Induction for External Examiners:
Welcome to the University of Surrey

Delivered by Henrietta Going, Assistant Registrar (Quality), Academic Quality Services

Our journey
CREATING POSSIBILITIES

The University of Surrey has a rich heritage spanning almost 130 years. For over 50 years we have been based in Guildford, Surrey, and we've continued to make an impact through our research, teaching, innovation and enterprise.

1891
Battersea Polytechnic Institute, the forerunner to the University, is founded.

1966
HM The Queen grants a Royal Charter, establishing the University of Surrey.

1968
Students arrive on the new university campus.

1995
The European Institute of Health and Medical Sciences is established.

2010
Surrey Sports Park opens, and is used by elite sports stars and the local community, as well as students and staff.

2011
The Ivy Arts Centre opens.

2015
The 5G Innovation Centre (5GIC) is officially opened.

2016
125 years since we opened our doors as Battersea Polytechnic Institute and our 50th anniversary in Guildford.

2019
£5 million School of Psychology facilities open.

1934
The Students' Union is established.

1966
Construction begins on the new campus in Guildford, Surrey.

1985
Surrey Research Park's first tenants take up residence.

1998
HM The Queen officially opens the Surrey Space Centre.

2010
Guildford School of Acting (GSA) merges with the University.

2015
HM The Queen officially opens the School of Veterinary Medicine's new buildings.

2016
Surrey is named University of the Year and University of the Year for Student Experience (The Times and Sunday Times Good University Guide 2016).

2018
Surrey receives a Queen's Anniversary Prize for food and nutrition research at a ceremony at Buckingham Palace.

2020
The Countess of Wessex officially opens the Kate Granger Building, home to the School of Health Sciences

Surrey Research Park

THE SURREY RESEARCH PARK
UNIVERSITY OF SURREY

HM The Queen opens new buildings

Kate Granger Building

- ➢ Subject coverage: Music, Theatre, Dance, Economics, English and Languages, Hospitality and Tourism, Law, Politics, Sociology, Business & Management , Chemistry, Computer Science, Engineering, Mathematics, Physics, Biosciences, Health Sciences, Psychology, Veterinary Medicine

- ➢ Pioneer of integrated professional education – circa 60% of UG students take a placement or our award winning Professional Training Year (PTY) *(National University Employability Award 2019 and Best University Placements Service (over 500) for the last four years (19-22))*

- ➢ over 2,805 staff FTE

- ➢ c 193 partnerships around the world

- ➢ £ 41.3m research income; 89% of research output judged to be world leading or internationally excellent in 2021 REF

- ➢ Strategy refreshed in 2021 "Forward Thinking. And Doing" building on previous strategy "The Surrey Advantage"

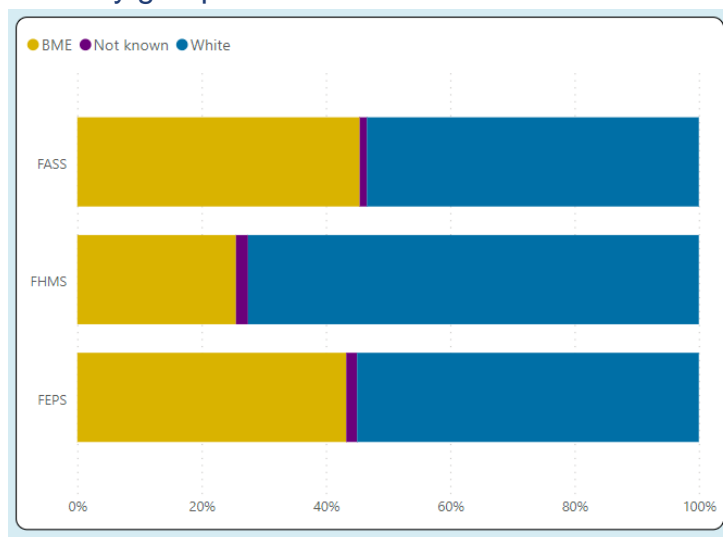- ➢ Surrey Research Park – 70 acres, 170 companies based there

Student data: 2021-22

Student Numbers:

Level of study	Total number (Full-Time and Part-Time)
Undergraduate	11,418
Postgraduate Taught	3,068
Postgraduate Research	1,162
Total	15,648

Demographics:

Ethnicity group:

Legend: BME · Not known · White

FASS, FHMS, FEPS (0% – 100%)

Age at Entry:

Legend: 21 to 30 · Over 30 · Under 21

FASS, FHMS, FEPS (0% – 100%)
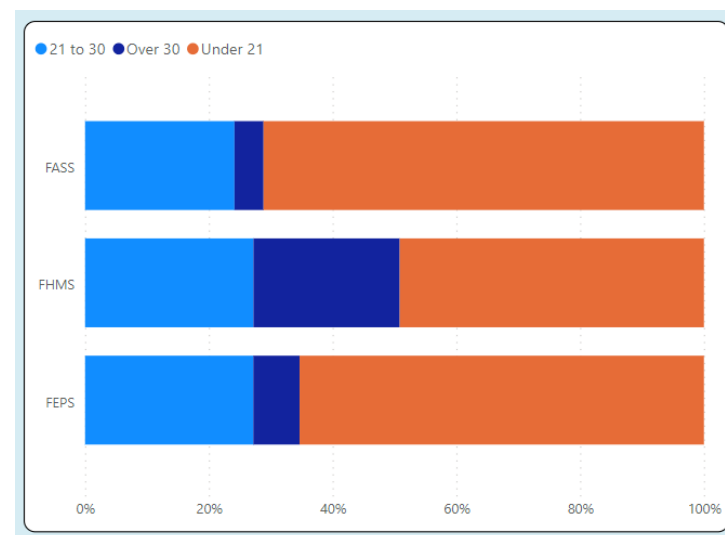
Recent rankings

➢ UK rankings at a glance

- 18th in the Complete University Guide
- 22nd in The Times and The Sunday Times Good University Guide, awarded their University of the Year for Graduate Employment and shortlisted for university of the year.
- 24th in the Guardian
- Our NSS Overall Satisfaction score ranked sixth against Guardian League Table Listed providers.
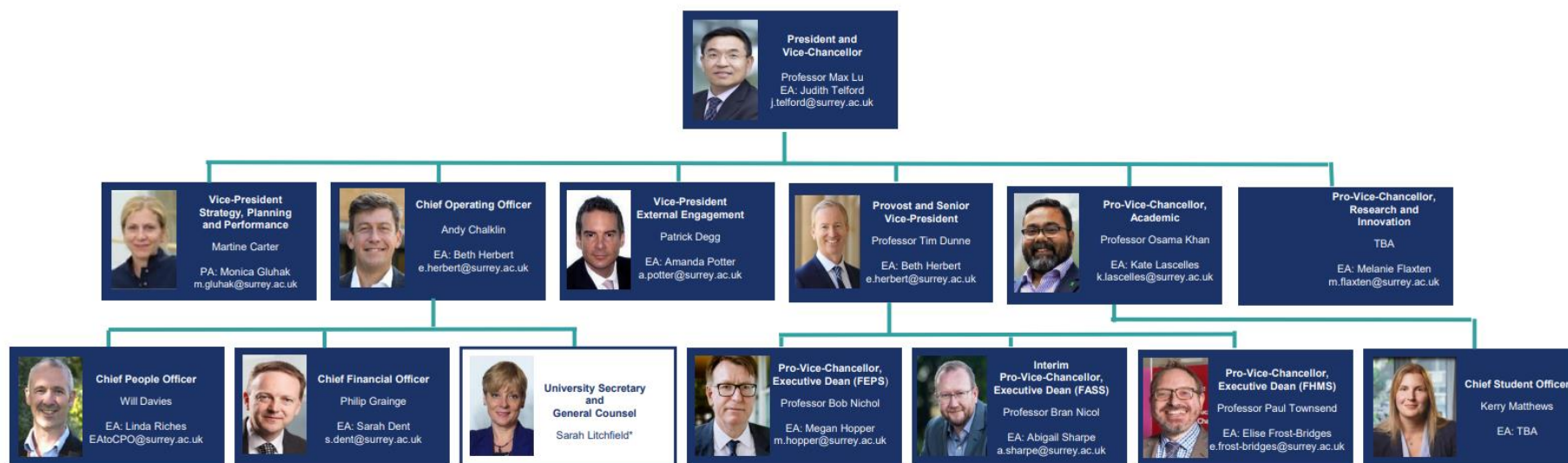
National league tables:

➢ 10 top ten subject areas in the Times/Sunday Times

Information on the University International league tables including
QS World University Rankings, Times Higher Education
World University Rankings 2019 and *Shanghai Global Rankings*
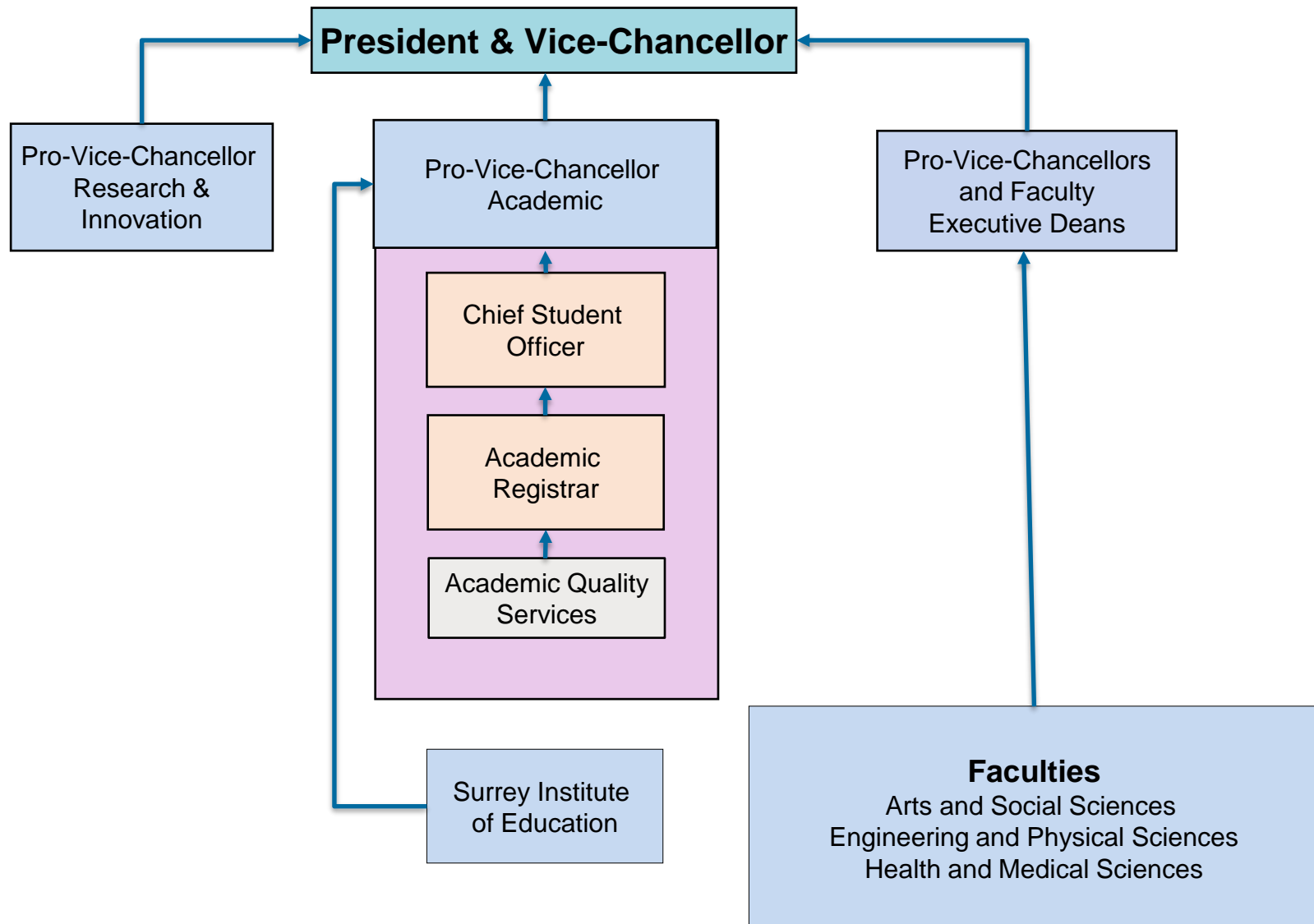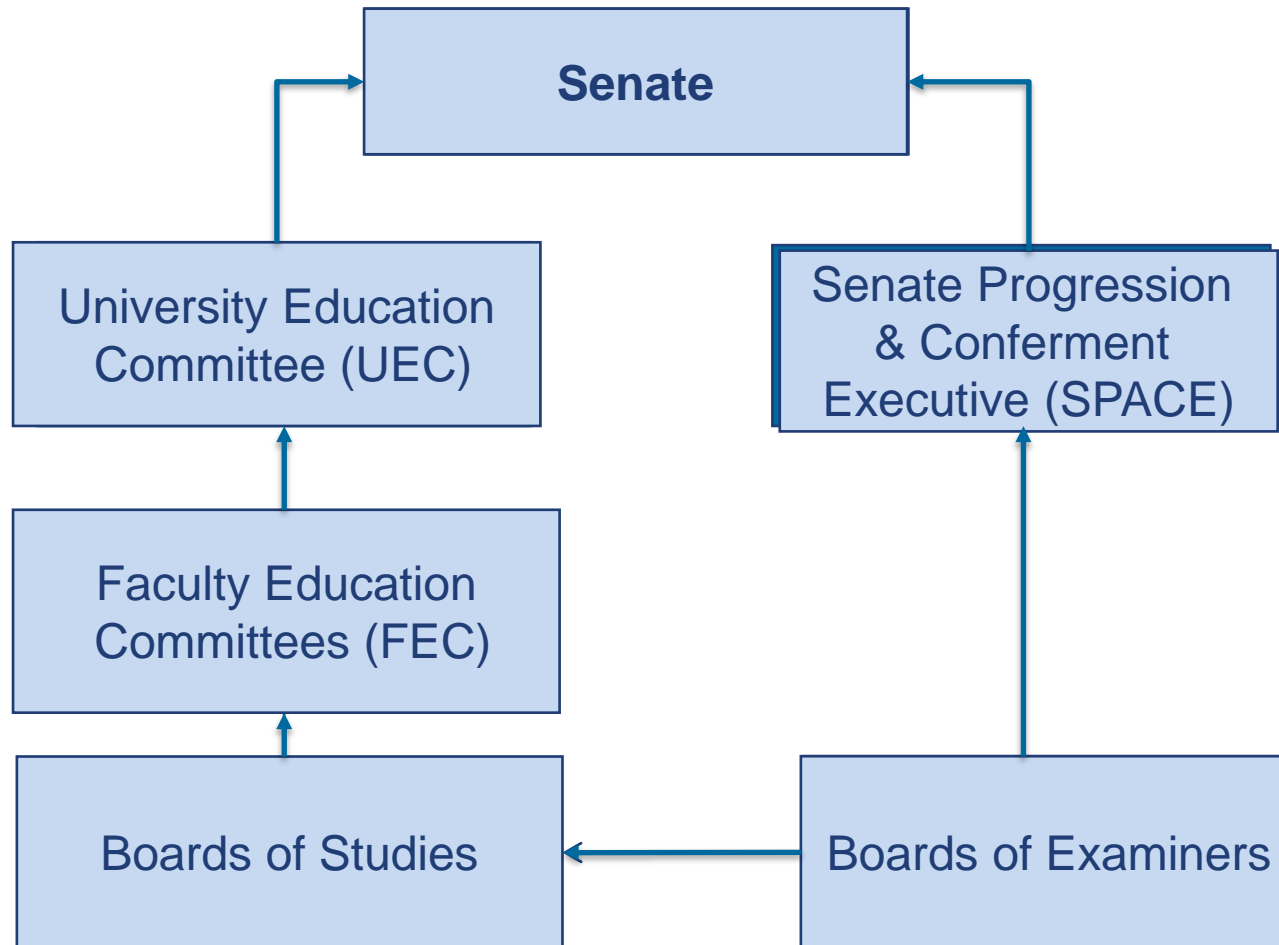can be found here:
https://www.surrey.ac.uk/about/facts/rankings-league-tables

Executive Board structure

President and Vice-Chancellor

Professor Max Lu
EA: Judith Telford
j.telford@surrey.ac.uk

Vice-President Strategy, Planning and Performance

Martine Carter

PA: Monica Gluhak
m.gluhak@surrey.ac.uk

Chief Operating Officer

Andy Chalklin

EA: Beth Herbert
e.herbert@surrey.ac.uk

Vice-President External Engagement

Patrick Degg

EA: Amanda Potter
a.potter@surrey.ac.uk

Provost and Senior Vice-President

Professor Tim Dunne

EA: Beth Herbert
e.herbert@surrey.ac.uk

Pro-Vice-Chancellor, Academic

Professor Osama Khan

EA: Kate Lascelles
k.lascelles@surrey.ac.uk

Pro-Vice-Chancellor, Research and Innovation

TBA

EA: Melanie Flaxten
m.flaxten@surrey.ac.uk

Chief People Officer

Will Davies

EA: Linda Riches
EAtoCPO@surrey.ac.uk

Chief Financial Officer

Philip Grainge

EA: Sarah Dent
s.dent@surrey.ac.uk

University Secretary and General Counsel

Sarah Litchfield*

Pro-Vice-Chancellor, Executive Dean (FEPS)

Professor Bob Nichol

EA: Megan Hopper
m.hopper@surrey.ac.uk

Interim Pro-Vice-Chancellor, Executive Dean (FASS)

Professor Bran Nicol

EA: Abigail Sharpe
a.sharpe@surrey.ac.uk

Pro-Vice-Chancellor, Executive Dean (FHMS)

Professor Paul Townsend

EA: Elise Frost-Bridges
e.frost-bridges@surrey.ac.uk

Chief Student Officer

Kerry Matthews

EA: TBA

Academic Quality Services within the management organisation structure

The OfS is predominantly a principles-based regulator. OfS' regulatory framework has been designed to mitigate risk and provide guidance for registered HE providers on the ongoing conditions of registration and by appointing an organisation to carry out quality and standards assessment functions to support the OfS' regulatory process.
See the *Insight Brief* published 6 October 2020, *A matter of principles: Regulating in the student interest*

All students, from all backgrounds and with the ability and desire to undertake higher education:

1. Are supported to access, succeed in, and progress from, higher education.
2. Receive a high-quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.
3. Are able to progress into employment or further study, and their qualifications hold their value over time.
4. Receive value for money.

A conditions
Access and participation for students from all backgrounds

B conditions
Quality, reliable standards and positive outcomes for all students

Underpin our regulation of the A conditions and B conditions

C
Protecting the interests of all students

D
Financial sustainability

E
Good governance

F
Information for students

G
Accountability for fees and funding

https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise

The Quality Code encourages 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.

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

- ➢ <u>Regulations</u> (https://www.surrey.ac.uk/quality-framework/academic-and-student-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

- ➢ <u>Codes of practice</u> (https://www.surrey.ac.uk/quality-framework/codes-practice) set out policy and procedure and provide operation advice on how processes are carried out
  - ✓ 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
  - ✓ <u>Programme and module catalogue</u> (https://catalogue.surrey.ac.uk/)

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 40% or above (levels 4, 5 ,6) or 50% 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)
- 15 credits can trailed into the following year(failed and deferred)
- 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)

➢ 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:
- ✓ Normally no more than 75%-80% summative assessment by examination across a programme
- ✓ Individual summative assessments must each be clearly recorded as part of the assessment strategy for each module and in SITS (no "hidden" assessments)
- ✓ 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 (except dissertations, etc)
- ✓ Quality control (valid processes in place) / quality assurance (mechanisms to check these)
- ✓ New guidelines for online assessments
- ✓ Learning support

➢ Pre-marking calibration - either before or at the start of the marking period and may include sharing marked student work from previous cohorts across a range of grade boundaries, arranging blind marking of a small number of assessments undertaken by previous cohorts or scripts submitted at the start of the current marking period

➢ Primary marking – mark and provide feedback

➢ Second marking – access to the marks and feedback of the primary marker(s) and 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 makes their own independent judgement around the submitted work. They may have access to the mark and feedback provided by the first marker(s) before they begin their own marking process (double open marking) or they may not have access to this information (double blind marking).

➢ Double blind marking required for FHEQ Level 6 or 7 final year project/portfolio or a Master's dissertation (units of assessment)

➢ 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

➤Z-score normalisation

➤Quadratic scaling

➤Piecewise linear scaling

Code of practice for external examining, external examiner's key roles and responsibilities

Code of practice for external examining: taught programmes

- ➤ Based on QAA UK Quality Code

- ➤ Sets out the following principles:
  - ✓ fairness
  - ✓ consistency
  - ✓ reference to University regulations

- ➤ External examiner's role is to ensure that:

  - ✓ Academic standards are sound

  - ✓ Assessment methods are appropriate

  - ✓ Student achievement is comparable

  - ✓ Policies and procedures applied *consistently* and in accordance with the regulations

  - ➤ Quality enhancement: addresses the role of the external examiner in promoting quality enhancement

Types of external examiners

➢ External examiner for the entire taught programme(s)

➢ External examiner for taught components of practitioner doctorate programme(s)

➢ External examiner for a number of modules (shared on cognate programmes)

➢ Lead external examiner's role (*Where more than two external examiners are appointed to a programme/award, or cluster of closely related awards*):

   ✓ To take an informed view of the programme as a whole (to receive the reports/comments of all other external examiners)

   ✓ To confirm that a consistent and acceptable standard is being maintained across the programme

   ✓ To act as a mentor for new or inexperienced external examiners

   ✓ To attend all of the Board of Examiners meetings (this could be done via Skype, etc)

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- ➢ External examiners are ex-officio members of the Board of Examiners

- ➢ When the award of Degrees, Diplomas or Certificates are being made, at least one external examiner should be present

- ➢ The Board of Examiners considers the views of the external examiner(s) on any matter concerning the assessment of the programme

- ➢ External examiner signs a copy of the agreed Board of Examiners report

- ➢ Attend Boards of Examiners: attendance is compulsory where results are being considered that contribute to final awards (Level 5, 6 and 7):
  - ✓ UG final Board of Examiners: end of June – beginning of July
  - ✓ PGT final Board of Examiners: September – November

Key Responsibilities

➢ Consider the programme(s) as a whole (Annual Report – template), as well as any particular modular components (Module Comments form – free style format)

➢ Consider relationship between learning outcomes and assessment methods

➢ Comment on draft examination and other types of assessment papers for Level 5 and above

➢ Engagement *with*, not *in* the assessment process in various ways and stages so as to offer informed judgements

➢ External Examiners should ensure they review a sample of student work across the full ability range that contains:
  ✓ at least 10%, across the range,
  ✓ or a minimum of 20 scripts or pieces of work, whichever is the lesser.

NB. Did you review a sufficient number of scripts? Was the method of selection of scripts satisfactory?

➢ Meeting with graduating students
➢ Provide advice for the enhancement of modules and programme(s)
➢ Identify examples of good/best practice and programme(s) strengths

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Overview of the annual report

➢ External examiners are requested not to identify individual students or staff in the report. In exceptional circumstances where the recognition of noteworthy practice or exemplary performance is felt to be important, use confidential annex!

➢ Information available on the Academic Quality Services website
(External examiners | University of Surrey)
  ✓ Codes of practice
  ✓ Notes of guidance
  ✓ Links to University regulations
  ✓ Links to external QAA pages updated
  ✓ Expenses claim form

➢ Checklist – at the start of the report template (Section 1)

➢ Timescales:
  ✓ 3 weeks after the end-of-year Board for UG *dates will be clarified via email when report template is sent*
  ✓ 3 weeks after the final Board for PGT *dates will be clarified via email when report template is sent*

➢ Reports submitted electronically at: externalexaminers@surrey.ac.uk

➢ Failure to submit the annual report will lead to the premature termination of an external examiner's contract. Fees are not paid until a satisfactory report is submitted.

Annual report

What to include in the report

The annual reporting template must be used for external examiners' comments, including observations on the structure and content of the programme(s) of study and its delivery and also areas of good practice and opportunities to enhance the quality of student learning opportunities.

Main themes include:

❖ **Standards and Student Performance**
  ➢ Comments on the academic standards of the programme(s) that you externally examine, programme aims, learning outcomes and structure
  ➢ Comments on the student performance and how it is compared with standards established elsewhere, based on your personal experience, subject benchmarks, PSRBs requirements, etc

❖ **Assessment Methods and Practice**
  ➢ Comments on the appropriateness and comprehensiveness of assessment methods of the programme(s) that you externally examine and whether these allow each student to demonstrate achievement of the learning outcome(s);
  ➢ Comments on the quality and standards of the assessment process, drawing particular attention to: internal marking and moderation, quality and consistency of feedback, particular strengths and weaknesses revealed during your involvement in the assessment process, etc.

❖ **Assessment Administration and Board of Examiners Arrangements**
  ➢ Was adequate information provided on the programme/course aims?
  ➢ If applicable, did you receive assignment scripts for approval?
  ➢ If appropriate, were the organisation and administration of assessment procedures and the conduct of the Board(s) of Examiners satisfactory?
  ➢ Other comments might include: arrangements for external verification of assessment and feedback, opportunity to meet students (if appropriate), etc.

❖ **Other Aspects**
  ➢ Please provide examples of best/good or innovative practice and/or
  ➢ Areas for further enhancement

Consideration process

…and who can view external examiners' reports?

➢ Pro-Vice-Academic, Education

➢ Academic Quality Services

➢ Dean / Associate Dean Education

➢ Academic Registrar

➢ Board of Studies/Programme Leader/ Director of Learning and Teaching/ programme team

➢ Students (including via SurreyLearn Student Sites)

➢ Lead external examiner (*where applicable)

➢ New external examiners

Key elements of the process

➢ External Examiners have the right not to sign off the marks. Their feedback can be subsequently submitted to the Pro-Vice-Chancellor, Academic, the Head of Academic Quality Services and to SPACE for consideration and reaching a decision.

➢ Serious concerns: write to the Programme Leader for addressing the issue.

➢ Where problems have not been dealt with satisfactorily – a confidential report to the President and Vice-Chancellor

Main University contacts

➢ Academic Quality Services:
(https://www.surrey.ac.uk/academic-quality-services/external-examiners)

- ✓ externalexaminers@surrey.ac.uk – general queries
- ✓ Henrietta Going, Assistant Registrar (Quality) – queries regarding annual reporting process, University/departmental responses, summary of issues and trends to UEC, etc.
- ✓ Stephen Holden, Senior Administrative Officer (externalexaminers@surrey.ac.uk) – queries regarding submission of reports, fees and re-imbursement of costs (travel, accommodation, subsistence), etc.

➢ Faculty:

- ✓ Examinations/Assessment Officer
- ✓ Programme Leader and/or Module Leader

➢ Assessments and Awards (also Academic Registry):

- ✓ Faculty Assessment Teams (who will contact you separately)
- ✓ SurreyLearn (access to samples, programme documentation)

Section 1: Checklist

1	Programme Materials: did you have access to (via web link/hard copy)	Yes	No*	N/A
	a. Programme Handbook(s) / Module Descriptions?			
	b. Regulations and Codes of practice?			
	c. Assessment briefs/marking criteria?			
	*If you answered "No" to any of the above questions, please include your comments here:			

2	Draft Assessment Papers			
	a. Did you receive all the draft papers?			
	b. Was the nature and level of the questions appropriate?			
	*If you answered "No" to any of the above questions, please include your comments here:			

3	Exam/Coursework Scripts			
	a. Did you have access to a sufficient number of scripts?			
	b. Was the general standard and consistency of marking appropriate?			
	*If you answered "No" to any of the questions above, please include your comments here:			

4	Dissertations/Final Year Project Reports			
	a. Was the choice of subjects for dissertations/projects appropriate?			
	b. Was the method and standard of assessment appropriate?			
	*If you answered "No" to any of the above questions, please include your comments here:			

5	Orals/Performances/Recitals/Appropriate Professional Placements			
	a. If relevant, were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			
	b. Was the method and standard of assessment appropriate?			
	*If you answered "No" to any of the above questions, please include your comments here:			

6	Were the marking criteria appropriate?			
	a. Examination scripts			
	b. Coursework assignments/dissertations/final year projects			
	c. Practical/clinical assignments			
	*If you answered "No" to any of the above questions, please include your comments here:			

7	Board of Examiners' Meeting (where final degree awards have been agreed)			
	a. Were you able to attend the final BoE meeting (including virtual attendance)?			