External Examiner Induction Session
26 April 2017

Helen Fitch – Student & Academic Services
Pam Parker – LEaD
Claire De Than – Academic Lead External Examining

www.city.ac.uk
External Examiner Induction

10.30 am – Registration and refreshments
10.45 am – Welcome from Claire De Than
11.00 am – Overview of City and assessment processes
            – Question and Answers
12.00 pm – Programme Directors arrive

The aim of this session is to:
provide you with an overview of City’s assessment processes and
information about where to obtain the resources you need, so that
you are able to undertake your role as an External Examiner for
City, University of London with confidence
We will focus on the following key areas:

- **Student employability** - curriculum and embedded employability
- **Student progression** - student support
- **Student experience** - student opportunity and community

and supporting and enabling staff to enhance the student experience
Education and Student Strategy

- Research & Practice Informed Education (RPIE)
- Support for Success (S4S)
- Career Development & Employability (CDE)
- City Communities (CC)
- In the Heart of a Global City (HoGC)
Introduction to City, University of London

City, University of London gained its degree awarding powers in 1966.

There are five Schools:

• School of Arts and Social Sciences
• Cass Business School
• School of Mathematics, Computer Science and Engineering
• School of Health Sciences
• School of Law
Validated Institutions and Partnership Institutions

- Arts Educational Schools London
- ESCP Europe Business School
- Hansard
- INTO City
- Westminster Kingsway City and Islington College
## Student numbers

<table>
<thead>
<tr>
<th>School/department</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cass Business School</td>
<td>2,170</td>
<td>3,247</td>
<td>5,417</td>
</tr>
<tr>
<td>School of Arts &amp; Social Sciences</td>
<td>1,644</td>
<td>1,725</td>
<td>3,369</td>
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<tr>
<td>School of Health Sciences</td>
<td>2,934</td>
<td>1,256</td>
<td>4,190</td>
</tr>
<tr>
<td>School of Mathematics, Computer Science &amp; Engineering</td>
<td>1,906</td>
<td>1,401</td>
<td>3,307</td>
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<tr>
<td>The City Law School</td>
<td>1,041</td>
<td>794</td>
<td>1,835</td>
</tr>
<tr>
<td>Learning Enhancement and Development</td>
<td>0</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9,695</strong></td>
<td><strong>8,583</strong></td>
<td><strong>18,278</strong></td>
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</tbody>
</table>
Of which

56% are female
33% are non UK/EU
53% are undergraduate
44% are postgraduate (taught)
3% are research students
80% are full-time
The University for Business and the Professions

- HE Academy
- Broadcast Journalism Training Council
- Association of Chartered Certified Accountants
- Institute of Financial Services
- Association of MBAs
- Nursing and Midwifery Council
- College of Radiographers
- Health and Care Professions Council
- British Computer Society
- Law Society of England and Wales
- Bar Council
- Institute of Mechanical Engineers
- British Psychological Society, etc.
There are 3 **principles** setting out the External Examiner’s role in maintaining standards and **18 indicators** which stress the need for the External Examiner to determine:

- whether the **academic standards** set for awards are appropriate;
- the extent to which **assessment processes** are rigorous, ensure students are treated equally and have been conducted within the institution’s own regulations and guidance;
- where appropriate, the **comparability of the standards and student achievements** with those in other higher education institutions;
- any **good practice** identified in learning, teaching and assessment and **opportunities to enhance learning**.
• Guidance on academic levels for HE taught programmes, from Level 4 (Cert of HE) to Level 7 (Masters), and Level 8 (Doctoral degrees)

• Includes specific qualification and level descriptors for the learning outcomes for each year of BSc/BA and MSc/MA awards

• Note the differences in terminology between the Frameworks for HE Qualifications for England, Wales and Ireland (FHEQ) (green tables) and the Scotland (SQEF) (blue tables)

• Designed to be used in conjunction with the QAA subject specific benchmark statements

• Programme Teams/External Examiners must ensure that programme learning outcomes/assessments are at the correct levels
Types of External Examiner

- Programme External Examiner
- Module or subject External Examiner
- Lead or Chief External Examiner

The number and range of External Examiners vary according to:
- Workload
- Academic diversity of the programme
- FHEQ/Subject Benchmark Statements
- New External Examiner mentoring
- PSRB requirements
- Diversity of assessments, particularly where there is performance or work-based learning involved
Role of an External Examiner

This is an important quality assurance and advisory role. It includes:

- Review of assessment materials
- Approval of the assessments compiled by the internal examiners
- Meeting students if you wish – to be agreed with the Programme Director
- Practice visits if required
- Review of curriculum changes
- Attendance at the award Assessment Board and approval of the Assessment Board’s recommendations for submission to Senate (Attendance at resit boards is not compulsory)
- Completion of an Annual External Examiner Report
Not part of the role

- Changing individual marks of a sample – but an External Examiner can advise programme teams and raise concerns about the quality of moderation/second marking

- Conducting a viva if that is not in the assessment strategy for the programme

- Attending periodic reviews
• Dates and times of Assessment Boards, with indication of Boards at which attendance is required

• Dates and timescales for receipt and turnaround of work, what to be received, and from whom

• Dates for visits to City to review work, meet students etc
The report is completed online and invites you to respond to a number of areas related to:

- Your role
- Administration arrangements and information given to you
- Responses to your comments
- Programme specific information
- If the programme/module aligns with the FHEQ and Subject Benchmarks
- Student performance compared to elsewhere
- Assessment range, criteria and feedback
- Assessment Board
- **Aspects of good practice and strengths**
- **Areas for development**
School process for annual reports - What happens to them?

- Student & Academic Services receive your report within two weeks of the Assessment Board. The report is annotated to help City be aware of good practice and ascertain whether there are any common issues within Schools.

- The report is then sent to the Programme Team who prepare a response which is considered at the School’s Board of Studies before being sent to you. Students will be present at this meeting.

- Reports are also shared with students via Staff/Student Liaison Committees.

- Senate receives a Thematic Report each year
Assessment Regulations and Policies

City has a set of policies and regulations that cover all programmes and provide additional guidance. These are regularly reviewed by Senate.

In the main all programmes adhere to these, however specific exceptions can be made for professional reasons; the programme specification must include all approved variations from the standard regulations.

The Assessment and Feedback Policy document provides guidance for aspects such as developing assessment, marking and moderating, responsibilities and academic misconduct, extenuating circumstances and appeals.
The Quality Manual

• We have brought together all our policies and procedures under one banner on our website:
  http://www.city.ac.uk/about/education/quality-manual

• Here you will find the key documents and information such as the Assessment and Feedback Policy, appeals and extenuating circumstances information and all the other quality assurance policies that provide the framework in which programmes are delivered.
Submission of student work

- Many schools now use online submission, but we still have some physical submission of coursework and some performance aspects such as practice assessments.
- City does have Turnitin however there is no standard policy for use at present.
Marking and Moderation

- City has a policy of first marking and moderation in many departments although there is some second marking.

- Second marking is mostly still on assessments such as dissertations and portfolios.

- Feedback is now subject to strict deadlines for turnaround; three weeks for coursework and four weeks for exams. This is monitored by Senate three times each year.
Assessment and Feedback Policy

The policy covers additional guidance for assessment such as:

- assessment criteria and grade related criteria
- more advice on marking and moderating
- advice on Assessment Boards
- advice on Feedback
Programme specific induction

- Programme and Module Specifications
- Programme Handbook defining the aims and objectives of the programme, the programme scheme, syllabuses, assessment scheme and assessment regulations
- Background information on the programme and its place in the department/school system of education in that subject
- Subject benchmark statement (where available)
- Details of any professional, regulatory or statutory body requirements
- Previous External Examiner report and Programme Director’s response
- Annual Programme Evaluation
- Education and Student Strategy
HEFCE have contracted the Higher Education Academy (HEA) to work across all four nations to facilitate a sector-owned development process focusing on the professional development for external examiners.

The project has two interrelated parts:

- Working with a range of higher education providers to design and pilot generic professional development for external examiners
- Exploring different forms of calibration exercises with subject associations and Professional, Statutory and Regulatory Bodies (PSRBs).
Useful Websites

The Higher Education Academy have an area on their website about the External Examining project: https://www.heacademy.ac.uk/hefce-degree-standards

QAA website


• Subject Benchmark Statements: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
City, University of London Webpages

- Quality Manual pages for External Examiners:
  http://www.city.ac.uk/about/education/quality-manual/7-external-examining

- Vision and Strategy 2026
  http://www.city.ac.uk/about/city-information/vision-strategy-2026

- Education and Student Strategy 2014-2020:
  http://www.city.ac.uk/about/education/education-student-strategy
Any Questions?