External Examiner Report Form

This form is designed to collect from External Examiners the information necessary to confirm the standards of the University’s awards, the appropriateness of student achievement, and the integrity of the assessment process. It is intended for use with the University's [Senate Regulation 7 governing the Assessment of Taught Programmes of Study](http://www.le.ac.uk/senate-regulation7).

The deadline for the submission of your report is:

* Undergraduate programmes: **31 July** in each year
* Taught postgraduate programmes: **31 December** in each year

Please email your report as an attachment to [extexaminers@le.ac.uk](mailto:extexaminers@le.ac.uk)

The content of your report will be made available to students and therefore you should avoid references to named members of staff or students.

If you have any queries about the reporting process for External Examiners, please contact the Education Quality, Enhancement and Development (EQED) for guidance at [extexaminers@le.ac.uk](mailto:extexaminers@le.ac.uk).

Section 1: Your details

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | Click here to enter text. | **Full name** | Click here to enter text. |

|  |  |
| --- | --- |
| **Current employing institution** | Click here to enter text. |

|  |  |
| --- | --- |
| **Year of tenure:** | Choose an item. |

|  |
| --- |
| **Newly appointed External Examiners**  Please comment on the University’s arrangements for your appointment and briefing. For example, did you receive initial documentation and other information in a timely manner? |
| Click here to enter text. |
| **External examiners completing a term of office this year**  Please provide an overview on developments during your term of office: |
| Click here to enter text. |

Section 2: The subject area

|  |  |
| --- | --- |
| **College** | Choose an item. |
| **Academic Department or School** | Choose an item. |

Section 3: Academic standards

**Please list the full title of each programme of study for which you were appointed, including specifically listing any distance learning variations.**

**Guidance on how to use the grid in this section**

**Year Abroad** and **Year in Industry** should not be listed separately from their non-variant programmes, they can be listed together on one row.

**If you oversee all subject/specialism variants of a programme**, these may be reviewed on one row – unless you identify a specific issue with a variant.

**If you oversee some variants of a programme (but not all)**, these should be reviewed on separate rows – we will compare with other reports to ensure all variants are covered.

**Programmes with multiple awards** (e.g. BEng / MEng), should be reviewed on separate rows – as different FHEQ standards may apply.

If you have any questions regarding this, please contact [extexaminers@le.ac.uk](mailto:extexaminers@le.ac.uk) for further advice.

**For each programme, please indicate whether:**

1. you are satisfied that the threshold standards set for the award are appropriate and that students have the opportunity to achieve standards beyond the threshold level in accordance with the [QAA’s revised UK Quality Code for Higher Education](https://www.qaa.ac.uk/quality-code);
2. you have considered the [outcome classification descriptions for FHEQ Level 6 (UG) or FHEQ Level 7 (PG)](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks) in the process of reviewing assessment setting, marking and moderation and confirm the appropriateness of University standards with reference to these descriptors;
3. you are satisfied that the achievement of students for each award are comparable with that at other institutions with which you are familiar.

|  |  |  |
| --- | --- | --- |
| Programme:  Click here to enter text. | Threshold standards are appropriate  Standards are in line with the [outcome classification descriptions for FHEQ Level 6 (UG) or in line with FHEQ Level 7(PG)](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks)  Student achievement is comparable with that at other institutions with which you are familiar  Students have the opportunity to achieve standards beyond the threshold level  Programme intended learning outcomes are appropriate, in the context of QAA Subject Benchmark Statements |  |

|  |  |  |
| --- | --- | --- |
| Programme:  Click here to enter text. | Threshold standards are appropriate  Standards are in line with the [outcome classification descriptions for FHEQ Level 6 (UG) or in line with FHEQ Level 7(PG)](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks)  Student achievement is comparable with that at other institutions with which you are familiar  Students have the opportunity to achieve standards beyond the threshold level  Programme intended learning outcomes are appropriate, in the context of QAA Subject Benchmark Statements |  |
| Programme:  Click here to enter text. | Threshold standards are appropriate  Standards are in line with the [outcome classification descriptions for FHEQ Level 6 (UG) or in line with FHEQ Level 7(PG)](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks)  Student achievement is comparable with that at other institutions with which you are familiar  Students have the opportunity to achieve standards beyond the threshold level  Programme intended learning outcomes are appropriate, in the context of QAA Subject Benchmark Statements |  |
| Programme:  Click here to enter text. | Threshold standards are appropriate  Standards are in line with the [outcome classification descriptions for FHEQ Level 6 (UG) or in line with FHEQ Level 7(PG)](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks)  Student achievement is comparable with that at other institutions with which you are familiar  Students have the opportunity to achieve standards beyond the threshold level  Programme intended learning outcomes are appropriate, in the context of QAA Subject Benchmark Statements |  |
| Programme:  Click here to enter text. | Threshold standards are appropriate  Standards are in line with the [outcome classification descriptions for FHEQ Level 6 (UG) or in line with FHEQ Level 7(PG)](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks)  Student achievement is comparable with that at other institutions with which you are familiar  Students have the opportunity to achieve standards beyond the threshold level  Programme intended learning outcomes are appropriate, in the context of QAA Subject Benchmark Statements |  |

|  |
| --- |
| **If you answered “no” to any of the above sections, or have any concerns about the standard of awards or student achievement at programme level, please provide commentary below.** |
| Please indicate what improvements could be made to ensure that standards are met on this programme. |
| Click here to enter text. |

|  |  |
| --- | --- |
| **Are there any particular concerns regarding modules where particular action is required to ensure overall standards?** | Choose an item. |

**If yes, please provide further details in the grid below, including any improvements you consider necessary.**

|  |  |  |
| --- | --- | --- |
| **Module** | **Details** | **Recommendations for actions** |
|  |  |  |
|  |  |  |

*Please add rows as required.*

Section 4: Administrative arrangements

|  |  |
| --- | --- |
| **Did you receive all necessary information for the modules you were asked to examine in order to agree the appropriateness of the assessment strategy for each module?**  *e.g., Module specifications, assessment briefs, assessment criteria, marking rubrics, programme specifications, samples of student work etc.* | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

|  |  |
| --- | --- |
| **Were you able to comment on the questions set for students?** | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

|  |  |
| --- | --- |
| **Did you receive sufficient material to form a view of whether internal marking properly assessed student performance against appropriate standards?** | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

|  |  |
| --- | --- |
| **Where relevant, did you receive appropriate access to non-written assessment and/or any live assessment events?** | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

|  |  |
| --- | --- |
| **Did you receive an appropriate opportunity to meet with students?** | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

|  |  |
| --- | --- |
| **Are you satisfied that the Board of Examiners meeting was conducted effectively?** | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

|  |  |
| --- | --- |
| **Are you satisfied that accurate information and appropriate opportunity for discussion were provided?** | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

|  |  |
| --- | --- |
| **Are you satisfied that any issues raised in previous reports have been considered appropriately by the department?** | Choose an item. |

Please provide comments below to support your answer:

Click here to enter text.

Section 5: Assessment and achievement

|  |
| --- |
| **Please comment on the appropriateness and variety in the type, quantity and weighting of assessments contained within the programme assessment strategy and how the assessments support students to meet the intended outcomes of the programme(s) and the level of award:** |
| Items to consider may be,   1. Is there enough scaffolding of assessments? 2. Are assessments authentic? 3. Is there enough scope for formative feedback? 4. Are assessments inclusive? 5. Is there scope for students to excel in assessments? |
| Click here to enter text. |

|  |
| --- |
| **If you are the External for both the campus-based and distance learning variants of the programme, how does student achievement in the one compare with the other?** |
| Click here to enter text. |

|  |  |
| --- | --- |
| **Are there any specific areas of development regarding assessment and achievement in individual modules that require improvement, enhancement or represent significant risk?** | Choose an item. |

**If yes, please provide further details in the grid below, including any improvements you consider necessary.**

|  |  |  |
| --- | --- | --- |
| **Module Code** | **Details** | **Recommendations for actions** |
|  |  |  |
|  |  |  |
|  |  |  |

*Please add rows as required.*

Section 6: Distance learning

Please answer this section if you are the External Examiner for a distance learning programme.

|  |  |
| --- | --- |
| **Is the distance learning programme a variant of a campus-based programme or a standalone distance learning programme?** | Choose an item. |

|  |
| --- |
| **Please comment on the learning materials, the virtual learning environment and assessments available to students for this programme.** |
| Items to consider may include,   1. Are assessments comparable to campus-based variants? 2. Are they appropriate for students studying at a distance? 3. Does the VLE contribute to an inclusive and coherent learning experience? |
| Click here to enter text. |

Section 7: Professional Statutory and Regulatory Body (PSRB)

|  |
| --- |
| **With reference to any PSRB requirements of the programme.**  **Please comment on any issues raised regarding specific requirements of a professional, statutory, or regulatory** **body (these will normally be referenced in Section 11 of the programme specification(s)** |
| Click here to enter text. |

Section 8: Collaborative partners

|  |
| --- |
| **Please comment, where relevant, on the comparability in student achievement between those students studying at the University and those studying with a collaborative partner:** |
| e.g. Dalian University of Technology, Chongqing Medical University etc.  If you are the external for a programme that is delivered in partnership with another institution, please comment on the integration of UoL policy, procedures, regulations and student experience. |
| Click here to enter text. |

Section 9: Marking and moderation

|  |  |
| --- | --- |
| **Please confirm that the marking and moderation processes of the University have been rigorously applied.** | Choose an item. |

**If not, please identify specific issues relating to modules below.**

|  |  |  |
| --- | --- | --- |
| **Module Code** | **Details** | **Recommendations for actions** |
|  |  |  |
|  |  |  |
|  |  |  |

*Please add rows as required.*

Section 10: Quality of learning and opportunities

|  |
| --- |
| **Please comment on the way in which the design of the curriculum enables students to attain the programme’s intended learning outcomes:** |
| Click here to enter text. |

Section 11: Good practice and innovation

|  |
| --- |
| **Please comment on examples of good practice and innovation that you have identified in relation to learning, teaching, and assessment:** |
| Click here to enter text. |

EQED ACTIONS ONLY

|  |  |
| --- | --- |
| **Date report received** | Click here to enter a date. |
| **Report complete** | Yes  Any comments: Click here to enter text. |
| **Report sent to department for comment** | Click here to enter a date. |