



facilities. This was a deliberate policy to make spaces more attractive and comfortable to encourage community and social learning.

## Assessment and marking practices

Our programmes are designed and approved taking account of the Framework for Higher Education Qualifications, the relevant subject benchmark statements, and the appropriate elements of the UK Quality Code for HE (Quality Code). The approval process itself was designed taking account of the European Standards and Guidelines (2015) and the appropriate elements of the Quality Code.

Approvals panels are guided to comment upon intended learning outcomes, whether assessment tasks enable students to demonstrate achievement of the intended learning outcomes, and whether assessment criteria enable tutors to discern whether the outcomes have been achieved. The University then uses grading criteria to identify how well a student has achieved those outcomes. To ascertain this, approval panels are provided with the student programme handbook, containing detailed module descriptors. The University is reviewing its grading descriptors to ensure they are in line with the Quality Code Outcome classification descriptions (2019).

External expertise is used to ensure that the University's requirements and coheres with the expectations articulated in its use of external expertise. All approval panels have at least one academic external to the University with appropriate subject expertise, and draw in colleagues from Professional, Statutory and Regulatory Bodies and/or industry fora where required.

The University employs a system of moderation (where a moderator samples the marking of the tutor), which is then subject to external examining, before grades are confirmed by the Board of Examiners. We believe our approach to be effective, as confirmed by our external examiner reports.

The Director of Quality and Standards participated in the pilot for the AdvanceHE Professional Development for external examiners and has completed their develop the developer training. The Deputy Vice-Chancellor (Student Experience) is also undertaking these activities, enabling the University to offer its own AdvanceHE Professional Development Course to its own staff. This supports the development of academic staff, alongside a wide-ranging professional development programme, as well as the Postgraduate Certificate in Learning and Teaching, leading to HEA Fandremxto39(r1 )3 11.0345(The )-1.2.0063(o)-5l(, l)850th tllal lf re5(n)2.2.9985.0132.0166( as )-4.08(l)11.9

franchises a programme to a number of partners, calibration activities are undertaken, and we believe this to be an area of good practice. University and partner staff meet to exchange samples of work and to ensure marking is consistent across the University and its partners.

The Academic Standards Committee (ASC), chaired by the Deputy Vice-Chancellor, has delegated authority (from the Academic Board) for the appointment of external examiners. Applications are screened initially by the ASC Scrutiny Group, which will only allow such to proceed if they meet the criteria for appointment and have no conflict of interest. Consideration at the ASC adds a further layer of security to the appointment of external examiners of high quality.

Similarly, the ASC has delegated authority (from the Academic Board) for the approval and re-approval of programmes of study. A panel presents its conclusion with conditions and/or recommendations to the ASC Scrutiny Group. As with external examiner applications, the Scrutiny Group carefully considers whether the identified conditions and/or recommendations have been fully met, before forwarding on to the ASC for formal and final approval.

All new academic partnerships are approved by the Academic Board. Reporting is extensive, and includes commentary on aims and outcomes, curriculum, assessment, learning resources, learning and teaching strategies, and student support. The commentary is accompanied by checklists

In relation to The drivers of degree classifications case of all universities, a 10% rise in the percentage of females in the graduating cohort leads to a 1.2 percentage-  
female students in relation to male.



	25-29	88.9%	2	100.0%	1	66.7%	2	60.0%	2	100.0%	2
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Gender	Unknown	-	0	-	0	50.0%	1	-	0	-	0
	Male	75.0%	6	78.6%	11	83.2%	20				





