CITY
ST GEORGE'S
UNIVERSITY OF LONDON

The University of business, practice and the professions.

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External Examiner Induction

13 November 2026



Introductions

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Aims

The aims of this session are to:

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

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

Session Plan

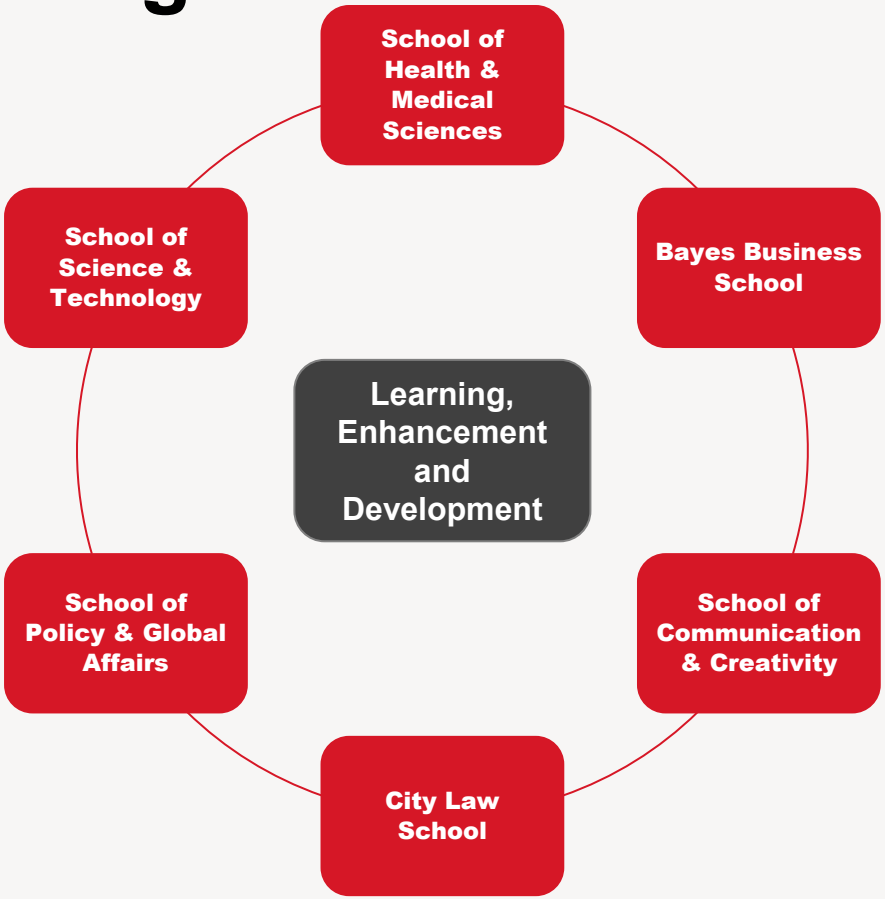
- Welcome and Introduction to City St George’s
- Main Aspects of the Role
- Resources

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

City St George's Schools



Vision and Strategy 2035

City St George's is the University of business, practice and the professions. 2026 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

We pride ourselves on an innovative approach to education that is intended to support students in becoming analytical and enquiring professionals with an instrumental role in the workplace from their first day.

Links with Business, Practice and the Professions



Importance of External Examiners

- External Examiners are an important part of City St George's internal and external quality assurance mechanisms

- Internally – External Examiner comments are included in annual programme evaluations, periodic department review, etc., and thus contribute to the continual enhancement of our programmes and our students' experience

- Externally – City St George's 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

To be effective, an external examiner should:

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

Taken from QAA (2022)

Principles for Effective External Examining

To promote an effective external examining system, institutions should:

- Appoint the Right External Examiners, ensuring that conflicts of interest are avoided.
- Provide adequate training to enable External Examiners to fulfil the role.
- Ensure the role is fully understood.
- Enable students to understand the value and purpose of External Examining.
- Engage with and support the external examiners they appoint.
- Engage with and support their own staff acting in the role elsewhere.
- Review their policies and practices against these principles on a regular basis.

Taken from QAA (2022)

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Main Aspects of the Role

- Familiarisation with programme content and structure
- Meeting students
- Practice visits or teaching observation
- Reviewing the form and content of assessments
- Attending practical assessments if appropriate
- Reviewing samples of work
- Attending Assessment Boards
- Annual Report
- Reviewing 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
- Months 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

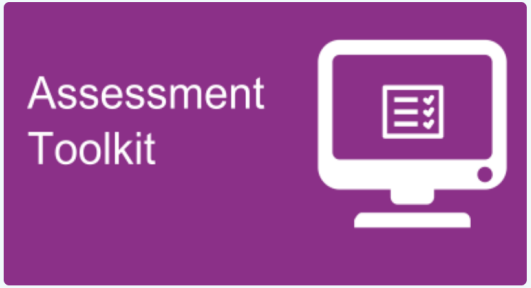
- You should be sent assessment briefs/examination papers to review before they are made available to students
- This includes all assessments that contribute to the award (summative assessments)
- City St Georges' also has thorough internal processes to review and proof-read assessments

Assessment for Learning Code of Practice

We want to enhance our assessment and feedback practice which will also enable us to continue to meet OfS Condition B4.

Our assessments need to be:

- Authentic and Contemporary
- Inclusive
- Collaborative
- Engaging
- Evidence based



Assessment Toolkit:

This toolkit is to support staff when designing assessment and feedback activities. The toolkit includes guidance sheets, case studies and literature reviews.
Developed by City staff.

Assessment requirements

- Assessments must enable students to demonstrate achievement of the learning outcomes of the module.
- Assessment load and weighting should relate to module credits and map against the University assessment tariff.
- There should be no single point of assessment.
- Assessment mapping of deadlines across all programme modules required and updated annually.
- Length of exam duration will be standardised.
- A variety of assessment modes should be present.

Assessment Tariff (15 credit modules)

Assessment Option	80%	20%
Essay	2000 - 2400 words	500 - 600 words
Examination	2 - 2.5 hours	30 minutes
Performance	1.5 - 2 hours	30 minutes
Individual presentation & paper	7.5 – 10 minutes & 750 – 1000 words	2 - 3.5 minutes & 150 – 350 words
Individual presentation	10 – 15 minutes	3.5 – 5 minutes
Group presentation & paper	15 – 20 minutes & 1500 – 2000 words	5 – 7.5 minutes & 500 – 750 minutes
Group presentation	22 – 25 minutes	7.5 – 10 minutes
Podcast & paper	6 – 8 minutes & 600 – 800 words	2-3 minutes & 400 – 500 words
Poster presentation & paper	7.5 – 10 minutes & 750 – 1000 words	2 - 3.5 minutes & 150 – 350 words
OSCE	45 – 60 minutes	9 – 12 minutes
Media production	6 – 8 minutes	2 – 3 minutes

Source: Guidance for the volume/quantity of Assessment used within modules and programmes (LEaD 2025)

Feedback requirements

- Assessment Criteria should be provided for all assessments and be written in clear and concise language.
- Timelines of Feedback for most assessments is for this to be provided within15 working days of submission.
- Feedback should be clear and concise and provide feedforward advice that can be actioned.
- Feedback is provided online where possible.
- Feedback on exams is offered.

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) - 8 (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 four 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 provide comments on a proposed essay assessment brief and the assessment criteria.

You review this but feel this is quite generic in relation to the topic and there is a likelihood that students could perhaps generate their assessment using AI tools.

What advice will you give them to make this less open to possible misconduct?



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?



Activity 2 - Scenario 4

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?



Buddying

- City St George's offers an informal 'buddying' system, where helpful, for newly appointed External Examiners with limited prior external examining experience

- We rely on current and experienced External Examiners to kindly volunteer to act as the 'buddy'

- Academic Services will, where possible, match a newly appointed External Examiner with a suitably qualified 'buddy'

Comfort Break – 5 mins



Assessment Regulations

- The **Assessment Regulations** and related policies and guidance apply to all programmes*
- Specific **Programme Regulations** (i.e. exceptions to standard Regulation) are appended to the Assessment Regulations and included in **Programme Specifications**

*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 St George's **Assessment Regulations**
- Decisions must be fair, proportionate and consistent across all of City St George'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 St George'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 St George's 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

- External Examiners attend assessment boards where award or progression are being considered
- External Examiners are voting members (within confines of Regs)
- Assessment Boards are online (via Teams)
- External Examiners 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

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



Annual Report

Central Team

- University 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 (~6 weeks). This is considered by the School's Associate Dean (Education) before being sent to you.

Students & Senate

- Reports are available to students.
- 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
- Calendar of Activities

City St George's External Examining webpages

Resource page for External Examiners includes

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



City St George's Assessment Regulations (Regulation 19): Senate Regulations | City, University of London

Quality Assurance Agency

QAA website

- External Examining Principles
- Quality Code
- Subject Benchmark Statements
- Framework for Higher Education Qualifications

Any Questions?



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