**EXTERNAL EXAMINER REPORT**

**Undergraduate and Postgraduate courses and modules**

**Reflecting on the 2023/24 academic year**

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| **Name of External Examiner** |  |
| **External Examiner’s Home Institution** |  |
| **Partner Institution** |  |
| **Department/School/Centre** |  |
| **Appointed as Award or Module External Examiner** |  |
| **List of courses and modules examined** |  |
| **Date(s) of Board of Examiners** |  |
| **Date of report** |  |

**Please submit this report as an email attachment to** [**external.examiners@essex.ac.uk**](mailto:external.examiners@essex.ac.uk) **within four weeks of the Examination Board.**

External Examiners are considered by the University of Essex to be a great asset in helping to assure and enhance the quality of the education we offer, and we greatly appreciate your advice and expertise throughout this process.

To assist you in completing this report you might find it useful to refer back to your roles and responsibilities, which were sent to you at the time of your appointment. Guidance is also available on the [University’s Academic Standards and Quality webpages](https://www.essex.ac.uk/staff/academic-standards-and-quality#external-examiners)[[1]](#footnote-1).

As part of the annual quality assurance cycle, External Examiner reports are reviewed by staff from across the University. Reports are also shared with students and other staff involved in the annual cycle via Departmental meetings and Committees. As such, please consider the following as good practice when writing your report:

* Please ensure you complete all applicable questions when completing the report template to avoid the report being returned to you for full completion.
* To ensure anonymity of students, please do not refer to individual students by name, their student number or any titles for assessments they have submitted.
* When referring to specific modules within the Department/School, please use the title of the module where possible so that your comments can be reviewed in context. For example, ‘*The issue with delayed feedback due to staff sickness in LS123 Linguistics in Health was managed well and I commend the team for their efforts in redistributing the marking and communicating with the students’* is more useful to those outside the Department/School team than ‘*The linguistics issue was managed well and I commend the team for their efforts*”.
* While there is no word count or character limit for each question in the report, please ensure you provide as much detail as appropriate to cover all relevant elements of the questions as concisely and accurately as possible.

**Additional Notes for Award External Examiners**

Please comment on both the courses and modules you have been appointed to cover, clearly identifying areas that relate to the course(s) or to individual modules as necessary.

Where a module External Examiner has been appointed to cover some of the modules on courses you are responsible for, please consider their comments when completing this report. Please get in touch with your department/school contacts to agree how module External Examiner reports will be shared with you.

Please draw on comments made in any interim reports that have been provided at other points during the year, ensuring that this report provides a full outline of your feedback for the period covered.

**Response to your report**

All External Examiner reports are carefully considered at department/school, faculty and Institutional level, and play a key role in annual and periodic reviews. The department, school or centre will contact you to reply to the comments made in your report.

Please note that these reports are made available to students in internal University Committees and department meetings. No reference should therefore be made to individual members of staff or students.

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| **PART A: Academic Quality and Standards** |
| 1. **How do the standards of the courses and modules that you examined compare with other UK Higher Education Institutions and national reference points such as the QAA Frameworks for Higher Education Qualifications and professional, statutory and regulatory body requirements (PSRB)? Are you content that UK threshold academic standards are being maintained? Are the rules of assessment for progression and award consistency with sector norms?** |
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| 1. **Please comment on the learning, teaching and assessment strategies, which should include:**  * the appropriateness of the learning, teaching and assessment strategies * the range of assessment methods used * the extent to which these strategies enabled students to achieve their learning outcomes and the standards set * how effective assessment design is in relation to academic integrity * the choice of subject, methods and standards of assessment for dissertations / projects * the inclusion of any professional, statutory and regulatory body requirements |
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| 1. **Please comment on the standards of student performance, progression, retention and degree classification profiles in comparison with other UK Higher Education Institutions and national reference points.** |
| General comments |
| Relating to dissertations (or equivalent) specifically |
| Did you raise any concerns that required action by the Board of Examiners (for example, application of scaling, the consistency of marking)? Are you content that satisfactory action was taken? |
| 1. **Please comment on the standards of internal marking procedures, which should include:**  * the marking criteria used and how well they are defined and applied * the level of consistency of marking * the standard of feedback students receive * alignment with the regulations and procedures of the University |
| General comments |
| Relating to dissertations (or equivalent) specifically |
| 1. **Please comment on the curriculum and on any curriculum developments that have been introduced since the last report, and whether you were consulted over changes** |
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| 1. **Please comment on the following areas relating specifically to courses involving more than one department (joint courses), modules / courses which include a period of study abroad and/or an assessed work-based placement, which should include the:**  * continuing coherence of the course(s) * assessment arrangements, marking standards and the students’ performance * availability of / access to work produced during, or as a result of work-based / placement learning or during study abroad * the value of the work-based learning, placement or study abroad, or joint degree (for example, notably better or worse academic performance compared to peers on other courses) |
| Study abroad |
| Work-based / placement learning |
| Joint courses |
| 1. **For External Examiners for Nursing and Midwifery Council accredited programmes only:**  * Are you currently registered with the NMC? Please confirm in your answers below. * Please list visits made to practice areas and the number of meetings you have attended with students and mentors * Please confirm the extent and nature of your engagement with student progression both ‘within’ award and at ‘sign-off’ of progression documentation * Please state number of Practice Assessment Documents (PADs) reviewed and your overall assessment of the PAD as fit for purpose. |
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| 1. **For External Examiners overseeing Apprenticeship courses or modules only:**  * Overall, were learners on apprenticeships achieving and progressing in line with the requirements of the apprenticeship standard (either standalone or as part of a mixed cohort)? * If you met with apprentices, practice educators, employers, and/or reviewed records of tripartite progress reviews, please comment on discussions regarding the development of learners’ Knowledge, Skills and Behaviours, integration of safeguarding, British Values, and PREVENT, and their experiences of the EPA. Were learners able to demonstrate knowledge and awareness of next steps? |
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| 1. **For External Examiners overseeing an End-Point Assessment (EPA) module on an Apprenticeship, please complete the next question (or leave blank if not responsible for overseeing the EPA module):**  * Is the EPA suitably assessing occupational competence? For example, did learners meet the standards as outlined in the apprenticeship standard, EPA plan, and meet the requirements of the professional, statutory, or regulatory body for completion of the EPA? |
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| 1. **Are there any other areas of quality and academic standards you would like to comment on which haven’t been covered in any of the previous questions?** |
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| **11. Please comment on the standards of inclusivity and equity within the teaching, learning and assessment you reviewed. Please consider all areas of inclusion for which you are familiar when formulating your response (for example, this could include but is not limited to, ethnicity, cultural differences, neurodiversity, disability, reasonable adjustments for examinations) and in addition advise on the below:**   * Did you identify any strong practices? * Did you identify any areas for enhancement? |
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| **PART B: Preparation for the External Examiner role** |
| **12. Please comment on the information and support you were provided with to enable you to carry out your role, which should include:**   * the management of Boards / pre-Boards and whether they operated fairly * the administrative arrangements for the assessment process and your role within it * whether anything more could be done to help you carry out your duties * whether decisions on extenuating circumstances were appropriate |
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| **PART C: Enhancement** |
| **13. Did you identify any examples of good practice and/or innovation?** |
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| **14. Did you identify any opportunities for enhancement? Did any of the modules or courses pose particular issues which should be addressed?** |
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| **15. Are you satisfied with the actions taken in response to your previous report (or to the comments of the previous External Examiner) and that the issues raised have been addressed?** |
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| **16. If this is your last report as an External Examiner with the University, we would welcome your comments on your experience and on any areas you would like to highlight either to the University and/or the next External Examiner.** |
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**To be completed by the Partner Institution - Department, School or Centre:**

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| **PART D: Department response** |
| A reply should be sent to the External Examiner in response to their report. This should refer to actions taken and explain the reasons where it’s been decided no action will be taken.  Please add your response below, or attach a copy if sent separately. |
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| **Document author** | Quality and Academic Development |
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1. https://www.essex.ac.uk/staff/academic-standards-and-quality#external-examiners [↑](#footnote-ref-1)