

<b>Agenda Item:</b>	<b>10</b>
<b>Document Code:</b>	<b>EC24/086</b>
<b>Categorisation:</b>	<b>OPEN</b>
<b>Committee:</b>	<b>Education Committee</b>
<b>Date</b>	<b>06 February 2025</b>

### Summary of External Examiner Reports 2023/24

<p><b>Recommendation</b> Education Committee is asked:</p> <ol style="list-style-type: none"> <li>i. To <u>endorse</u> the Summary of External Examiner Reports 2023/24 and <u>recommend to Academic Board for approval</u>;</li> <li>ii. Approve the responses and actions detailed in Section 2.8</li> </ol>	
<p><b>Executive Summary</b> The report:</p> <ul style="list-style-type: none"> <li>• Briefly summarises the external context around the external examining system.</li> <li>• Gives an overview of external examiner feedback for academic year 2023/24, looking at both quantitative and qualitative data based on the faculty summary reports.</li> <li>• Proposes a series of actions to be taken as a response to concerns and issues raised in the reports.</li> </ul>	
<p><b>Committee Feedback</b> N/A this is the first consideration of this report.</p>	
<p><b>Contribution to the <a href="#">University Strategy 2024-30</a> (Strategic Ambitions, Commitments, Measures of Success and/or Strategic Delivery Plan):</b></p> <ul style="list-style-type: none"> <li>➤ Strategic Delivery Plan - Education.</li> </ul>	
<p><b>Strategic Ambitions</b></p> <ul style="list-style-type: none"> <li>➤ Powering an inclusive economy: more of our graduates work in highly skilled professions</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li>➤ Deliver an outstanding experience for all students</li> </ul>
<p><b>Consultation with/information/data provided by:</b></p> <ul style="list-style-type: none"> <li>➤ Information provided by Quality and Teaching Excellence, SLAS, from external examiner annual reports 2023/24.</li> <li>➤ Faculty Directors of Quality Assurance (initial Faculty-level analysis).</li> </ul>	
<p><b>Strategic Risks, Risk Appetite, and other core implications arising</b></p> <ul style="list-style-type: none"> <li>➤ SR5 Teaching and learning does not allow students to reach their full potential</li> <li>➤ SR6 The University does not provide an exceptional student experience</li> <li>➤ SR9 The University has a significant legal or regulatory compliance failure</li> </ul>	
<p><b>Equality, Diversity and Inclusion</b> N/A</p>	
<p><b>University Sponsor</b></p> <p>Tracey Urwin, Executive Director</p>	<p><b>Author[s]</b></p> <p>Katherine Fawcett, Registrar Quality Review</p>

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<b>Date of finalisation of the paper:</b> 24.01.2025	
<b>Prior and Onward Consideration/Reporting:</b> <ul style="list-style-type: none"><li>➤ Faculty Education Committees – 13 February 2025 (Faculty Director summaries)</li><li>➤ Quality and Standards Sub-Committee – 10 February 2025</li><li>➤ Academic Board – 10 April 2025</li></ul>	

## Summary of External Examiner Reports relating to 2023/24

### 1 External Context

Whilst not formally mandated external examiners play a key role in assuring the University that the quality and standards of its awards are secure and robust in terms of internal standards and external benchmarks. They ensure that awards at the same level and in similar subjects are comparable with those in different higher education providers in the UK, and (where relevant) with professional standards. They also ensure that the system of assessment is fair and is objectively operated in the determination of awards.

In August 2022, the Quality Assurance Agency (QAA) in conjunction with the UK Standing Committee for Quality Assessment (UKSCQA) published a document on [External Examining Principles](#). These principles (developed by QAA, Universities UK (UUK) and GuildHE) are an important addition to the [Statement of Intent on Degree Classifications](#). The principles cover expectations of both institutions and external examiners.

### 2 External Examiner Reports 2023/24

#### 2.1 Overview

This paper presents an overview of feedback provided in 274 out of 323 annual reports submitted for 2023/24 (as at 10 January 2025). Of the 323 reports, 18 reports are not required or incomplete by the examiner. This includes examiners who were inactive, examiners who resigned or whose contracts were terminated, and examiners not appointed by Northumbria (Bar Standards Board).

External Examiner reports are responded to in detail by the relevant Academic Lead, with the Head of Department (or nominee) taking an overview of all responses. The Faculty Directors of Quality Assurance review reports for their faculty, for the Northumbria Language Centre (NLC) this is done by the Head of Department. They compile an annual summary report (Appendix 1). Where an external examiner provides a negative response in one of the key areas, the University response is overseen via the Quality and Standards Sub-Committee (QSSC) (see section 2.2 below).

The External Examiner report template was revised for 2021/22 (following the approval of the new External Examiner policy). The intention of the revisions was to elicit responses on each module examined and (for lead examiners) a programme overview, with greater emphasis on narrative and less on tick boxes. The report covers the following:

- Section 1: Summary report on standards
- Section 2: The Module Assessment and Feedback Processes
- Section 3: Programme Overview
- Section 4: External Regulatory Standards and Other Comments
- Section 5: Programme Examination Board
- Section 6: The External Examiner Role and Information Provided

## 2.2 Summary Report on Standards (Section 1)

Northumbria asks External Examiners if, in their view, the following statements can be confirmed:

- Section A: The threshold academic standards set for the awards are in accordance with the Frameworks for Higher Education qualifications and applicable benchmark standards.
- Section B: The assessment process measures student achievement rigorously and fairly against intended learning outcomes, and is conducted in line with the University's policies and regulations.
- Section C: The academic standards and the achievement of students are comparable with those in other UK education institutions of which you have experience.

Currently **zero** negative responses have been received for 2023/24, compared to three in 2022/23 and three in 2021/22.

## 2.3 The Module Assessment and Feedback Processes (Section 2)

Overall, positive feedback has been received by External Examiners with praise offered for rigorous marking and moderation, assessment range and support. Development is recommended over several areas including pockets of concern about variability in the quality and consistency of feedback to students, engagement with Artificial Intelligence (AI), student attendance and opportunities to meet with staff and students.

A further top-level summary of feedback is provided below, categorised into positive and developmental areas.

Positive or Developmental	Theme
Positive	Assessment and moderation processes were praised in terms of <ul style="list-style-type: none"> <li>• rigorous and fair marking,</li> <li>• a range and appropriateness of assessment tasks,</li> <li>• well-designed assessments mapped to learning outcomes,</li> <li>• cultivation of transferable skills,</li> <li>• incorporation of professional/employability skills.</li> </ul>
Developmental	A few issues were raised around <ul style="list-style-type: none"> <li>• requiring more consistent approaches to feedback,</li> <li>• the appropriateness of feedback to the mark awarded in some cases,</li> <li>• for feedback to be improved by highlighting strengths and weaknesses,</li> <li>• ensuring comprehensive moderation takes place,</li> <li>• uniform formatting of exam papers.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>• More engagement with AI would be encouraged.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>• Perceived lack of students' engagement with academic work in some areas.</li> <li>• Some concerns surrounding academic writing/referencing.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>• Some instances of comments being copied and pasted in the annual report by External Examiners.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>• A lack of opportunities for meeting with staff/students.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>• Some External Examiners needed to request access to samples.</li> </ul>

Developmental	<ul style="list-style-type: none"> <li>Investigate provision of information on attainment gaps, sharing mark sets and standard deviation.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>eVision system, as a single location for tasks, was praised.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>A request made for timelines of examiner work for receipt and return to be provided.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Some short timescales, particularly with partner provision.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Some inconsistency noted on how eVision displays marks and feedback across samples.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Clear and effective use of internal moderation.</li> </ul>

## 2.4 Programme Overview (Section 3)

Overall, feedback at a programme level was positive with some areas for development suggested in terms of considering the range of assessments used in some areas, with a particular recommendation to provide a statement on the use of AI across modules and programmes. A further request around more current and historical performance data was also made.

A further top-level summary of feedback is provided below, categorised into positive and developmental areas.

Positive or Developmental	Theme
Developmental	<ul style="list-style-type: none"> <li>Minor issues raised around limited range of assessments across a programme and occasions where moderation seemed to resemble second/spot marking. Suggestion to include teamwork and presentations as assessment components.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Programmes were identified as high quality, well-structured and in stretching students. Development of knowledge and skills was identified, and it was highlighted programmes prepare students for life after university. Flexibility was also praised.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>A statement on use of AI should be included across all programmes and modules.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Greater support for students, should be considered for those who consistently achieve below 50%, possibly including study skills.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Examiners would welcome data on student outcomes across current year and trends over historical years.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Ongoing need to address student engagement/attendance and the impact on assessment performance.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>A lack of opportunities for meeting with staff/students.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Guidance for students is focussed.</li> <li>Modules are topical with a variety of tasks.</li> <li>Assessments are frequently modified to address student needs and feedback.</li> </ul>

## 2.5 External Regulatory Standards and Other Comments (Section 4)

No significant concerns were flagged in this section, with apprenticeship and Professional Bodies standards being praised for meeting requirements.

A further top-level summary of feedback is provided below, categorised into positive and developmental areas.

Positive or Developmental	Theme
Positive	<ul style="list-style-type: none"> <li>Examiners at the end of their tenure had positive experiences, received timely support and praised the quality of the programmes and the organisation.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Lack of opportunities for meeting with staff/students.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Systems improvements suggested including the ability to view previous years' comments and access to datasets.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Examiners provide constructive feedback, including on possible enhancements.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Examiners confirm that, where relevant, programmes address the requirements of professional bodies and national standards.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Feedback on apprenticeship programmes very positive, highlighting among other points clear alignment with standards and strong relationships between programme teams and employer partners.</li> </ul>

## 2.6 Programme examination board (Section 5)

Those External Examiners who attended Programme Assessment Boards (PABs) were complimentary about how well managed and efficient they operated. Praise was given to the fair and clear way in which they were ran. Suggestions were offered regarding organisation and timings of PABs, attendance and materials provided. It is anticipated these recommendations will be taken as part of the ongoing sector review of Examination Boards of which Northumbria are actively engaging.

Positive or Developmental	Theme
Positive	<ul style="list-style-type: none"> <li>Boards are well managed, organised and efficient. Decisions are clear and fair.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Improvements requested in invitations to PABs, including clarity on who is invited, timeliness of sending invites and ensuring joining links are provided.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>It was noted that boards can be held before the completion of moderation and that acronyms could be better explained at the start.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Request made to allow External Examiners the chance to investigate provision of data before boards of information on degree classification and module performance (overall and cohort related).</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Consider in person attendance.</li> </ul>

## 2.7 The External Examiner Role and Information Provided (Section 6)

This section covers questions on induction, administrative aspects, and the assessment and feedback processes. There are 2 additional questions relating to newly appointed examiners. Examiners are

asked to select a response (A-E) based on the extent to which they agree or disagree with the question and can provide qualitative comments. Aggregated data from Section 6 (questions 1 to 7) is provided below, with further detail provided in Appendix 2:

Table 1: Summary responses to Section 6 of External Examiner report forms (excluding not applicable or no response).

<b>A – Strongly agree</b>	<b>B – Mostly agree</b>	<b>C – Mostly disagree</b>	<b>D – Strongly disagree</b>
<b>68.24%</b> <b>63.23% (2022/23)</b>	<b>27.68%</b> <b>31.95% (2022/23)</b>	<b>3.35%</b> <b>3.34% (2022/23)</b>	<b>0.73%</b> <b>1.48% (2022/23)</b>

Overall, as the data shows, External Examiners are positive about their role and the support they receive with a steady performance comparing with the previous academic year results.

Positive highlights include praise for the support received by academic and professional support colleagues, clear timelines and efficient systems. Areas for development include some pockets of system issues, short turnaround timescales, mentoring and enhanced ongoing communication with programme teams.

A further top-level summary of feedback is provided below, categorised into positive and developmental areas.

Positive or Developmental	Theme
Positive	<ul style="list-style-type: none"> <li>Praise for information provided by academic and professional support colleagues, good relationships in place.</li> <li>There are timely and friendly responses to any questions, and clear and effective communication.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Some issues with system access including some links on eVision not working.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Occasionally short notice provided for moderation and tight turnaround times.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Induction event could offer extra information around accessing student work and firmer timelines.</li> <li>Consider hints and tips from other examiners to pass on useful information.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Some examiners were not assigned a mentor, and there is confusion around this.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Systems are streamlined and straightforward, with eVision being praised as excellent practice.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Increased communication with programme teams could improve examiners' understanding of programme structures.</li> <li>This would also provide additional support for examiners who were unable to join the live induction webinar.</li> </ul>
Developmental	<ul style="list-style-type: none"> <li>Ensure issues raised in reports are addressed and responded to.</li> </ul>
Positive	<ul style="list-style-type: none"> <li>Support for new examiners from professional support teams and mentors was commended.</li> </ul>

## 2.8 Issues flagged for report at University level

As per the process, most issues or queries are resolved at department/programme level. The following table summarises University level issues raised in reports since 2021/22 which are not yet resolved and those which have been resolved since last year's paper. It is proposed that these actions are monitored through the Quality and Standards Sub-Committee.

Ref	Issue	Year Raised	Response	Update January 2025	Status (Jan 2025)
22/02	Report structure and real-time capture and integration of module feedback	2021/22	<b>Action:</b> Review of report structure and interfaces between systems, including alignment with CPPR. <b>Led by:</b> QTE (G&E, PSRB/Review)	CPPR process redesign undertaken with departmental (no longer modular) report being data led against external matrices. Combined with sector consideration in relation external examining.	Ongoing in line with evolution of CPPR and external examiner policy.
22/03	Lack of a consistent approach to meetings with staff and students, and other examiners. Ensure policy regarding expectations of meeting students is implemented.	2021/22 2022/23 2023/24	<b>Action:</b> Consider approaches to monitoring external examiner visits and meetings. Evaluate the process of CPPR module panels and opportunities for external examiner engagement. <b>Led by:</b> QTE (G&E, PSRB/Review)	CPPR process redesign complete. Further action required to ensure consistent approach to visits and meetings with students.	This will be subsumed by the current review of assessments, exam boards and the external examiner role. Engagement with examiners is a key consideration of this review and will be strengthened.
22/04	Examination board attendance	2021/22 2022/23 2023/24	<b>Action:</b> Revisit guidance on expectations around exam board attendance. Feed into discussions around the Education Strategy and any new approaches as a result of consideration of the academic calendar. <b>Led by:</b> QTE (G&E) with input from Academic Support.	Policy regarding attendance of Lead external examiner now more widely understood. Approach to exam boards currently being considered as part of the assessment regulations review (strand of QED).	This will be subsumed by the current review of assessments, exam boards and the external examiner role. The role of the examiner in relation to board attendance has been identified as a specific item for review.

Ref	Issue	Year Raised	Response	Update January 2025	Status (Jan 2025)
22/05	Communication with and onboarding of external examiners	2021/22 2022/23 2023/24	<b>Action:</b> Develop clear guidance and expectations for academic/examiner liaison and onboarding. Develop specific guidance for examiners appointed for their professional expertise. Develop further guidance and training for academic staff. <b>Led by:</b> QTE (G&E) with Faculty Directors of QA.	Significant progress in relation to apprenticeship delivery focusing on the External Quality Assurance of end point assessment. Induction and guidance reviewed annually. Further guidance and training for academic staff to be taken forward.	This will be impacted by the current review of assessments, exam boards and the external examiner role. Engagement with examiners is a key consideration of this review and will be strengthened.
22/06	Closer monitoring of mentoring arrangements.	2021/22 2022/23 2023/24	<b>Action:</b> Devise a monitoring process to ensure that agreed mentoring arrangements are in place. <b>Led by:</b> QTE (G&E) with Faculty Directors of QA.	It is extremely difficult to monitor contact between mentors and mentees. Wording of the 'putting in touch/ email has been revised to advise examiners to make contact, and to advise the Quality Review team if no response from the mentor.  Section 6 / Q7 wording will be amended to clarify that only examiners with no prior experience are assigned a mentor. Current wording implies every new examiner is assigned a mentor.	Revised wording is currently in operation.  This will be implemented ready for 2024/25 annual reports.
22/07	Summary report content and structure	2021/22	<b>Action:</b> Consider the structure of this annual report (in light of more detailed	Ongoing owing to re-alignment of QTE department.	Refreshed focus in 2024/25, as part of ongoing Quality Review development

Ref	Issue	Year Raised	Response	Update January 2025	Status (Jan 2025)
			module information and embedding of CPPR) <b>Led by:</b> Assistant Director (QTE) and Faculty Directors of Quality Assurance		
22/08	Support and feedback for weaker students	2021/22 2022/23 2023/24	<b>Action:</b> Consider training and guidance, and assimilation of best practice in terms of providing assessment feedback to students performing less-well. <b>Led by:</b> Teaching Excellence Team	This action had been passed to the TE team, however this team has been disbanded.	As a piece of recurring feedback from External Examiners, to consider via QSSC how to take this forward noting CPPR process will continue to focus on student performance and outcomes.
23/01	Provision of module and programme statistical trend data to externals	2022/23 2023/24	<b>Action:</b> Consider how and when externals get access to trend data. <b>Link to Ref 22/02</b>	See action 22/02	This will be impacted by the current review of assessments, exam boards and the external examiner role. Engagement with examiners is a key consideration of this review and will be strengthened.
23/02	Use of 'cut and paste' for module section of report	2022/23 2023/24	<b>Action:</b> Review guidance to externals. <b>Led by:</b> QTE (G&E)	This is referenced in the annual webinar training sessions. A note has been added on the portal itself to advise that comments should not be copied and pasted.	Resolved, but ongoing monitoring for academic leads to report to the Quality review team any reports that need referring back to the examiner for editing.
23/03	Issues with external programme alignment (B&L)	2022/23	<b>Action:</b> To consider how programme overview can be managed within a matrix structure	The Quality Review team will be attending faculty SELT meeting on 19 February 2025 to explore this further.	Ongoing.

Ref	Issue	Year Raised	Response	Update January 2025	Status (Jan 2025)
			<b>Led by:</b> B&L Faculty Working Group		
24/01	Artificial Intelligence statement	2023/24	<b>Action:</b> To consider how AI use, across subjects, is clear to both students, staff and External Examiners. <b>Led by:</b> AI Working Group	The university AI working group is currently looking and working on this as aligned to QED.	Ongoing as part of the AI working group developments.

## **2.9 Future Developments**

In line with the delivery of the Education Strategic Delivery Plan (SDP) specifically with regard to the implementation of the QED framework, it will be important to engage External Examiners and consider any impact on the university's associated policies and practices.

The sector wide Examination Board review will forge potential revised ways forward for the university's PABs and External Examiner engagement with regard to these. It will be important to consider any impact and subsequent changes to this activity.

## **3 Recommendations**

Education Committee is asked to:

- i. Endorse the Summary of External Examiner Reports 2023/24 and recommend to Academic Board for approval;
- ii. Approve the responses and actions detailed in Section 2.8.

Appendix 2: Progression and Awards Board External Examiner Reports 2023/24 – Report Questions and Data Summary (Percentages, excluding not applicable or no response)

Question	Faculty	A - strongly agree	B - mostly agree	C - mostly disagree	D - strongly disagree
Q01	I was advised about assessment procedures and regulations, and on the role of external examiner.				
	<b>Total</b>	<b>75.46%</b>	<b>23.79%</b>	<b>0.74%</b>	<b>0.00%</b>
	ADSS	73.08%	26.92%	0.00%	0.00%
	BL	81.25%	17.19%	1.56%	0.00%
	CENTRAL	80.00%	20.00%	0.00%	0.00%
	EE	66.67%	31.67%	1.67%	0.00%
	HLS	78.31%	21.69%	0.00%	0.00%
Q02	Briefings/information on assessment procedures and regulations, and on the duties of external examiner, has helped me in my role.				
	<b>Total</b>	<b>66.92%</b>	<b>31.20%</b>	<b>1.88%</b>	<b>0.00%</b>
	ADSS	61.54%	36.54%	1.92%	0.00%
	BL	73.02%	23.81%	3.17%	0.00%
	CENTRAL	70.00%	30.00%	0.00%	0.00%
	EE	55.93%	40.68%	3.39%	0.00%
	HLS	73.17%	26.83%	0.00%	0.00%
Q03	The timing given for consideration of assessed work complied with the indicated schedule.				
	<b>Total</b>	<b>63.81%</b>	<b>31.34%</b>	<b>3.36%</b>	<b>1.49%</b>
	ADSS	61.54%	32.69%	5.77%	0.00%
	BL	69.84%	26.98%	1.59%	1.59%
	CENTRAL	81.82%	18.18%	0.00%	0.00%
	EE	56.67%	33.33%	5.00%	5.00%
	HLS	63.41%	34.15%	2.44%	0.00%
Q04	I received sufficient information on programme/module structure, content, methods of assessment and assessment criteria.				
	<b>Total</b>	<b>71.85%</b>	<b>24.81%</b>	<b>2.96%</b>	<b>0.37%</b>
	ADSS	76.92%	21.15%	1.92%	0.00%
	BL	76.56%	20.31%	3.13%	0.00%
	CENTRAL	72.73%	18.18%	9.09%	0.00%
	EE	56.67%	35.00%	6.67%	1.67%
	HLS	75.90%	24.10%	0.00%	0.00%
Q05	I am satisfied that any issues raised in my last report are being addressed. ( <i>select n/a if this is your first report</i> )				
	<b>Total</b>	<b>70.56%</b>	<b>23.33%</b>	<b>6.11%</b>	<b>0.00%</b>
	ADSS	69.44%	25.00%	5.56%	0.00%
	BL	75.61%	14.63%	9.76%	0.00%
	CENTRAL	83.33%	16.67%	0.00%	0.00%
	EE	60.53%	28.95%	10.53%	0.00%
	HLS	72.88%	25.42%	1.69%	0.00%

Question	Faculty	A - strongly agree	B - mostly agree	C - mostly disagree	D - strongly disagree
Q06	I approved all summative assessment (assignments, examinations and referral) before issue to students.				
	<b>Total</b>	<b>53.62%</b>	<b>37.68%</b>	<b>8.70%</b>	<b>0.00%</b>
	ADSS	50.00%	42.86%	7.14%	0.00%
	BL	68.42%	31.58%	0.00%	0.00%
	CENTRAL	33.33%	66.67%	0.00%	0.00%
	EE	57.89%	15.79%	26.32%	0.00%
	HLS	35.71%	64.29%	0.00%	0.00%
Q07	Assessment tasks are appropriate to the level of study. They are stimulating and challenging, and enable students to demonstrate knowledge and skills.				
	<b>Total</b>	<b>52.94%</b>	<b>27.45%</b>	<b>9.80%</b>	<b>9.80%</b>
	ADSS	62.50%	25.00%	0.00%	12.50%
	BL	45.45%	36.36%	18.18%	0.00%
	CENTRAL	50.00%	0.00%	0.00%	50.00%
	EE	44.44%	27.78%	16.67%	11.11%
	HLS	66.67%	25.00%	0.00%	8.33%
<b>Total</b>		<b>68.24%</b>	<b>27.68%</b>	<b>3.35%</b>	<b>0.73%</b>

Key:

AD&SS Faculty of Arts, Design and Social Sciences  
B&L Faculty of Business and Law  
CENTRAL International Development/Northumbria Language Centre  
E&E Faculty of Engineering and Environment  
H&LS Faculty of Health and Life Sciences