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| **Job Title** | **External Examiner - Babcock** |
| **School / Service** | **Royal Docks School of Business and Law** |
| **Grade and Salary Range** |  |
| **Location and Hybrid working status** | Stratford (inc. Docklands, USS) |
| **Reporting to** | Assessment Lead / Cluster Lead |
| **Contract type** | Hourly paid Lecturer (HPL) |

Build your career, follow your passion, be inspired by our environment of success **#BeTheChange**

**THE UNIVERSITY OF EAST LONDON**

If you are seeking a career that combines cutting-edge education with a passion for creating positive change, look no further than the University of East London. Founded in 1898 to meet the skills needs of the 2nd industrial revolution, we’re now in Year 5 of our transformational 10-year Vision 2028 strategic plan, spearheaded by our Vice-Chancellor and President, Professor Amanda Broderick.

Our goal is to advance industry 5.0 careers-first education and provide a clear path to the jobs and opportunities of the future. We are committed to driving diversity in the 5.0 talent pipeline, working in partnership to promote talent wherever it is found and creating a sustainable, inclusive, and green future.

But we can't achieve this goal alone. We need forward-thinking, innovative, and curious individuals like you to join our community and help us shape the future. As part of our team, you'll have the opportunity to work with a diverse range of people who share your passion for creating positive change. We’re an inclusive and welcoming community that is constantly moving forward, never satisfied with the status quo.

If you're ready to join a team that values your unique skills and perspectives and is dedicated to making a difference, we invite you to explore a career with us. We are excited to welcome talented individuals who are committed to advancing their careers while making a positive impact on the world.

**THE SCHOOL OF BUSINESS AND LAW:**

The School’s student body is rich in its diversity; students are drawn from a wide range of backgrounds and age groups, with a high proportion from low-income groups. We are committed to providing a high-quality, innovative, relevant and research-led teaching experience which attracts, engages and develops students, supporting their academic achievement and professional ambitions. We look for outstanding lecturers, who exude a love of teaching, who inspire and motivate both students and colleagues through their approaches to teaching, and who are strongly committed to achieving excellent outcomes for students.

The Centre of Professional Policing (Cop) has several policing programmes currently running and works collaboratively with the police, including the Metropolitan Police Service.  The University of East London is part of a consortium of universities that are delivering the Police Constable Degree Apprenticeship (PCDA) and the Degree Holder Entry Programme (DHEP).

**JOB PURPOSE:**

The External Examiner’s responsibility is to verify that the University’s internal marking policies and moderation adhere to the assessment methods and criteria are aligned to the learning outcomes and teaching activities and adhere to the expected national higher education standards, QAAHE (The Quality Assurance Agency for Higher Education).

The external examiner is expected to review a sample of the assessment as aligned to the module learning outcomes and assessment criteria, to ensure consistency across the board in terms of assessment quality and moderation. If there are any issue with the marking and moderation process, the External Examiner may request to see a larger sample from the assessment board or a broader range of assessment work. The External Examiner may not anticipate or urge the examination board to raise or lower examination scores for specific students.

The Examination Board will consider the appropriate approach to be taken (through rechecking of marks, remarking or rescaling or amendment of assessment/teach approaches to future cohorts) on the advice and suggestion of the External Examiner regarding the alteration of marks for the entire cohort. Any modifications must be communicated to, approved by, and thoroughly minuted by the Faculty Examination Board.

**MAIN DUTIES AND RESPONSIBILITIES:**

* To adhere to the framework for Higher Education Qualifications and pertinent topic benchmark statements which are the primary sources for external examiners.
* Comment on the standards of the courses and awards and how they measure up to all relevant, nationally recognised PEQF standards.
* Assure fair assessment procedures that evaluations are conducted in compliance with university regulation (Assessment Regulations Guidelines for Assessment Boards Updated Sept 2020.docx (sharepoint.com)
* External Examiners are advised to refer to the learning, teaching, and evaluation code of practice
* Verify that the University’s policy on marking moderation has been followed and remarking on the supporting evidence
* Comment on any opportunities offered to improve the quality of the students’ learning and on instances of good practice and innovation relating to learning, teaching, and assessment
* Attend and make recommendations to Examination Boards relating to the awarding of degrees, diplomas, and certificates or the confirmation of results for stand-alone exams.
* Review the cohort’s results on the assessment
* Take into account and accept all draught examination papers, including supplemental exams, as well as all in-program, practical, and other assessments that account for 50% or more of a module’s assessment
* Obtain exam papers, access to online papers, exam scripts, in-program assessments, practical tasks, and documentation for oral exams, presentations, project reports, and dissertations for which grades have been given.
* The External Examiner should be consulted and given the opportunity to express their opinions regarding any proposed changes to the classification; be involved in curriculum development, including the introduction of new study programmes and revisions to the existing study programmes, and submit a thorough report on the assessment process to the university every year.

**PERSON SPECIFICATION**

**EDUCATION, QUALIFICATIONS AND ACHIEVEMENTS:**

**Essential criteria;**

* PG certificate or Masters in Policing/ Criminology or equivalent qualification and/or experience (C)
* Level 7 policing or security qualification (C)
* Level 7 qualification in criminology (C)
* Experience in the legal and academic fields (C)

**Desirable criteria;**

* Level 4 – 6 Higher Education Experience (I)
* Knowledge of the End Point Assessment (EPA) process (A/I)
* Police Service Experience (A/I)
* Police Training and development (A/I)
* Knowledge of the Policing Education Qualification Framework (A/I)

**KNOWLEDGE AND EXPERIENCE:**

**Essential criteria;**

* Previous experience working in operational policing
* Previous experience working in criminology

**COMMUNICATION:**

* Used to a high level of communication

**LIAISON AND NETWORKING:**

* Experience working with multi-disciplined teams (A/I)
* Experience working across different departments (A/I)

**SERVICE DELIVERY:**

* Experience of Key Performance indicator (KPI) Targets (A/I)

**ANALYSIS AND RESERCH:**

* Analysis of large amounts of assessment data (A/I)
* Experience with the academic research development model (A/I)

**SKILLS AND ABILITIES:**

* Experience working with Moodle (A/I)
* Virtual learning environment (A/I)
* Able to work online and manage own workload (A/I)

**OTHER ESSENTIAL CRITERIA:**

* Commitment to and understanding of equal opportunities issues within a diverse and multicultural environment (I)

**Criteria tested by** **Key:**

A = Application form

C = Certification

I = Interview

T = Test