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| **EXTERNAL EXAMINER (UNDERGRADUATE & TAUGHT POSTGRADUATE):**  **REPORTING TEMPLATE** | **Newcastle_Master_Blk** |

*For assistance in completing this form please refer to paragraphs 55-59 of the* [*University’s Policy and Procedure for External Examiners of Taught Programmes.*](https://www.ncl.ac.uk/mediav8/educational-policy-and-governance-service/files/qsh-extexam-policy.pdf)

1. Please submit your report as soon as possible after completion of your duties (no later than 1 September for undergraduate programmes; and no later than four weeks following the Board of Examiners – by 30 November if possible – for postgraduate programmes). Please submit your report on the [external examiner system](https://apps.ncl.ac.uk/Examiners) and refer to the [external examiner guidelines](https://www.ncl.ac.uk/mediav8/educational-policy-and-governance-service/files/Examinersguidelines.pdf) for support with your submission.
2. Full details of how this report will be considered can be found in paragraphs 73-82 of the [Policy and Procedures for External Examiners of Taught Programmes.](https://www.ncl.ac.uk/mediav8/educational-policy-and-governance-service/files/qsh-extexam-policy.pdf)
3. External examiners are asked not to identify individual staff or students by name in their annual report. Any names included in reports may be subject to redaction by the University. Positive comments will not be redacted.
4. In the event that you wish to raise a matter of serious concern (separate to your report) please address this directly to the Vice-Chancellor via [ext.examiners@ncl.ac.uk](mailto:ext.examiners@ncl.ac.uk) who will then ensure that appropriate investigations are conducted prior to responding to you.

Examples of such matters could be:-

* significant deficiencies in academic provision by a School;
* substantial differences in the application of assessment criteria within the same programme;
* major irregularities or deficiencies in the examinations and assessment processes;
* lack of facilities appropriate to the standard normally expected for a particular programme of study.

**SECTION A – EXTERNAL EXAMINER’S DETAILS**

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| Name: | *Prepopulated field* |
| School in which examining undertaken: | *Prepopulated field* |
| Programme(s) examined: | *Prepopulated field* |
| Year of report: | *Prepopulated field* |
| Area of programme/s:  If blank report covers whole programme/s | *Prepopulated field* |
| Is this your final year? | YES / NO  If YES, please also provide an overview of your experience as External Examiner for the programme(s). See the final page of this report form. |

**SECTION B – SUMMARY OF COMMENTS FOR THE ATTENTION OF THE SCHOOL, FACULTY AND UNIVERSITY**

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| **B1** | Exemplary Practice: |  |
| **B2** | Commendations: |  |
| **B3** | Recommendations: |  |

**SECTION C – Q UALITY AND STANDARDS**

*Please answer the following questions in as much detail as possible.*

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| **C1** | Are the intended learning outcomes of the programme(s) appropriate (compared to those in similar programmes elsewhere in the sector)? |
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| **C2** | Are the intended learning outcomes appropriate to the level of award as set out in the Framework for Higher Education Qualifications? |
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| **C3** | Does the curriculum enable students to attain the intended learning outcomes of the programme? |
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| **C4** | Is there evidence of the influence of current research and scholarship on the curriculum and learning and teaching (e.g. curricula informed by research in the relevant subject and into pedagogy, opportunities for students to undertake independent research and/or research methods training)? |
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| **C5** | Are the methods and balance of assessment appropriate in measuring student achievement in relation to the intended learning outcomes? |
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| **C6** | Are the assessment criteria appropriate for measuring student attainment of the intended learning outcomes? |
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| **C7** | Are the assessment criteria effective in discriminating between levels of attainment in relationship to the classification of the award? |
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| **C8** | For FHEQ level 6 programmes only: Are the assessment criteria consistent with the national descriptors annexed to the [FHEQ](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks)? |
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| **C9** | Is internal marking (in accordance with the marking criteria) impartial, fair and consistent? |
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| **C10** | Are the standards of the programme(s) appropriate? Please refer to the national subject benchmark statements (where appropriate), the Framework for Higher Education Qualifications, the programme specification and (where appropriate) requirements of professional, statutory and regulatory bodies. |
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| **C11** | Comment upon the extent to which the stated output standards for the programme(s) are comparable with those of similar programmes in other UK higher education institutions. |
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| **C12** | Comment upon the comparability of the output standards achieved by students with those achieved by students comparable with those achieved by students on similar programmes elsewhere. |
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| **C13** | Please provide any views as to whether the course adequately prepares students for their future careers. |
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| **C14** | Comment upon the particular strengths and weaknesses of the current cohort. |
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| **C15** | For examiners of subjects which contribute to joint or combined honours programmes, please comment on any notable differences in the standards and student performance between students pursuing joint/combined honours and students pursuing single honours. |
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**SECTION D – PROCEDURES**

*Please answer the following questions in as much detail as possible.*

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| **D1** | If you made any recommendations in your previous report have these been addressed by the University? Please outline briefly any issues which you feel have not been considered appropriately. |
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| **D2** | Were you given sufficient notice of the examination dates and of the meeting of the Examiners? |
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| **D3** | Did you attend the Board of Examiners meeting? If not, please state reason and provide details of how you were consulted by other means. |
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| **D4** | Was the Board of Examiners conducted in accordance with the University's policies and procedures, in particular were proceedings conducted with student anonymity? Did you endorse the recommendations of the Board with regard to students’ progress and/or degree classifications? |
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| **D5** | Was the process of assessment effective and fair in its treatment of individual candidates, particularly with regard to the exercise of discretion? |
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| **D6** | Did you have sufficient opportunity to comment upon draft assessment types for the programme (including coursework and examination papers)? Were these appropriate in terms of the intended learning outcomes and of an appropriate standard? |
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| **D7** | Did you have sufficient opportunity to review student work and examination scripts? Was the sample provided sufficient for you to make the required judgements (in Section C above)? |
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| **D8** | (Where appropriate) Were you given an adequate opportunity to participate in the assessment process through involvement in, for example, practicals/clinical examinations/exhibitions etc.  If YES, was the method of selection of students appropriate? |
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| **D9** | (Where appropriate) Were you given opportunity to meet with students on the programme(s)?  Was the purpose of such meetings made clear well in advance? |
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| **D10** | Were you given adequate opportunity to communicate with internal examiners and, where appropriate, others involved in teaching and assessment? |
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| **D11** | Was the method and general standard of marking and moderation consistent and satisfactory? |
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| **D12** | Was the method and quality of feedback on student work consistent and satisfactory? |
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| **D13** | Were you given sufficient information on the following to enable you to fulfil your duties? Where the information was insufficient, please give details.   |  |  | | --- | --- | | * Degree programme handbook * Programme regulations * Module descriptions (these may be in the programme handbook) * Assessment procedures (including assessment criteria) | * Programme aims and learning outcomes (e.g. the programme specification) * Marking scheme and instructions to examiners | |
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**SECTION E – EDUCATIONAL PARTNERSHIPS**

*(For external examiners of programmes that are the subject of a collaborative arrangement or part of the University’s transnational education portfolio. Please answer the following questions in as much detail as possible.)*

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| **E1** | Were you offered adequate information about the partnership, e.g. a copy of the student lifecycle document explaining the relationship and the roles and responsibilities of each partner? |
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| **E2** | Were you offered adequate information about any variations in the programme compared to the same or similar ones offered at Newcastle? |
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| **E3** | Did you have the opportunity to compare the achievements of candidates taught by the partner institution compared to those taught by the University?  If YES, were the achievements of students taught by the partner institution comparable to those taught by the University?  If NO, from the achievements of students, does the quality of the programme at the partner institution seem adequate to support the attainment of the standards of the award? |
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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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**END OF APPOINTMENT OVERVIEW**

*To be completed only on conclusion of the period of appointment.*

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