

Liverpool Hope University

External Examiner Guidance: 2025

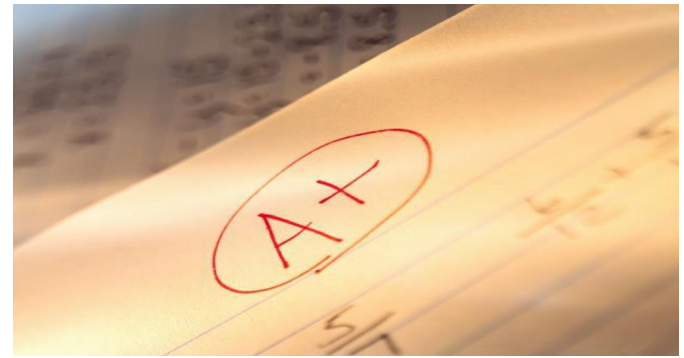
Guide 3:

Examining Procedures at Liverpool Hope

Dr Cathy Walsh University Registrar



1. Publication of results (a)



❑ Electronically:

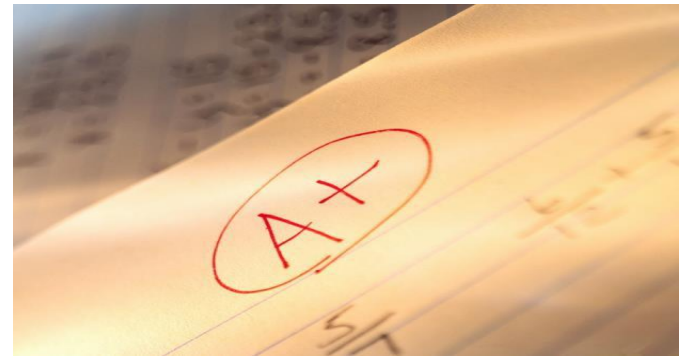
- summary via email;
- full details via the website;
- all read from data approved by Boards of Examiners.

❑ Email Summary:

- Progression / Award Status, for example.....
 - Progress to next level of study
 - Award first class honours
 - Retake failed blocks of Study
 - Further work required at current Level of Study
 - Each message contains a simple explanation and details of what action is needed or advised.

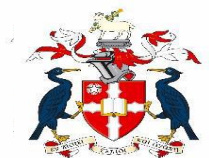


1. Publication of results (b)

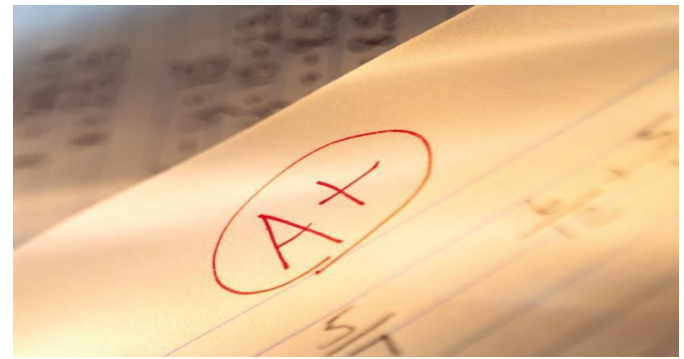


❑ Full Details [continued on next slide]

- Progression / Award Status & explanation.
- Overall Grade & Mark for each undergrad. block or postgrad. module.
 - AA, A+, A, A-, B+, B, B-, C+, C, C-, D, E [undergraduate pass grades]
 - PD, PM, P [postgraduate pass grades]
 - FQ, F+, F, F-, U etc. [fail grades]
 - M etc. [mitigating circumstances grades]
- Overall Result for each undergraduate block or postgraduate module.
 - Pass
 - “Not Yet Passed”
 - ✓ [for fail grades: reassessment opportunity;
 - ✓ [for “M” grades: deferred initial assessment opportunity].
 - ➤ Fail
 - ✓ [no reassessment opportunity].



1. Publication of results (c)



❑ Full Details [continued from previous slide]

- Explanation of what Pass / Not Yet Passed / Fail mean, and what action is needed or advised.
- Grade and mark for every assessment component.

Key Themes Exam	M	0
Major Authors Essay	C	54
Practical Portfolio	B+	68
Placement Learning	P	PASS

- Where applicable, a [re]assessment date for every component for which the student has an M, F or U grade, and a further assessment opportunity has been granted.



Assessment Boards

- All students are considered at Subject meetings where marks, grades & results will be ratified for u/g blocks or p/g modules;
- Overall Continuation/ Award outcomes for Single Honours students and Combined Honours students whose subjects both fall within the School will also be considered.
- The University Board then considers:
 - i. The Assessment, Continuation and Award outcomes recommended by the SchoolBoard for Single and Combined in one School students
 - ii. The agreed assessment outcomes for cross School Combined Honours students and decides on their continuation/ award status.

The use of the University Assessment Board adds an 'oversight' mechanism to the system to ensure consistency of outcomes.



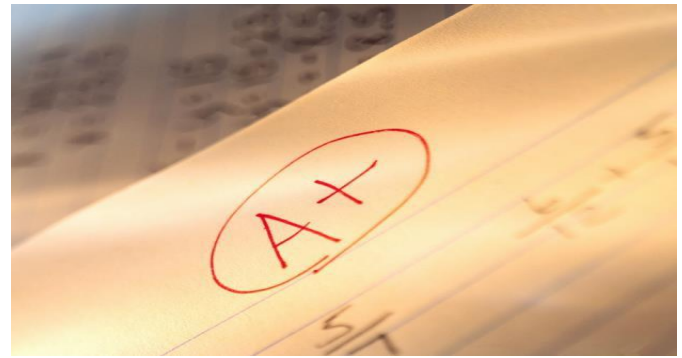
Membership of Assessment Meetings/ Boards

- Subject Meetings – consist of internal examiners, Chaired by Head of Subject
- School Boards – senior representative of each subject as agreed with the Head of School (Chair)
- University Board – Deputy Vice Chancellor and Provost (Chair), Registrar and University Executive Board members as appropriate.



4. Role of External Examiners

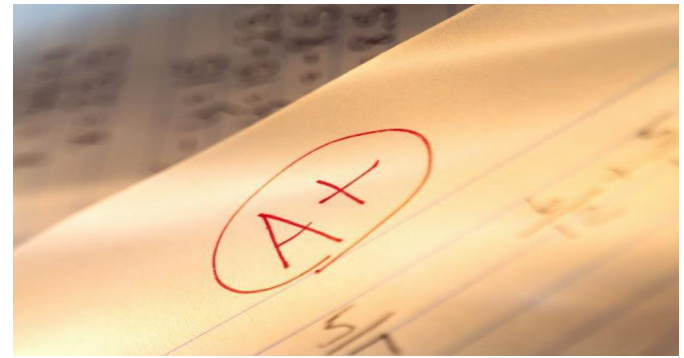
general



- ☐ Ensure that assessment processes and standards are applied appropriately, consistently and fairly.
- ☐ Judge whether or not the learning outcomes of each U/G block or P/G module have been met.
- ☐ Ensure that the learning outcomes are appropriate in the light of national standards and benchmarks.
- ☐ Measure the outcomes against the appropriate programme specifications.
- ☐ Attend the School Continuation and Award Board (in some cases you may be asked to attend the Subject meeting if the Head of School feels that is more appropriate)

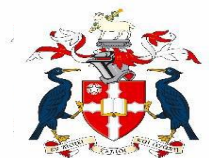


4. Role of External Examiners *moderating work (a)*

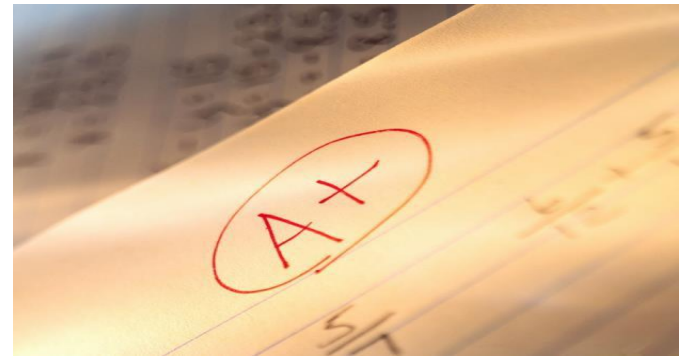


❑ Regulations

- “It is not the role of the external examiner to act as a third marker where there is a disagreement between two internal markers. It is the responsibility of the internal markers to seek to come to an agreed grading and for the external examiner to confirm, or otherwise, the validity of that decision.”
- “Although an External Examiner is entitled, on the basis of his/her scrutiny of a sample of work, to propose that, overall, the marks awarded on a module should be raised or lowered, she/he should not normally adjust the marks awarded to individual candidates whose work was included in the sample.”
- “An External Examiner may reach the conclusion that the standards applied to the sample have been over-generous or too harsh and, as a consequence, may propose a change to the grades awarded. In such circumstances, internal examiners should reconsider the marks awarded to the whole cohort, not just to those students whose work was included in the sample.”



4. Role of External Examiners *moderating work (b)*



□ Guidance

- Please focus on whether broad standards are appropriate to those detailed in our assessment descriptors.

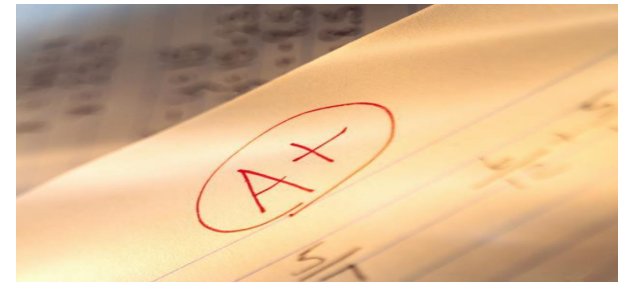
E.g.

- At Level M[7] are assessments marked at 70+ consistent with the award of a Distinction?
- At Level H[6] are marks of 60-64 indicative of low 2i work?
- Any adjustments agreed following external moderation will be applied to individual assessment components, NOT direct to overall aggregates.
 - As a result, aggregates will always be based solely on the marks for individual assessments.



4. Role of External Examiners

samples of work

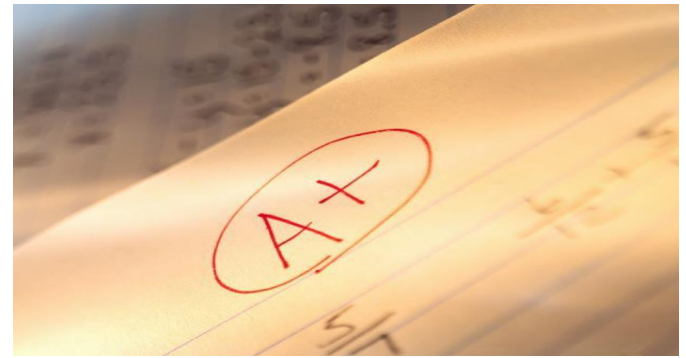


- ☐ You must be able to examine students' work for a range of assessments for each module/block in your remit. ["All assessments must be undertaken in a way that enables external moderation".]
- ☐ Negotiate samples with your Schools. You can request further work if you cannot reach a judgement about standards.
- ☐ Samples are expected to include:
 - work within the first class band [for undergraduates] or the distinction band [for postgraduates];
 - fails [particularly fails close to key boundaries];
 - a representative sample of other work [including, for undergraduates, a sample of work within each of the mark ranges corresponding to particular degree classifications];
 - work from all Levels of Study [but Level C(4) can be less extensive].



4. Role of External Examiners

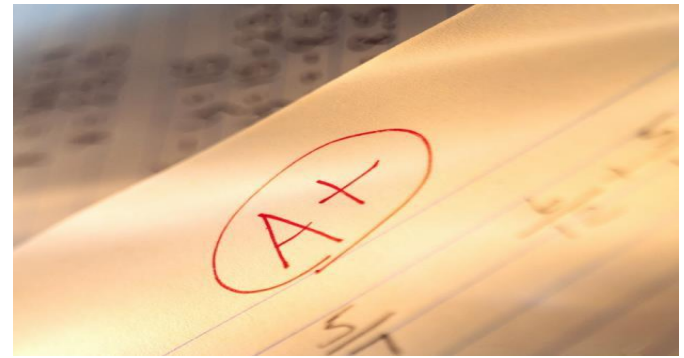
approval of proposed assessments



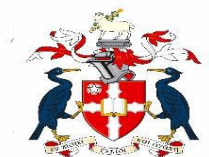
- ☐ You should be asked to comment on **draft coursework assessments** as well as **draft exam papers**, before they are issued to students.
- ☐ Please scrutinise carefully!



4. Role of External Examiners *in the School Continuation and Award Board*



- ☐ Attend at least one Board a year.
- ☐ Give oral comments about: overall standards, examples of good practice, how the curriculum and/or its assessment procedures might be enhanced.
- ☐ Help the Board to identify and consider any generic issues that should be drawn to the attention of the University.
- ☐ Ensure that the procedures for determining students' entitlement to progress or to receive an award, are applied appropriately, consistently, fairly and in line with the University's regulations and conventions.



External Examiners at Subject Meetings

- You may be invited to the Subject meeting rather than the School CAB.
- This is usually because the Head of School is aware that you are an examiner for a provision with mostly combined honours students and these students will not appear at the School CAB.



5. And finally...

- ☐ We hope you have found this presentation useful.
- ☐ If you have any queries please email Dr Cathy Walsh [University Registrar] at walshc@hope.ac.uk

