UK Quality Code for Higher Education

Part A: Setting and maintaining threshold academic standards

Chapter A5: Externality

Contents

Introduction

The following supersedes parts of the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice), Section 4: External Examining* (2004) and *Section 7: Programme design, approval, monitoring and review* (2006) published by the Quality Assurance Agency for Higher Education (QAA), and forms a Chapter of the new UK Quality Code for Higher Education (the Quality Code).

The Quality Code

The Quality Code is the definitive reference point for all those involved in delivering higher education which leads to an award from or is validated by a UK higher education provider. It makes clear what institutions are required to do, what they can expect of each other, and what the general public can expect of all higher education providers. These Expectations express key matters of principle that the higher education community has identified as important for the assurance of quality and academic standards.

Introduction to this Chapter

This Chapter of the Quality Code provides a brief introduction to the role of various forms of externality in the assurance of standards and quality in UK higher education institutions. It sets out the Expectation relating to this area.

The Chapter also lists the points at which reference is made in the Quality Code to forms of externality other than external examining, and provides links to the relevant Chapters of the Quality Code.

Expectations about externality

The Quality Code sets out the following Expectation about externality, which higher education institutions are required to meet.

Higher education providers ensure independent and external participation in the management of threshold academic standards.

Types of externality

External input into institutions' quality management may arise through a number of processes, and from a variety of sources. The following list is intended to be indicative rather than definitive.

(a) External examiners: for further details see *Chapter B7: External examining*

(b) External inputs into programme design and approval: for further details see *Chapter B1: Programme design and approval*, in particular Indicators 3 and 6.

(c) External inputs into assessment: for further details see *Chapter B6: Assessment of students and accreditation of prior learning*, Indicators 4 and 7.

(d) External inputs into student support, in particular the development of careers education, information, advice and guidance, and support for disabled students: for further details, see *Chapter B4: Student support, learning resources and careers education, information and guidance,* in particular Section 1 Indicators 2, 8, 9, 10, Section 2 Indicators 10, 11, 12 and 15.

(e) External inputs into programme monitoring and review: for further details see *Chapter B8: Programme monitoring and review*, in particular Indicator 3.

(f) External inputs into collaborative activity: for further details see *Chapter B10: Management of collaborative arrangements*, in particular Indicators 21-23.

(g) External involvement in postgraduate research programmes: for further details see *Chapter B11: Postgraduate research programmes*.

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