Introductory Workshop for External Examiners

17 May 2024

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Purpose of the workshop

To allow both new and experienced examiners to gain an appreciation of:

- UK HE sector expectations of External Examiners
- The role of External Examiners at University of Hertfordshire (UH)
- UH's academic structure and assessment regulations
- The responsibilities of Boards of Examiners
- Responsibilities for Collaborative Programmes

To share good practice

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Programme

10.00-10.15   Introduction: external examining in the UK

10.15-11.15   External examining at UH

11.15-11.30   Break

11.30-11.45   StudyNet/Canvas introduction

11.45-12.30   Parallel workshops

12.30   Workshop conclusion

Later introductory session with academic School

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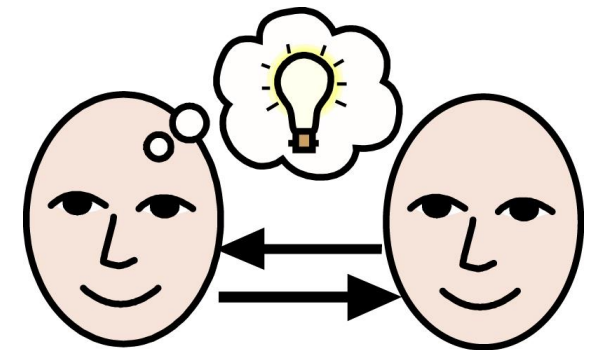
External Examining

Why do we do it?

- High workload and responsibility
- Understanding of academic standards is a 'minefield'
- Negligible financial reward

But:

- Rewarding professional role
- Opportunity for sharing good practice
- Career advancement
- Opportunity for networking

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Background to the external examining system

- First used by Durham University in 1832 (with examiners from Oxford);
- The system was generally accepted in the UK by the 1880s, and formalised in the 1990s;
- All UK universities now use external examiners;
- OfS do not favour it;
- Some other countries use the EE system (Ireland, India, Denmark, Norway, Malaysia, Australia), others rely on institutional accreditation (USA, Canada), others use alternative methods (continental Europe).

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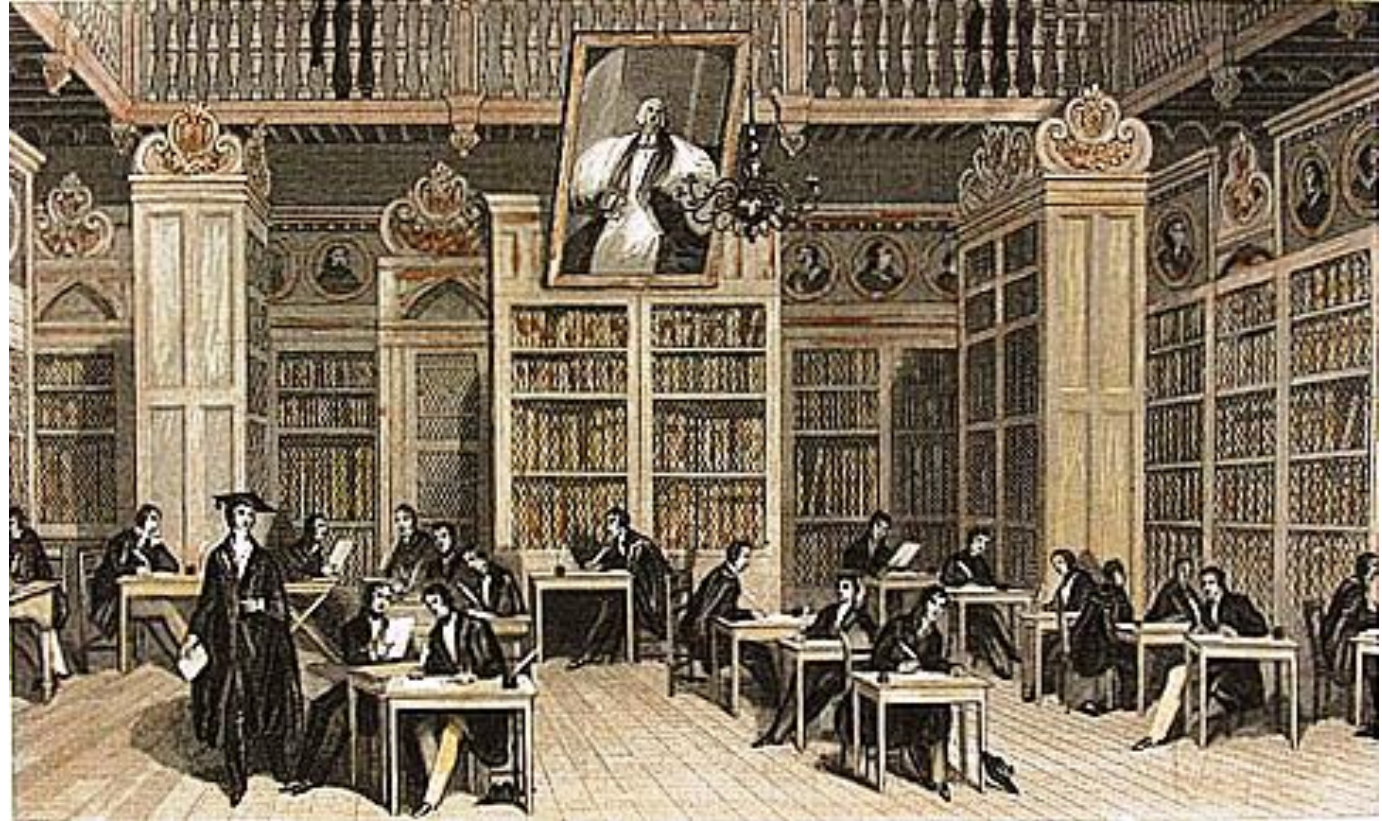
External Examining
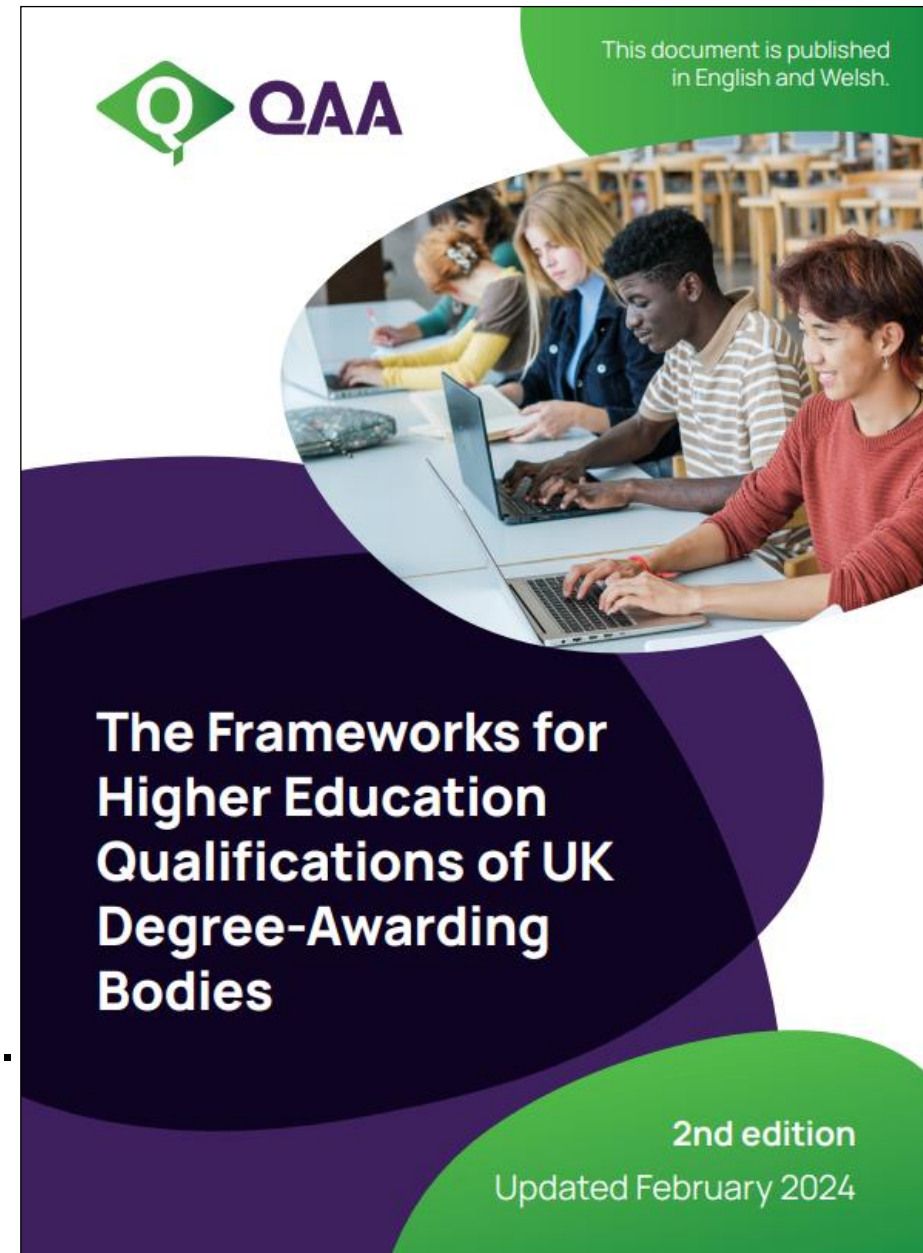
What are the objectives of the process?

- Comparability of standards across UK Higher Education *(drawing comparison with other UK HEIs you are familiar with, using your expert judgement to take account of external reference points)*
- To achieve fair and equitable assessment for students *(judging the fairness of assessment processes and determination of grades & awards, confirming that examination Boards comply with our regulations (process))*
- To share good practice *(in both directions!)*
- Plus an overview of the 'student experience' *(learning and teaching methods, assessment methods, learning resources, etc.)*

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What do QAA mean by academic standards?

- QAA:
"*Threshold academic standards are the level of achievement that a student has to reach to gain an academic award. For equivalent awards, the threshold level of achievement should be the same across the UK.*"

- Universities (and OfS) use the QAA '*The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*' (FHEQ) to inform the setting and maintaining of academic standards, and also QAA Subject Benchmark Statements.

(see: https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf)

This document is published in English and Welsh.

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

2nd edition
Updated February 2024

What do OfS mean by academic standards?

Condition B4: *The provider must ensure that:*
a. *students are assessed effectively;*
b. *each assessment is valid and reliable;*
c. *academic regulations are designed to ensure that relevant awards are credible;*
d. *academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level & content of the applicable HE course;*
e. *relevant awards granted to students are credible at the point of being granted and when compared to those granted previously*

Condition B5: *the provider must ensure that, in respect of any relevant awards granted to students who complete a HE course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):*
a. *any standards set appropriately reflect applicable sector-recognised standards;*
b. *awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards*

UK Quality Code: QAA 'Advice & Guidance' (External Expertise, Nov 2018)

- Part of the UK Quality Code for HE

- Supports the following Core & Common Practices:
  "*The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent*"
  "*The provider's approach to managing quality takes account of external expertise*"

- 6 'Guiding principles' reflect the HE community's view of the fundamental importance of external examining to maintaining academic standards and assuring and enhancing quality

- Applies to 'taught' degrees only

UK Quality Code
for Higher Education
Advice and Guidance
External Expertise

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UKSCQA
UK Standing Committee
for Quality Assessment
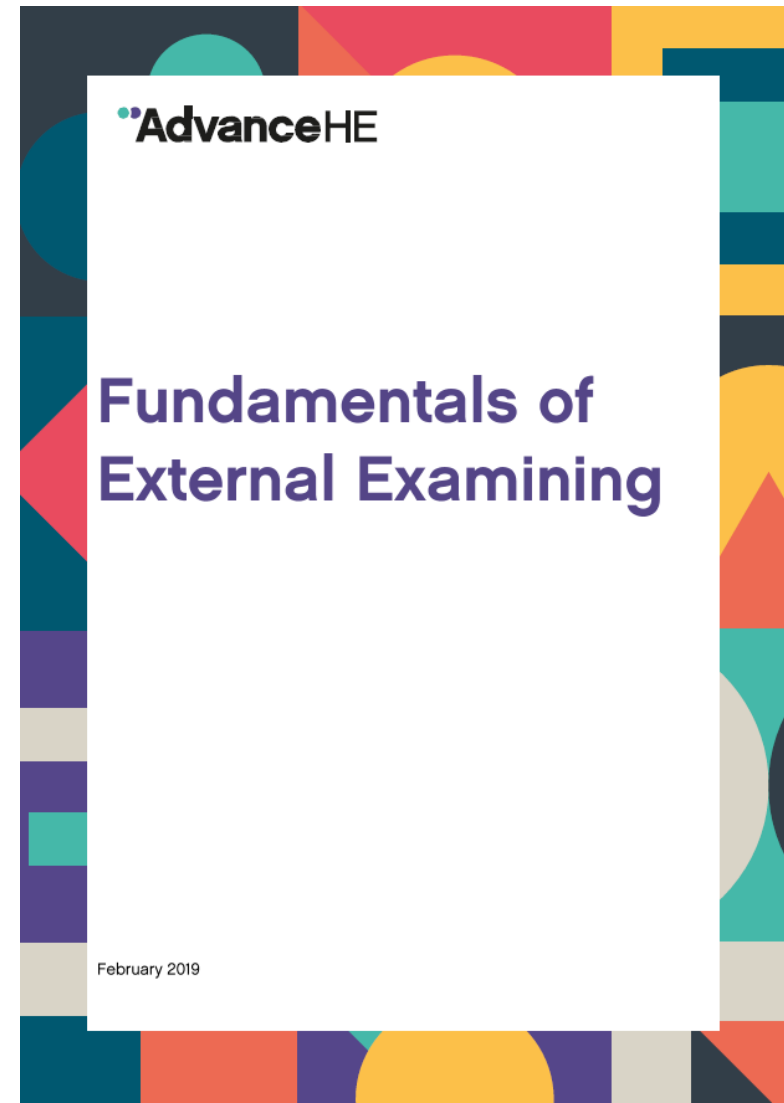
QAA

QAA 'Advice & Guidance' (External Expertise)

Examples of 'Guiding principles':

2. *Degree-awarding bodies engage independent external examiners to comment impartially and informatively on academic standards, student achievement and assessment processes for all provision that leads to the award of credit or a qualification*

3. *Degree-awarding bodies have processes for the nomination, approval and engagement of external examiners and other independent external experts*

4. *Providers ensure that the roles of those providing external expertise are clear to students, staff and other stakeholders*

5. *Providers ensure that external experts are given sufficient and timely evidence and training to enable them to carry out their responsibilities*

6. *Providers have effective mechanisms in place to provide a response to input from external examiners and external advisers*

Advance HE Handbook for External Examining

- Developed to provide 'universal' guidance for academics from the range of discipline areas, support staff and non-academic examiners;
- A 'dip-in' reference source, with hyperlinks to other resources and case studies to reflect commonly occurring difficult situations facing externals:
  - The external examining system
  - Becoming an external examiner
  - The external examiner in post (roles & responsibilities, assessment strategies & regs, degree levels, sampling student work, meeting students, moderation, exam boards)
  - The report

See: https://www.advance-he.ac.uk/knowledge-hub/external-examining

AdvanceHE

Fundamentals of External Examining

February 2019

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External Examining: Approach

- Many Universities see the external examiner as a 'critical friend' or 'constructive critic' for the programme and School
- QAA define it as 'an independent and impartial adviser'
  - Be prepared to pass on advice or concerns to the School (ignoring serious issues does not help), in private if appropriate but within your annual report if they persist
  - Be prepared to be contacted during the year, to provide advice on improving practice or solving problems
  - Share practice knowledge, provide general feedback to enable teams to compare their practice to that of others
  - Identify strengths and weaknesses

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External Examining: Participation, Information

Participation:
- Opportunity to meet staff, students, review resources, etc.
- Review draft assessments & grading criteria (exam papers plus coursework tasks which contribute >50% of the total module marks)
- Moderate marked student work (a sample ($\sqrt{}$SQRT) of marked and internally moderated student work)
- Attend Boards of Examiners
- Preparation of an annual report
- Consultation in between and leading up to periodic review

Information:
- Programme Specification, Programme Handbook
- Programme Continuous Enhancement Planning (CEP) action plan (or Annual Monitoring & Evaluation Report (AMER) for partners)
- Definitive Module Documents (DMDs), Canvas sites
- Regulations Handbook, EE Handbook, report template

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Hatfield de Havilland:

- Business
- Law & Education

(plus Bayfordbury, Meridian House, Fielder Centre)
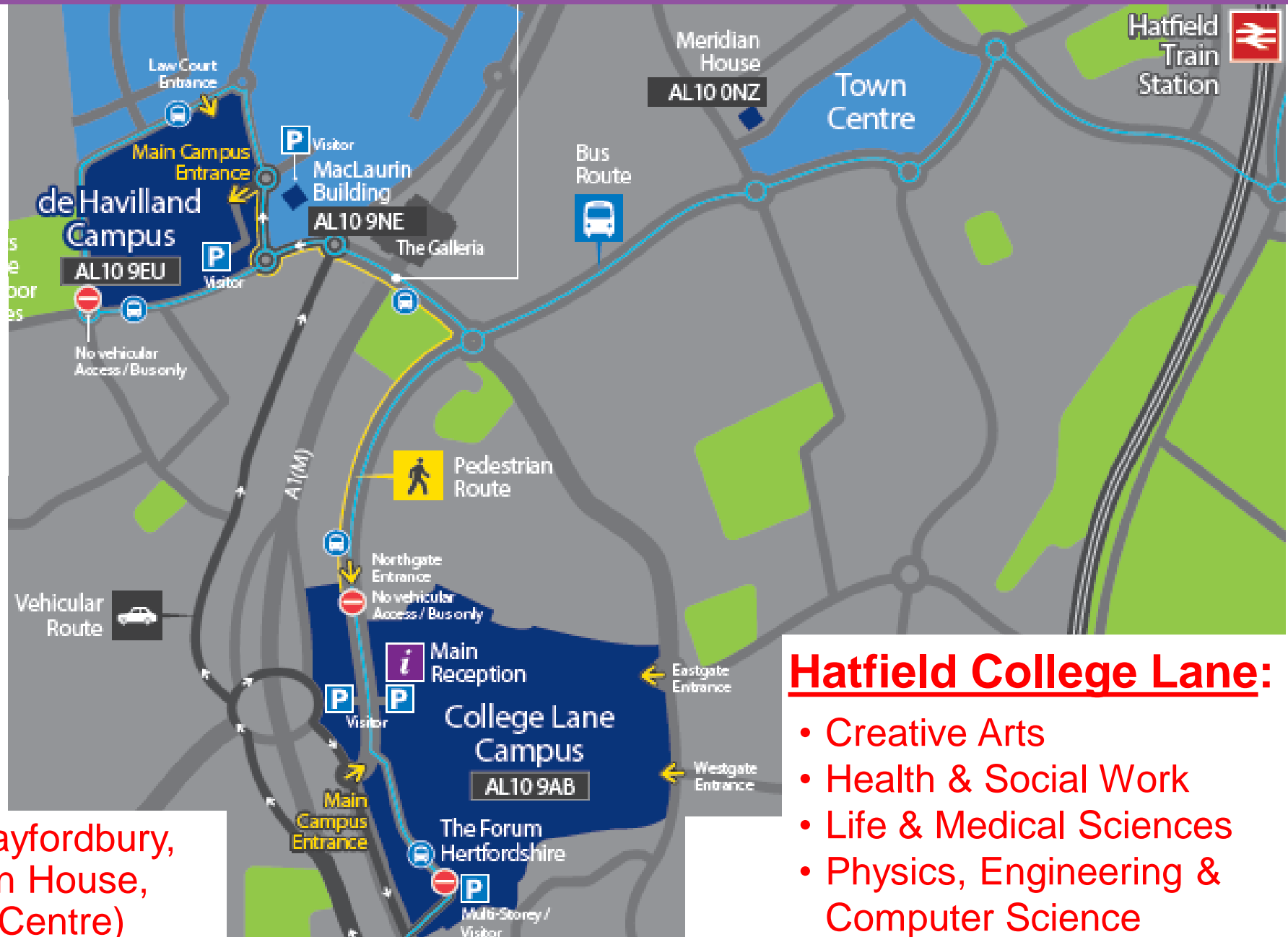
Hatfield College Lane:

- Creative Arts
- Health & Social Work
- Life & Medical Sciences
- Physics, Engineering & Computer Science

Boards of Examiners

- Explained in UH Academic Regulations (see UPR AS14, p145)
- Many programmes share modules, so Board responsibilities are split:
  - Module Board of Examiners (section C3)
    - Grades for modules/short courses
  - Programme Board of Examiners (C4)
    - Progression & Awards
- Other important sections:
  - Assessment & Awards Regulations (grading, progression, deferral, referral/re-enrolment, classification) (section D)
  - External Examiners (section E)
- See also UPR AS12, section 5 (p311)

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Academic Regulations for Undergraduate and Taught Postgraduate Programmes

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2023–2024 Edition

Module Boards (UPR AS14, section C3)

- Award grades for students (including fail grades), in the context of overall student performance and EEs' comments *(setting & approving the standard)*

- Receive decisions on proven Exceptional Circumstances (*From Academic Registry Specialist Team*)

- Receive decisions on penalties for assessment offences (*From School Academic Integrity Officers (SAIOs))*

- Monitor cohorts within the module and advise Programme Boards accordingly

- Issues module grades to students

Excellent ✓
Very good
Good
Average
Poor

Grades awarded (UPR AS14, section D1)

100-point Numeric Grade	Grade Point	19-point Numeric Grade	10-point Numeric Grade	Grade Descriptor		Indicative Classification Descriptor	
		Grade awarded		**Interpretation of Grade**			
90-100	4.50	95	95	Outstanding		1st Class Honours/ Distinction	
80-90		85	85	Excellent			
75-79	4.25	77	75	Very good			
70-74	4.00	72					
67-69	3.75	68	65	Good		Upper 2nd Class Honours/ Commendation	
64-66	3.50	65					
60-63	3.25	62					
57-59	3.00	58	55	Clear pass		Lower 2nd Class Honours/ Pass	
54-56	2.75	55					
50-53	2.50	52					
				Levels 0, 4, 5, 6	Level 7	Levels 0, 4, 5, 6	Level 7
47-49	2.25	48	45	Marginal pass	Marginal fail	3rd Class Honours/ Pass	Not applicable
44-46	2.00	45					
40-43	1.75	42					
37-39	1.00	38		Marginal fail	Clear fail	Not applicable	
34-36	0.75	35	35				
30-33	0.50	32					
20-29	0.25	25	25	Clear fail			
0-19	0.00	10	10	Little or nothing of merit			
		0	0				

Module status codes (UPR AS14, section D1.2)

Status Code	Description
P	**Passed**
P(REF)	Module passed at referral. Elements failed are capped to the minimum pass grade
P(REN)	Module passed at re-enrolment, or where an alternative module to a failed module is passed
COMP	**Compensated pass**. Failed module, compensated by Programme Board
FREFE	**Fail**. The student can be referred (without re-enrolment) in the examination element
FREFC	**Fail**. The student can be referred (without re-enrolment) in the coursework element
FREFB	**Fail**. The student can be referred (without re-enrolment) in both elements
FRENE	**Fail**. The student can re-enrol, with reassessment in the examination element only
FRENC	**Fail**. The student can re-enrol, with reassessment in coursework elements only
FREN	**Fail**. The student can re-enrol, with reassessment in all elements
FNFA	**Fail**, no further attempts. The student may not seek further re-enrolment or reassessment.
DEFE	**Deferred**. The student can undertake a deferred examination because of proven Exceptional Circumstances (ECs)
DEFC	**Deferred**. The student can undertake deferred coursework because of proven ECs
DEFB	**Deferred**. The student can undertake deferred assessments because of proven ECs
AT	Attendance Only, with no formal assessment
C	Competent (approved modules and short courses only)
N	Non-competent (approved modules and short courses only)
APCL	Credit for certified learning achieved prior to entry onto the programme
APEL	Credit for prior experiential learning which has been assessed.

Exceptional Circumstances (UPR AS14, section C3.8)

Circumstances leading to unrepresentative student performance:

- Standard guidance issued to students & Exam Boards
- Students who sit/submit an assessment deem themselves to be 'fit to sit'
- Only evidenced circumstances are considered by the Module Boards
- ECs do not substitute for evidence of achievement (deferral is default)
- Considered by Registry Assessment Panels, who inform Module Boards

Two exceptions to the 'Fit-to-Sit' rule:

(i) at the time of sitting/submitting, the student is incapable of understanding that their performance was likely to be affected (supported by a psychiatrist, mental health practitioner or GP)

(ii) a student suddenly becomes unwell during an examination or in-class test

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Academic Misconduct
(UPR AS14, section C3.9 and Appendix III)

Cheating, plagiarism, collusion and other academic misconduct
- School Academic Integrity Officers (SAIOs) deal with suspected plagiarism, uncontested collusion:
- SAIO (i) notifies student, (ii) considers evidence & decides if an offence has been committed, and (iv) informs Student & Module Board
- Module Boards confirm the penalty, following recommendation from the SAIO
- Cheating, contested collusion, etc. dealt with through students disciplinary procedures (Student Academic Misconduct Panel, SAMP)
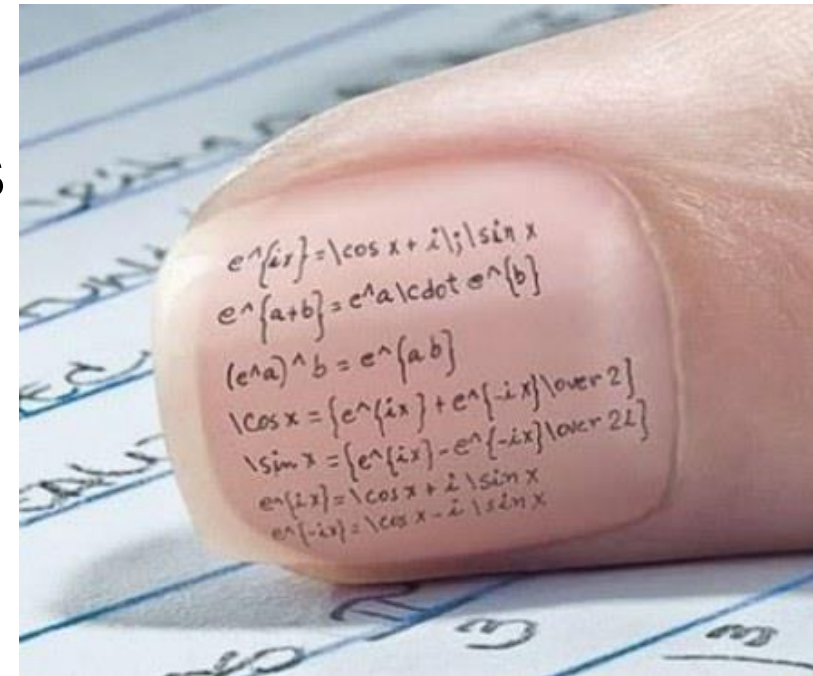
Module Board Report

Board Code:	MENT654FEB	**Board Date:**	17/02/2022
Board Description:	Aerospace LEVEL 456 1st Sitting FEB MB	**Board Sitting:**	First Sitting

Chair:	
Clerk:	

Board Session:	2021

Module Code:	5ENT1087-0901	**Module Session:**	2021
Module Description:	Engineering Operations Management	**Assessment Sitting:**	First Sitting
Publish Date:	25/02/2022	**Credits:**	15

Start Date:	26/09/2021
End Date:	13/01/2022

Weight		Pass Mark
CW1:	0.40 *	40
TEST:	0.60 *	40

Student No	Student Name	Course / Course Instance	WD Date	Module Status	Note	CW1	TEST	Gross	Grade	Grade Point	Assess Status
		EITMAE / TMA2S Registered		REG		85	39	**57.4**	**57**	3.00	FREFC
		EITMAE / TMA2S Registered		REG		91	66	**76**	**76**	4.25	P
		EITMAE / TPS2S Registered		REP		45	0 ABS	**18**	**18**	0.00	ABSENT
		EITMAE / TMAU2S Registered		REP	EC	23	27	**25.4**	**25**	0.25	FREFC
		EITMAE / TPS2S Completed		REP		15	50	**36**	**36**	0.75	FREFC
		EITMAE / TPS2S Dormant	15/12/21	REG	EC,AO	20	22	**21.2**	**21**	0.25	FREFC
		EITMAU / TMS2S Registered		REG		44	65	**56.6**	**57**	3.00	P
		EITMAU / TMS2S Withdrawn	01/04/22	REP		35	42	**39.2**	**39**	1.00	
		EITMAE / TPS2S Registered		REG	FTS	73	0 ABS	**29.2**	**29**	0.25	ABSENT
		EITMAE / TMA2S Registered		REG		87	50	**64.8**	**65**	3.50	P
		EITMAU / TMS2S Registered		REG		71	66	**68**	**68**	3.75	P

#8 (EITMAE / TPS2S Registered row — ABSENT)

#1 (EITMAU / TMS2S Withdrawn row)

Please refer to the Guidance Notes for further information in relation to the production of statistical data in this report.

*indicates overall PASS only required in these elements

AO = Assessment Offence Investigation / EC = Exceptional Circumstance / FTS = Fit to Sit / ABS = Absent / MIS = Missing / EXE = Exempt

Module Board Report – Statistical Summary

- This statistical summary is included as part of Module Board Report

Module Statistical Summary

Current Session (pre-Board)

CW1 Mean:	56.65	CW1 St Dev:	22.73	Student Count 71
TEST Mean:	51.94	TEST St Dev:	16.50	67

Overall Mean:	54.67
Overall Standard Deviation:	13.88
Overall Failure Rate:	38.71%
Min Grade:	21.20
Max Grade:	76.40

Previous Sessions (post-Board)

Academic Session	Overall Mean	Overall Standard Deviation	Overall Failure Rate	Student Count
2019	59.22	14.91	10.47%	94
2020	50.89	18.93	21.92%	74

Please refer to the Guidance Notes for further information in relation to the production of statistical data in this report.

5ENT1087-0901 Engineering Operations Management
Page **6** of 7
Report Run On: 13/01/2023

*indicates overall PASS only required in these elements
AO = Assessment Offence Investigation / EC = Exceptional Circumstance / FTS = Fit to Sit / ABS = Absent / MIS = Missing / EXE = Exempt

Programme Boards (UPR AS14, section C4)

- Receives confirmed grades from Module Boards (grades can only be changed as a result of compensation, or as a result of error)

- Makes decisions on progression through a programme

- Makes decisions on award of compensatory credit

- Recommends final and interim awards (and their classification) to Academic Board

- Makes recommendations on prizes

Geoff?
Attila?
Desmond?
Richard?

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Honours Classification (UPR AS14, section D6)

Bachelor's Degrees with Honours:
- 360 credits of passed modules (120 credits at each of levels 4, 5 & 6)
- Board determines the average (mean) numeric grade for best 90 credits @ L6 (75%), plus the best 90 credits from remaining L5/6 modules (25%)

Integrated Master's Degrees with Honours (MEng, MPharm):
- 480 credits (120 credits at each of levels 4, 5, 6 & 7)
- Board determines the average numeric grade for best 90 credits @ L7 (50%), plus the best 120 credits from remaining L6/7 modules (30%) plus the best 90 credits from remaining L5 modules (20%)

For a 1st class hons award, an ave numeric grade of 69.50+
For Upper 2nd class hons, an ave numeric grade of 59.50 - 69.49
For lower 2nd class hons, an ave numeric grade of 49.50 - 59.49
For a 3rd class hons, an ave numeric grade of 39.50 - 49.49

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Awards with Distinction/Commendation (AS14, s D7)

Classification is based upon the average of the credits identified:
- For Master's (best 150 credits), PGDip (120 credits) & PGCert (60 credits), @ level 7
- Foundation Degrees (best 120 credits @ level 5)
- Bachelor's Degree (non-Hons) (best 60 credits @ level 6)
- Also Graduate Diploma, DipHE, HND, HNC, etc.

For a Distinction award, average numeric grade of 69.50+
For a Commendation award, average numeric grade of 59.50+

Final Compensatory Credit (UPR AS14, section D4)

- Compensation is at the discretion of Final Programme Board
- Final compensatory credit is available for up to 30 credits of fail grades (FREF/FREN/FNFA) (penalty is 2.5% subtracted from average classification grade for each 15 credits compensated)
- Modules which solely assess a programme Learning Outcome cannot be compensated
- Modules must have been attempted to be compensated
- Classification grade must exceed 39.50 (undergraduate) or 49.50 (postgraduate) after applying the penalty
- If students choose to be re-assessed for an award, then all final compensatory credit is forfeited

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Programme Board Report - Standard

Board Code: PENT066JUL
Board Description: EITM Level 6 Award July PB

Date: 22/07/2022
Board Sitting: Award

Chair:
Clerk:

Board Session: 2021

ID Number:
Surname:
First Names:

Course: EITMAE
Course Instance: TMA3F
Course Instance Status: Completed

Course Description: BSc Hons Technology with Management (Aerospace engineering)
Course Stream: BSc (Hons) Aerospace Technology with Management
Student Board Sitting: Award

Student Session: 2021

Ac Year	Sit	Course	Mod Stat	Module Code	Module Description	R	Lvl	Crd Avl	Crd Awd	Grade	Grd Point	Assess Status	EX 1	TEST	EX PF	CW 1	CW 2	CW PF	PR	AT	PR PF	AT PF
2019	1st	EITMAE		4AAD0016-0901	Aerospace Technology & Industry		4	15	15	63	3.25	P				63						
2019	1st	EITMAE	REG	4ENT1006-0206	Mechanical Experimental Engineering		4	15	15	74	4.00	P				74						
2019	1st	EITMAE	REG	4ENT1045-0206	Engineering Statistics		4	15	15	59	3.00	P	55			65						
2019	1st	EITMAE	REG	4ENT1096-0906	Career Skills Development		4	0	0	FAIL(P/F)		FREFC				0						
2019	2nd	EITMAE	REG	4ENT1096-0906	Career Skills Development		4	0	0	PASS(P/F)		P(REF)				99.99						
2019	1st	EITMAE	REG	4ENT1108-0901	Introduction to Design for Technologists		4	15	15	81	4.50	P				81						
2019	1st	EITMAE	REG	4ENT1109-0105	Introduction to Manufacturing for Technologists		4	15	15	80	4.50	P				80						
2019	1st	EITMAE	REG	4ENT1129-0901	Materials and Electrical Technology		4	15	15	50	2.50	P				50						
2019	1st	EITMAE	REG	4ENT1130-0206	Computing for Business and Technology		4	15	15	71	4.00	P				71						
2019	1st	EITMAE	REG	4ENT1151-0910	Introduction to Practical Safety for Engineers		4	0	0	PASS(P/F)		P				99.99						
2019	1st	EITMAE	REG	4PAM1047-0901	Mathematics for Engineering		4	15	15	41	1.75	P				41						
					Level 4 Total				**120**													
2020	1st	EITMAE	REG	5AAD0006-0206	Aerospace Design,Test and Certification		5	15	15	58	3.00	P				58						
2020	1st	EITMAE	REG	5AAD0046-0901	Computer Aided Design		5	15	15	47	2.25	P				47						
2020	1st	EITMAE	REG	5ENT1001-0206	Computer Aided Manufacture		5	15	15	70	4.00	P				70						
2020	1st	EITMAE	REG	5ENT1035-0901	Principles of Aircraft Systems		5	15	15	54	2.75	P				54						
2020	1st	EITMAE	REG	5ENT1082-0906	Career Planning		5	0	0	PASS(P/F)		P				99.99						
2020	1st	EITMAE	REG	5ENT1086-0901	Thermofluid Experimental Engineering		5	15	15	46	2.00	P				46						
2020	1st	EITMAE	REG	5ENT1087-0901	Engineering Operations Management		5	15	15	71	4.00	P				71						
2020	1st	EITMAE	REG	5ENT1088-0206	Simulation and Analysis Techniques		5	15	15	54	2.75	P				54						
2020	1st	EITMAE	REG	5ENT1091-0206	Air Law, Navigation and Meteorology		5	15	15	47	2.25	P				47						
2021	1st	EITMAE	REG	5ENT1030-0206	Product and Project Management		5	15	15	61	3.25	P				61						
					Level 5 Total				**135**													
2021	1st	EITMAE	REG	6AAD0020-0901	Engineering Management and Finance		6	15	15	64	3.50	P				64						
2021	1st	EITMAE	REG	6ENT1009-0901	Instrumentation and Control Systems		6	15	0	40	1.75	FREFE	28			51						
2021	2nd	EITMAE	REG	6ENT1009-0901	Instrumentation and Control Systems		6	15	0	41	1.75	FREN	31			51						
2021	1st	EITMAE	REG	6ENT1059-0206	Avionics Technology		6	15	15	49	2.25	P				49						
2021	1st	EITMAE	REG	6ENT1105-0905	BSc Individual Project (Aerospace Technology)	*	6	30	30	45	2.00	P				45						

#10

*indicates Required module
Italics indicates not used in classification

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13 January 2023 11:

Programme Board Report - Standard

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Programme Board Report**

Level 4 GPA	2.78	Level 4 credit towards award	120
Level 5 GPA	2.94	Level 5 credit towards award	120
Level 6 GPA	3.16	Level 6 credit towards award	120
		Level 0 - 7 total credit towards award	360
		Level 0 - 7 total	360
Overall GPA	2.96	Classification Grade Average	62.42
		Award	BSc (Hons) Biomedical Science
		Recommendation	Upper Second Class
		Award Name	

EE Annual Reports

Comprehensive annual reports, to a standard template:

- Academic standards – awards, credit, student performance, assessment
- Student Educational Experience
- Boards of Examiners, administrative arrangements
- Response to previous reports
- Areas of good practice for wider dissemination
- Recommendations to Schools/partners/UH

In each section:

- Standard questions (*agree, partly agree, disagree*)
- Comments for partly agree/disagree & strengths

Response:

- Report received within 3 weeks of last Board
- Read and RAG-rated by Director of AQA or Deputy Director,
- Considered as part of continuous monitoring
- Formal response sent by School

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Interim/exit Awards

External Examiner Responsibilities:

- by confirming standards of modules at levels 5 & 6, Module EEs are implicitly endorsing standards at level 4

- by confirming standards of Bachelors awards, Programme EEs are implicitly endorsing the level & standards of (interim) Certificate & Diploma awards

- we do not therefore ask EEs to approve modules at level 4, or awards at levels 4 & 5, unless there are Module, Programme or PSRB requirements to do so.

Collaborative Provision

- Types with external examiner involvement:
  - Franchise & University validation;
  - External validation;
  - Hertfordshire HE Consortium;
  - Joint & Dual Awards;
  - Academic Support Arrangements;

- External examining arrangements:
  - Essentially no difference;
  - Exam boards mostly now online (MS Teams), with some at the partner
  - Added complexity (3x intakes in Malaysia, 4x parallel cohorts in Consortium, non-standard dates)

- External examiner is given the opportunity to visit partner

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StudyNet (and Canvas)

- Completion and return of the HR form (sent with appointment packs) enables a StudyNet username and password to be sent to you by *Library & Computing Services (LCS)*
- Externals can then access self-help guides. Schools will provide direction on which module/programme sites to access, and support with accessing relevant information
- StudyNet support site (requires UH VPN log-in):

  https://herts.instructure.com/courses/15480/pages/guidance-for-external-examiners?module_item_id=958032

- See also: External Examiner Video Guide 2021 (panopto.eu)

Common abbreviations in use at UH

ADoS(AQA) = Associate Dean of School (Academic Quality Assurance)
AD(L&T) = Associate Dean of School (Learning & Teaching)
AMER = Annual Monitoring and Evaluation Report
AS = Academic Services Unit (within Academic Registry)
CAQA = UH Centre for Academic Quality Assurance
CEP = Continuous Enhancement Planning (replacement of the AMER process)
CLASS = Centre for Learning, Access and Student Success
CPL = Collaborative Partnership Leader
CPU = Collaborative Partnership Unit (supports partner-delivered courses)
DMD = Definitive Module Document
ECs = Exceptional Circumstances
EE = External Examiner
MBoE = Module Board of Examiners
MEF = Module Evaluation Feedback Reports
PBoE = Programme Board of Examiners
PL = Programme Leader
PS = Programme Specification
QUERCUS = UH's Student Record System
SAIO = School Academic Integrity Officer
SAS = UH Student Administration Service (supports UH-delivered courses)
SCD = Short Course Descriptor
SVQ = Student Voice Questionnaire
UH = University of Hertfordshire
UPRs = University Policies and Regulations

Central contacts at UH

Please don't hesitate to ask:
- Your School programme/module-related contact
- University IT Helpdesk: Helpdesk@Herts.ac.uk
- Academic Services: AQO@herts.ac.uk
- The Centre for Academic Quality Assurance website:
  https://www.herts.ac.uk/ltaq/learning,-teaching-and-academic-quality/academic-quality-at-herts
- Frank Haddleton, Director of AQA: F.Haddleton@herts.ac.uk
- Catherine Rendell, Deputy Director of AQA: C.Rendell@herts.ac.uk

Thank you, and good luck!