Code of practice for external examining: taught programmes

Academic year 2026/27

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Applicability

1. This *Code of practice* for external examining applies to all of the University's taught provision at both undergraduate and taught postgraduate level, including provision within its Accredited Institutions (AI)[1] and other partnership arrangements[2], leading to University of Surrey awards.

Purpose of the *Code*

2. External examining is an essential part of the way in which the University of Surrey demonstrates that the standards of its awards and the quality of its taught programmes are secure.

3. The external examining system ensures that awards at the same level and in similar subjects are comparable with those in different higher education providers in the UK, though their content and structures may vary. It also ensures that the system of assessment is fair and is fairly operated in the determination of awards made to students.

4. This *Code of practice* aims to assist the University, its external examiners, and its staff and students by setting out how national and University expectations concerning external examining are met. It sets out the University's requirements of its external examiners and of the ways in which they are used across the University, and their participation in its programmes and the awards process.

The national context

5. UK universities offer their own awards under their degree awarding powers. Each university is responsible for the standards it sets for its awards and the quality of the programmes of study it provides leading to those awards, wherever and however provided, including with partners. Universities are expected to be able to demonstrate that they have undertaken rigorous quality assurance that ensures that the standards of achievement of graduating students meet national and, increasingly, international expectations, and that the quality of the learning opportunities provided give students a fair and reasonable opportunity to complete their programme of study successfully. This is in line with the Office for Students' B4 condition of registration (Assessment and Awards), and the credibility of awards and qualifications over time.

6. This *Code of practice* is informed by the *UK Quality Code for Higher Education* (2024) and the *External Examining Principles*, developed by the Quality Assurance Agency (QAA) and agreed by the UK Standing Committee for Quality Assessment (UKSCQA) in August 2022. These principles are also appended to the UKSCQA's *Statement of Intent on Degree Classifications*.

Academic judgement

7. The academic judgement of its staff is an essential basis for the University of Surrey's quality culture. The University expects its staff to exercise their academic judgement in ways that are evidence based, fair and reasonable, and pertinent to the expectations of their academic discipline/field of professional study. The University's external examining system is designed and intended to demonstrate and support the proper exercise of academic judgement.

8. The University expects its staff and external examiners to apply their academic judgement in ways that demonstrate broad comparability of standards and quality

[1] Reference to Faculty/School should also be taken to include the relevant area within the AI.
[2] Where there is any deviation for a partnership arrangement this will be covered in a Quality Handbook for that partnership.

with the national norms associated with their specific fields of study and/or practice. Furthermore, it expects its staff and external examiners to be able to act consistently in meeting the University's requirements concerning the exercise of academic judgement and its management.

9. External examiners work within the context of their discipline and the particular programme and modules that they are asked to consider. They are expected to do this in two regards:

- The academic context – in which they consider and comment on the exercise of academic judgement concerned with the delivery and assessment of the programme or its components. Here, external examiners are looking for comparability against national standards[3] and against other similar institutions/programmes, and consistency within and between those University programme(s) and/or components they are acting as an external for;
- The administrative/management context – here, external examiners are required to comment on (and confirm where appropriate) the consistency of procedural aspects and, additionally, that procedures are appropriate for the outcomes they are intended to cover/deliver.

10. Comparability focuses on standards and student achievement in one or more of the following ways (according to the specific role of each external examiner):

- Across the modules within a single programme (considerate of level);
- Across programmes within a single subject area within the University;
- Across programmes within a single subject area in other similar institutions of which the external examiner has experience;
- Any of the above, across cohorts during the examiner's period of appointment.

11. Consistency applies to the management by the University of student assessment and external examining, and the ways in which the outcomes of student achievements are dealt with.

Eligibility criteria, nomination and approval process

12. The nomination process for a new external examiner starts with Academic Quality Services (AQS), where checks are made each year on the distribution of external examiners required for new programmes and to replace those whose term of office is due to expire at the end of the academic year.

13. The University has adopted the person specification for an external examiner which was set out in Chapter B7 of the QAA Quality Code (2013-2018), and which is as follows:

(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;

[3] National standards are to be found within the Framework for Higher Education Qualifications (FHEQ) and Subject Benchmark Statements.

(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.

14. The University's eligibility criteria do not allow the appointment of external examiners in the following categories or circumstances[4]:

(i) a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners;

(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 institution, 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 institution;

(viii) the succession of an external examiner by a colleague from the examiner's home department and institution;

[4] A record is maintained of where the University's academics conduct external examining for other institutions and/or engage with collaborative research activities elsewhere.

(ix) the appointment of more than one external examiner from the same department of the same institution;

(x) anyone who has previously served as external examiner for the same programme at any time within the previous five years;

(xi) anyone who already holds two or more concurrent appointments as external examiner at first degree and/or higher degree levels.

15. Where Academic Quality Services has identified a need for a new external examiner, the relevant programme team should identify suitable candidates. Nomination forms for external examiners and other related documentation are available on the External Examiners' web pages. All submitted forms should be checked and approved on behalf of the Faculty by the relevant Associate Head of Education. The completed nomination paperwork should be sent to externalexaminers@surrey.ac.uk for the University-level compliance checks and approval stage.

16. Nominations are then approved, if they meet the criteria in paragraphs 13 and 14 above, by a nominated member of the Academic Quality Services on behalf of the Pro-Vice-Chancellor, Education. Academic Quality Services submits regular reports on new external examiners' appointments and outstanding vacant positions to the Quality Enhancement and Standards Subcommittee (QESC) for consideration.

17. All new external examiners' appointments should be made in time for the new academic year, at the latest normally by the end of September. If a programme team is unable to appoint a suitable candidate by the specified deadline, they should inform Academic Quality Services, copying in their relevant Associate Head of Education, as soon as possible by e-mailing externalexaminers@surrey.ac.uk with the following details:

    a. Information on which potential candidates have been approached and their home institution/organisation;

    b. Confirmation that existing external examiners have been approached and are unable to take on/cover the vacant position in addition to their workload, whether for a short period or for the remainder of their appointment.

18. Academic Quality Services will work with the relevant programme team to determine next steps, which may include extending the outgoing external examiner's appointment by one year, advertising the position through external distribution lists, etc.

Appointment

19. External examiners are appointed for a period of four academic years. Rarely, and only with the approval of the Pro-Vice-Chancellor, Education or their nominee, can an extension of one year be granted.

20. An external examiner may be reappointed in exceptional circumstances, but only after a period of five years or more has elapsed since their last appointment. External examiners are not normally appointed to programmes where they have sat on the validation or periodic review panel in the role of external assessor.

21. External examiners are appointed for modules or clusters of modules, or for an individual programme or for a cluster of closely related programmes leading to an award of the University. Where more than two external examiners are appointed to a programme/award, or cluster of closely related awards, a lead external examiner may be identified by the Faculty from the pool of existing external examiners. On the Faculty's advice, Academic Quality Services issues the change of contract letter to lead external examiners. Where external examiners are appointed to modules or

clusters of modules, they are also expected to report on the ways in which such module(s) integrate within the programme as a whole (see paragraph 34).

22. The University provides each external examiner with a formal letter of appointment which details their specific roles and responsibilities and directs them to the External Examiners' web pages, where regulatory and other relevant information, such as the notes of guidance, deadlines, and information about payments and expenses can be found.

23. In addition, the relevant Academic Administration team provides external examiners with access to the following information:

- Advice on the schedule of assessments for the academic year and the likely timing of examinations, and other forms of assessment that will be subject to external moderation;
- Arrangements for sampling assessed work;
- Dates for meetings of the Board of Examiners.

24. Once appointed, external examiners should have access to the relevant minutes of Boards of Studies for information.

25. Programme and Module descriptors can be accessed via the University of Surrey catalogue webpages.

Publication of external examiners' names

26. External examiners are identified by their name, position, and institution(s) in module or programme information provided to students. Programme Leaders are responsible for ensuring that this information is correct and up to date. Such details are also published on the internal External Examiners' web pages (login required).

Termination of an external examiner's appointment or resignation

27. Where an external examiner does not engage with the HR appointment process within the requested timeframe, the University will be entitled to withdraw the nomination of the external examiner.

28. If an external examiner fails to submit a written annual report without any good reason after receiving three formal reminders from Academic Quality Services, or fails to fulfil any of their other duties, including attendance at specific Boards of Examiners, or fails to engage with Academic Administration and/or the programme team during the academic year, the appointment will be terminated by the Pro-Vice-Chancellor, Education. Any conflict of interests that are identified or arise subsequently to an external examiner's appointment will also result in the appointment being terminated by the Pro-Vice-Chancellor, Education. In these instances, the University will issue a termination letter to the external examiner.

29. Where external examiners would like to resign before the end of their term of office, they are required to give a three-month notice period, with the exception of medical/personal emergency situations. A resignation letter should be sent to externalexaminers@surrey.ac.uk, copying in the relevant programme team. The annual report would still be required in all reasonable circumstances.

Induction

30. Following an individual's appointment, the University and the appropriate Faculty are responsible for the induction of new external examiners and for communicating with them throughout the academic year. It is the expectation that all external examiners participate in a briefing which can be in person or delivered electronically. The

briefings are delivered by Academic Quality Services and Academic Administration, who provide information about the University's organisational procedures, practices, policies, and *Regulations*, and the process for receipt and consideration of external examiners' reports, annual payment, and claim forms. Information on the University's VLE, SurreyLearn, and Canvas (for Surrey Online Learning (SOL) programmes only) can be found within Appendices 2 and 3. Faculties are responsible for providing information on discipline/programme/module specific aspects of provision.

31. Where there is a team of external examiners, or a lead external examiner, subject to experience, an appropriate mentor may be provided during their first year.

Roles and responsibilities

32. The following are the primary roles and responsibilities of its external examiners, who certify that:

- Academic standards (and professional standards if relevant) are set at the correct level for the programme and award;
- Student performance is assessed against these standards;
- Assessment, in all of its aspects, is conducted fairly;
- The quality of the programme provided is, as a minimum, appropriate to meet national and international expectations;

33. There is consistency with and reference to University *Regulations* and this *Code of practice*. In meeting their primary roles and responsibilities, external examiners are expected to:

(i) engage directly with assessment in various ways so as to offer informed judgements;

(ii) comment on draft examination papers for *Framework for Higher Education Qualifications* (FHEQ) Level 4: where the entire programme is delivered at an FHEQ Level 4 (HE Certificate); where it is a new programme with new FHEQ Level 4 modules; where there is a PSRB requirement. External examiners are expected to comment on all draft examination papers for FHEQ Level 5 and above;

(iii) receive representative samples of student work across the full ability range;

(iv) observe students (as appropriate, for example in OSCEs or dance/drama productions);

(v) review the level and range of marks, within and between modules;

(vi) check for consistency of marking;

(vii) consider the relationship between learning outcomes and assessment methods;

(viii) confirm that the University grade descriptors and marking schemes have been applied correctly;

(ix) moderate marks;

(x) attend Boards of Examiners;

(xi) submit reports.

34. Generally, the University will require its external examiners to be involved in all of the above. In addition to the external examining duties listed in paragraphs 32 and 33 above, the Lead external examiner should also:

- Receive the reports of all the external examiners who review work which contributes to the programme/award in order for them to take an informed view of the programme as a whole;
- Confirm that a consistent and acceptable standard is being maintained across the programme;
- Where relevant, act as a mentor for new or inexperienced external examiners;
- Attend all of the Board of Examiners meetings where an external examiner is required.

35. External examiners may, in the case of MRes programmes and Practitioner Doctorates, be requested by the Faculty to participate in *viva voce* examinations. In such cases, external examiners can take on the role of an assessor only with regard to assessment of the dissertation and only where their appointment, as agreed by Senate, is formally recorded as an external examiner/assessor.

36. External Examiners are eligible to support Fast Track Validations in addition to their primary role, where relevant. Please refer to the *Code of practice for programme life cycle processes*.

Comment on draft assessment

37. External examiners may receive, for information only, draft FHEQ Level 4 assessments. If it is a programme with new FHEQ Level 4 modules, the draft assessments will be provided to external examiners for consideration and comment. Where a programme is wholly at Level 4 (HE Certificate) or if there is a specific PSRB requirement, the draft assessments will also require approval by external examiners.

38. External examiners will receive all relevant draft FHEQ Level 5, FHEQ Level 6, and FHEQ Level 7 assessments for consideration, comment, and approval. External examiners do not need to approve the assessment for units of assessment that are worth less than 25% of the overall assessment for the module. Approved assessments should be returned within the timeframe specified by the Faculty.

Receiving mark sheets and representative samples of student work across the full ability range

39. Faculties will provide external examiners with the relevant University grade descriptors and associated marking schemes/criteria for individual assessments and composite lists of:

- All marks contributing to a module mark;
- All module marks;
- Basic statistics on each module, i.e. maximum, minimum, and mean (average) mark, and standard deviation;
- A commentary where there is a discrepancy between marks.

40. Schools may request an external examiner to attend the University to review assessed work prior to the meeting of the Board of Examiners, although this would not be common practice at the University.

41. External examiners have the right to see all assessed work at FHEQ Level 4 (for standalone CertHE awards, when there is a PSRB requirement or when there are

new FHEQ Level 4 modules on a programme only), FHEQ Level 5 and above, including coursework, performances, and presentations, where the unit of assessment contributes 25% or more to the overall module mark.

42. An external examiner may wish to receive only a selection of assessed work. Where only a sample is provided by the Faculty it must consist of at least 10% of the total or 20 pieces of work, whichever is the lesser, provided that such a sample is of sufficient size to be proportionately representative of assessed work across the whole ability range demonstrated by the students.

43. External examiners may be asked to observe individual or groups of students undertaking assessed practical work, which may include performance activities within the University and off-site work in clinical settings. It is good practice for external examiners to be given the opportunity to meet a group of graduating students for discussions about their programme of study. It should be made clear to all that such discussions do not involve any (re)assessment of any individual students.

Reviewing the level and range of marks, within and between modules

44. External examiners are required to:

- Review the congruence between module outcomes and related method(s) of assessment and the appropriateness and range of marks in the components of each module examined;
- Compare the level and range of final marks of all modules in the relevant subject contributing to the programme award;
- Check for consistency of marking;
- Examine the relationship between learning outcomes and assessment types.

45. External examiners must not be used as second markers.

Moderating internally-marked work

46. The process of external examination is one of moderation, which is a verification process and not one of re-marking. Since moderation is usually conducted on the basis of a sample of work, the adjustment of an individual's marks based on that sample alone is not appropriate.

47. If an external examiner deems that marks are inconsistent across the sample, they may request a re-marking of all the assessed work in that module. The external examiner may also propose an adjustment of all marks if, in their view, the assessment is consistently over- or under-marked.

Attendance at Boards of Examiners

48. External examiners are full members of Board of Examiners and are entitled to be present at all meetings of the Board of Examiners, or its sub-groups. External examiners are normally expected to attend meetings of the Board at which assessment results are to be considered and are required to attend those meetings at which recommendations for awards are determined. Attendance is normally online, however physical presence at the meeting may be required on request. Where this is impractical or impossible, external examiners are expected to be available for any communication and/or discussion whilst the meeting is in progress.

49. The final responsibility for the approval of module marks rests with the Board of Examiners, the membership and terms of reference for which are set out in the *Senate Governance*. The Board of Examiners receives a schedule of module marks for each student and, after any necessary discussion and decision(s), confirms the marks, and

determines progression/award classification, as appropriate, for each student. This provides the evidence for recommendations to the Senate Progression and Conferment Executive (SPACE).

50. External examiners are asked in meetings of the Board of Examiners for their views on any matter pertinent to their remit. Such views are given serious consideration. The University expects a Board of Examiners to make every effort to reach decisions and recommendations by consensus, but should a vote be necessary on any issue it is determined by a simple majority with each member having one vote. The Chair has an additional casting vote if required, but no member has a veto.

51. The marks are discussed and agreed by the Board of Examiners, including all of the external examiners, associated with that programme who are present. External Examiners' agreement/disagreement of the marks and any recommendations for the award of degrees and other qualifications is formally recorded in the Minutes of the Board of Examiners meeting. The lists of recommended awards are forwarded to Academic Administration for approval by SPACE.

52. Where an external examiner has concerns about the proceedings of the Board of Examiners meeting, they have the right to raise these concerns in writing and at the earliest possible opportunity for the attention of the Directorate of Academic Performance, Quality and Governance, who will then notify the Pro-Vice-Chancellor, Education and the Head of Academic Policy and Governance. The Directorate of Academic Performance, Quality and Governance ensures that the external examiner's remarks are submitted, along with all other recommendations, to SPACE and that full consideration is given to them in reaching any decision.

External examiners' reports

53. External examiners are required to provide timely reports during their term of office. It is a condition of contract that external examiner's annual reports must be submitted before fees can be paid. Annual reports are expected to be completed within three weeks of the meeting of the Board of Examiners at which final award recommendations are made. There is no requirement for external examiners to provide a report following attendance at a resit Board of Examiners unless there are substantial changes that have occurred since the previous Board. If the observations are minor in their nature these should be included in the following years' report. External examiners in the last year of contract can provide any observations to externalexaminers@surrey.ac.uk.

54. The University expects its external examiners to take their reporting responsibilities very seriously and it, in turn, makes careful use of those reports. External examiners are required to include informative comment and recommendations in their report, as follows:

    (i) whether the University is maintaining the threshold academic standards set for its awards in accordance with the Office for Students (OfS) Regulatory Framework, the Frameworks for Higher Education Qualifications, and applicable subject benchmark statements (comparability of academic standards and student performance section);

    (ii) whether student performance is comparable to similar programmes in other UK Higher Education Institutions (comparability of academic standards and student performance section);

(iii) whether the programme provides a high-quality academic experience (OfS Condition of Registration B1: the programme is up to date, providing educational challenge, is coherent, effectively delivered, appropriate for the subject matter, develops the relevant skills, and where a programme is professionally accredited/recognised there is required alignment with the PRSB requirements) (programme quality enhancement section);

(iv) whether there was the opportunity to meet/communicate with students (when requested)

(v) the general quality of the programme, its resources, and the support provided (OfS Condition of recognition B2) identifying strengths and enhancement opportunities (programme quality enhancement section);

(vi) whether issues raised in the previous report(s) have been, or are being, addressed to the external examiners' satisfaction (previous report section);

(vii) whether Board(s) of Examiners were conducted according to the University Quality Framework (board of examiners section);

(viii) whether there was the opportunity to provide feedback on draft assessments or examination papers and whether a representative sample of the students' assessed work was available for review (assessment, marking and feedback section);

(ix) whether the marking criteria was clearly communicated to students and the marking aligned consistently with the criteria and the University grade descriptors (assessment, marking and feedback section);

(x) whether the design of the assessments enabled students to meet the learning outcomes and demonstrate their learning to the range of their abilities (assessment, marking and feedback section);

(xi) whether appropriate feedback was provided on students' work and clear guidance was provided to support improvement (assessment, marking and feedback section);

(xii) overall observations on the quality of assessments, marking and feedback, highlighting good practice or further enhancement opportunities (assessment, marking and feedback section);

(xiii) urgent concerns and recommendations.

55. Additionally, external examiners are required to provide an overview in their report when their term of office is concluded.

56. The procedure for dealing with external examiners' reports is shown in Appendix 1.

Responsibilities for external examiners' reports within the University

57. External examiners' reports are received, on behalf of the President and Vice-Chancellor, by Academic Quality Services who distribute copies to the appropriate academic staff, including the Associate Head of Education. For AIs, reports are sent to the nominated contact. Where external examiners have raised matters of urgent and serious concern, a response is requested from the relevant operational area within four weeks for consideration and approval by the Associate Dean, Education. If there has been a serious breach of conduct or process affecting the quality of our awards then the Pro-Vice-Chancellor, Education will need to approve the response to the external examiner. Recommendations regarding the Quality Framework will be directed to the Head of Academic Policy and Governance.

58. The Associate Head of Education ensures that the reports are considered by the relevant Board of Studies and, where appropriate, also by the Board of Examiners and the Staff/Student Liaison Committee. External examiners are asked not to name or otherwise identify individual members of staff or students in their report. However, where this might occur, reports are considered under 'reserved business'. Actions arising from consideration of the external examiner's reports are recorded in the Minutes of the Board of Studies/Board of Examiners and are reported as part of the Continuous Enhancement Review process, including Continuous Enhancement Plans (CEPs) and, where relevant, the Annual Programme Enhancement Review report (APER). The Pro-Vice-Chancellor, Education, Pro-Vice-Chancellor, Executive Dean of Faculty, or nominee(s), are responsible for ensuring that, after reports have been considered, any required actions are carried out. If a report is not received in time to go to the semester one Board of Studies, then the report(s) should be circulated to the members of the Board of Studies for virtual consideration.

59. Associate Deans, Education produce a Faculty Overview of programme enhancement reports for consideration by the University Education Committee, which contains a section on external examiners' reports and how any issues raised are being considered and addressed. Academic Quality Services reviews all external examiner reports and produces an institutional summary report for consideration by the University's senior academic committees. This report contains a summary of key issues, recommendations, and best practice identified by external examiners and confirms to Senate whether external examiners are satisfied that the University consistently and fairly implements its own policies and procedures to ensure the integrity and rigour of assessment practices, and that the quality and standards of its degree awards in relation to the national standards and frameworks are comparable with other UK providers.

60. External examiners are advised of the outcome of consideration of their reports and of specific actions that the Board of Studies has agreed to take using the relevant sections of the report form. Programme teams and/or relevant Schools within the University (as applicable) must provide responses to the external examiner reports as follows: on undergraduate programmes, external examiners should receive a formal response by the end of September and for taught postgraduate programmes by the end of December. Academic Quality Services (externalexaminers@surrey.ac.uk) must be in copy of the email provided to the external examiner with the responded form attached. Where a response is not received by Academic Quality Services by the specified deadlines, two reminders will be sent to the relevant Associate Head of Education and/or the relevant University School. Subsequently, this matter will be escalated to the Associate Dean, Education.

61. Student representatives have the opportunity to consider external examiners' reports and related action plans at Boards of Studies and, where appropriate, Staff/Student Liaison Committee meetings. The annual external examiners' reports are also uploaded to the relevant programme area on SurreyLearn or Canvas (for Surrey Online Learning (SOL) programmes) so that they are available to all students on the programme.

External examiner role with regard to continuous enhancement

62. External examiners are expected to contribute to the enhancement of the programmes that they scrutinise for the University. Acting as a critical friend they should provide informative comment and recommendations on:

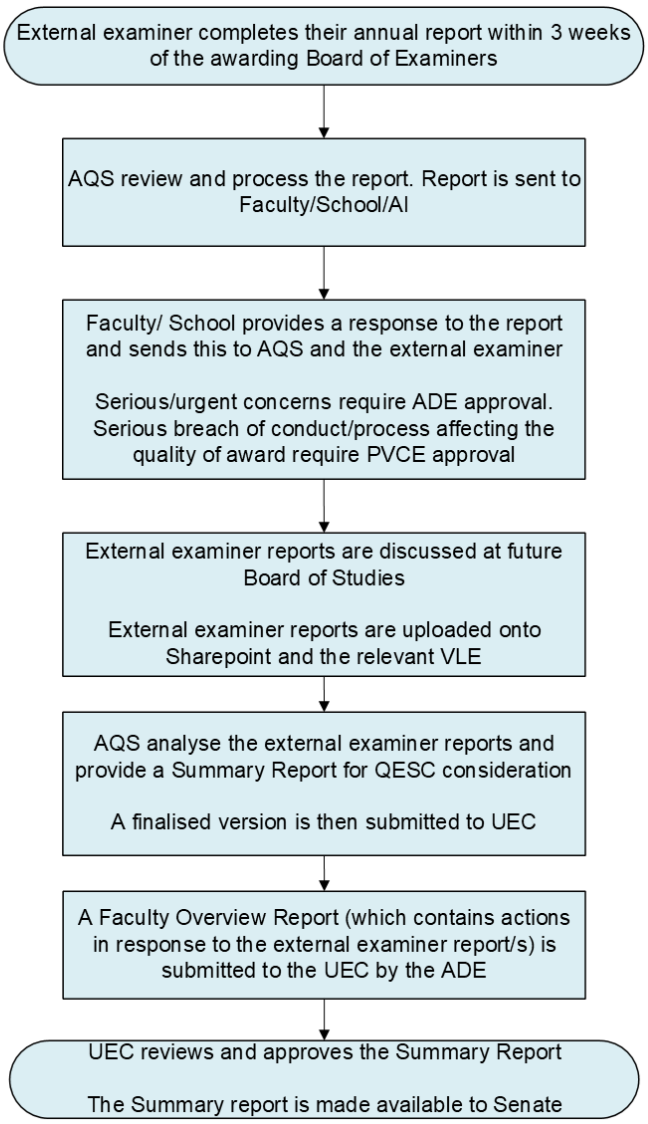
- Good practice and innovation relating to learning, teaching, and assessment observed by the external examiners;

- Opportunities to enhance the quality of the learning opportunities provided to students.

Raising serious concerns

63. Through its *Regulations*, *Codes of practice*, and normal procedures the University has sought to reduce the potential for problems relating to external examining. The University, however, expects its external examiners to raise any concerns they have in a serious and proper manner. In the first instance this is done through the programme team, and it is the responsibility of the Programme Leader to both seek to deal with the problem and to inform Academic Quality Services about the nature and resolution of any problems. Outstanding problems are addressed at Faculty level, initially through the appropriate professional services staff and Associate Deans, Education but culminating with the Pro-Vice-Chancellor, Education and the Pro-Vice-Chancellor, Executive Dean of Faculty. Any urgent and serious matters should be brought to the attention of the Pro-Vice-Chancellor, Education who may assist in problem resolution. Where an external examiner considers that problems have not been dealt with satisfactorily, they may write a confidential report to the President and Vice-Chancellor.

Appendix 1 – Process for the consideration of external examiners' reports



Key
AQS - Academic Quality Services
AI - Accredited Institution
PVCE - Pro-Vice-Chancellor, Education
ADE - Associate Dean, Education
QESC - Quality Enhancement Sub-committee
UEC - University Education Committee

Appendix 2 – Information for external examiners on SurreyLearn

Module tutors use SurreyLearn in a variety of ways, providing learning activities (e.g. discussions, online tests) and resources (e.g. lecture slides, handouts) to support students' studies and their academic and professional development. In addition to being a learning, teaching, and support resource for students, SurreyLearn also allows them to personalise their online learning experience and customise their communications.

SurreyLearn is also available to external examiners to facilitate their engagement with assessment processes and to help them to carry out their primary roles and responsibilities, as defined by this *Code of practice*, more efficiently. External examiners use this secure online learning environment to view relevant assessment materials, module and programme information, and online assignments (only those student coursework assignments that are electronically submitted to SurreyLearn are available here). External examiners have access to two areas in SurreyLearn: module areas and a School external examiner's area.

The content of the external examiner's area in SurreyLearn should include the following information:

- Module descriptor/other module information e.g. handbook;
- Assignment brief/exam question papers as appropriate;
- Marking schemes/marking criteria/indicative answers;
- Complete mark spreadsheet (with summary statistics);
- Moderation/assessment monitoring form;
- Module report form;
- Student assignments, including Turnitin score, tutors' marks and feedback (online submissions only).

External examiners also have access to module areas that are used by students to submit their online assignments. External examiners can view these online coursework submissions along with the allocated feedback and grades.

Appendix 3 – Information for external examiners on Canvas

Canvas is the University's virtual learning environment (VLE) for Surrey Online Programmes. Canvas is being used by some of the world's leading universities to deliver high quality and inclusive, digital teaching, and learning experiences. You can find out more on the Canvas page of the Centre for Teaching and Learning website. Course Leads use Canvas in a variety of ways, providing learning activities (e.g. assessments, exams and quizzes) and resources (e.g. PowerPoint slides and Google Presentations) to support students' studies and their academic and professional development.

Canvas is also available to external examiners to facilitate their engagement with assessment processes and to help them to carry out their primary roles and responsibilities, as defined by this *Code of practice*, more efficiently. External examiners use this secure online learning environment to view relevant assessment materials, module and programme information and online assignments. External examiners have access to two areas in Canvas: Course areas and School external examiner's areas.

The content of the external examiner's area in Canvas should include the following information:

- Module descriptor;
- Assignment brief/exam question papers as appropriate;
- Marking schemes/marking criteria;
- Complete mark spreadsheet;
- Moderation/assessment form;
- Module report form;
- Student assignments, including Turnitin score, tutors' marks and feedback.

External examiners also have access to course areas that are used by students to submit their online assignments. External examiners can view these online coursework submissions along with the allocated feedback and grades.

External examiners can also reach out for further support on how to use the VLE by contacting the Technical Support page via the Dashboard.