

Welcome and Induction for new External Examiners



What we aim to achieve

#1

To share with you the key duties of the external examiner role at NTU

#2

To introduce some aspects of our assessment regulations and quality assurance system.



The Role of the External Examiner

As external moderator

Independent consideration of academic standards and the integrity, rigour and fairness of the assessment process

As critical friend

Critical discussion about the provision, and the enhancement of students' learning opportunities

Evaluation and scrutiny of a range of evidence, typically including:

- Course and module specifications
- Assessment tasks – exam papers and course work specifications
- Samples of assessed student work
- Data related to student achievement at module and course level
- Discussions with staff/students
- The Board of Examiners



In advance of the Board of Examiners

Engagement with the course

Schools engage their external examiners in a number of ways, these include:

- Meetings with students;
- Interim visits (outside the examination board period);
- Meeting with the full course team.

Engagement with student work

Samples of student work are considered (in the main) on site.

Samples will be of work which contributes to the final award.

Note Your details are provided to students; please immediately forward any correspondence from students to the course leader.



Assessment Strategy and Framework



NTU's Assessment Strategy

Long-term assessment strategy, launched 2012

The changes represent important steps in the journey to ensure that **fair and consistent** judgements are made about all student performance.

Move from percentage system to grade system (known as GBA): 2012

Move from non-linear 0-100 grade points to linear grade points (undergraduate): 2017

Revision of degree classification algorithm: 2018

NTU's Assessment Framework

Grade Based Assessment (GBA)

- Students' work for all assessment tasks is assigned a single grade from a 17 point scale (14 for p/g).
- Grade allocation is based on comparing the qualities of the work produced with written descriptors from the grading scheme.
- Grading schemes are made available to students as a grid or matrix; these are also used to provide feedback.
- For assessment types where a numerical mark scheme is used (e.g. MCQs), the range of scores associated with a grade band and grade descriptors is developed and shared with students in advance of the assessment.
- Assessment tasks may be defined as **elements** (all must be passed) or **sub-elements** (individually need not be passed) which are combined to measure achievement of the module learning outcomes.

NTU's Assessment Framework

Undergraduate

Grade	Grade points
exceptional first	16
1 st (high, mid, low)	15, 14, 13
2.1 (high, mid, low)	12, 11, 10
2.2 (high, mid, low)	9, 8, 7
3 rd (high, mid, low)	6, 5, 4
marginal fail	3
fail (mid, low)	2, 1
zero	0

Postgraduate

Grade	Grade points
exceptional distinction	16
distinction (high, mid, low)	15, 14, 13
commendation (high, mid, low)	12, 11, 10
pass (high, mid, low)	9, 8, 7
fail (marginal, mid, low)	6, 4, 2
zero	0



NTU's Assessment Framework

The algorithm is based on an **agreed set of values** which are transparent and fair:

- 1. A student should be awarded a degree classification at the level at (and above) which they have the majority of their credits ('majority route').**
- 2. A student should be awarded a degree classification based on the weighted average of their grade points ('weighted mean route').**

The student's award is determined by the *better* of either:

- (a) the arithmetic mean of the grade points of modules that contribute to the final award **or**
- (b) the majority grade of all contributing modules, where the majority grade is calculated on the basis of more than half of the credits which contribute to the award achieving a particular classification or higher.

Rules which enable to specific consideration of performance at the borderline of two classifications **are now precluded.**



NTU's Assessment Framework

Implications of these changes to note:

Roll-out of the changes has been based on the principle that where a student has already accrued credits that contribute to the final award, that student will remain on the previous non-linear scale and their award will be determined by the previous degree algorithm.

This means that you may see student profiles being considered under two different systems, until all students who have deferred, repeated, been on placement etc have completed their studies.



The Board of Examiners

Induction for new External Examiners



The Board of Examiners

You should expect to:

- be informed of the assessment regulations and any specific dispensations agreed at approval
- contribute to discussions about decisions on the outcomes for students who have not achieved the requisite number of credits
- sign the conferment statement

You may not:

- change any individual marks
- moderate in a marking dispute



The Board of Examiners

You may need to:

recommend a review of grades in a particular classification band on the basis of your consideration

request access to further assessed student work if you have major concerns on the basis of the sample

In exceptional circumstances you can:

withhold signature on a conferment statement

report directly to the Vice Chancellor on matters of major concern



Appeals, Feedback and Consideration of Reports



Appeals, academic irregularities and professional misconduct

Notification of Extenuating Circumstances (NEC)

Made by students *in advance* of the Board of Examiners

NEC Contact (NECC) makes decision whether to uphold the claim

Students given opportunity to complete work where at all possible

Board of Examiners considers the full profile of the student

Specific details remain confidential and are not provided to the Board

Request for reconsideration/Appeal

Made by students *after* the Board of Examiners

Reviewed by a panel of independent academics/Academic Registry

If upheld this may mean that the Board of Examiners is reconvened

Academic irregularities and professional misconduct

Penalty applied by an independent panel

Board of Examiners considers the full profile of the student



Feedback from the External Examiner

Informal and formal

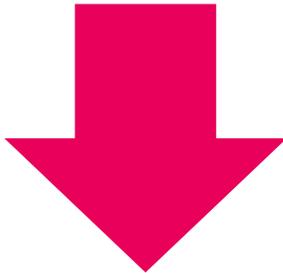
Comparability of standards between modules within a course and between different courses in different institutions

Alignment of outcomes, the appropriateness of the standards achieved

Coherence of the course

Fairness and rigour of the assessment process

Opportunities for enhancement



The External Examiner Report

Completed online

Short 'yes/no' answers and space for commentary

Note Please don't include names in the report

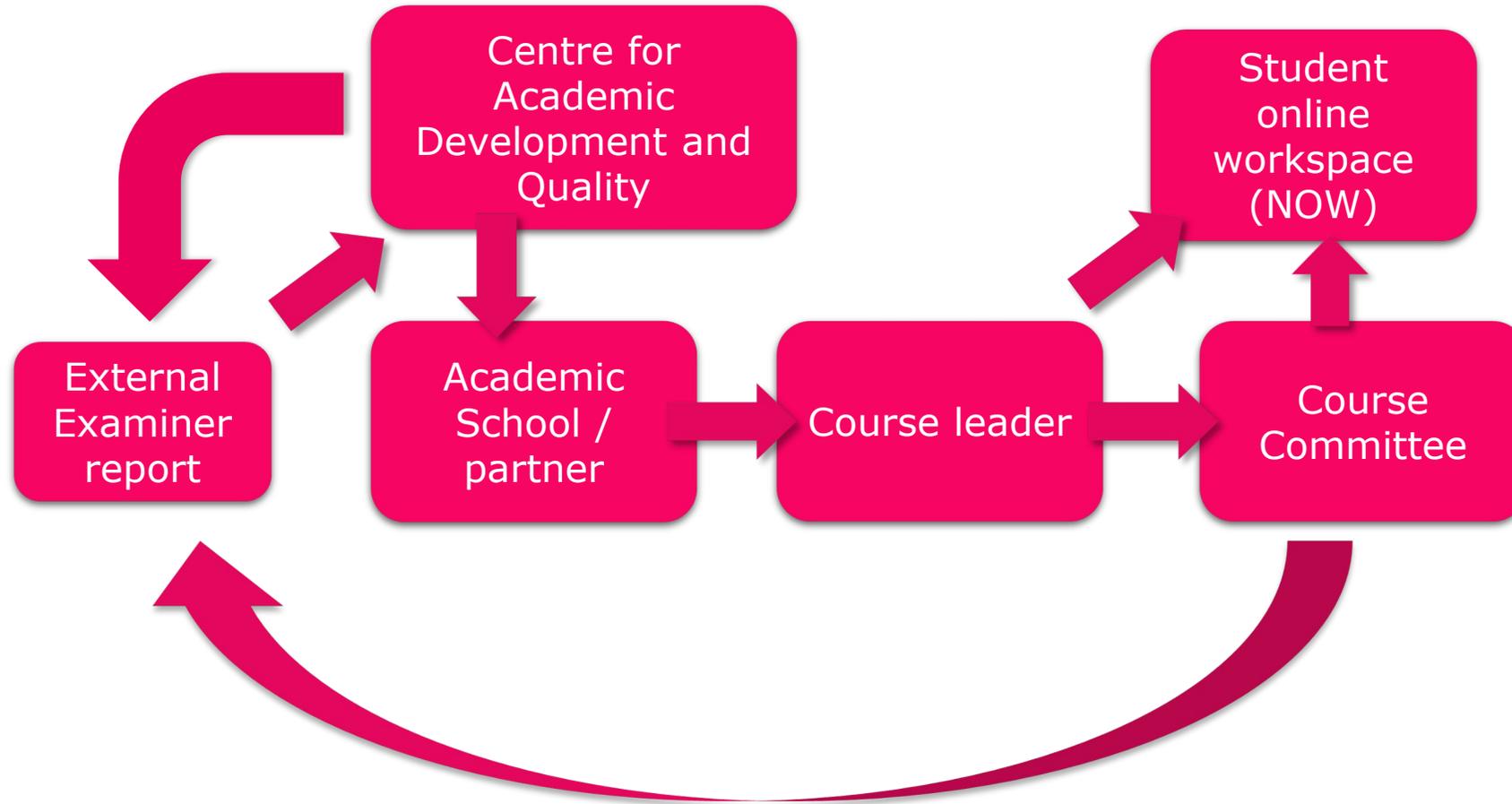
Complete within 4 weeks

Bullet point recommended actions

External examiners for apprenticeship degrees will be asked to complete some additional questions, these will be sent separately by their School



Consideration of External Examiners' Reports





External Examiner Tenure

Four years (September of the first year to December of the final year) unless exceptional circumstance
Changes in tenure or duties requires approval by the External Examiner Appointments Panel.

NTU issue all External Examiners with
a Casual Worker Contract.

Please ensure that you do not over extend
yourself by taking on more than two external
examiner appointments at any one time.



NTU Resources

External Examiners Web Pages –

<https://www.ntu.ac.uk/m/external-examining-at-ntu>

NTU Quality Handbook:

- Section 9: External Examining
- Section 15: Assessment
- Section 16: Common Assessment Regulations for taught course awards and registration periods
- Section 16A-16C – UG, FD and PG Common Assessment Regulations
- Section 17C Academic Irregularities: Code of Practice

External Examiner Online Reporting System -

<https://www4.ntu.ac.uk/apps/casq/ee/ui/pages/extexaminer/login.aspx>

Queries regarding online reporting –

adq.eeonlinereportqueries@ntu.ac.uk



Other Useful Resources

UK Quality Code for Higher Education – Advice and Guidance – External Expertise

<file:///C:/Users/dvc3rhodejl/Downloads/advice-and-guidance-external-expertise.pdf>

UK Standing Committee for Quality Assessment

<https://www.advance-he.ac.uk/news-and-views/uk-standing-committee-for-quality-assessment-%28ukscqa%29-report-and-consultation>

Advance HE – Degree Standards Project -

<https://www.advance-he.ac.uk/news-and-views/external-examiners-degree-standards-project>



Additional Information/References

Notification of Extenuating Circumstances and Academic Appeals Procedures

http://www.ntu.ac.uk/current_students/resources/student_handbook/appeals/index.html

Student Code of Behaviour

http://www.ntu.ac.uk/current_students/document_uploads/87330.pdf

OIA

<http://www.oiahe.org.uk/>