

New External Examiner Report form questions

Section A – External Examiner details

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| Name: | All fields to be automatically populated |
| School in which examining undertaken: | |
| Programme(s) examined (or modules examined if not examining a full programme): | |
| Year of Appointment: | |
| Final Year: Yes/No (if yes, the show “end of appointment section”) | |

Section B - Academic Standards and output

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| B1. Are the academic standards for the programme(s) appropriate in view of level and subject? | Yes/No |
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| B2. Are the academic standards for the programme(s) set in accordance with the relevant national qualifications framework? | Yes/No |
| Please refer to the standards noted in the QAA Framework for Higher Education Qualifications, OfS sector-recognised standards, and (where appropriate) the national subject benchmark statements and/or requirements of professional, statutory and regulatory bodies (PSRBs). | |
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| B3. Are the awards for the programme(s) only granted to students whose knowledge and skills appropriately reflect these standards? | Yes/No |
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| B4. Are the achievements of students comparable with their peers on similar programmes in other UK higher education institutions (of which you have experience)? | Yes/No |
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| B5. Please provide any further comment on standards and output (please comment on distribution of classification; significant differences with the achievements of students from the previous years/cohorts; particular strengths and weaknesses of the current cohort.) | |
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| B6. For examiners of educational partnerships, or subjects which contribute to joint or combined honours programmes, please comment on the comparability of standards and student performances. | |

Section C – Programme and Curriculum

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| C1. Please comment how curriculum design enables the achievement of the intended learning outcomes of the programme(s), reflected in student output. <i>This can include comments on coherence, and appropriate, challenging, and up-to-date content</i> |
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(influence of current research and fit for the future). It can also include comments on whether content and context is inclusive and reflects the diversity of the student body.

C2. Please comment on effective curriculum delivery, reflected in student output.

This can include the range and suitability of teaching and learning methods experienced by students, staff expertise, and student engagement and support.

Section D – Assessment and Feedback

D1. Please comment on whether the assessment design/strategies are valid and reliable.

Please comment on how they are valid and reliable for the subject, level of study, and intended learning outcomes.

D2. Please comment on whether the assessment criteria are appropriate and effective.

Please comment on how they are effective for the subject and level of study, their ability to discriminate between levels of attainment (see the national descriptions annexed to the [FHEQ](#) for level 6), and how they support attaining the intended learning outcomes.

D3. Please comment on whether the assessment design/strategies are underpinned by inclusivity, and help mitigate attainment gaps.

D4. If applicable, please comment on how the assessment design/strategies effectively engage with AI.

D5. Please comment on the method and quality of feedback on student work, and whether it was consistent, satisfactory, and tailored to different student needs.

(An inclusive assessment portfolio will include a balanced variety of formats relevant to the discipline, so all students have opportunities to play to their strengths.)

D6. Please comment on whether the assessment process and general standard of marking and moderation were impartial, consistent and satisfactory.

Please comment on whether this process was conducted fairly and in line with the University's regulations and guidance.

Section E – Transnational Education

**Applicable to programmes in Malaysia:
MBBS, BSc (Hons) Biomedical Sciences, and Foundation in Biological and Biomedical Sciences.**

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| E1. Were you offered adequate information about any variations in the programme compared to the programme offered at the Newcastle campus? | Yes/No |
| E2. Did you receive sample assessed work from each location? | Yes/No |
| E3. Please comment on whether the achievements of students in each location were comparable | |
| E4. Please provide any additional comments on provision delivered in multiple locations: | |

Section F – Apprenticeships with credit-bearing EPA

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| Applicable to the following programme: | |
| Level 6 BEng Product Design and Development Engineer Apprenticeship | |
| Level 7 MSc Digital and Technology Solutions Specialist – Data Analytics Degree apprenticeship | |
| F1. Please comment on how the programme meets the Apprenticeship Standard. | |
| F2. Please comment on whether it is clear how the assessment is linked to the occupation and EPA plan. | |
| F3. Please comment on any assessor standardisation or moderation meetings | |
| F4. Is the management of gateway and mandatory qualification requirements and the involvement of the employer clearly present in deciding the apprentice is ready for the EPA? | Yes/No |
| F5. Please comment on feedback from employers | |
| F6. Were you provided with evidence to show that the EPA assessor's knowledge is up to date? | Yes/No |
| F7. Please comment on the accessibility of the EPA and the management of any requests for reasonable adjustments. | |
| F8. Please provide any other comments: | |

Section G – Procedures

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| G1. Were you given sufficient notice of the examination dates and of the meeting of the Board of Examiners? | Yes/No |
| G2. Did you attend the Board of Examiners meeting (either in person or online)? | Yes/No |
| G2b. (to only appear if no) Please state reason and provide details of how you were consulted by other means. | |
| G3. Was the Board of Examiners conducted in accordance with the University's policies and procedures, in particular were proceedings conducted with student anonymity? | Yes/No |
| G4. Was the process of assessment effective and fair in its treatment of individual candidates and the exercise of discretion? | Yes/No |
| G5. Did you have sufficient opportunity to comment upon draft assessment types for the programme (including coursework and examination papers)? | Yes/No |
| G6. Were you given adequate opportunity to communicate with internal examiners and, where appropriate, others involved in teaching and assessment? | Yes/No |
| G7. Did you have sufficient opportunity to review student work and examination scripts? | Yes/No |
| G8. Were the number of assessments provided in the sample sufficient for you to make the required judgements? | Yes/No |
| G9. (<i>Where appropriate</i>) Were you given an adequate opportunity to observe in the assessment process through involvement in, for example, practicals/(group project) presentations/clinical examinations/exhibitions etc. | Yes/No N/A |
| G10. Were you given opportunity to meet with students on the programme(s), online or in person? | Yes/No |
| G10b. If yes to G10 - Was the purpose of such meetings made clear well in advance? | Yes/No |
| G10c. If yes to G10 – Please comment on any feedback arising from this meeting: | |

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| G11. If you made any recommendations in your previous report have these been, or are these being, addressed? | Yes/No |
| G11b.(if no on G11) Please outline briefly any recommendations which you feel have not been considered appropriately: | |
| G12. Please provide any extra comments you would wish to make in this section on procedures: | |

Section H – Checklist

The checklist is designed to provide confirmation that you have received sufficient evidence and support to fulfil your role.

| | Yes | No | N/A |
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| H1. Did you receive the following from the School: <ul style="list-style-type: none"> • Student-facing information on the programme (handbook or equivalent) • Programme regulations • Procedures relating to relevant professional issues (e.g. Fitness to Practice) • Programme specifications and learning outcomes • Module descriptions • Assessment procedures (including assessment criteria) • Marking scheme and instructions to examiners • Moderation and scaling policy • Adequate information about the partnership • Adequate information about the apprenticeship (incl. standard and assessment plan) | | | |
| H1.1 For Examiners in the first year of appointment only : Were you provided copies of previous External Examiners' reports and the School's responses to these? | | | |
| H2. If your answer to any of the questions in this section was "No", please provide more detail here: | | | |

Section I – Summary of Comments for the attention of the School, Faculty and University

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| I1. Good Practice: | Both exemplary, innovative practice that can be disseminated university-wide, and good practice at programme or module level |
| I2. Enhancement Opportunity: | Suggestions and recommendation for improvement |
| I3. Is there any feedback you feel should also be brought to the attention of the Faculty or University? | |

End of appointment – For Examiners completing their term of appointment only

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| | 1. Please comment on whether you have observed improvements in the programme(s) over the period of your appointment |
| | 2. Please comment on whether the School's responses to your comments and recommendations have been satisfactory. |
| | 3. Where recommendations have not been implemented, please comment on whether the School provided clear reasons for this. |

Please provide any final comments on conclusion of the period of appointment.

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Further comments – optional

If you wish to provide any further comments, either in relation to the questions above, or as additional information not otherwise covered by the report form, please do so here.

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