assessment Code of Practice](#) outlines University standards of practice for the design, delivery and quality assurance of assessment and acts as a key reference point for assessment related policies.

5.2 Final Awards and Final Award Bands

Information on the percentages used to determine overall gradings/ classifications of final awards is detailed in the [Regulations for Undergraduate and Integrated Masters Programmes/ Regulations for Postgraduate Taught Programmes](#).

5.3 Extenuating Circumstances

Information on Extenuating Circumstances can be found on the [University website](#).

5.4 Aegrotat and Posthumous Awards

Information on Aegrotat and Posthumous Awards is detailed in the [Regulations for Undergraduate and Integrated Masters Programmes/ Regulations for Postgraduate Taught Programmes](#).

5.5 Academic Integrity

The University Regulation on Academic Integrity and associated Academic Misconduct Procedure is available via the [University website](#).

6. EXTERNAL EXAMINER'S REPORT

Programme and subject external examiners are invited to comment on the programme/subject and the modules for which they have responsibility at the meeting of the board of examiners. External examiners are required to submit a written report to the University **within one month of attending the last meeting of the board of examiners in each academic session**. External examiners are asked to comment, in particular, on the quality of the candidates' work and their level of achievement; the assessment process; marking schemes and standards; the teaching, organisation, syllabus, coherence and structure of the programme. Please comment fully under each of the headings. Failure to submit a report will lead to termination of appointment.

A standard report form is used and is available as Appendix 3.

External examiners are asked not to identify individual students or staff by name in the report.

At the end of the period of appointment, external examiners are requested to draw attention to any significant developments or changes in standards and, if appropriate, to make suggestions for modification to the programme. A copy of the final report is sent to the external examiner's successor.

The chief external examiner's report form is shared as Appendix 3. Chief external examiners are asked to comment in particular on standards and comparability with other institutions. The report for combined Honours degrees is considered by the campus Co-ordinating Group and the Academic Standards and Quality Enhancement Committee.

External examiners may choose to submit a confidential report to the Pro-Vice-Chancellor (Academic Quality and Student Experience) or the Vice-Chancellor. If an external examiner has serious concerns about issues relating to standards and they are not satisfied with the response they receive from the University, they may avail of the [procedures of the Quality Assurance Agency for concerns](#) about standards and quality in higher education. There may be occasions when a concern is a matter for the relevant professional or regulatory body rather than the QAA.

7. FEES, EXPENSES AND TRAVEL ARRANGEMENTS

The annual fees for external examiners are approved by the People Committee for the University Council. Fees are only paid on submission of the annual report.

The University fee structure is outlined in Appendix 4.

Claims for fees and/or expenses should be submitted using a University claim form and with receipts attached. The form is available at ulster.ac.uk/finance/visitors/external-examiners, which also provides a flow chart on the process. Payment is made on receipt by the Finance Office of a properly documented and authorised claim. As bank transfers are made on a monthly basis, you should submit your form as soon as possible.

The claim for the fee (and expenses if not already submitted) should be made at the time that the annual report is submitted. If you have any difficulty with your claim, please contact the School in the first instance.

8. DATA PROTECTION AND FREEDOM OF INFORMATION ACTS

The University does not routinely publish the identity of its external examiners. Consequently, as your name and role with the University are not in the public domain, any request for such information from external bodies or individuals will not normally be met. Your name, position and institution will be made known to the students on the programme for which you are responsible.

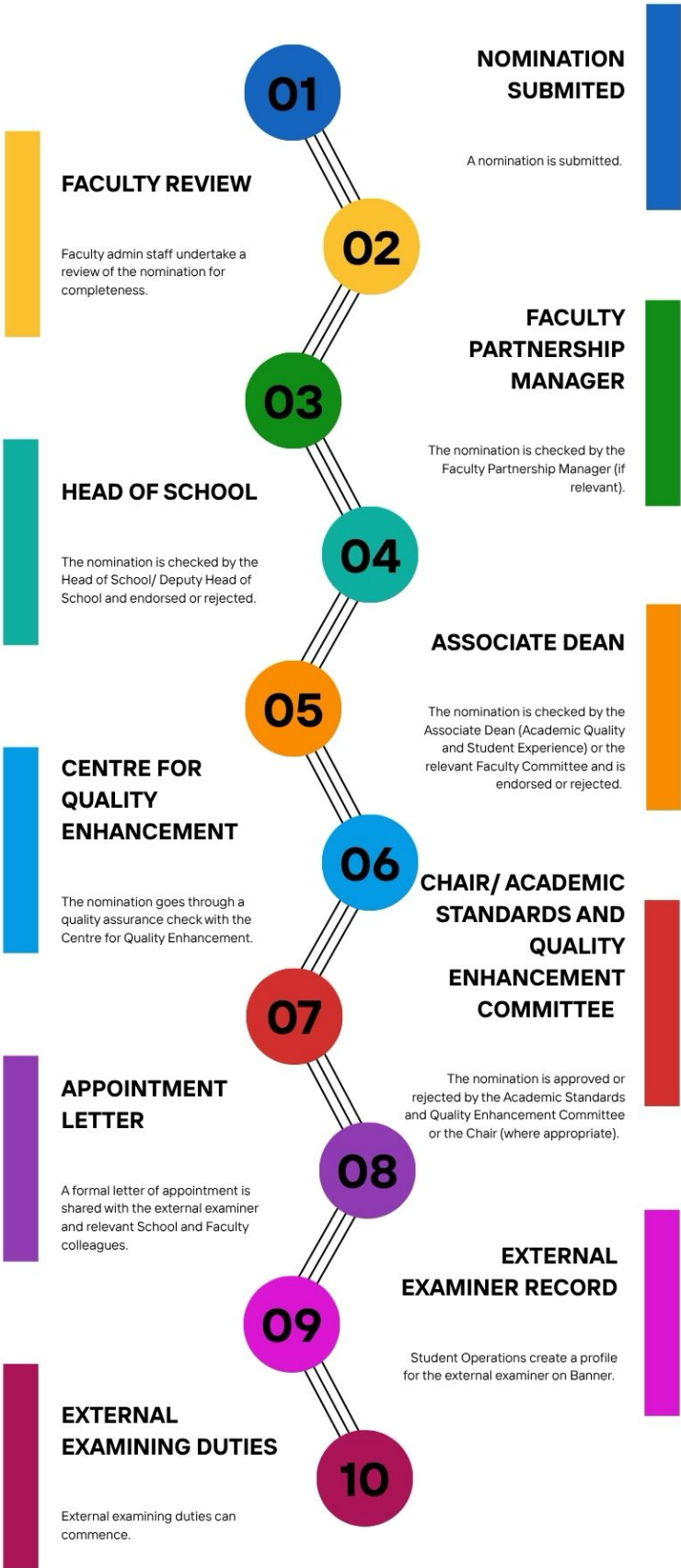
9. BACKGROUND INFORMATION

This checklist details the programme or subject-specific material which the programme/subject director normally provides to external examiners:

- programme/subject documentation, describing aims and objectives of the programme/subject strands, syllabuses and learning and teaching methods and programme and award regulations;
- previous external examiner's report(s);
- detailed information on the modules for which the external examiner is responsible and the number of students taking these modules. (Note that modules may contribute to programmes other than those referred to in the letter of appointment. Some modules are offered as short programmes);
- the assessment strategy for the programme and assessment methodology for the particular modules;
- proposals for involvement (including sampling of assessments);
- logistics including the dates of meetings and arrangements for sharing of draft assessments, marking schemes and sample scripts;
- advice on the format in which results will be provided;
- other relevant documents which may include the school's learning and teaching strategy, and the reports of professional bodies or accrediting panels.

Chief external examiners receive from the director of combined studies a list of the subjects on offer on the campus and whether they are available in Major, Main or Minor strands and a copy of the Honours degree award regulations. They will be informed of the dates of meetings and the form in which results are presented.

APPROVAL PROCESS



Procedure and Terms of Reference for Boards of Examiners – 2026/27:

These Terms of Reference cover the purpose and membership for the Boards of Examiners at Ulster University

1. Purpose

A Board of Examiners is responsible for overseeing the assessment and examination processes within the University.

2. Key Principles

Confidentiality: All decisions of a Board must remain confidential until the official release date. Members of a Board must not disclose the nature of the Board's discussions outside the meeting.

Conflict of interest: Members of the Boards of Examiners are expected to declare perceived or actual conflicts of interest at the start of a meeting of the Board of Examiners and appropriate safeguards should be established by the Board to ensure the integrity, impartiality, and fairness of the decision-making process.

Integrity and ethical conduct: Members of the Boards of Examiners are expected to act with integrity and uphold the highest standards of ethical conduct. This includes being honest and impartial, avoiding any conflicts of interest, maintaining professionalism, and ensuring that their actions reflect the values and standards of the University.

Collective decision-making: Decisions are reached by a Board of Examiners on a collaborative basis and are not attributable to any single individual.

Commitment to equality, diversity, and inclusion: Boards of Examiners are committed to fostering an environment that upholds the principles of equality, diversity, and inclusion (EDI). All members must ensure that decisions are made impartially, without discrimination or personal bias and address any potential barriers to equality and inclusion.

3. Categories of Boards of Examiners

There are four categories of Boards of Examiners:

- *Preliminary Boards of Examiners* – a Preliminary Board of Examiners is responsible for ensuring that all processes regarding assessments have been completed and collated and to recommend preliminary decisions regarding progression and awarding of qualifications to the Programme Board of Examiners or the Campus Progress and Award Board of Examiners. External Examiners are not required to attend Preliminary Boards of Examiners, however are required to participate in the process for approving and moderating assessments that are considered at the Preliminary Boards of Examiners. These Preliminary Boards are mandatory, and are required to take place at School level, with one for Undergraduate and one for Postgraduate programmes, as appropriate. The Chair of the Preliminary Board should be the School Director of Learning, Teaching and Quality or suitable nominee.
- *Programme Boards of Examiners* – Boards responsible for overseeing assessments, progression and awarding of qualifications at specific levels of the programme. The Chair of the Programme Board of Examiners should be an Associate Dean for Academic Quality and

Student Experience or a Head of School or Deputy Head of School.

- *Campus Progress and Award Boards* – Campus-based Boards responsible for assessment, progression and awarding of qualifications for Combined Honours Degree students or for students on Major/Main/Minor Honours programmes. The Chair of the Campus Progress and Award Board should be an Associate Dean for Academic Quality and Student Experience or their nominee.
- *At Risk of Withdrawal Board of Examiners* – Board responsible for considering students at risk of withdrawal, including representations from such students and making decisions based upon those representations. The Chair of the At Risk of Withdrawal Board of Examiners should be the Pro-Vice-Chancellor for Academic Quality and Student Experience, the Dean of Learning Enhancement or their nominee.

3.1 The purpose of the Preliminary Boards of Examiners shall be:

- a) to discuss and recommend preliminary decisions in respect of each candidate, for consideration at Boards of Examiners (Programme Boards of Examiners or Campus Progress and Award Boards of Examiners), in accordance with regulations and procedures prescribed by the Senate.
- b) to determine decisions on the Programme Results Sheets in respect of each student in accordance with the University Programme Regulations, using appropriate Academic Standing Codes.
- c) to consider requests for deferrals of assessments
- d) to consider recipients of prizes/Dean's List
- e) to identify cases of candidates who may be eligible for condonement, as appropriate
- f) to identify exiting candidates who are eligible for promotion to a higher band in the award classification.
- g) to check the accuracy of Programme Results Sheets
- h) to annotate the Programme Results Sheets with preliminary decisions, in advance of the Programme Boards of Examiners or Campus Progress and Award Boards of Examiners.
- i) to ensure all appropriate arrangements are in place for the Programme Boards of Examiners or Campus Progress and Award Boards of Examiners.

3.2 The purpose of Programme Boards of Examiners shall be:

- a) to review decisions made the Preliminary Boards of Examiners and to approve/revise those decisions as appropriate.
- b) to determine on behalf of the Senate the academic progress of students on the basis of their performance in examinations and other forms of assessment;
- c) where such results lead directly to a University award, to forward to the Senate and, where appropriate, to external bodies, lists of successful candidates, classified in accordance with the relevant programme regulations, with recommendations for the award of University qualifications;
- d) to ensure that the examination and assessment of candidates are conducted in accordance with regulations and procedures prescribed by the Senate;
- e) if regulations regarding the classification of final results have been revised during a candidate's period of registration, and students duly notified, to apply the regulation which gives the most favourable outcome.
- f) to deal with such other matters as the Senate may refer to them from time to time
- g) to record the final decision of the Board of Examiners in respect of each candidate on the Programme Results Sheets.

3.3 The purpose of Campus Progress and Award Boards of Examiners shall be:

- a) to receive module results obtained by candidates who are enrolled on a combined honours programme;
- b) where such results lead directly to a University award, to forward to the Senate and, where appropriate, to external bodies, lists of successful candidates, classified in accordance with the relevant programme regulations, with recommendations for the award of directly to a University qualification;
- c) to determine on behalf of the Senate the academic progress of students on the basis of their performance in examinations and other forms of assessment;
- d) to ensure that the examination and assessment of candidates are conducted in accordance with regulations and procedures prescribed by the Senate;
- e) if regulations regarding the classification of final results have been revised during a candidate's period of registration, and students duly notified, to apply the regulation which gives the most favourable outcome;
- f) to deal with such other matters as the Senate may refer to them from time to time.
- g) to record the final decision of the Board of Examiners in respect of each candidate on the Programme Results Sheets.

3.4 The purpose of the At Risk of Withdrawal Board of Examiners shall be:

- a) to receive students, and their module marks, who have been given a deferred decision by Subject or Programme Boards of Examiners, or Campus Progress and Award Boards of Examiners, as they are at risk of withdrawal from their programme of study;
- b) to determine on behalf of the Senate the academic progress of students on the basis of their performance in all forms of assessments in consideration of any new written evidence submitted by the student relating to extenuating circumstances to mitigate against a decision to withdraw the student;
- c) where such decisions lead directly to a University award, to forward to the Senate and, where appropriate, to external bodies, lists of successful candidates, classified in accordance with the relevant University regulations, with recommendations for the award of a University qualification, as appropriate. These awards will necessarily be lower exit awards based upon the remit of the At Risk of Withdrawal Board of Examiners;
- d) to deal with such other matters as the Senate may refer to them from time to time.
- e) to record the final decision of the Board of Examiners in respect of each candidate on the Programme Results Sheets.

4. Format

The Boards of Examiners outlined in section 3 shall meet as outlined in the yearly schedule for Boards of Examiners, to confirm the award of credit and student progression.

Boards of Examiners will normally meet online but may convene in person as required for the programme(s) under consideration. Preliminary Boards may be held either online or in person. Online meetings will be conducted on a University-approved platform.

5. Membership and Quoracy

- a. The membership of the Programme or Campus Progress and Award Boards of Examiners shall include:
 - i. Internal Examiners (Programme Director, module coordinators and module tutors)
 - ii. External Examiners ¹

¹ at least one external examiner is expected to participate in the Board of Examiners, but not necessarily through attendance. Details of attendance of external examiners will be recorded in the minutes of the Board of Examiners and in the External Examiner Report form.

- iii. The Head of School in which the programme is located (ex-officio) or their nominee.
 - iv. The Chairperson of the Board of Examiners
 - v. School/Faculty Administrative Officer
 - vi. Faculty Partnership Managers, or nominee
 - vii. A representative from Student Operations will be assigned to support the Programme or Campus Progress and Award Board of Examiners, but not necessarily through attendance.
- b. The membership of the Preliminary Boards of Examiners shall include:
- i. Internal Examiners (Programme Director, module coordinators and module tutors)
 - ii. The Chairperson of the Board of Examiners
 - iii. School/Faculty Administrative Officer
 - iv. Faculty Partnership Managers, or nominee
 - v. A representative from Student Operations will attend the Preliminary Board of Examiners in an advisory capacity.
- c. The membership of AROW Board of Examiners shall be include:
- i. The AROW Board Chair (a Senior Officer or a nominee thereof: normally the Pro-Vice-Chancellor for Academic Quality and Student Experience, Dean of Learning Enhancement or their nominee)
 - ii. Chief External Examiner for AROW
 - iii. A representative from Student Operations
 - iv. Chair/Deputy Chair, University Regulations Sub Committee
 - v. Faculty Administrative Officer or nominee
 - vi. Head of School or Director of Learning, Teaching and Quality or other designated representative from the respective Schools being considered at the AROW Board

The arrangements for chairing the respective Board are outlined in section 3. In the absence of the designated Chairperson, the board shall be chaired by a person appointed by the Senior Officer responsible acting on the authority of the Senate.

A quorum for a Preliminary Boards of Examiners is the Chair, Programme Director (or one nominee) from the School in which the students are based, a representative from Student Operations and the School/Faculty Administrative Officer.

A quorum for a Programme or Campus Progress and Award Boards of Examiners is the Chair, Programme Director (or one nominee) from the School in which the students are based, a representative from Student Operations or the School/Faculty Administrative Officer.

A quorum for an AROW Board of Examiners is the Chair, Head of School or Director of Learning, Teaching and Quality in which the students are based and a representative from Student Operations.

6. Responsibilities

6.1 Chair of the Boards of Examiners:

The main responsibilities of the Chair of the Board of Examiners are to:

- a) Convene the Board in liaison with the Faculty/Administrative staff
- b) Advise members on the remit and format of the Board.
- c) Have an up-to-date understanding of the relevant University regulations and processes and ensure they are applied consistently
- d) Confirm that the Board is quorate

- e) Ensure all agenda items are covered in a timely manner
- f) Invite External Examiners, where present, to make verbal reports
- g) To submit exceptional requests for departure from the University Regulations Sub Committee for approval
- h) Confirm and follow-up where Chair's actions are needed for decisions that could not be taken during the meeting.

6.2 Programme Director:

The main responsibilities of the Programme Director at the Board of Examiners are to:

- a) Attend all Boards for which they are a member or, exceptionally, appoint a suitable nominee
- b) Ensure that modules have arrangements in place for quality monitoring of internal moderation by the External Examiner and that arrangements have been made for the External Examiner to attend at least one Board of Examiners each year. This would include approval of all assessments and ensuring External Examiner access to samples of student work.
- c) Ensure that module results are confirmed by internal moderation and that marks are entered on the Programme Results Sheets in line with the deadlines outlined in the Calendar of Assessment.
- d) Ensure, in liaison with the Faculty/School Administrative staff, that External Examiners have been invited as required after considering the attendance pattern at all Boards
- e) Present the Programme Results Sheets to the Board, along with proposed decisions and, where appropriate, to outline cases where decisions require additional discussion.

6.3 External Examiner:

The main responsibilities of the External Examiners at the Board of Examiners are to:

- a) Assure the appropriateness, level and fairness of the marking and moderation process;
- b) Ensure that all decisions are consistent and that the University Regulations are applied;
- c) Comment on the quality and standards of the programme, the assessment process and students' performance in relation to those standards;
- d) Make recommendations for programme enhancements.

6.4 Faculty/School

Administrative

Staff:

The main responsibilities of the Faculty/School Administrative Staff at the Board of Examiners are to:

- a) Make arrangements for convening the meeting, i.e. booking the room/organising virtual meetings, publishing the agenda;
- b) Take the minutes of the meeting, noting any relevant comments which may be considered at a subsequent programme committee meeting and to publish these in the appropriate approved repository for such minutes;
- c) Record recipients' prizes on the Prizes SharePoint database and informing the Centre for Curriculum, Enhancement and Approval;
- d) To support the presentation of Programme Results Sheets in liaison with the Programme Director (or appointed nominee).

6.5 Student Operations:

The main responsibilities of the Student Operations Staff at the Board of Examiners are to:

- a) Publish University-approved dates for Boards of Examiners as part of the Calendar of Assessments and to ensure that all Boards of Examiners meetings are scheduled within agreed deadlines;
- b) Advise the Boards of Examiners on regulatory parameters, as needed, and on the application of decisions, ensuring a consistent approach to decision-making across Schools and to advise where a waiver of regulations, approved by the Regulations Sub Committee, is required;
- c) Advise on the application of University regulations for programmes of study;
- d) Ensure that decisions recorded on the Programme Results Sheets are recorded on the relevant data management systems.

6.6 Chair of the AROW Board of Examiners:

The main responsibilities of the Chair of the AROW Board of Examiners are to:

- a) Convene the Board in liaison with Student Operations and Faculty Administrative staff
- b) Advise members on the remit and format of the Board.
- c) Have an up-to-date understanding of the relevant University regulations and processes and ensure they are applied consistently
- d) Confirm that the Board is quorate
- e) To present the decision proposed by the Chair of Regulations Sub Committee for each case and, to invite commentary on cases where an ARW1 form has been submitted, as appropriate.
- f) Ensure all agenda items are covered in a timely manner
- g) Invite the AROW External Examiner, where present, to make verbal reports
- h) Confirm and follow-up where Chair's actions are needed for decisions that could not be taken during the meeting.

6.7 Chair/Deputy Chair of University Regulations Sub-Committee:

The main responsibilities Chair/Deputy Chair of the University Regulations Sub Committee at the AROW Board of Examiners are to:

- a) To review the ARW1 form and associated evidence presented as appropriate for students deemed at risk of withdrawal and to propose a decision in each case
- b) To propose decisions for students considered by the AROW Board who have not submitted ARW1 forms.
- c) To liaise with Faculties regarding proposed decisions for students deemed to be at risk of withdrawal in advance of the Board.

6.8 Head of School or Director of Learning, Teaching and Student Quality:

The main responsibilities of the Head of School or Director of Learning, Teaching and Student Quality Director at the AROW Board of Examiners are to:

- a) Attend the designated AROW Board for which they are a member or, with prior permission of the Chair, to nominate a suitable alternative
- b) To respond to the Chair/Deputy Chair of the University Sub Committee regarding proposed decisions for students deemed to be at risk of withdrawal in advance of the Board so that the recommendations to the Board represent an agreed position
- c) Provide a School-based update/commentary on each case presented at AROW, where an

ARW1 form has been submitted.

6.9 Chief External Examiner for AROW:

The main responsibilities of the Chief External Examiner for the AROW Board of Examiners are to:

- a) Ensure that all decisions are consistent and that the University Regulations are applied fairly;
- b) Make recommendations for enhancements to the AROW process.

6.10 Faculty/School Administrative Staff:

The main responsibilities of the Faculty/School Administrative Staff at the AROW Board of Examiners are to:

- a) Take the minutes of the meeting, noting any relevant comments which may be considered at a subsequent programme committee meeting and to publish these in the appropriate approved repository for such minutes;
- b) To support the presentation of Programme Results Sheets, and associated annotation of coding.

6.11 Student Operations

The main responsibilities of the Student Operations Staff at the Board of Examiners are to:

- a) Publish University-approved dates for Boards of Examiners as part of the Calendar of Assessments and to ensure that all Boards of Examiners meetings are scheduled within agreed deadlines;
- b) Make arrangements for convening the meeting, i.e. booking the room/organising virtual meetings, publishing the agenda;
- c) Advise the Boards of Examiners on regulatory parameters, as needed, and on the application of decisions, ensuring a consistent approach to decision-making
- d) Advise on the application of University regulations for programmes of study;
- e) Ensure that decisions recorded on the Programme Results Sheets are recorded on the relevant data management systems.

7. Agenda

All Boards of Examiners are required to keep minutes of proceedings, based on the agenda outlined below. This must record the decisions of the Board and summarise any factors taken into account when decisions were made. An electronic form will be used to record the minutes of each Board of Examiners. The agenda and subsequent minutes should be recorded in the appropriate repository, approved by Student Operations.

The Agenda for Boards of Examiners is set out below:

- a. Attendance, apologies and confirmation of quoracy
- b. Declaration of conflicts of interest
- c. Chair's communications
- d. Regulations or approved departures
- e. Receipt of accepted claims of Extenuating Circumstances
- f. External Examining arrangements and comments
- g. Consideration of Candidates' Results

- h.** Arrangements for publication of Results
- i.** Arrangements for AROW and/or Appeal Procedure
- j.** Prizes and Awards

The Agenda for AROW Boards of Examiners is set out below:

- a.** Attendance, apologies and confirmation of quoracy
- b.** Declaration of conflicts of interest
- c.** Chair's communications
- d.** Consideration of Candidates' cases
- e.** Arrangements for publication of Results
- f.** Arrangements for Appeal Procedure

ULSTER UNIVERSITY

Belfast/Coleraine/Derry~Londonderry
(delete as appropriate)

EXTERNAL EXAMINER'S REPORT FORM

1 Name of External Examiner	Academic Session
2 Title of programme(s) and/or Honours subject*	
3 Programme codes	
4 Name of Programme/Subject Director	
5 Number of External Examiners reporting on each of the above programmes	
6 Partner Institution (if applicable)	
7 Subject areas of strands ⁺	

*2 A programme is a distinct integrated programme of study leading to an award. Subjects contribute to a range of combined undergraduate honours degree programmes. They have designated titles.

*7 For programmes, please state subject areas covered. For Honours subjects within combined degrees, please state whether Single Honours, Major, Main and/or Minor subject strands.

NOTE: HEADINGS 1-7 SHOULD BE COMPLETED BY THE FACULTY BEFORE THE FORM IS FORWARDED TO THE EXTERNAL EXAMINER.

Guidance notes on completion of report form

You are asked to submit your report using this form to Professor Odette Hutchinson, Pro-Vice-Chancellor (Academic Quality and Student Experience), within one month of attending the last meeting of the Board of Examiners in each academic session.

Please send the completed report form by e-mail to: eereports@ulster.ac.uk

Your comments are sought on the areas indicated. Specific issues that may be addressed under each heading are itemised, and the University would be grateful if you would respond fully in each section. A checklist, as recommended by the UUK/GuildHE Review of External Examining (2011), has been included for your use. Please indicate if any comments made in your previous report have not been addressed. Your report need not be restricted to the areas specified, and you should feel free to comment in Section 10 on any other matters that you consider relevant. **Please distinguish between suggestions for consideration and recommendations for action by the Programme/Subject Committee.** If you prefer, you may produce a word-processed report using the headings included in this form instead of using the actual form.

Your report will be considered on behalf of the Senate in the first instance by the appropriate Programme/Subject Committee(s) and you will receive a response to the substantive matters that you raise. Your report and the response will be considered subsequently as part of the Annual Monitoring process. The report (or a summary) will also be discussed with student representatives and the report will be made available in full to all students on the programme. You are asked not to identify individual students or staff members by name.

In addition, you may choose to submit a confidential report to the Deputy Vice-Chancellor or the Vice-Chancellor.

Final report

At the end of your period of appointment as External Examiner, it would be helpful if your final report would draw attention in Section 10 to any significant developments or changes in standards relating to the programme or subject which you observed during your appointment, and include if appropriate any suggestions for modification to the programme of study. A copy of your final report will be sent to your successor as External Examiner.

1. YOUR PARTICIPATION IN THE MODERATION PROCESS

Please include comments on: the sufficiency of the information given concerning your role as External Examiner; the usefulness of relevant documentation received (including regulations and assessment criteria); the opportunity given to approve examination papers and assignments; opportunities for inspection and adequacy of samples of examination scripts and written assignments; attendance at oral examinations, student performances or presentations; involvement in meetings of examiners; and the conduct of the Board of Examiners. (The attached checklist may assist you.)

2. APPROPRIATENESS OF THE STRUCTURE AND CONTENT OF THE PROGRAMME OR SUBJECT AND MODULES

Please comment on whether the structure and content of the programme/subject strand and its component modules are coherent and appropriate to the level of the qualification, the subject area, and the particular aims of the programme/subject. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information. The University's learning and teaching strategy expects programmes to be underpinned by current and appropriate discipline-specific and pedagogic research and scholarship. Have you found evidence of research/ scholarship informing the curriculum and its pedagogy?

3. ASSESSMENT

Please comment on whether the methods of assessment, marking, and classification (if applicable) are appropriate to the aims, intended learning outcomes, structure, and content of the programme/subject strand; whether the assessment criteria, marking schemes and classification are set at the appropriate level; whether the method of final assessment allows for appropriate discrimination between candidates; and student awareness of the assessment scheme and criteria. Please include reference to national subject benchmarks, the national qualifications framework (including outcome classification descriptions for Level 6 Honours degrees, where applicable), the programme specification, professional practice standards as they relate to the award and other relevant information.

4. MARKING STANDARDS

Please comment on whether the internal marking was conducted rigorously and impartially, with the schemes for marking and classification being consistently applied; whether the final assessment of the candidates was fair and in accordance with the criteria for marking and classification (including classification descriptions for Level 6 Honours degrees, where applicable); and the consistency of standards applied across modules.

5. GENERAL QUALITY OF CANDIDATES' WORK

Please comment on your overall impression of the quality of the candidates and their achievements and whether you are satisfied that the general quality of work reflects the level of qualification and the aims and intended outcomes of the programme/subject strand. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.

6. STUDENT LEARNING

Please comment on whether the range of assessment methods and outcomes provides evidence of effective student learning. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.

7. COMPARABILITY WITH PROGRAMMES OF STUDY AT OTHER INSTITUTIONS

Based on your experience, please indicate whether you consider that the standards of the programme/subject strand and its assessment, and of student performance, are comparable with those at other institutions. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.

8. ADMINISTRATION OF THE ASSESSMENT PROCESS

Please comment on the procedures followed and the administrative arrangements and their appropriateness and effectiveness, and the adequacy of the support provided to you.

9. STUDENT CONSULTATION

Please list any matters identified by you or by students (where you have met them) which might be appropriate for discussion with students at the Staff/Student Consultative Committee(s) or through other means.

10. OTHER COMMENTS

Please indicate what you consider to be the best features of the programme/subject, its strengths and weaknesses. Add any other comments which you would wish to make, including possible improvements, based on your experience elsewhere. Please distinguish between recommendations and suggestions for consideration.

Any use or publication of the report is the sole responsibility of Ulster University.

Signature:

Date:

External examiner's report checklist

	Y	N	N/A
Programme materials			
Did you receive:			
a. Programme/subject handbook(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programme regulations (these may be in the programme/subject handbook)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Module descriptions (these may be in the programme handbook)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assessment briefs/marketing criteria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Draft examination papers			
a. (i) Did you receive all the draft papers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If not, was this at your request?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. (i) Were the nature and level of the questions appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If not, were suitable arrangements made to consider your comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were suitable arrangements made to consider your comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marking examination scripts			
a. (i) Did you receive a sufficient number of scripts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If you did not receive all the scripts, was the method of selection satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were the general standard and consistency of marking appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissertations/project reports			
a. Was the choice of subjects for dissertations appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were the method and standard of assessment appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework/continuously assessed work			
a. Was sufficient coursework made available to you for assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were the method and general standard of marking and consistency satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orals/performances/recitals/appropriate professional placements			
a. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final examiners' meeting			
a. Were you able to attend the meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Was the meeting conducted to your satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were you satisfied with the recommendations of the Board of Examiners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed _____ Date _____

UNIVERSITY OF ULSTER

CHIEF EXTERNAL EXAMINER'S REPORT FORM

Campus:	Academic Session:
Name of External Examiner:	
Name of Director of Combined Studies:	
Address:	

Guidance notes on completion of report form (This form should only be used by the campus Chief External Examiner for undergraduate Honours provision or by the Chief External Examiner for the Certificate of Personal and Professional Development or the Postgraduate Certificate of Personal Development)

You are asked to submit your report using this form to Professor Odette Hutchinson, Academic Quality and Student Experience, within one month of attending the meeting of the Progress and Award Board of Examiners.

Please send the completed report form by e-mail to: eereports@ulster.ac.uk

Your comments are sought on the areas indicated. Specific issues that may be addressed under each heading are itemised, and the University would be grateful if you would respond fully in each case. Please indicate if any comments made in your previous report have not been adequately addressed. Your report need not be restricted to the areas specified, and you should feel free to comment in Section 6 on any other matters that you consider relevant. **Please distinguish between suggestions for consideration and recommendations for action.** If you prefer, you may produce a word-processed report using the headings included in this form instead of using the actual form.

Your report will be considered on behalf of the Senate in the first instance by the appropriate Campus Co-ordinating Group and you will receive a response to the substantive matters that you raise. Your report and the response will be considered subsequently by the Academic Standards and Quality Enhancement Committee. The membership of the Campus Co-ordinating Group includes the Subject Directors for the subjects contributing to the combined undergraduate Honours programme on the campus.

Your report in full will be made available to all Combined Honours students.

In addition, you may choose to submit a confidential report to the Pro-Vice-Chancellor (Academic Quality and Student Experience) or the Vice-Chancellor.

Final report

At the end of your period of appointment as Chief External Examiner, it would be helpful if your final report would draw attention in Section 6 to any significant developments or changes in standards which you observed during your appointment, and include if appropriate any suggestions for modification.

A copy of your final report will be sent to your successor as Chief External Examiner.

Your claim form should be sent to the relevant Faculty Office.

1 YOUR ROLE

Please include comments on: the sufficiency of the information given concerning your role as Chief External Examiner; the usefulness of relevant documentation received (including award regulations) and the opportunities provided to enable you to discharge your responsibilities including attendance at and involvement in meetings of examiners.

2 CONDUCT OF MEETING

Please comment on whether the Progress and Award Board was conducted rigorously and impartially, with the regulations for student progress, failure, and final classification being consistently and correctly applied.

3 STANDARDS

Please comment on any issues to which you would wish to draw attention. Please draw attention to any significant indicators relating to overall performance within subjects compared by strand (Major, Main, Minor) or between subjects.

4 COMPARABILITY WITH PROGRAMMES OF STUDY AT OTHER INSTITUTIONS

Based on your experience, please indicate whether you consider that the standards of the awards and of student performance are comparable with those at other institutions. Please include reference to the national qualifications framework.

5 ADMINISTRATION OF THE ASSESSMENT PROCESS

Please comment on the procedures followed and the administrative arrangements and their effectiveness.

6 OTHER COMMENTS

Please indicate what you consider to be the best features of the combined Honours scheme strengths and weaknesses. Add any other comments which you would wish to make including its possible improvements based on your experience elsewhere. Please distinguish between recommendations and suggestions for consideration.

Any use or publication of the report is the sole responsibility of the University of Ulster.

ULSTER UNIVERSITY

ANNUAL FEES FOR EXTERNAL EXAMINERS (TAUGHT COURSES)

While all programme external examiners have responsibilities in regard to the award for the course to which they are appointed, they are usually assigned specific module duties, and it is on this basis that the actual fee is calculated for programme or subject external examiners.

The fee for external examiners is related to the credit value of the modules for which they scrutinise assessment papers/ schemes and the sampling of assessment to ensure the consistent application of internal moderation procedures and to confirm that academic standards are comparable with those of the sector.

The fee payable to external examiners should be determined in accordance with the following scales.

<u>Description</u>	<u>Fee</u>
<u>Modules to a combined value of less than 120 credit points</u>	<u>£200</u>
<u>Modules to a combined value of 120 credit points or more</u>	<u>£400</u>

Additional Fees

External Examiners should be awarded an additional fee in line with the following scale, if applicable.

<u>Description</u>	<u>Fee</u>
<u>Attendance at Boards of Examiners for a period exceeding 48 consecutive hours</u>	<u>£75</u>
<u>Chief External Examiner</u>	<u>£400</u>

Expenses

Visits to the University may be required during the period of an external examiner's appointment and the frequency and number of visits will be determined by the School responsible for the programme. Travel and related expenses will be reimbursed in line with the following.

Travel

First class rail and boat fares, tourist air fares, public transport fares, taxi fares (if no other form of transport is available, or if the time saved as a result is of great importance).

Subsistence

- (i) accommodation (payment for bed and breakfast will be made directly to the hotel by the University);
- (ii) claims for out-of-pocket expenses up to £25 for each 24-hour period of required attendance. Such claims should be made on the [claimant portal](#) and should be supported by receipts.