

THE ENGINEERING & DESIGN INSTITUTE LONDON

External Examining Policy

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1. INTRODUCTION

1.1. This document sets out the policy and procedures relating to external examining at The Engineering & Design Institute London (TEDI-London), including the appointment and induction of external examiners and their role and responsibilities.

1.2. The policy and procedures are designed to ensure that the external examiners we appoint:

- are appropriately qualified and can provide impartial and independent advice and informative comment on our academic standards and student achievement in relation to those standards
- can comment on those standards in comparison with national standards/frameworks and standards achieved at other UK providers with which they are familiar
- can confirm the integrity and rigour of our assessment policies, procedures and processes
- can comment on good practice and make recommendations for improvement and enhancement.

1.3 Regulation relevant to this document is the Office for Students Conditions of Registration:

Condition B1:

The provider must ensure that the students registered on each higher education programme receive a high-quality academic experience.

A high-quality academic experience includes but is not limited to ensuring that each higher education programme:

1. is up-to-date;
2. provides educational challenge;
3. is coherent;
4. is effectively delivered; and
5. requires students to develop relevant skills.

Condition B2:

The provider must take all reasonable steps to ensure:

1. students registered on a higher education programme receive resources and support to ensure:
 - a. a high-quality academic experience for those students; and
 - b. those students succeeding in and beyond higher education; and
2. effective engagement with students to ensure:

- a. a high-quality academic experience for those students; and
- b. those students succeed in and beyond higher education.

Condition B3:

The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.

Condition B4:

The provider must ensure that:

1. students are assessed effectively;
2. each assessment is valid and reliable;
3. academic regulations are designed to ensure that relevant awards are credible;
4. academic regulations are designed to ensure effective assessment of technical proficiency in the English language in a manner that appropriately reflects the level and content of the programme; and
5. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

Condition B5:

The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education programme:

1. any standards set appropriately reflect any applicable sector-recognised standards; and
2. awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.

1.4 The policy also follows the [Quality Assurance Agency's UK Quality Code for Higher Education Advice and Guidance on External Expertise](#). The Expectations of the Code relevant for External Examining are:

1. The academic standards of programmes meet the requirements of the relevant national qualifications framework.
2. Programmes are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
3. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
4. The value of qualifications awarded to students at the point of qualifications and over time is in line with sector-recognised standards.

2. POLICY STATEMENT

2.1. The system of external examining is one of the key mechanisms through which we ensure that our academic standards, assessment processes and practices are

appropriate and are comparable and consistent with national standards and with higher education institutions elsewhere in the sector. The main purposes of external examining are to:

- provide independent verification to help ensure that the academic standards of our awards are appropriately set and maintained, aligned with national qualification frameworks, relevant benchmark statements and PSRB requirements
- provide independent verification that the performance of our students is comparable with that on similar programmes elsewhere in the sector
- help us verify that our assessment process measures student achievement appropriately against the intended learning outcomes of the programme, and that our assessment processes and classification arrangements are rigorous, fair, reliable and transparent
- verify that we are operating in line with our own assessment regulations and policies
- help us ensure that the quality of learning opportunities is maintained and enhanced.

3. SCOPE OF THIS POLICY

3.1. This policy covers all External Examiners for all TEDI-London programmes.

4. OVERVIEW

4.1. Academic Board has oversight of the external examiner system. Operation of the system is managed by the Learning, Teaching and Quality Committee (LTQC) who provide the Academic Board with key information on a regular basis; such as external examiner appointments, common themes and trends raised by external examiners and areas for concern.

4.2. External examiners submit an annual report to provide a judgement and commentary as well as brief interim reports at the end of each teaching block.

4.3. External examiners may also act as 'critical friends', offering informed comment and advice to programme teams – for example regarding programme development and amendment. Care must be taken however to ensure that this

does not compromise the external examiner's independence with respect to commenting on academic standards.

- 4.4. We recognise the importance of the role of external examiners for higher education institutions and encourage our own staff to actively engage with and seek external examining opportunities within the sector.
- 4.5. External examiners are considered members of the Assessment Board and attendance online or in person is expected at the June and August Assessment Board meetings.
- 4.6. The number of external examiners appointed for each programme will be agreed by the LTQC and reflect the diversity of the programme content and size of the student cohort.
- 4.7. To maintain standards of our degrees, consideration of the assessment process by at least one external examiner is required for the approval of all degree awards.

PART A NOMINATION AND APPOINTMENT OF EXTERNAL EXAMINERS

5. SELECTION AND CRITERIA FOR APPOINTMENT

- 5.1. The selection of nominees for appointment as an external examiner must be made in accordance with the following criteria:
- a. good knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality
 - b. a high degree of competence and experience in the fields covered by the programme, and awareness of current developments in the design and delivery of relevant curricula
 - c. relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate
 - d. competence and experience in programme design and assessment appropriate to the subject and at the level of the award, experience in quality assurance
 - e. credibility and breadth of experience within the discipline to be able to assess standards in an effective manner, identify good practice and recommend enhancements
 - f. familiarity with the standard to be expected of students to achieve the award that is to be assessed
 - g. meeting applicable criteria set by professional, statutory or regulatory bodies.
- 5.2. In order to avoid conflicts of interest, external examiners may not be appointed if they:
- a. are a member of TEDI-London's Board of Trustee Directors or Board member of any of our founding partners
 - b. are a current employee of TEDI-London or one of our founding partners unless a period of five years has elapsed, and all students taught by or with the external examiner have completed their programmes
 - c. have a close professional, contractual or personal relationship with a member of staff or student on the programme

- d. may be required to assess colleagues who are recruited as students to the programmes
 - e. would personally benefit from any student outcomes, or if they have any connection to any student being assessed
 - f. are from the same institution as the previous external examiner for that programme
 - g. they are from the same institution as another current external examiner.
- 5.3. Where nominees have had less significant prior involvement with the institution, for instance through involvement in programme development, the LTQC would consider the extent of this carefully to ascertain whether the nomination would compromise future independence.
- 5.4. In order to have enough time for the proper performance of the role individuals would normally be expected to hold no more than two external examinerships at any one time.
- 5.5. Nominees should normally have previous experience acting as an external examiner for taught programmes within the UK. If the proposed nominee has no such experience, it must be clearly specified by the programme team as part of the nomination process how they will receive any additional induction and/or support they may require.
- 5.6. External examiners from outside the higher education system, for example, from relevant professions, who may not necessarily fulfil all the criteria above may be appointed where their knowledge and/or experience is appropriate to the programme to be examined. Such appointees should not normally be the sole external examiner for the award.
- 5.7. Exceptionally, it may be appropriate to make an appointment that does not fulfil all the criteria. The rationale for any such appointment will be recorded on the nomination form and considered by the LTQC.
- 5.8. All external examiners must confirm their eligibility to work in the UK. This will be verified by sight of applicable documentation prior to formal appointment. This verification process will be managed through the People Team.

6. PERIOD OF SERVICE

- 6.1. The duration of an external examiner's appointment will normally be for three years, with a possible extension of two years. External examiners can be appointed for shorter periods.
- 6.2. External examiners should remain available after the last assessments with which they are to be associated in order to deal with any subsequent reviews of decisions.
- 6.3. An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.

7. PROCESS FOR APPROVAL OF NOMINATIONS

- 7.1. The approval process for the external examiner/s of new programmes should normally take place in the academic year prior to the start of the programme. For existing programmes, it should ideally take place in the year prior to the current external examiner completing his/her term of office, to enable a period of observation/shadowing to take place if required. External examiners must normally be in post for the start date of the programme for which they are responsible.
- 7.2. The Programme Leader in conjunction with the Academic Director, is responsible for the initial identification of a preferred nominee to act as external examiner, in discussion with relevant colleagues.
- 7.3. The Programme Leader should outline to the prospective external examiner the role, duties and responsibilities of an external examiner, with reference to this document and confirm their willingness to be nominated.
- 7.4. At this stage, the Programme Leader should check for potential conflicts of interest and should check with the Registry that no reciprocal external examination relationship will result from the appointment (i.e. no members of TEDI-London currently act as external examiners in the nominee's own institution).
- 7.5. If no conflicts or reciprocal arrangements exist, the Registry will ask the prospective external examiner for their CV.

- 7.6. The Registry will check the CV and follow up on any queries with the prospective external examiner. This should include a further check that there are no conflicts of interest.
- 7.7. The Programme Leader will then complete a nomination form. Should the Programme Leader wish to nominate an individual who may not fully meet the selection criteria they must set out clearly on the nomination form the rationale for doing so. Where experience and expertise is regarded as a replacement for academic qualifications, this should be clearly explained.
- 7.8. The Programme Leader should return the nomination form to the Registry.
- 7.9. The form will be submitted to the LTQC for consideration. If timing requires, nominations may be considered on Chair's action or by circulation.
- 7.10. Approval is given by the LTQC and reported to the Academic Board. Should LTQC decline to approve a nomination, the Servicing Officer will convey this decision to the nominee, with an explanation. The Programme Leader should then identify a further nominee as soon as possible.
- 7.11. TEDI-London has a responsibility to prevent illegal working in the UK, as required under the Immigration Act 2016. To meet the provisions of this Act, the People Team must check the right to work documentation of all external examiners, including those who are already working for another UK employer.

8. APPOINTMENT

- 8.1. Once the appointment has been approved, the Registry will issue an appointment letter outlining the details and terms and conditions of the appointment.
- 8.2. New external examiners will receive the following documentation:
 - External Examining Policy (this document)
 - Academic Awards Framework
 - Assessment Regulations
 - Programme and module specifications
 - Award and Progression Regulations
 - Equality and Diversity Policy
 - The current external examiner's most recent report

- The most recent annual programme monitoring report.
- 8.3. The external examiner is asked to return a signed copy of the letter of appointment. This forms the basis of the contract for the external examiner's role.
- 8.4. On receipt of the signed letter the Registry will inform the IT Department, who will arrange for the new external examiners to be provided with access to the relevant sections of all required IT systems as required, with advice on their use and navigation.
- 8.5. The Registry will ensure that the name, position and institution of the external examiner is made available to students via Teams.

9. REVISION, EXTENSION, RESIGNATION OR TERMINATION OF APPOINTMENT

- 9.1. When an External Examiner's term expires at the end of the normal appointment period, the Registry will arrange to send a letter of thanks.
- 9.2. If a revision of an existing external examiner appointment is necessary (for example to add new responsibilities to an external examiner's portfolio) then the Programme Leader should contact the LTQC Servicing Officer. If approved, the Registry will send an amended letter of appointment.
- 9.3. If the external examiner resigns before the end of the term of office, the Programme Leader in conjunction with the Academic Director, should take immediate steps, in discussion with relevant colleagues, to identify a replacement, in accordance with the policy and criteria in this document.
- 9.4. An appointment cannot be made or continued where such an appointment would mean a conflict of interest between the role of external examiner at TEDI-London and any other position held by the external examiner. Should such a conflict arise during the period of appointment, the external examiner must draw this to the attention of the Programme Leader immediately. The Programme Leader will discuss with the Registrar the most appropriate way to handle the conflict.

- 9.5. The external examiner is required to discharge satisfactorily his or her responsibilities and duties. The appointment of an external examiner may be terminated at any time in the following circumstances:
- a. by either party upon giving the other one month's written notice; or
 - b. by TEDI-London, by giving written notice with immediate effect
 - i. in the event of a breach by the external examiner of the terms of the appointment, such as:
 - failure to attend Assessment Board meetings without the prior agreement of the Chair and without arranging an alternative means to input to the meetings
 - failure to submit an annual report within the specified time
 - submission of more than one inadequate annual report
 - failure to carry out other duties required
 - ii. in the event of a conflict of interest arising during the term of office which cannot be resolved or addressed by other means.
- 9.6. The submission of a confidential report to the Executive Dean, and/or the raising of an issue with the Office for Students will not be regarded as valid reason for termination of appointment.
- 9.7. Recommendations for termination of contract for non-performance of duties must be made by the Programme Leader and approved by the Chair of the LTQC. Upon approval, the Registry will arrange for a termination of appointment letter to be sent to the external examiner. Terminations of appointment will be reported to Academic Board. If an external examiner wishes to discuss the reason for termination, this will take place with the Academic Director.

10. INDUCTION

- 10.1. It is the responsibility of the Programme Leader working with the Academic Director and the Registry to arrange for the induction of newly appointed external examiners to ensure that they are suitably prepared to fulfil the requirements of the role and have access to the information they require for this purpose.
- 10.2. The induction will normally include:
- background information about TEDI-London, our values and culture

- a meeting with the Programme Leader and other members of the programme team to outline the context, philosophy, and assessment criteria/procedures of the programme. This should include a review of the programme and module specifications, marking criteria, assessment briefs and the learning tree. Criteria relating to the requirements of relevant professional bodies should be addressed where appropriate
- the individual examiner’s role and the extent of their discretion, making clear that it is not the role of external examiners to determine marks or degree classifications for individual candidates
- review of the Assessment Regulations, Academic Appeals, disciplinary and academic dishonesty procedures and relevant assessment policies and procedures
- review of the reporting structure, timelines, format, procedures and TEDI-London’s responses, including the annual report template
- information and documentation relating to claims procedures and expenses allowances
- information about the timetable/schedule of the examining process for the programme including dates of relevant meetings
- information/advice on the use of the Teams environment. At induction there should also be an opportunity for the external examiner to request any additional materials or information to assist them in the performance of their role.

10.3. Where an inexperienced external examiner is appointed, the Registry, working with the Programme Leader and Academic Director, will ensure that they are provided with any additional support they require in order to be fully informed about what the role entails, and about the academic standards and quality expected of programmes at the relevant level in UK higher education. The external examiner should be encouraged to take advantage of national training opportunities available.

PART B ROLE AND RESPONSIBILITIES OF EXTERNAL EXAMINERS

11. INFORMATION TO SUPPORT THE ROLE

11.1. The Registry will ensure that the following documents are supplied or made available electronically to all external examiners annually:

- Marking criteria for the programmes and modules to be examined
- Assessment briefs for the units concerned
- A schedule of the examining process for the programme, including when work will be available for scrutiny and the dates of practical assessments when external examiners are expected/invited to attend
- Assessment marks
- Moderation reports, as applicable
- Details of procedures for claiming expenses and fees.
- Information about completing the external examiner's report, and a copy of the report form template
- Any other quality assurance materials that the external may request. The Registry will also ensure on an annual basis that the external examiners have the required access to the Teams environment for accessing student work and understand how to access the relevant material.

12. RESPONSIBILITIES OF EXTERNAL EXAMINERS

12.1. In fulfilling their role, external examiners are expected:

- i. to be given the opportunity to comment on the form and content of proposed examination papers and an agreed sample of coursework and other assessments that count towards the award, and the relevant marking criteria.
- ii. to review samples of assessed work which have been moderated in order to comment whether the assessment processes are robust, and the students have fulfilled the learning outcomes of the programme and reached the required standard.
- iii. to comment on whether the academic standards for the programmes are set and maintained in line with the requirements of national frameworks and, where applicable, relevant Subject Benchmark

Statements and/or professional, statutory or regulatory body requirements.

- iv. to compare the standards of the award and performance of students with that of their peers on comparable programmes of higher education elsewhere in the UK.
- v. to satisfy themselves and then confirm that the assessments have been conducted in accordance with the relevant assessment regulations.
- vi. based on moderation, to advise Assessment Boards on the adjustment of whole sets of marks awarded by internal markers subject to the agreement of the Assessment Board.
- vii. to participate in the meetings of the Assessment Boards (in person or online) and ensure that the decisions accord with TEDI-London regulations, policies and procedures, including decisions relating to mitigation or academic dishonesty.
- viii. to provide expert and impartial feedback to the programme team on the effectiveness of the assessments, including comment on good practice and innovative practices to contribute to quality assurance and enhancement of the learning opportunities provided to students.
- ix. to submit an annual report using the approved report template, by the agreed deadline.
- x. To submit an end of tenure report, at the end of their appointment.

12.2. In addition to the above, whilst in office external examiners may be invited to offer an independent view regarding the provision to which their appointment relates in several ways:

- i. to provide advice for use in programme review or have an advisory role to play in the development of additional provision, acting as a 'critical friend' to support such developments.
- ii. to comment on proposed changes to the programme structure or content, applying judgement in regard both to the assessment of the modified programmes or modules and to its appropriateness to the level of the award.
- iii. to comment on the suitability of assessment policies, procedures, and regulations.

- 12.3. External examiners may be asked to mentor other examiners who are new or inexperienced in the role. There is no additional fee for mentoring as this is not likely to incur a significant amount of extra work and is therefore covered by the standard basic fee.
- 12.4. As a part of the process for monitoring standards of performance the external examiner will have a role in commenting on assessment data, including award data over time to contribute to providing assurances in respect of consistency of standards and avoiding grade inflation.

13. REVIEW OF ASSESSMENT BRIEFS AND MARKING CRITERIA

- 13.1. The External Examiner should review all assessment briefs and associated marking criteria across the programme. They should check all exam papers. This is to ensure that all assessments are appropriate for the subject, the level and in relation to the anticipated intended learning outcomes and that students will be assessed fairly in relation to the intended learning outcomes.
- 13.2. Examination papers and assessment briefs should be provided in final draft form and in a timely fashion. External examiners should not be used as proof-readers.
- 13.3. The Programme Leader should provide the External Examiner with feedback as to how their comments on draft assessment material have been taken into consideration and whether changes have been made as a result.
- 13.4. A copy of the assessment guidelines, and schedule and moderation plan should also be provided for information.

14. ARRANGEMENTS FOR THE REVIEW AND MODERATION OF ASSESSED WORK

- 14.1. External examiners are required to review assessed students' work, once this has been moderated, to review internal consistency and external comparability of standards.
- 14.2. The programme team and external examiner should agree the nature and sample size of assessed students' work to be provided for moderation during the academic year, but as a minimum this should be 10% or 10 assessments

(whichever is the larger) and should cover the full range of marks awarded. The team should consult with the external examiner to consider their wishes in respect of receiving assessment criteria, model answers, marking schemes and any statistical data required.

- 14.3. To facilitate external examiner moderation, the agreed sample must clearly identify the moderation audit trail and the marker and moderator must be identifiable to the external examiner.
- 14.4. Where multiple choice questions, tests which utilise automated assessment packages, or live assessments (e.g. presentations) are the sole method of assessment for a unit, then external examiners must be provided with access to these. Where live assessments make up 100% of coursework, the programme team must agree with the external examiner an appropriate sample size and how the external examiner will be given access to relevant materials.
- 14.5. Examples of students' work can be made available for review by the external examiners during a visit if these have not been made available to the external examiner in advance of the Assessment Board. Where external examiners wish to view students' work before they arrive, the Registry will arrange for the agreed documents to be made available. This may happen throughout the academic year or in advance of Assessment Boards. Where external examiners choose to review students' work prior to the Board during their visit to the institution, enough time should be made available for this task.
- 14.6. External examiners must not be directly involved in assessing students or in marking. The Assessment Handbook sets out the internal arrangements to be followed where markers disagree.
- 14.7. External examiners should not have any special role in individual student matters involving exceptional personal circumstances or academic dishonesty; their role in such cases is to ensure that the institution's procedures are applied appropriately.
- 14.8. If an external examiner disagrees with the standards of marking for assessed work within a sample, they may, on the basis of moderation, make recommendations to the Assessment Board that whole sets of marks are adjusted, if they believe that students have been unduly advantaged or disadvantaged by errors in the marking or assessment process. The external examiner should have reviewed a sample of sufficient size to confirm the trend,

but all work need not have been reviewed by the external to reach this judgement. The external examiner may request to see a larger sample size to facilitate making their decision.

- 14.9. Moderation by external examiners should not normally result in changes to the marks for individual candidates unless all the students work for that assessment has been reviewed by the external examiner before any such changes are made. This may involve, for example, review of all assessments by a marker whose marking has raised a concern. Should an external examiner identify a specific marking error (rather than a trend) this should be drawn to the attention of the programme team, to enable this to be rectified before the Assessment Board.
- 14.10. Where the external examiner is not satisfied with the response to concerns raised over standards of assessment, it is the responsibility of the Chair of the Assessment Board to liaise with all parties and make a final judgement.

15. ASSESSMENT BOARDS

- 15.1. The Assessment Board Servicing Officer will invite the external examiner to the Assessment Board and arrange for the external examiner to meet the programme team prior to the Board.
- 15.2. An external examiner is a member of the Assessment Board. External examiners are required to be present at all relevant Assessment Boards at which decisions on recommendations for awards are made in the subject in which they are involved.
- 15.3. If an external examiner exceptionally cannot attend a meeting of the Assessment Board this must be reported in advance to the Chair for approval of the alternative arrangements through which the external examiner will exercise their responsibilities at the Board by virtual or telephone participation. In such cases the Assessment Board must receive, and record in the minutes clear evidence for the views of the external examiner and confirmation that the external examiner has been consulted on the recommendations made by the Assessment Board. The external examiner must still signal their agreement to the recommendations in writing before the results can be published to students.
- 15.4. At the meeting of the Assessment Board, the role of the external examiner is:

- to ensure that recommendations accord with the requirements and normal practice of the regulations
- to ensure that decisions made are fair and consistent
- to sign the Assessment Board Report as confirmation that they are satisfied with the conduct of the assessment process
- to make general comments, where applicable, on the academic standards and quality of the programme and the assessment process including good practice in learning, teaching and assessment and the enhancement of learning opportunities, and any other observations.

15.5. Should the external examiner, in exceptional circumstances, be unwilling to endorse the outcomes of the assessment processes following the Assessment Board, they should be asked to meet with the Chair of the LTQC (or nominee if there is a perceived conflict of interest) and the Chair of the Assessment Board as a matter of urgency to seek to resolve the issues of concern. The external examiner should be asked to make clear whether their concerns are such that they are unable to confirm the outcomes for the students on the relevant programmes; if this is not the case, and the concerns are more general in nature, the external examiner should be encouraged to sign off the outcomes and raise the concerns separately in a confidential letter to the Executive Dean. Should it appear that investigation of the external examiner's concerns may delay release of marks to students, the Academic Director will discuss with the Registrar the most appropriate way to communicate with those affected, including determining the timescale by which results would be released.

16. EXTERNAL EXAMINERS' ANNUAL REPORT

- 16.1. External examiners are required to submit an annual written report, using the template.
- 16.2. The report must be submitted electronically to the Registry no later than two weeks after the Resit Assessment Board has taken place. Payment of fees will be conditional upon the receipt of these reports.
- 16.3. As external examiners' reports will be in the public domain, they should not refer to staff or students by name.
- 16.4. In the final report submitted at the end of the external examiner's term of office, they should provide retrospective comments on their experience as an external

examiner and to draw attention to any significant changes in standards or procedures observed during the period.

- 16.5. An external examiner may make a separate report directly and confidentially to the Executive Dean on any matter of serious concern arising from the assessments that may put at risk the standard of the TEDI-London's awards. Should an external examiner choose to make such a confidential report, the Executive Dean will ask the Programme Lead (or nominee if there is a perceived conflict of interest) to follow up the issues raised and coordinate a response on their behalf. A report on the issues and response will be made and considered at the LTQC (anonymised as appropriate, if the issues relate to specific individuals). The Academic Board will be provided with the report and any additional comments made by the LTQC.
- 16.6. If the external examiner believes that the serious concern is systemic and not a one-off case of ineffective practice they may, as a last resort, raise the issue with the Quality Assurance Agency for Higher Education (QAA). Guidance on when and how to raise such a concern can be found on the QAA website. Alternatively, or additionally, the external examiner may wish to raise a concern directly with the relevant professional body. These options are set out for the external examiner in their letter of appointment and will be drawn to the attention of the external examiner in the response letter from the Executive Dean.

17. CONSIDERATION OF EXTERNAL EXAMINERS' REPORTS

- 17.1. External examiners' reports are an important element in monitoring the standards and quality of provision.
- 17.2. Once received, the Assistant Registrar - Education will review the report, to scan for concerns raised suggesting that standards are not being met. Any such issues will be drawn to the attention of the Academic Director to consider appropriate action to discuss with the Programme Leader.
- 17.3. The report will then be circulated to the Programme Leader for consideration and formulation of an initial written response. The response should be a considered response from the programme to issues raised, with details of any actions to be taken as a result, and should include a clear rationale for any decision not to take action in response to any recommendation made in the form. Where the team disagrees with a recommendation made by an external examiner, and the

issue is deemed substantial, advice should be sought from the Registry to progress the situation.

- 17.4. If the Programme Leader has concerns that comments made by external examiners in their reports do not fall within the remit of external examiners, as outlined in this document (for example, commenting on detail on an individual student's work) the Programme Leader should discuss this with the Registrar to determine the most appropriate way to respond.
- 17.5. External examiner reports and the initial response drafted by the Programme Leader will then be presented to the LTQC for consideration. Particular attention will be drawn to any areas where the programme team disagrees with the recommendation. The LTQC will consider common themes or trends arising. Once the initial response is approved by LTQC, the Programme Leader should then forward the response to the external examiner.
- 17.6. Reports and initial responses will be considered at the earliest opportunity at Programme team meetings and addressed in the relevant annual monitoring report.
- 17.7. The LTQC will inform the Academic Board of any areas for concern. Additionally, as part of the annual reporting cycle, Academic Board will be informed of common trend and themes arising.
- 17.8. Where applicable, external examiners' reports, or relevant issues arising from them, will be made available to relevant PSRBs, and other external bodies as they require.
- 17.9. External examiners' reports and programme team response are made available to all staff and students.

18. STUDENT ENGAGEMENT

- 18.1. Where possible, and particularly if the external examiner requests, the Registry will make arrangements for external examiners to meet with students, to assist with the external examiner's understanding of a programme and the way in which it operates from a student perspective; however this is not part of the assessment process. Such meetings may take place virtually if necessary.

- 18.2. Where meetings with students are arranged, the Registry will provide the students in advance with information about the scope and purpose of the meeting.
- 18.3. The name, position and institution of the relevant external examiner are made available to students. Students are advised that they must not contact external examiners directly. Should any external examiner be contacted by a student they are asked to forward the letter to the Programme Leader for a response. Similarly, if an external examiner is approached by a student or group of students in person with a request to discuss particular issues about a programme or unit the External Examiner should refer to students to the Programme Leader.
- 18.4. External examiners' reports will be made available in full to students via the Teams environment. Students will also be engaged through discussion of the reports and responses at Student Experience Committee and LTQC at which they are represented.

19. PRACTICAL ARRANGEMENTS

- 19.1. Fees are payable on receipt of the annual report.
- 19.2. The fee to be paid to an external examiner is set out in the letter of appointment.
- 19.3. External examiners are responsible for making their own travel arrangements. The Registry will liaise with external examiners regarding these arrangements as required.
- 19.4. Details of costs and subsistence and other expenses should be submitted on the claim form: subsistence expenses will be reimbursed provided details are shown and receipts submitted.
- 19.5. Any hotel bookings required will normally be organised by the Registry.

20. TRAINING, DISSEMINATION AND IMPLEMENTATION

- 20.1. The Registrar is responsible for ensuring that Programme Leaders and Registry colleagues are introduced to the Policy when they take on their roles.
- 20.2. Students will have access to this policy on the TEDI-London website.

21. MONITORING AND REVIEW

- 21.1. This Policy will be monitored by inviting users of the policy to feedback on its clarity and usability. If any gaps are identified, these can be updated, and the policy reviewed and reapproved at Academic Board.

- 21.2. This version of the policy is valid from January 2024 and will be reviewed in January 2027.