

EXTERNAL EXAMINER'S ANNUAL REPORT



Submit to: Director of Quality Enhancement & Standards

quality@staffs.ac.uk

Name:	Example Form (Not for Completion)
Home institution and/or other professional/institutional affiliation:	Example Form (Not for Completion)
Does this report cover all of the modules and courses (and sites of delivery) listed in appendix to this report?	Yes / No (Please delete as appropriate)
If NO , please list any modules/sites of delivery not covered by the report and the reason for their omission.	

- Please complete all sections of the report as fully as you can. The report is not published externally, but will be shared in full with staff and students. It forms an essential part of the University's quality and standards, management and enhancement arrangements. Course and Module Leaders place considerable value on any written comment you are able to provide.
- Please submit your report **no later than [Published Date]** (unless notified of a later date by the university school).
- When writing the report, please do **NOT** refer to individual students or staff members by name.
- Please ensure that comments relating to a particular course or module can be identified within your report.
- If you examine provision delivered at a number of sites or collaborative partners please **identify to which partner or site any specific comments refer**. Where a specific judgment or comment does not relate to all partner institutions or sites of delivery this must be indicated clearly within the report.
- Your fee will not be paid until the annual report form has been received. Fully receipted expenses incurred may be paid after each visit.
- The University reserves the right to request additional information on any areas it feels have not been fully addressed within the report.
- The University welcomes your comments on the effectiveness of this report template.

Examiners appointed to Nursing and Midwifery only: Please provide dates of visits to practice setting(s):	
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Date of completion of report:	
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Office Use Only	
Date Received by QES:	
QES Comments:	

PART A

Maintaining Academic Standards		Yes	No	Partially	N/A
1.	Are the academic standards set for the module(s) and Award(s) appropriate for the specified level (i.e. aligned with the Framework for Higher Education Qualifications and any applicable subject benchmark statements)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Is the course and module content current?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Do the courses and modules satisfy Professional, Statutory and Regulatory Body (PRSB) requirements? <i>(If you are not aware of any PRSB requirements please tick N/A)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Are the standards of student performance comparable with similar provision at other institutions with which you are familiar?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Are academic standards and the achievement of students comparable across all modules at each level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	If you are NOT completing your first year of appointment: Are academic standards and the achievement of students comparable with those in previous years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examiners Responsible for Modules Delivered at Multiple Partners/Sites

7.	Do the above responses (Questions 1 to 6) apply equally to all partner institutions/sites of delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8. Please comment on those questions to which you answered "NO" or "PARTIALLY"

Measuring Achievement, Rigour and Fairness		Yes	No	Partially	N/A
9.	Were assessments conducted in accordance with the Module Descriptor(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Are the types of assessment appropriate (i.e. for the subject; the students; level of study; and expected learning outcomes)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

11.	Do assessment processes measure achievement rigorously and fairly against the intended learning outcomes of the module(s) and award(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.	Were appropriate marking schemes/grading criteria applied properly and consistently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.	Were scripts/student assessments marked in such a way as to enable you to see the reasons for the marks awarded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.	Did you attend the award board(s) either in person or virtually; or submit an External Examiner Board Report form?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.	Were you satisfied with the liaison, administration and conduct of the board(s) which you attended?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examiners Responsible for Modules Delivered at Multiple Partners/Sites

16.	Do the above responses (Questions 9 to 15) apply equally to all sites of delivery/partner institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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17. Please comment on those questions to which you answered "NO" or "PARTIALLY"

Access to Evidence		Yes	No	Partially	N/A
18.	Do you feel that you were able to fulfil the duties of a module and award external examiner as outlined in the University's External Examiners Policy and Procedures ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.	Did you receive all of the information/documentation as outlined in the University's External Examiners Policy and Procedures ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.	Were you consulted on the design and content of examination papers and any new/revised assessment briefs prior to use? (i.e. for all modules to which you have been appointed and that were delivered during the academic year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Did you receive, or have access to, sufficient student scripts/assessments to enable you to undertake your duties as an External Examiner? (i.e. for all modules to which you have been appointed and that were delivered during the academic year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Were suitable arrangements in place to enable you to judge the standard and consistency of marking in respect to oral assessments (e.g. presentations or performances)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Examiners Responsible for Modules Delivered at Multiple Partners/Sites</u>					
23.	Do the above responses (Questions 18 to 22) apply equally to all sites of delivery/partner institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Were suitable arrangements in place to enable you to distinguish between student scripts/assessments from each site/partner institution?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Please comment on those questions to which you answered "NO" or "PARTIALLY"

Enhancement of Quality		Yes	No	Partially	N/A
26.	Are you satisfied with the methods of learning and teaching? (Based upon discussions with staff and information provided on module descriptors/handbooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Are you satisfied by the amount, quality and consistency of assessment feedback provided to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	If you are NOT completing your first year of appointment: Are you satisfied that any comments made in your previous reports have been responded to appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Examiners Responsible for Modules Delivered at Multiple Partners/Sites</u>					
29.	Do the above responses (Questions 26 to 28) apply equally to all sites of delivery/partner institutions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Please comment on those questions to which you answered "NO" or "PARTIALLY"

Higher and Degree Apprenticeships Only		Yes	No	Partially	N/A
31.	Were the apprenticeship standards and requirements clearly outlined in the documentation made available to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32.	Does the provision continue to satisfy the requirements of the apprenticeship standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Does the apprenticeship prepare learners for the end point assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	<i>Integrated Apprenticeships Only:</i> Does the end point assessment measure learner achievement fairly and rigorously against the requirements of the apprenticeship standard?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Please comment on those questions to which you answered "NO" or "PARTIALLY"

Practice Learning, Teaching and Assessment (for Nursing and Midwifery and PGCE I.T.T. only)		Yes	No	Partially	N/A
36.	Did you have the opportunity to visit the practice/placement setting(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Are practice based learning and teaching opportunities effective in preparing students to meet the module learning outcomes and relevant professional standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Were satisfactory arrangements made for the assessment of practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Do the processes for the assessment of practice measure achievement rigorously and fairly against the module learning outcomes and/or relevant professional standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Please comment on those questions to which you answered "NO" or "PARTIALLY"

PART B

We would be grateful if you could provide written comments in response to the following questions

1.	<p>Do you have any additional concerns which have not been discussed in Part A of the report? <i>(If you are appointed to provision delivered at multiple sites: Please identify the partner/site to which each comment relates)</i></p>	
	Comment	Partner/Site

2.	<p>Please list any specific examples of good practice, including innovation relating to learning, teaching and assessment? <i>(If you are appointed to provision delivered at multiple sites: Please identify the partner/site to which each comment relates)</i></p>	
	Comment	Partner/Site

3.	<p>Do you have any suggestions to enhance the content, delivery or assessment of the courses and modules to which you are appointed? <i>(If you are appointed to provision delivered at multiple sites: Please identify the partner/site to which each comment relates)</i> <i>Please include any suggestions you have already discussed with module tutors.</i></p>	
	Comment	Partner/Site

4.	<p>Are there any regulatory issues upon which you would like to comment?</p>	
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5.	Please note any general comments not addressed elsewhere in the report.

6.	If you are completing a term of office we would appreciate a short overview of your experience of being a module and award external examiner at the University.

School Response

This section is to be completed by the School following receipt and consideration of the External Examiner's comments. The response should provide a summary of the action taken (or to be taken) in response to the report.

Where it is not considered appropriate to take action, the reasons for this decision should be given. You may also wish to comment on the areas of good practice highlighted by the examiner.

Where the report relates to collaborative provision, all partner institutions should submit a response to the report. This section should be completed by the School following receipt of comments from the partner institution(s). The School must provide a consolidated response from the University and associated partner institutions and provide a summary of the action taken (or to be taken) in response to the report.

Response

Appendix – Courses and Modules

External Examiner Allocation		
Course Code	Course/Apprenticeship Title	Partner/Site
SSTK-00001	EXAMPLE AWARD 1	STOKE CAMPUS
SSTK-00002	EXAMPLE AWARD 2	STAFFORD CAMPUS

Module Code	Module Title	Partner/Site
EXAM00001	EXAMPLE MODULE 1	STOKE CAMPUS
EXAM00002	EXAMPLE MODULE 2	STOKE CAMPUS
EXAM00003	EXAMPLE MODULE 3	STOKE CAMPUS
EXAM00004	EXAMPLE MODULE 4	STAFFORD CAMPUS
EXAM00005	EXAMPLE MODULE 5	STAFFORD CAMPUS
EXAM00006	EXAMPLE MODULE 6	STAFFORD CAMPUS