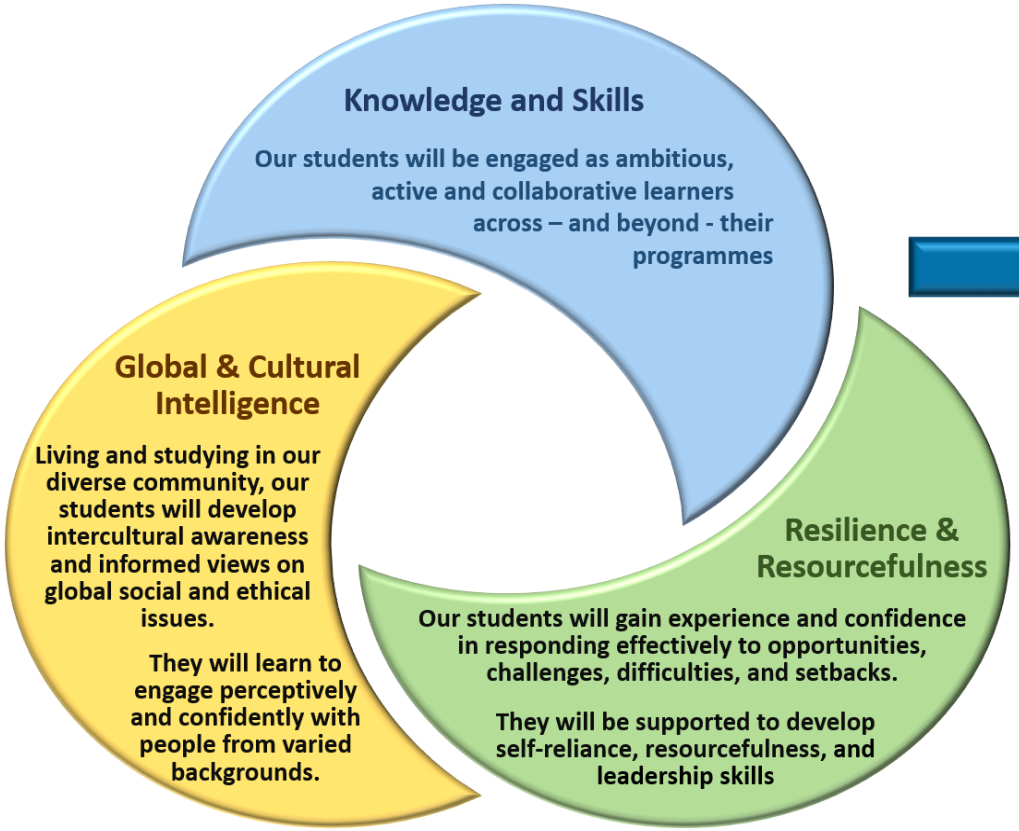
Induction for external examiners:
Regulations and policies

EDUCATION STRATEGY: Strands, Strategic Aims, Actions and Outcomes



STRATEGIC AIMS relating to:

- Ambitious programmes
- Inclusive curricula
- Teaching excellence
- Support for wellbeing
- A world view

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- Actions

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- Outcomes / indicators

External reference points

Quality Code for Higher Education: External Expertise:
https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise

The Quality Code requires providers to seek external, impartial and independent academic and/or professional expertise ensuring that the standards and quality of a providers' courses cohere with the relevant national qualifications framework, Subject Benchmark Statements, Characteristics Statements and any relevant professional or other requirements. Providers can also use external expertise to identify good practice in learning, teaching and assessment, areas for enhancement and to inform the continuous improvement of their courses.

- Expectations for standards:
  - The academic standards of courses meet the requirements of the relevant national qualifications framework.
  - The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards
- Expectation for quality:
  - Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

Degree Classification Descriptors

In May 2019, the UKSCQA published a Statement of Intent and proposed that providers publish a degree outcomes statement. Following this, QAA together with the UUK and GuildHE developed guidance to support HEIs in producing an evaluative degree outcomes statement (DOS). The guidance is only relevant to final classifications for graduates on FHEQ Level 6 (Integrated Masters, Level 7 are under discussion)

- **Degree Classification Descriptors:** https://ukscqa.org.uk/wp-content/uploads/2019/10/Frameworks-Annex-with-Degree-classification-descriptions.pdf

  - ✓ Published 10 October 2019
  - ✓ Developed over 18 months with the sector
  - ✓ Developed for FHEQ Level 6
  - ✓ Goes beyond minimum threshold in the main body of the Frameworks: sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours - 1st, 2.1, 2.2 and 3rd
  - ✓ UK wide reference point, to be appended to the national qualification frameworks
  - ✓ Sufficiently generic to sit alongside providers own learning outcomes
  - ✓ Also can be used alongside other reference points, e.g. Subject Benchmark Statements
  - ✓ Different applications across the UK- e.g. in England they are "sector recognised standard" under HERA and may be adopted by OfS.
  - ✓ The statements are generic and can be applied across subjects and modes of learning
  - ✓ Descriptors may be useful for staff development, course design and approval, and external examiner processes
  - ✓ Providers regulated in England and registered with the Office for Students (OfS) must ensure that their courses meet the sector-recognised standards set out in the OfS's regulatory framework for higher education in England (see *Securing student success: Regulatory framework for higher education in England*, OfS, Feb 2018, https://www.officeforstudents.org.uk/media/1406/ofs2018_01.pdf)

Internal reference points

- University Quality Framework (https://www.surrey.ac.uk/quality-enhancement-standards/university-quality-framework)

- Regulations (https://www.surrey.ac.uk/quality-enhancement-standards/regulations) define the framework for the academic activities of the University
  - ✓ Regulations for taught programmes (covers undergraduate and taught postgraduate programmes) – A1
  - ✓ Regulations for the Foundation Year – A0

- Codes of practice (https://www.surrey.ac.uk/quality-enhancement-standards/codes-practice) set out policy and procedure and provide operation advice on how processes are carried out
  - Code of practice for academic governance (includes terms of reference for Boards of Examiners)
  - ✓ Code of practice for external examining: taught programmes
  - ✓ Code of practice for assessment and feedback

- Specific programme requirements (e.g. Professional Bodies) and programme details
  - ✓ Programme and module catalogue (https://catalogue.surrey.ac.uk/)

Programme structures

Modular

All undergraduate and postgraduate taught programmes

Modules are normally “short and fat” – taught in each semester, not across the whole year, apart from dissertation/project modules

Credits

15 credit tariff for UG and PGT

Most taught modules are 15 credits - 30 credits and above for projects, dissertations and clinical modules

Bachelor’s award 360/480 credits

Integrated Master’s award 480/600 credits

Master’s award 180/240 credits

Levels

Level 3 - Foundation Year

Levels 4-6 - Undergraduate

Level P - Professional Training Year

Level 7 - Masters

Level 8 – Doctorate

Regulations: key points (1)

- Pass mark: levels 4-6 - 40%, level 7 - 50%
- *Core* modules: all units of assessment must be passed, irrespective of the aggregate module mark; compensation is not allowed to be applied to core modules
- *Compulsory* modules: must be taken but can be compensated
- Compensation: available after failing the 1st attempt, with value up to 30 credits in first year, 15 credits thereafter (and for PGT):
  - ✓ aggregate level mark is 45% or above (levels 4, 5 ,6) or 55% or above (level 7 and for all levels for the BVMSci Vet Med and Sc programme)
  - ✓ lowest mark is above 30% (levels 4, 5, 6) or 40% (level 7 and for all levels for the BVMSci Vet Med and Sc programme)
- No trailing failed credits
- Undergraduate students:
  - ✓ Summer resits for failed modules ≤60 credits
  - ✓ Failing > 60 credits – have to retake the following year
- Postgraduate taught students: if failing > 60 credits, the programme is halted and students have to retake failed units of assessment
- Resit mark capped at pass mark
- Possibility of a replacement module – one only (levels 6 or 7)

Regulations: key points (2)

- Honours classification is based on weighted levels aggregate:
  - ✓ Bachelors - 35/65 (levels 5/6)
  - ✓ Bachelor of Vet Med and Science – 10/15/30/45 (levels 5/6/7-Year 4 /7 – Year 5)
  - ✓ Integrated Masters – 25/35/40 (levels 5/6/7)

- Masters degrees grading system (Distinction, Merit, Pass) based on a weighted average

- Intermediate exit awards:
  - ✓ 120 credits at level 4 – Cert HE
  - ✓ 240 credits (120 at level 5) – DipHe
  - ✓ 300 credits (60 at level 6) – Ordinary degree
  - ✓ 60 credits (45 at level 7) – PGCert
  - ✓ 120 credits (90 at level 7) - PGDip

Code of practice on assessment and feedback: overview

- Purposes:
  - ✓ Integrity of assessment strategy
  - ✓ Fairness and rigour in application
  - ✓ Transparency

- Principles and main features:
  - ✓ Assessment strategy for programmes with good balance of types of assessment within a module (normally, between 2 and 5 units of assessment in one module)
  - ✓ Normally no more than 75%-80% summative assessment by examination across a programme
  - ✓ Alignment with learning outcomes at programme and module level and linked with grade descriptors
  - ✓ Assessment is proportionate - not under or over assessed; written examinations usually 2 hours
  - ✓ Feedback to students, including opportunities for formative feedback
  - ✓ Variety of assessment methods
  - ✓ Quality control (valid processes in place) / quality assurance (mechanisms to check these)
  - ✓ Learning support

Code of practice on assessment : Marking

- Primary marking – mark and provide feedback
- Second marking – may involve all *or* a sample of students' work within a cohort depending on the size of cohort or a sample (10% of the total or 20 pieces of work), focuses on the marking of work
- Double marking / Double blind marking – second academic marks the work , 100% or a sample in large cohorts (10% of the total or 20 pieces of work)
- Double marking required for modules worth more than 15 credits
- Audit marking – required where assessment is either based on a binary (right/wrong) evaluation and/or entirely based on objective answers (for example, in multiple choice assessments with or without computer-aided marking)
- Adjustment of cohorts of marks to alter an atypical profile of marks taking into account previous performance on the module and disciplinary norms. Appendix 7 – several methodologies for mark adjustment