CALL FOR CHAPTER PROPOSALS

Chapter Proposal Submission Deadline: September 30, 2019

Final Full Chapters Due: February 15, 2020

Target Book Release: February 2, 2021

Book Title: ACADEMIC EXTERNAL EXAMINING PRACTICES IN HIGHER INSTITUTIONS OF LEARNING

Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in Academic External Examining Practices in Higher Education to publish more than one volume.

An edited volume by

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Submissions should be submitted electronically to:

https://www.hetl.org/emerald-academic-external-examining-submission-form/

Keywords: Quality assurance, examination, higher education, quality control, quality audit, compliance, external examining

Introduction

The primary role of an external examiner is to verify that standards that are required of a particular programme are achieved and that assurance must be contained in a feedback that indicates the level of reliability and validity of an assessment. Therefore, an external examiner should review sets of answer
scripts, marking guides and dissertations/theses (Kelly, 2007). It is important that while doing so, an external examiner should understand guidelines on assessment that are provided by an institution. The purpose for an external examiner is to ensure that degrees of an institution are comparable in standard to those awarded elsewhere in other universities; to ensure that there is fairness and consistency in assessment procedures and student classification and to provide an assessment system that is effective and appropriate (Kwiram, 2006). External examiners are experienced higher education teachers who offer an independent assessment of academic standards and the quality of assessment to the appointing institution (The Higher Education Academy, 2012).

The major role of the external examiner is the scrutiny and evaluation of a body of evidence for a group of students, which typically consists of:

- a course or programme specification;
- examination question papers and coursework/assignment tasks;
- a sample of assessed student work;
- discussions with teaching staff and, where appropriate, students;
- attendance at examination boards.

After assessing the body of evidence, an external examiner is able to provide an overall judgement on performance of students as well as the quality and standard of a given programme. The external examiner provides an appropriate feedback to a team of teaching staff and institution an overall position of strengths and weaknesses through a written report (The Higher Education Academy, 2012).

The role of an external examiner in ensures there is fairness in assessment of performance (Garry 2007). Therefore, results from performance have a link on behaviour of learners. However, external examiners will not effectively carry out those responsibilities if they perform according to their own internalized criteria (Mullins and Kelly, 2003). External examiners must properly understand guidelines that come from institutions that they serve. Furthermore, institutions should undertake a thorough selection process to get external examiners who can add value to an institution.

In UK, the external examining system began in the 19th century when the newly formed Durham University reached an agreement with the University of Oxford for it to supply examiners to increase the available pool of expertise and to demonstrate acceptability and comparability of its awards (The Higher Education Academy, 2012). Currently, most universities engage external examiners.

**Goal**

In recent years, there have been significant developments in external examining, particularly as external examiners have an important role to play in the maintenance of degree standards in higher education. Research indicates that institutional practices vary considerably across institutions and countries and without proper guidelines from institutions to external examiners, there are bound to be misunderstandings in the execution of assignments (Mullins & Kiley, 2002). Findings reveal that some of the external examiners’ reports are self-contradictory. The role and responsibility of an external examiner must be stated explicitly to avoid misunderstandings and end up with work that does not meet international standards.
Institutions conducts induction programme for newly appointed external examiners. While those who are unable to attend such events are encouraged to follow web pages devoted to the briefing of external examiners, as well as a handbook or code of practice for their external examiners. An external examiner must familiarize themselves with assessment regulation of an institution, which includes detailed explanation of institutional policy in respect of condonation, and/or compensation, resits, retakes and other mechanisms used to support student progression. Understand the arrangements and reasonable adjustments made towards assessment procedures for students with disabilities and other marking and moderation protocols.

Higher education providers should therefore ensure that external examiners are given sufficient and timely evidence and training to enable them to carry out their responsibilities. The training can be imparted through induction sessions or annual briefing events for external examiners and the codes and policies drafted to ensure smooth working of the system. Institutions can arrange for experienced external examiners of their programmes to mentor new external examiners. This book will examine the established methods and systems used across the globe and help provide some specific guidelines in form of a book that can be used by institutions of higher learning, external examiners and national regulators. These guidelines, if adopted could further help in developing a Code of Practice for external examining.

Possible topic areas:

- External Examining Policies
- Best Practices in External Examining
- Challenges faced by Institutions
- Lack of Governmental Control
- Assessing Student’s Benefit
- Guidelines and Manuals
- Promoting Standards through Quality Assurance
- Performance Monitoring
- Role of Quality Assurance Agency in External Examining

The above topic areas can also be grouped under the following categories (taxonomy):

- Policies and Practices
- Research
- Curriculum and Pedagogical changes
Quality Enhancement

Audience
This volume will benefit anyone involved directly in the following categories:

- Academic Library
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:
  - Independent researchers
  - Think tanks
  - Govt. Departments – Policy makers

Chapter Proposal Submissions
Researchers and practitioners are invited to submit on or before September 30, 2019 a one (1) page chapter proposal that explains how the proposal fits into the book’s goals and scope.

Tentative Important Dates

- Acceptance Notices Sent: October 30, 2019
- Complete Chapters Due to Editors: February 15, 2020
- Peer Reviews Due to Editors: April 30, 2020

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