



# External Examiner Induction

20 November 2023

The University of  
business, practice  
and the professions.

[www.city.ac.uk](http://www.city.ac.uk)





# Introductions

- **Professor Juliet John**
  - Vice President (Education)
- **Professor Pam Parker**
  - Director, Learning Enhancement & Development
- **Seán Hogan**
  - Assistant Registrar (Quality)
- **Rosanna Crombie**
  - Quality & Standards Officer



# Session Plan

- Welcome and Introduction to City
- Main Aspects of the Role
- Resources



# Aims

The aims of this session are to:

- discuss the key aspects of your role and
- provide you with an overview of City's assessment processes

...so that you can undertake your role as an External Examiner for City, University of London with confidence.

# Activity 1

Please type in the chat:

- Your institution or practice area
- Previous experience of external examining
- Anything you are particularly hoping to learn or cover today
- Anything else that seems relevant



# Vision and Strategy 2030

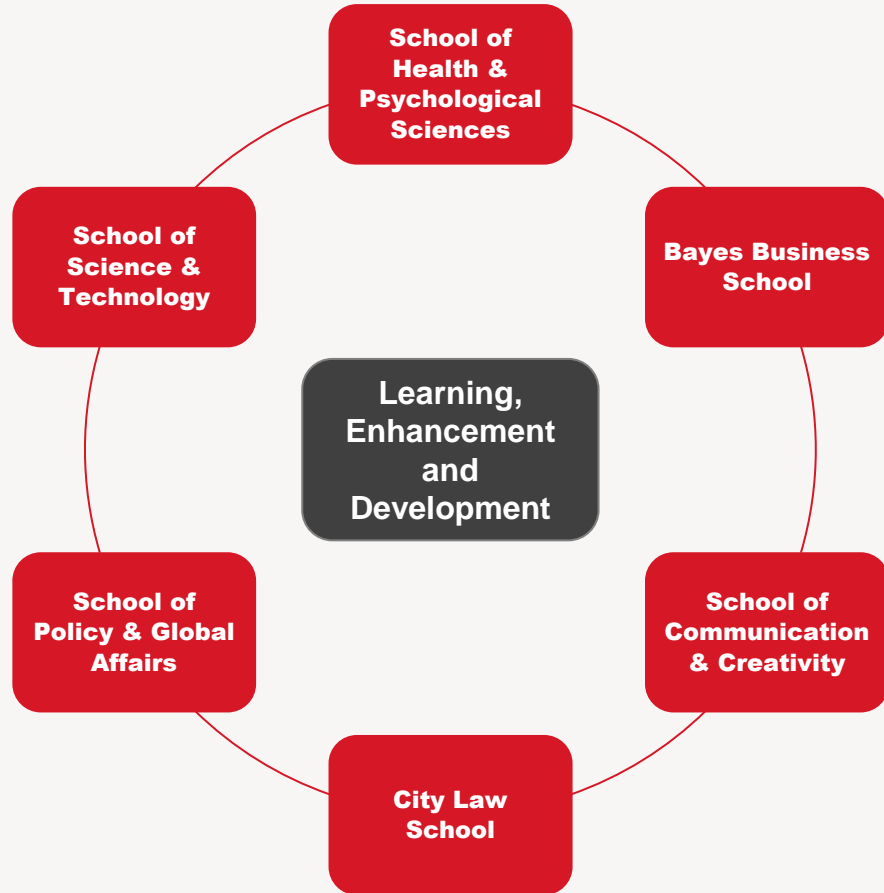
Currently focuses on:

- student experience, progression and employability together with
- supporting and enabling staff to enhance the student experience


2022 saw a refreshed [University Strategy](#) supported by enhancement work focusing on:

- curriculum design and assessment
- digital education and transformation
- student support and wellbeing
- student community and voice

# City Schools



# Links with Business and the Professions



**National Cyber Security Centre**

**Advance HE**

**Financial Conduct Authority**

**Royal Aeronautical Society**

**Bar Standards Board**

**Association of International Accountants**

**British Psychological Society**

**College of Optometrists**

**Broadcast Journalism Training Council**

**Royal College of Nursing**





# Importance of External Examiners

- External Examiners are an important part of City's internal and external quality assurance mechanisms
- Internally – External Examiner comments are included in annual programme evaluations, periodic reviews, etc., and thus contribute to the continual enhancement of our programmes and our students' experience
- Externally – City is regulated by the Office for Students and External Examiners play a role in demonstrating our compliance with [Conditions B1, B2, B4, B5, B8](#)



# Principles for Effective External Examining

Taken from [QAA \(2022\)](#)

1. Protect standards and ensure comparability and consistency
2. Act as an expert in providing independent critical review, performing the role with integrity and supporting enhancement
3. Ensure fairness and transparency in assessment
4. Maintain the currency of their knowledge
5. Support inclusivity and equity in teaching, learning and assessment



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# Main Aspects of the Role

- Familiarisation with programme content and structure
- Reviewing the form and content of assessments
- Reviewing samples of work
- Attending Assessment Boards
- Annual Report
- Meeting students
- Practice visits if required
- The review of curriculum changes



# Academic Year



- Month 1: Familiarisation with programme materials
- Months 2-9: Reviewing assessment briefs and exam papers
- Months 3-10: Reviewing samples of marked work
- Month 10: Attending Assessment Board
- Month 10-11: Annual report

All timings are approximate and vary according to whether programme is undergraduate or postgraduate and when the course starts i.e. September or January.



# Reviewing the form and content of assessments

- Module leaders will send Externals assessments to review before they are made available to students
- This includes all assessments that contribute to the award (summative assessments)
- City also has thorough internal processes to review and proof-read assessments

# What to check for?

External Examiners check that the assessment:

- Is an appropriate volume of work
- The assessment approach allows the student to demonstrate the learning outcomes
- The assessment criteria are pitched at the right level – see QAA Framework for HE Qualifications includes descriptors from Levels 4 (CertHE) - 7 (Doctoral degrees)
- Shows integrity, fairness and rigour
- Aligns with PSRB expectations (if applicable)



# Reviewing samples of work

- EEs should review samples of students' work
- This work will have been marked and moderated
- It will comprise roughly 10-20% of the cohort
- It will include work from across the range of marks





## Activity 2

There are three scenarios and your breakout room will be allocated one to consider.

Consider the questions and add any additional information or follow up you would wish to take.

Duration: 12 minutes

# Activity 2 - Scenario 1

You receive a sample of marking which has been moderated but as you start to review the sample you can see that two of the markers have not marked in line with the others and students seem to have much higher marks from these two markers.

Who will you contact about this?

What action do you want them to take?



# Activity 2 - Scenario 2

You have been asked to review a sample of projects which have been moderated. You have looked at a few and agree the marking is appropriate.

However, one project has comments by the marker and moderator about possible academic misconduct. You look to see how this was identified and it is not clear if this was just picked up because this marker was more vigilant than others, or if the whole batch had been subject to a check.

What will you ask the team to do?



# Activity 2 - Scenario 3

You have some examination scripts to sample and the cohort have a high failure rate.

You remember making comments about the examination paper and some of the questions earlier in the year, and are concerned the changes you suggested have not been made.

What will you do about this?





# Assessment Regulations

- The [Assessment Regulations](#) and related policies and guidance apply to all programmes\*
- Specific **Programme Regulations** (e.g. exceptions to standard Regulation) are appended to the Assessment Regulations and included in **Programme Specifications**
- Framework for Managing Disruption to Teaching, Learning and Assessment due to Industrial Action 2023/24 also in place – impacted programmes may have exemptions

\*some programmes in the City Law School have separate Assessment Regulations due to PSRB requirements



# Assessment Regulation Compliance

- Assessment Board decisions must be in line with City's **Assessment Regulations** (and **Framework**, if applicable)
- Decisions must be fair, proportionate and consistent across all of City's Schools
- Where decisions go to a vote, this **must be within the confines** of the Regulations/Framework
- External Examiners **can comment on and suggest amendments** to City's Regulations

# Assessment and Feedback Policy

[The Assessment and Feedback Policy](#) includes information on:

- Assessment criteria and grade related criteria
- Advice on marking and moderating
- Advice on Assessment Boards
- Advice on Feedback



# Other Relevant City Policies

- Programme Development and Review frameworks
- Academic Integrity and Misconduct Policy
- Academic Appeals
- Extenuating Circumstances



Policy reviews are undertaken to ensure practice is up to date





# Attending Assessment Boards

- EEs attend assessment boards where award or progression are being considered
- EEs are voting members (within confines of Regs)
- Most assessment boards are still online
- EEs have two opportunities to comment; before and after the marks are ratified

# Annual Report

The report is to be completed online, within **2 weeks** of the main Assessment Board (triggers payment), and invites you to respond to a number of areas (preview questions [here](#)) including:

- responses to your previous comments; alignment with the FHEQ and subject benchmarks; student performance compared to elsewhere; assessment range, criteria and feedback; areas for development, etc.

When acting as an External Examiner, you are required to observe City's [Data Protection Policy](#) and [Intellectual Property Policy](#). This applies to the content of assessments, student work and your Annual Report.



# Annual Report

## Central Team

- QUAD receive your report within two weeks of the Assessment Board. The report is annotated to highlight good practice, strengths and areas for concern/comment.

## School

- The report is shared with the Programme Team who prepare a response. This is considered at the School's Board of Studies before being sent to you.

## Students & Senate

- Reports are also shared with students via Staff/Student Liaison Committees.
- Senate receives an overview report each year, including recommendations



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# School Induction

Information you'll get at your School Induction:

- Programme and Module Specifications
- Programme Handbook
- Background information on the programme
- Annual Programme Evaluation
- Sample for External Examining
- Subject benchmark statement (where available)
- PSRB information
- Previous External Examiner report

# City External Examining webpages

Resource page for [External Examiners](#) includes

- Policy
- Guidance
- Induction Presentation Slides (these slides!)
- Student Policies and Regulations (a link to)
- Annual Report Template
- Annual Report Preview of Questions
- Expenses Form

City's Assessment Regulations (Regulation 19):  
[Senate Regulations | City, University of London](#)



# Quality Assurance Agency



## QAA website

- [External Examiners](#) (in External Expertise Advice and Guidance)
- [External Examining Principles](#)
- [Quality Code](#)
- [Subject Benchmark Statements](#)
- [Framework for Higher Education Qualifications](#)



# Advance HE

City is able to offer the External Examining Programme and has two members of staff recognised as competent to run this course.

There will be a course offered in April and later in the summer this year.

Further information, including an [EE Handbook](#), can be found on the [Advance HE website](#)



**Any Questions?**



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