External Examining
at University of Leeds
This guidance provides a summary of relevant University structure and roles and details of the academic regulations (relevant policies linked below).

- IX First Degrees and Undergraduate Awards
- XI Taught Postgraduate Awards
- Rules of Award
- Undergraduate Programme Specifications
- Taught Postgraduate Programme Specifications
- Undergraduate Module Specifications
- Taught Postgraduate Module Specifications
- Code of Practice on Assessment
- Leeds Expectations for Assessment and Feedback (LEAF)
- Leeds Inclusive Baseline Standards
- Leeds Taught Admissions Policy
School Taught Student Education Committees (STECs) are responsible for monitoring the assurance of quality in their constituent schools.

Faculty Taught Student Education Committees (FTSECs) are responsible for the quality and standard of the student education provision, quality assurance procedures, developing student education policy and identifying, implementing and sharing good practice.

The Taught Student Education Board is responsible for providing strategic direction to student education through a holistic approach of combining both quality assurance and quality enhancements.

The Senate is responsible to the Council for academic governance and for regulating the admissions of students, the curriculum, academic standards, and the award of degrees and other qualifications.

The Council is the University's governing body. The 23 members of the Council are trustees of the University.
School Assessment Committees

School Progression and Awards Boards are responsible for considering and determining on behalf of the Senate the final outcomes of all candidates for programmes of study parented by the School. An external examiner from each relevant programme should attend School Progression and Awards Boards.

School Assessment Boards are responsible for considering and determining on behalf of the Senate the results of all assessments for individual candidates for all modules for which the School has a responsibility. External examiners do not attend School Assessment Boards.

School Special Circumstances Committees are responsible for assessing all applications for mitigating circumstances and making recommendations to School Progression and Awards Boards on any adjustment that should be made to accommodate those circumstances. External examiners do not attend School Special Circumstances Committees.
• School Progression and Awards Boards can only exercise power within the context of the University’s rules and regulations. If following these procedures may lead to a perverse or unfair judgement, the School may make an application to the University Special Cases Committee to make exceptions to the University’s rules and regulations.

• In exceptional circumstances, the University Special Cases Committee may consider and ratify the recommendations of School Progression and Awards Boards in those circumstances when the operation or constitution has been compromised (e.g. non-quorate).
<table>
<thead>
<tr>
<th><strong>Student Cases</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Appeals</strong></td>
</tr>
<tr>
<td>The Student Cases Team uses the <a href="#">Academic Appeals Procedure</a> to investigate and resolve appeals against academic decisions made by the University.</td>
</tr>
<tr>
<td><strong>Academic Malpractice</strong></td>
</tr>
<tr>
<td>The Student Cases Team supports the determination and resolution of all allegations of cheating, plagiarism, fraudulent or fabricated coursework or malpractice in University examinations and assessment through the Committee on Applications, a committee of the Senate.</td>
</tr>
<tr>
<td><strong>Declaration of Academic Integrity</strong></td>
</tr>
<tr>
<td>Students must submit a <a href="#">Declaration of Academic Integrity</a> for each assessment.</td>
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</tbody>
</table>
Pro-Dean for Student Education

Pro Deans are responsible for the quality assurance, standards and quality enhancement of the learning and teaching provision for each faculty.

Student Education Service

The Service supports student education across the University.
Student Education Roles

The Head of School is responsible for portfolio strategy, the quality of the provision and the student experience, and the management of the learning and teaching provision for the School.

The Director of Student Education is responsible for the quality assurance, standards and quality enhancement of the learning and teaching provision for the School.

The Programme Leader is responsible for leading on the delivery and development of a programme and for the quality of the academic experience of students on the programme.

The Module Leader is responsible for the development, organisation, and management of a module and for the academic experience of students on that module, as part of a programme. Module Leaders are members of the relevant Programme Team(s).

School Academic Assessment Leads are responsible for the leadership, development and management of assessment policy and practices.

School Academic Integrity Leads are responsible for ensuring and implementing good academic practice by students and staff, and in particular for ensuring that the University procedures on plagiarism are disseminated and applied to both staff and students.

School Academic Leads for Inclusive Practice promote and embed inclusive approaches.
Assessment Terminology

‘Level’ refers to a characteristic/attribute of a module.

‘Year’ refers to a programme year as defined by the ordinances.

‘Mark’ refers to a single point on the 0-100 module marking scale.

‘Grade’ refers to a grade on the classification grade scale.

‘Discovery’ modules refer to the elective modules for undergraduate programmes.

‘Skills Discovery’ modules refer to the only type of elective modules that students can take at Level 1 in their final year of an undergraduate programme.

‘Pass for Progression/Award’ modules refers to modules that must be passed as required in the relevant programme specification.

Minerva is the University’s Virtual Learning Environment.
### Taught Admissions Policy

- Sets out key matters relating to recruitment and admissions for undergraduate and taught postgraduate programmes.
- Each Faculty has a supplementary Taught Admissions Policy that aligns with the University Taught Admissions Policy.
- Teaching, assessment and student support will take place in English, unless otherwise stated.
- Schools must be confident that candidates have the proficiency in English language necessary to succeed on their chosen course and that, where relevant, they meet the UK Visas and Immigration minimum requirements to obtain a Student visa.
Double and Check Marking

Double Marking

• In addition to the first marker, another member of staff independently marks work.
• All projects and dissertations must be double marked.
• Processes for double marking, including marking minimums, are agreed by each School or Faculty.

Check Marking

• In addition to the first marker, another member of staff samples the marking across the modules to review overall marking standards and consistency between individual markers.
• Processes for check marking, including marking minimums, are agreed by each School or Faculty.
Anonymous Marking

Assessment is marked anonymously. However, schools may identify exceptions to this rule including:

<table>
<thead>
<tr>
<th>Exception</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where the assessment takes the form of a practical demonstration</td>
<td>performed in the presence of examiners (such as oral, scientific practicals, lab books, clinical examinations, or performances);</td>
</tr>
<tr>
<td>Where the assessment takes place over a period of time with support</td>
<td>from a designated supervisor or tutor (such as projects, dissertations and portfolios); and</td>
</tr>
<tr>
<td>Where the assessment takes place during a module for formative purposes</td>
<td>and anonymously might prevent speedy and effective feedback.</td>
</tr>
</tbody>
</table>
Inclusive Marking Policy

Marking Practices for All Students

• Written work for all students should be marked primarily on the content of ideas. Technical accuracy in written expression should be stated as a learning outcome and linked to marking criteria only if it is deemed to be a competence standard for the discipline.

Marking Practices for Disabled Students

• Written work submitted by students for whom there is an evidenced need of support and consideration in this area should be flagged to the marker as common practice.
The Code of Practice on Assessment (CoPA) describes the procedures for assessment and other related matters for students. The aim is to explain the principles and processes governing assessment. The University provides a template with specific sections identified for agreement within schools. In this way, the CoPA identifies local practice within the context provided by the University’s regulations and procedures.
The 'Leeds Expectations' sets out the vision and expectations for assessment and feedback at the University of Leeds. The expectations acknowledge internal and external environments, and consistent with Higher Education Academy’s (HEA) aims with respect to assessment and feedback, the University’s work on the Leeds Curriculum, Digital Learning, and aims for programme developments and student support.
Curricular Ordinances and Regulations

Ordinance IX
First Degree and Undergraduate Awards

- Defines first degrees and undergraduate awards and associated regulations, including requirements for admissions, programmes, registration, attendance and assessment.

Ordinance XI
Taught Postgraduate Awards

- Defines the taught postgraduate awards and the associated regulations, including requirements for admissions, programmes, registration, attendance and assessment.
Programme and Module Specifications

Programme Specifications

• State the minimum credit that must be studied for each award, alongside rules about which modules are compulsory and optional.

Module Specifications

• State the details of the learning outcomes, teaching and assessment for each module.
• Provide a summary of the principle requirements of the Curricular Ordinances and Regulations and expectations for how they are applied in practice.

• Provide explanation of the principles under which schools are authorised to award on behalf of the University and the general requirements for each type of undergraduate and taught postgraduate award and the classification system.

• The Rules for Award, along with the relevant Code of Practice on Assessment and programme specification, explain the requirements of the University, Faculty/School and individual programme.
Academic Regulations

- Rules for Award
- Programme Specification
- University, Faculty/School, and Programme Requirements
- Code of Practice on Assessment
- Curricular Ordinances and Regulations
Marking and Grading

Marking Scale

• Faculties and schools return marks on a 0-100 scale. There is an exception for the Schools of Medicine and Dentistry in relation to MBChB and the MChD/BChD programmes.
• P/F modules are marked on a pass/fail basis.

Minimum Pass Mark

• The minimum pass mark for undergraduate (level 1, 2, or 3 modules) is 40.
• The minimum pass mark for taught postgraduate (level M modules) is 50.

Classification Average

• The 0.00 to 10.00 classification average is used for averages of modules marks. Averages are expressed to two decimal places and rounded accordingly.
Undergraduate and taught postgraduate students are permitted two attempts to pass a module (the first attempt and one reassessment attempt).

Reassessment marks are capped. The maximum mark on reassessment for undergraduate modules is 40. The maximum mark on reassessment for taught postgraduate is 50.

School Progression and Awards Boards have discretion to deny the August reassessment attempt to a student who has made an unreasonably poor attempt in the preceding attempt. In such cases, the reassessment will be available at the end of the following Semester 1 or 2.

School Progression and Awards Boards may determine that the final attempt is dependent upon the candidate repeating the module with teaching.

School Progression and Awards Boards may seek guidance from School Special Circumstances Committees.
Academic and Special Circumstances Discretion

**Academic Discretion**

- Any student with a Classification Average within the discretionary band should be considered for academic discretion.
- The discretionary band is 0.05 below the classification threshold for Bachelors Degree with Classified Honours.
- The discretionary band is .10 below a classification threshold for Foundation Degrees, Undergraduate Diplomas, Graduate Diplomas and Certificates and Taught Postgraduate Awards.
- The criteria that Progression and Awards Boards should consider will be detailed in the relevant Code of Practice on Assessment.

**Special Circumstances Discretion**

- Whether or not academic discretion is applicable, School Special Circumstances Committees can forward recommendations for special circumstances discretion due to serious medical or personal problems.
- Special circumstances discretion can include granting additional time, additional opportunities for reassessment as a first or extra attempt, or by making alternative assessment arrangements subject to approval by the relevant FTSEC.
- Module marks may be impacted by agreed assessment arrangements but must not be changed directly.
- Special circumstances discretion can be considered for calculation of degree classification.
- If special circumstances discretion has been applied at module level, School Progression and Awards Boards must be satisfied that the circumstances warrant additional consideration (based on the recommendation of School Special Circumstances Committees).
## Eligibility for Progression and Award

<table>
<thead>
<tr>
<th>Eligibility to Progress</th>
<th>Eligibility for Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compliance with the Curricular Ordinance and Regulations relevant (obtained sufficient credits at the appropriate level on the prescribed manner).</td>
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</tr>
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<td>• Achievement of the learning outcomes for the relevant programme year/award as detailed in the programme specification, including passing all pass for progression modules as required, and meeting any other requirements detailed in the programme specification.</td>
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</tr>
</tbody>
</table>

• Achievement of a classification average which is equal or greater than the prescribed minimum.

• Achievement of a pass for the module(s) designated as comprising the Final Year Project of the programme (only for Bachelor’s degree with Classified Honours and Integrated Degrees of Master and Bachelor.).
Degree Classifications

Bachelor Degrees

The classification is calculated using the better of the 1:1 or 1:2 weighting (year 2 and year 3).

<table>
<thead>
<tr>
<th>Classification Average</th>
<th>Classification</th>
</tr>
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<tbody>
<tr>
<td>6.85 or Over</td>
<td>First Class Honours</td>
</tr>
<tr>
<td>5.90 – 6.84</td>
<td>Upper Second Class Honours</td>
</tr>
<tr>
<td>4.95 – 5.89</td>
<td>Lower Second Class Honours</td>
</tr>
<tr>
<td>4.00 – 4.94</td>
<td>Third Class Honours</td>
</tr>
<tr>
<td>3.99 or Below</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Degree Classifications

- If not restricted by accreditation requirements and where not designated as a 2+2 programme, the classification is calculated using the better of the 1:1:1 or 1:2:2 weighting.
- If not restricted by accreditation requirements and where designated as a 2+2 programme, the classification is calculated using the better of the 0:1:1 or 0:1:2 weighting.

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<td>Fail</td>
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### Taught Postgraduate Awards

- The classification is calculated by credit-weighted average grades across all modules studied as part of the programme.

<table>
<thead>
<tr>
<th>Classification Average</th>
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<tbody>
<tr>
<td>7.00 or Over</td>
<td>Master with Distinction</td>
</tr>
<tr>
<td>6.00 – 6.99</td>
<td>Master with Merit</td>
</tr>
<tr>
<td>5.00 – 5.99</td>
<td>Masters Pass</td>
</tr>
<tr>
<td>4.99 or Lower</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Exceptional Measures for Degree Classifications

For 2020/21, the classification will also be calculated with a 0:1 weighting for Bachelor Degrees and a 1:0:1 weighting for Integrated Degrees of Master and Bachelor). If this indicates a higher classification, this calculation will be used.

If this does not result in a higher classification, the ‘Prevailing Classification Average’ will be calculated. The ‘Prevailing Classification Average’ is a credit weighted average of all modules that normally contribute to classification with semester 2 of 2019/20 excluded. If this indicates a higher classification than the normal weightings, this calculation will be used.
Exceptional Measures for Progression

The credit requirements for progression from year 1 to year 2 and from foundation provision to year 1 have been reduced from 100 to 80 credits. Students will need to pass all modules designated as pass for progression.

Students will not be required to resit failed modules if they meet the revised progression requirements.

Students will be required to obtain the overall credit requirement for their award over the duration of their studies and will be offered the opportunity to resit all failed modules.

These arrangements are subject to specific accreditation and/or programme requirements.
Penalties were waived on the submission of semester 1 coursework for up to 7 days for all students.

Schools were encouraged to reflect on feedback relating to student workload during semester 1 and adjust approaches to delivery of content and in setting assessments for semester 2.
The profile of marks across modules will be reviewed at Assessment Boards to ensure alignment with the profile of marks from previous years. If discrepancies are evidenced, Assessment Boards may approve the scaling of marks for certain modules and report the circumstances to the relevant Progression and Awards Board. Scaling of marks will apply to the entire module cohort.
Exceptional Measures for Delivery and Assessment

Due to the modifications required for semester 2 and the need for additional time for marking and preparation, the assessment timeline and July award date have been extended. Progression and Awards Boards will be held remotely between 14 June and 9 July.