# External Examiner report

Thank you for submitting your External Examiner report. This is the list of questions you will find on the online MS Form. **PLEASE NOT**E you cannot save your progress on MS Forms, you will need to submit your answers in one go. If you prefer to work on the questions offline at your own time, use this template, you can then copy and paste into the MS Form when ready:

<https://forms.office.com/r/eHFne7eumR>

Once you submit this form you will receive email confirmation with a PDF of your answers attached, and the relevant faculty teams will be copied in. All reports are stored in a centralised spreadsheet.

Most questions will be some version of multiple choice, for example:

* Confirm button
* Dropdown menu
* Yes / No / Other
* Strongly Agree / Agree / Disagree / Strongly Disagree

Which we hope will save you time, however there are questions that require qualitative answers and have a freeform response box, which will take you more time.

We have put the response type in *red italic* which you can delete/replace with your answer.

Where you see an ‘Other’ box you can write freeform additional comments.

**Section 1 – Personal details**

1. Please enter your first name.

*(Freeform response)*

1. Please enter your surname.

*(Freeform response)*

1. Please enter your email address (only enter 1 email.)

*(Freeform response)*

**Section 2 – Submission details**

1. Please list the programmes/modules reviewed (include codes if you know them).

*(Freeform response)*

1. Please confirm the academic session.

*(Confirm button for 2023/2024)*

1. Please select which faculty this is for.

*(Dropdown menu will offer faculties)*

**Section 3 – Last report’s action points and recommendations**

1. Please comment how, and to what extent, the university has addressed issues raised in your last report.

*(Freeform response)*

1. Please comment upon examples of good practice and innovation since your last report.

*(Freeform response)*

**Section 4 – Your attendance and portfolio of work**

1. Did you attend a Subject Assessment Panel (SAP)?

*(Yes / No / Not applicable / Other)*

1. Did you attend a Progression and Award Board (PAB)?

*(Yes / No / Not applicable / Other)*

1. Did you visit partner institutions (UK & Overseas)?

*(Yes / No / Not applicable / Other)*

1. Did you review any work of students from one or more of our partner institutions (UK & Overseas)? If yes - please enter the name of the partner in the 'Other' box.

*(Yes / No / Not applicable / Other)*

1. Have you reviewed student work relating to teaching practice?

*(Yes / No / Not applicable / Other)*

1. Have you reviewed student work relating to clinical assessments?

*(Yes / No / Not applicable / Other)*

1. Have you been involved in reviewing Viva Voce examinations?

*(Yes / No / Not applicable / Other)*

1. Did the sample of student work provided enable you to complete your External Examiner duties?

*(Yes / No / Not applicable / Other)*

1. Please use this space to comment upon the strengths and weaknesses of the student group(s) and quality of knowledge and skills demonstrated. Where you have looked at work by students from partner institutions (UK & Overseas), please indicate your view of the standard of the work from each partner.

*(Freeform response)*

**Section 5 – Process of assessment and determination of award**

1. The assessments enabled students to demonstrate the knowledge and skills they have developed?

*(Strongly agree / Agree / Disagree / Strongly disagree)*

1. Assessment design enables all learning outcomes to be assessed at the appropriate level?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Assessments are designed to enable students to demonstrate their proficiency in written English?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Assessments are marked consistently and to an appropriate standard?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Assessments show evidence of moderation and/or second marking to an appropriate standard?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Assessment feedback is clear and constructive?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. The decision of the PAB was fair, equitable and consistent?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say / non-applicable)*

1. Assessment design minimises the opportunities for academic misconduct and facilitates the detection of such misconduct where it does occur?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Please add any comments you have on questions in this section. In particular, a rationale of the reasons where you 'disagree' or 'strongly disagree' so they may be considered at the appropriate internal monitoring forum.

*(Freeform response)*

**Section 6 – The appropriateness of standards and delivery**

1. The curriculum is representative of current thinking and practices in the subject matter?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. The programme/module provides educational challenge that is no less than the minimum level of rigour and difficulty reasonably expected?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. The subjects' content and skills are taught in an order that introduces key concepts at appropriate points?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. The programme/module makes use of subject benchmark statements and the national qualifications framework?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Resources and support are appropriate to ensure that students receive a high-quality academic experience?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Students are assessed in a challenging and appropriately comprehensive way, providing stretch and rigour consistent with the level of the course?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. The programme/module effectively incorporates the requirements of the Professional, Statutory and Regulatory Bodies (PSRB), if applicable? You can clarify your answer by adding comments in the 'Other' box.

*(Strongly agree / Agree / Disagree / Strongly disagree / Not applicable / Not enough information to say / Other)*

1. What is your view of the overall academic structure of the programme/module? Please also add any comments to the above questions in this section.

*(Freeform response)*

**Section 7 – The comparability of student performance**

1. The standards of student performance are comparable to similar programmes/modules in other UK institutions with which you are familiar?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Student performance has demonstrated their development of knowledge and understanding relevant to the subject matter and level, and other skills including, but not limited to, cognitive skills, practical skills, transferable skills and professional competences?

*(Strongly agree / Agree / Disagree / Strongly disagree / Not enough information to say)*

1. Has the programme/module taken actions that have resulted in an increased number of awards, and/or changes in the classifications attached to them? For example, has the achievement of students increased due to changes to assessment practices or academic regulations? If so, do you feel the programme has sufficient evidence to explain this? (Include differences with other institutions if applicable.)

*(Freeform response)*

1. Please write recommendations/actions on any procedural aspects of moderation and review you would like to see the university take for the next academic year. Please also add any comments to the above questions in this section.

*(Freeform response)*