

## Template 5: External Examiner Annual Report Template



### **EXTERNAL EXAMINER ANNUAL REPORT 2017-18**

For **INTERNAL** and **COLLABORATIVE** Liverpool John Moores University programmes

Please ensure that all of the sections applicable to your designated programmes are completed.

This Report should be returned as an email attachment to the Office of the Vice Chancellor, via the following email address:

[ExternalExaminersVCOffice@ljmu.ac.uk](mailto:ExternalExaminersVCOffice@ljmu.ac.uk)

Further guidance on completing the report template can be found in Appendix 11 of the 'Guidance for External Examining' document, available at:

<https://www2.ljmu.ac.uk/AQS/128843.htm>

#### **SECTION 1: DETAILS OF REPORT**

<b>1.1</b> <b>Date of report:</b>	16 July 2018
<b>1.2</b> <b>Name of Examiner:</b>	John Stuart
<b>1.3</b> <b>Examiner's home institution or other professional/institutional affiliation:</b>	Kingston University
<b>1.4</b> <b>Programme(s) and award(s) to which this report relates:</b>	20495 BAH History 21997 BAH History and English 30495 BAH History 31997 BAH History and English
<b>1.5</b> <b>Partner institution (if applicable):</b>	N/A
<b>1.6</b> <b>Liverpool John Moores University School to which this programme(s) belongs (or is linked with, in the case of partner programmes):</b>	HSS

## **SECTION 2: EXTERNAL EXAMINING PROCESS**

<b>2.1a Please confirm you received a letter of response to your report for the previous year.</b>	YES
<b>2.1b Please confirm that this letter gave an appropriate response to any issues / actions raised in your report from the previous year.</b>	YES
<b>2.2a Have you been offered the opportunity to meet with students?</b> <i>If yes, please answer Q2.2b. If no, please go on to Q2.3.</i>	NO
<b>2.2b Did you meet with students?</b> <i>If yes, please answer Q2.2c. If no, please go on to Q2.3.</i>	NO
<b>2.2c Please provide the date of the meeting with students, and any comments you may have.</b>	Date of meeting: N/A
<b>2.3</b> <b><i>For Examiners in the first year of their term of office ONLY:</i></b>  Please confirm that you received appropriate information on assessment/external examining procedures and practices, and assessment regulations from Liverpool John Moores University on appointment.	N/A
<b>2.4</b> <b><i>For Examiners in the first year of their term of office ONLY:</i></b>  Did you feel the training provided by Liverpool John Moores University appropriately prepared you for the first year of your tenure? (eg. External Examiner Briefing Day, induction from programme team, etc)?	N/A

<p><b>2.5</b>  <b><i>For Examiners who have been mentored during the last year ONLY:</i></b></p> <p>Please confirm that the mentoring arrangements for your first year have been appropriate, and that you have felt supported in your role.</p>	N/A
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### **SECTION 3: ACADEMIC STANDARDS AND ASSESSMENT**

<p><b>3.1</b>  <b>Are the standards set for the awards in accordance with the <i>Framework for Higher Education Qualifications</i> [FHEQ] and applicable <i>Subject Benchmark Statements</i>?</b></p> <p><i>[NB - Practitioner External Examiners do not need to answer this question]</i></p>	YES
<p><b><i>Please provide comments here, on how this answer was reached:</i></b></p>	Having consulted the FHEQ and Subject Benchmark Statement I conform that the standard set for awards is in accordance with both.
<p><b>3.2</b>  <b>Are the <u>academic standards</u> comparable with those in other UK higher education institutions with which you are familiar?</b></p> <p><i>[NB - Practitioner External Examiners do not need to answer this question]</i></p>	YES
<p><b><i>Please provide comments here, on how this answer was reached:</i></b></p>	Academic standards are comparable with those of my own institution.
<p><b>3.3</b>  <b>Are the <u>achievements of students</u> comparable with those in other UK higher education institutions with which you are familiar?</b></p> <p><i>[NB - Practitioner External Examiners do not need to answer this question]</i></p>	YES
<p><b><i>Please provide comments here, on how this answer was reached:</i></b></p>	Achievements of students are comparable with those of my own institution.

<b>3.4</b> <b>Does the assessment process measure student achievement rigorously and fairly against the intended outcomes of the programme <u>and</u> is it conducted in line with the University policies and regulations?</b>	YES
<b><i>Please provide comments here, on how this answer was reached:</i></b>	From samples of assessment, there is plentiful evidence of good and very good student work (and imaginative research topics), and also of detailed, constructive feedback, which in depth and scope is very impressive; the team takes great interest in its students. I was impressed too by the attention of markers and moderators to, among other things, historiography, bibliography, referencing, citation and quotation.
<b>3.5</b> <b>Please provide comments in relation to examples of good practice and innovation relating to learning, teaching and assessment seen in the last year.</b>	From requests for comment on proposed new modules, I can see that the programme is set to become ever more varied, interesting and stimulating.
<b>3.6</b> <b>Please provide comments/recommendations on opportunities to enhance the quality of the learning opportunities provided to students.</b>	Use of Canvas will undoubtedly prove beneficial to students in terms of enhancing the quality of learning opportunities.
<b>3.7</b> <b>Please provide comments on the effectiveness of the assessment strategy (including its comparability with other institutions with which you are familiar) and suggest any scope for improvement.</b>	The range of assessment opportunities is impressive, and that range is distributed evenly across the programme. For module 5111 I suggest that a seen or take-home (rather than unseen) exam be considered to further enhance variety of assessment.
<b>3.8</b> <b>For Foundation Degrees ONLY:</b>  <b>Within the context of the QAA Qualification Benchmark for Foundation Degrees, please comment on the operation of the work-based learning element, including its suitability, the availability of relevant information, levels of support for students before and during WBL, and assessment.</b>	N/A

## **SECTION 4: FOR EXAMINERS OF COLLABORATIVE PROGRAMMES**

<b>4.1 Does the collaborative programme have an equivalent programme running at Liverpool John Moores University (Franchise)?</b> <i>If yes, go to 4.2, if no, go to 4.5</i>	No
<b>4.2 Are you the External Examiner for both the collaborative programme and the equivalent Liverpool John Moores University programme?</b> <i>If yes, go to 4.3, if no, go to 4.5</i>	No
<b>4.3 Please comment on the comparability of provision delivered at the partner, with cognate internal programmes or other related provision delivered at Liverpool John Moores University.</b> <i>[Where this is not applicable or you feel unable to comment, please confirm that this is the case.]</i>	N/A
<b>4.4 Please comment on the overall experience of students at the partner, compared with that of students based at Liverpool John Moores University.</b> <i>[Where this is not applicable or you feel unable to comment, please confirm that this is the case.]</i>	N/A
<b>4.5 Do you feel that you have had sufficient communication/dialogue with colleagues at the partner?</b>	N/A
<b>4.6 Do you feel that you have had sufficient communication/dialogue with the Liverpool John Moores University Link Tutor?</b>	N/A

## **SECTION 5: EXTERNAL EXAMINER CHECKLISTS**

### **5.1**

**Please confirm that sufficient information and evidence was received to enable the role to be fulfilled by completing the checklist below:**

<b>Programme Information checklist</b>			
<b>Have you had access to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. Programme guide(s)?	X		
b. All relevant module guide(s)?	X		

c. Assessment briefs?	X		
d. Marking criteria?	X		
<b>If the answer to any of the above questions is 'No', please provide comments below:</b>			

<b>Moderation checklist</b>			
<b>Draft assessment briefs / examination papers</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. (i) Did you receive the assessment briefs / examination papers prior to their release?	X		
(ii) If you received assessment briefs / examination papers prior to their release, did you give your approval?	X		
b. (i) Was the nature and level of the assessments/examinations appropriate?	X		
(ii) If not, were suitable arrangements made to consider your comments about this?			X
<b>Moderation of assessment submissions and examination scripts</b>			
a. (i) Did you receive a sufficient number of submissions/scripts? (Internal moderation guidance suggests 10% or 10)	X		
b. Was the method of selection satisfactory?	X		
b. Was the general standard and consistency of marking appropriate?	X		
c. Were the submissions/scripts marked in such a way as to enable you to see the reasons for the award of marks given?	X		
<b>Dissertations/project reports</b>			
a. Was the choice of subjects appropriate?	X		
b. Was the method and standard of assessment appropriate?	X		
<b>Orals/performances/recitals/appropriate professional placements</b>			
a. Were suitable arrangements made for you to conduct and/or moderate performances/recitals/appropriate professional placements?			X
<b>If the answer to any of the above questions is 'No', please provide comments below:</b>			

## **SECTION 6: BOARD(S) OF EXAMINERS**

<b>6.1 Did you attend Board(s) of Examiners?</b>	<b>No</b>  <i>If yes, please answer question 6.3a-e and 6.4. If no, please go to question 6.5 below.</i>		
<b>6.2 Please give the dates of the Boards of Examiners you attended here:</b>			
<b>6.3 Please confirm the following:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>6.3a. Are you the only External Examiner overseeing your designated programme?</b>			X
<b>6.3b Was the meeting conducted to your satisfaction?</b>			X
<b>6.3c. Was the meeting conducted in line with University regulations?</b>			X
<b>6.3d. Were you satisfied with the recommendations of the Board?</b>			X
<b>6.3e. If the answer to any of questions 6.3a-6d is 'No', please provide comments below:</b>			
N/A			
<b>6.4 Do you have any additional comments on the operation of the Board(s) of Examiners, including proper conduct of the Board, the equitable treatment of students and the availability of relevant information?</b>			
N/A			
<b>6.5 If you did not attend the Board(s) of examiners, please provide further comments here:</b>	Having been consulted about assessment and having seen a large and varied sample of assessed work, I am very satisfied with the standard of marking, moderation and feedback.		

## **SECTION 7: INSTITUTIONAL ISSUES**

<b>7.1 Do you wish to raise any issues which you feel are for institutional attention? (for example, issues which are</b>	No
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beyond the control of the programme team, school/department or Faculty)	
<b>7.2 Are there any serious issues that you would wish to bring to the attention of senior management of the University?</b> (Such issues may arise where due processes have not been followed. It is envisaged that this section will only be completed in exceptional circumstances.)	No

## **SECTION 8: FOR EXAMINERS OF PROFESSIONALLY VALIDATED OR ACCREDITED PROGRAMMES**

<b>8.1 Within the context of the PSRB and/or professional practice requirements, for relevant programmes, please comment on the management of assessment and quality within this provision.</b>	N/A
<b>8.2 Does the programme continue to meet the requirements of the relevant PSRB?</b>	N/A

## **SECTION 9: FOR EXAMINERS COMPLETING THEIR TERM OF OFFICE**

<b>9.1 Are there any further comments that you wish to make, relating to your experience as an External Examiner for Liverpool John Moores University.</b>	My experience as an External Examiner has been interesting and enjoyable.
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## **SECTION 10: SIGNATURE AND DATE**

Signed *J. Stuart*

Date 16 July 2018

### ***For office use only:***

<b>Date report received by the Office of the Vice Chancellor:</b>	
<b>Date report received by QEO (to be inserted by QEO):</b>	



## Template 5: External Examiner Annual Report Template



### **EXTERNAL EXAMINER ANNUAL REPORT 2017-18**

For **INTERNAL** and **COLLABORATIVE** Liverpool John Moores University programmes

Please ensure that all of the sections applicable to your designated programmes are completed.

This Report should be returned as an email attachment to the Office of the Vice Chancellor, via the following email address:

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<https://www2.ljmu.ac.uk/AQS/128843.htm>

#### **SECTION 1: DETAILS OF REPORT**

<b>1.1 Date of report:</b>	19.6.18
<b>1.2 Name of Examiner:</b>	Wendy Ugolini
<b>1.3 Examiner's home institution or other professional/institutional affiliation:</b>	University Of Edinburgh
<b>1.4 Programme(s) and award(s) to which this report relates:</b>	20495 BAH History 21997 BAH History and English 30495 BAH History 31997 BAH History and English
<b>1.5 Partner institution (if applicable):</b>	
<b>1.6 Liverpool John Moores University School to which this programme(s) belongs (or is linked with, in the case of partner programmes):</b>	HSS

## **SECTION 2: EXTERNAL EXAMINING PROCESS**

<b>2.1a Please confirm you received a letter of response to your report for the previous year.</b>	<b>YES</b>
<b>2.1b Please confirm that this letter gave an appropriate response to any issues / actions raised in your report from the previous year.</b>	<b>YES</b>
<b>2.2a Have you been offered the opportunity to meet with students?</b> <i>If yes, please answer Q2.2b. If no, please go on to Q2.3.</i>	<b>NO</b>
<b>2.2b Did you meet with students?</b> <i>If yes, please answer Q2.2c. If no, please go on to Q2.3.</i>	<b>YES/NO</b>
<b>2.2c Please provide the date of the meeting with students, and any comments you may have.</b>	<b>Date of meeting:</b>  <i>Please add comments here:</i>
<b>2.3</b> <b><i>For Examiners in the first year of their term of office ONLY:</i></b>  <b>Please confirm that you received appropriate information on assessment/external examining procedures and practices, and assessment regulations from Liverpool John Moores University on appointment.</b>	<b>YES / NO</b>  <i>If you have stated 'NO', please comment below.</i>
<b>2.4</b> <b><i>For Examiners in the first year of their term of office ONLY:</i></b>  <b>Did you feel the training provided by Liverpool John Moores University appropriately prepared you for the first year of your tenure? (eg. External Examiner Briefing Day, induction from programme team, etc)?</b>	<b>YES / NO</b>  <i>If you have stated 'NO':</i> <ul style="list-style-type: none"> <li><i>Please could you suggest below what additional training you feel would have been of benefit to you during the first year of your tenure:</i></li> </ul>

	<ul style="list-style-type: none"> <li>Please tell us whether there is anything we could do to support you now?</li> </ul>
<b>2.5</b> <b><i>For Examiners who have been mentored during the last year ONLY:</i></b>  Please confirm that the mentoring arrangements for your first year have been appropriate, and that you have felt supported in your role.	<b>YES / NO</b>  If you have stated 'NO', please comment below.

### **SECTION 3: ACADEMIC STANDARDS AND ASSESSMENT**

<b>3.1</b> Are the standards set for the awards in accordance with the <i>Framework for Higher Education Qualifications</i> [FHEQ] and applicable <i>Subject Benchmark Statements</i> ?  <i>[NB - Practitioner External Examiners do not need to answer this question]</i>	YES
<b><i>Please provide comments here, on how this answer was reached:</i></b>	I have been acting as the external examiner for 4 years.
<b>3.2</b> Are the <u>academic standards</u> comparable with those in other UK higher education institutions with which you are familiar?  <i>[NB - Practitioner External Examiners do not need to answer this question]</i>	YES
<b><i>Please provide comments here, on how</i></b>	

<i>this answer was reached:</i>	
<b>3.3</b> <b>Are the <u>achievements of students</u> comparable with those in other UK higher education institutions with which you are familiar?</b>  <i>[NB - Practitioner External Examiners do not need to answer this question]</i>	YES
<i>Please provide comments here, on how this answer was reached:</i>	
<b>3.4</b> <b>Does the assessment process measure student achievement rigorously and fairly against the intended outcomes of the programme <u>and</u> is it conducted in line with the University policies and regulations?</b>	YES
<i>Please provide comments here, on how this answer was reached:</i>	
<b>3.5</b> <b>Please provide comments in relation to examples of good practice and innovation relating to learning, teaching and assessment seen in the last year.</b>	<p>In February 2018, I was asked to look at the following material:</p> <ul style="list-style-type: none"> <li>• <b>Making History</b></li> <li>• <b>Debates in History</b></li> </ul> <p>Overall, I was pleased by the standard of feedback from academic staff members which was encouraging and constructive. I commend the fact that these modules encourage students to reflect on their own historical practice. The quality of the work submitted was of a good standard. It was also good to see a transparent marking process.</p> <p>I also looked at:</p> <ul style="list-style-type: none"> <li>• <b>The Great War</b></li> </ul> <p>This is a fascinating course which foregrounds the analysis of primary source materials to interpret and understand social and cultural aspects of the Great War.</p> <p>In May/June 2018, I looked at the following material:</p>

	<ul style="list-style-type: none"> <li>• 6013HIST British Newspaper History</li> <li>• 6022HIST Queer Britain</li> <li>• 5014HIST The Making of Modern Britons</li> <li>• 6006 HIST Dissertation</li> <li>• 6016 HIST Independent Study</li> <li>• 4102HIST The Faces of Britain</li> <li>• 4100HISEN Practices of History</li> </ul> <p><b>5014HIST The Making of Modern Britons</b> I looked at the Final Outputs on Prezi. The course organiser provides detailed and constructive feedback with clear guidance on how to further improve. This course supports students in learning important transferable skills as well as encouraging critical engagement with historical concepts.</p> <p><b>6013HIST British Newspaper History</b> The course organiser provides critical and detailed feedback to the students, providing clear guidance on how to improve future essays and assignments.</p> <p><b>6022HIST Queer Britain</b> I looked at essays and the seen gobbet exam. Within the former, there were some excellent pieces of first class work.</p> <p><b>6006 HIST Dissertation in History</b> I looked at a sample of dissertations across the range of assessments and felt that the marking and feedback was fair and consistent. Detailed feedback is provided on the feedback sheets for students and sometimes on the text itself. There is an exceptional piece of work which is beautifully written and presented and another dissertation which is interesting and well-executed. Names can be provided if required.</p> <p><b>6016 HIST Independent Study in History</b> I looked at four examples of independent study which were all fairly and consistently</p>
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	<p>marked.</p> <p><b>5108 HIST Gendering the Past</b> The course organiser provides extensive feedback both on the feedback sheet and the essay itself. The posters were interesting!</p> <p><b>4102HIST The Faces of Britain</b> Very interesting course encouraging students to reflect on questions of identity, community, class, ethnicity and locality. Feedback also provided on exam scripts which is helpful.</p>
<p><b>3.6</b> <b>Please provide comments/recommendations on opportunities to enhance the quality of the learning opportunities provided to students.</b></p>	<p><b>4100HISEN Practices of History</b> The group projects (worth 40%) seem to have been a particularly successful part of this module with all students producing work of 2:1 standard for this assessment.</p>
<p><b>3.7</b> <b>Please provide comments on the effectiveness of the assessment strategy (including its comparability with other institutions with which you are familiar) and suggest any scope for improvement.</b></p>	<p>Over the years I have called for more consistent and transparent moderation processes and these now seem to be in place which is excellent.</p> <p><b>6022HIST Queer Britain</b> It was not clear whether the marks were raised for some essays and exam scripts as suggested by the moderator. No summary of actions taken but in these cases some students could have been lifted from a high 2:1 to First class marks.</p> <p><b>Making History/Debates in History</b> Some of the feedback provided on these modules seemed rather uneven. I endorse the moderator's comments that:</p> <ul style="list-style-type: none"> <li>i) On the feedback sheet, the section 'How to improve future essays and assignments' needs to be used more consistently and more comprehensively. This seems to be the crux of good pedagogic practice. As the moderator points out, one student who received a mark of 45% was only provided with one sentence on 'how to</li> </ul>

	<p>improve’.</p> <p>ii) There needs to be more consistency in presentation of the feedback to students. Some markers are very fulsome and make use of the formal feedback sheets whilst some markers are rather concise in their feedback and don’t always seem to make use of the feedback sheets.</p> <p>For <b>The Great War</b>, the Record of Moderation highlighted the rather unusual practice of the moderator submitting a range of marks rather than a fixed mark e.g. 45-50. In this case, this crossed assessment boundaries. It was then not clear from the sheet which mark was being ‘agreed’ though I’m assuming it was the first mark? I don’t think this practice should be continued.</p> <p>On the essay scripts there was no marking/comments by the marker, just feedback at the end. Is this because I received ‘clean’ versions? If not, it would be helpful for the student to receive feedback on the actual text. These kind of comments do appear on the exam scripts.</p>
<p><b>3.8</b> <b>For Foundation Degrees ONLY:</b></p> <p><b>Within the context of the QAA Qualification Benchmark for Foundation Degrees, please comment on the operation of the work-based learning element, including its suitability, the availability of relevant information, levels of support for students before and during WBL, and assessment.</b></p>	<p><i>Please respond here</i></p> <p><i>If this question is not applicable, please state ‘N/A’</i></p>

#### **SECTION 4: FOR EXAMINERS OF COLLABORATIVE PROGRAMMES**

<b>4.1 Does the collaborative programme have an equivalent programme running at Liverpool John Moores University (Franchise)?</b> <i>If yes, go to 4.2, if no, go to 4.5</i>	Yes/No
<b>4.2 Are you the External Examiner for both the collaborative programme and the equivalent Liverpool John Moores University programme?</b> <i>If yes, go to 4.3, if no, go to 4.5</i>	Yes/No
<b>4.3 Please comment on the comparability of provision delivered at the partner, with cognate internal programmes or other related provision delivered at Liverpool John Moores University.</b> <i>[Where this is not applicable or you feel unable to comment, please confirm that this is the case.]</i>	
<b>4.4 Please comment on the overall experience of students at the partner, compared with that of students based at Liverpool John Moores University.</b> <i>[Where this is not applicable or you feel unable to comment, please confirm that this is the case.]</i>	
<b>4.5 Do you feel that you have had sufficient communication/dialogue with colleagues at the partner?</b>	Yes/No
<b>4.6 Do you feel that you have had sufficient communication/dialogue with the Liverpool John Moores University Link Tutor?</b>	Yes/No

## **SECTION 5: EXTERNAL EXAMINER CHECKLISTS**

### **5.1**

**Please confirm that sufficient information and evidence was received to enable the role to be fulfilled by completing the checklist below:**

<b>Programme Information checklist</b>			
<b>Have you had access to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. Programme guide(s)?	X		
b. All relevant module guide(s)?	X		



c. Assessment briefs?	X		
d. Marking criteria?	X		
<b>If the answer to any of the above questions is 'No', please provide comments below:</b>			

<b>Moderation checklist</b>			
<b>Draft assessment briefs / examination papers</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. (i) Did you receive the assessment briefs / examination papers prior to their release?	X		
(ii) If you received assessment briefs / examination papers prior to their release, did you give your approval?	X		
b. (i) Was the nature and level of the assessments/examinations appropriate?	X		
(ii) If not, were suitable arrangements made to consider your comments about this?			X
<b>Moderation of assessment submissions and examination scripts</b>			
a. (i) Did you receive a sufficient number of submissions/scripts? (Internal moderation guidance suggests 10% or 10)	X		
b. Was the method of selection satisfactory?	X		
b. Was the general standard and consistency of marking appropriate?	X		
c. Were the submissions/scripts marked in such a way as to enable you to see the reasons for the award of marks given?	X		
<b>Dissertations/project reports</b>			
a. Was the choice of subjects appropriate?	X		
b. Was the method and standard of assessment appropriate?	X		
<b>Orals/performances/recitals/appropriate professional placements</b>			
a. Were suitable arrangements made for you to conduct and/or moderate performances/recitals/appropriate professional placements?			X

If the answer to any of the above questions is 'No', please provide comments below:

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## **SECTION 6: BOARD(S) OF EXAMINERS**

6.1 Did you attend Board(s) of Examiners?	<b>No</b>  <i>If yes, please answer question 6.3a-e and 6.4. If no, please go to question 6.5 below.</i>		
6.2 Please give the dates of the Boards of Examiners you attended here:			
6.3 Please confirm the following:	<b>Yes</b>	<b>No</b>	<b>N/A</b>
6.3a. Are you the only External Examiner overseeing your designated programme?			
6.3b Was the meeting conducted to your satisfaction?			
6.3c. Was the meeting conducted in line with University regulations?			
6.3d. Were you satisfied with the recommendations of the Board?			
6.3e. If the answer to any of questions 6.3a-6d is 'No', please provide comments below:			
6.4 Do you have any additional comments on the operation of the Board(s) of Examiners, including proper conduct of the Board, the equitable treatment of students and the availability of relevant information?			

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<b>6.5 If you did not attend the Board(s) of examiners, please provide further comments here:</b>	This is the first time in 4 years that I have not been present at the June Board of Examiners and I found it odd that my report was not needed until 1 July.
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## **SECTION 7: INSTITUTIONAL ISSUES**

<b>7.1 Do you wish to raise any issues which you feel are for institutional attention?</b> <i>(for example, issues which are beyond the control of the programme team, school/department or Faculty)</i>	
<b>7.2 Are there any serious issues that you would wish to bring to the attention of senior management of the University?</b> <i>(Such issues may arise where due processes have not been followed. It is envisaged that this section will only be completed in exceptional circumstances.)</i>	

## **SECTION 8: FOR EXAMINERS OF PROFESSIONALLY VALIDATED OR ACCREDITED PROGRAMMES**

<b>8.1 Within the context of the PSRB and/or professional practice requirements, for relevant programmes, please comment on the management of assessment and quality within this provision.</b>	
<b>8.2 Does the programme continue to meet the requirements of the relevant PSRB?</b>	Yes / No / NA / Do not feel able to comment <i>(please delete the responses which do not apply)</i>  If you have stated 'NO', please comment

	below.
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## **SECTION 9: FOR EXAMINERS COMPLETING THEIR TERM OF OFFICE**

<p><b>9.1 Are there any further comments that you wish to make, relating to your experience as an External Examiner for Liverpool John Moores University.</b></p>	<p>This is my fourth and final year as the External Examiner for History at Liverpool John Moores. It has been a delight and privilege to work closely with the History staff team over the years and to bear witness to the excellence of their teaching and wonderful support for their students. The History team produce work of a first class standard and should be proud of their achievements and those of their students. It has been a particular source of joy to me to see that one of the first undergraduates at LJMU whose (excellent) work I looked at four years ago is now working as a PG tutor herself. This surely is a testament to the excellence of the History staff, their teaching and a supportive cultural environment.</p> <p>On a more practical note, the administrative staff at LJMU have always been excellent. Unfortunately, in my final year there were some breakdowns in communication or, more precisely, failures in communication. Early in 2018 I was mistakenly asked to provide feedback for a Masters Board (as usual) and then told I was not needed and that I was not signed up to Canvas as I was 'no longer the external'. I was then preparing to attend the UG June Board as usual and, very late in the day, received the same message (that I was not needed). As academics tend to plan their time according to the rhythm of the academic year I had set aside time in June to attend the Board (as had been required for the preceding three years). More communication at an earlier date would have been appreciated. If Board attendance is going to be passed on to a new examiner it might be worth trying to do this whilst keeping the 'old' examiner informed.</p>
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## **SECTION 10: SIGNATURE AND DATE**

Signed \_\_\_\_\_ WUgolini \_\_\_\_\_ Date 19.6.18 \_\_\_\_\_

**Thank you for completing this report**

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***For office use only:***

<b>Date report received by the Office of the Vice Chancellor:</b>	
<b>Date report received by QEO (to be inserted by QEO):</b>	

## Template 5: External Examiner Annual Report Template



### **EXTERNAL EXAMINER ANNUAL REPORT 2017-18**

For **INTERNAL** and **COLLABORATIVE** Liverpool John Moores University programmes

Please ensure that all of the sections applicable to your designated programmes are completed.

This Report should be returned as an email attachment to the Office of the Vice Chancellor, via the following email address:

[ExternalExaminersVCOffice@ljmu.ac.uk](mailto:ExternalExaminersVCOffice@ljmu.ac.uk)

Further guidance on completing the report template can be found in Appendix 11 of the 'Guidance for External Examining' document, available at:

<https://www2.ljmu.ac.uk/AQS/128843.htm>

#### **SECTION 1: DETAILS OF REPORT**

<b>1.1</b> <b>Date of report:</b>	
<b>1.2</b> <b>Name of Examiner:</b>	James Ryan
<b>1.3</b> <b>Examiner's home institution or other professional/institutional affiliation:</b>	Cardiff University
<b>1.4</b> <b>Programme(s) and award(s) to which this report relates:</b>	20495 BAH History 21997 BAH History and English 30495 BAH History 31997 BAH History and English
<b>1.5</b> <b>Partner institution (if applicable):</b>	
<b>1.6</b> <b>Liverpool John Moores University School to which this programme(s) belongs (or is linked with, in the case of partner programmes):</b>	HSS

## **SECTION 2: EXTERNAL EXAMINING PROCESS**

<p><b>2.1a Please confirm you received a letter of response to your report for the previous year.</b></p>	<p><b>YES</b></p> <p><i>If yes, please complete question 2.1b</i></p> <p><i>If no, please comment here and go on to question 2.2a</i></p> <p><i>If not applicable (for example this is the first year of your tenure), please go on to question 2.2a</i></p>
<p><b>2.1b Please confirm that this letter gave an appropriate response to any issues / actions raised in your report from the previous year.</b></p>	<p><b>YES</b></p>
<p><b>2.2a Have you been offered the opportunity to meet with students?</b>  <i>If yes, please answer Q2.2b. If no, please go on to Q2.3.</i></p>	<p><b>NO</b></p>
<p><b>2.2b Did you meet with students?</b>  <i>If yes, please answer Q2.2c. If no, please go on to Q2.3.</i></p>	<p><b>YES/NO</b></p>
<p><b>2.2c Please provide the date of the meeting with students, and any comments you may have.</b></p>	<p><b>Date of meeting:</b></p> <p><i>Please add comments here:</i></p>
<p><b>2.3</b>  <b><i>For Examiners in the first year of their term of office ONLY:</i></b></p> <p><b>Please confirm that you received appropriate information on assessment/external examining procedures and practices, and assessment regulations from Liverpool John Moores University on appointment.</b></p>	<p><b>YES / NO</b></p> <p><i>If you have stated 'NO', please comment below.</i></p>
<p><b>2.4</b>  <b><i>For Examiners in the first year of their term of office ONLY:</i></b></p> <p><b>Did you feel the training provided by Liverpool John Moores University appropriately prepared you for the first year of your tenure? (eg. External</b></p>	<p><b>YES / NO</b></p> <p><i>If you have stated 'NO':</i></p>

<p><b>Examiner Briefing Day, induction from programme team, etc)?</b></p>	<ul style="list-style-type: none"> <li>• Please could you suggest below what additional training you feel would have been of benefit to you during the first year of your tenure:</li> <li>• Please tell us whether there is anything we could do to support you now?</li> </ul>
<p><b>2.5</b>  <b><i>For Examiners who have been mentored during the last year ONLY:</i></b></p> <p>Please confirm that the mentoring arrangements for your first year have been appropriate, and that you have felt supported in your role.</p>	<p><b>YES / NO</b></p> <p>If you have stated 'NO', please comment below.</p>

### **SECTION 3: ACADEMIC STANDARDS AND ASSESSMENT**

<p><b>3.1</b>  <b>Are the standards set for the awards in accordance with the <i>Framework for Higher Education Qualifications</i> [FHEQ] and applicable <i>Subject Benchmark Statements</i>?</b></p> <p><i>[NB - Practitioner External Examiners do not need to answer this question]</i></p>	<p><b>YES</b></p>
<p><b><i>Please provide comments here, on how this answer was reached:</i></b></p>	<p>The types of assessment and assessment questions used throughout the degree schemes I have examined put emphasis on the importance of independent student learning, critical</p>



	analysis, and acquisition of transferable intellectual and communicative skills.
<b>3.2</b> <b>Are the <u>academic standards</u> comparable with those in other UK higher education institutions with which you are familiar?</b>  <i>[NB - Practitioner External Examiners do not need to answer this question]</i>	<b>YES</b>  <i>If you have stated 'NO', please comment below.</i>
<b><i>Please provide comments here, on how this answer was reached:</i></b>	The academic standards are in line with the QAA Subject Benchmark Statements. Degree award classifications and classification criteria are commensurate with those at other UK HE institutions. The quality of student work that I have seen is certainly commensurate with the quality of student work that I have seen at other UK universities. This attests to the effectiveness of the degree programmes, recruitment strategies, teaching methodologies, and assessment methods.
<b>3.3</b> <b>Are the <u>achievements of students</u> comparable with those in other UK higher education institutions with which you are familiar?</b>  <i>[NB - Practitioner External Examiners do not need to answer this question]</i>	<b>YES / NO</b> <i>(please delete the response which does not apply)</i>  <i>If you have stated 'NO', please comment below.</i>
<b><i>Please provide comments here, on how this answer was reached:</i></b>	The quality of student work that I have seen is certainly commensurate with the quality of student work that I have seen at other UK universities.
<b>3.4</b> <b>Does the assessment process measure student achievement rigorously and fairly against the intended outcomes of the programme <u>and</u> is it conducted in line with the University policies and regulations?</b>	<b>YES</b>  <i>If you have stated 'NO', please comment below.</i>
<b><i>Please provide comments here, on how this answer was reached:</i></b>	Yes, assessment marking has been rigorous and fair, in line with module intended learning outcomes, and moderation has been broadly effective.
<b>3.5</b> <b>Please provide comments in relation to examples of good practice and innovation relating to learning, teaching and assessment seen in the last year.</b>	Modules have been very well designed, intellectually stimulating, and challenging. The emphasis on students engagement with relevant

	<p>historiographies and with primary sources has been excellent. Feedback on student work has been effective and very useful. It is clear to me that students receive very good instruction in the writing of essays. There has been variation and innovation in assessment tasks - such as group project exhibitions, material creation projects, international fieldwork reports – but the core component of a good History degree, individual research essays, remains.</p>
<p><b>3.6</b> Please provide comments/recommendations on opportunities to enhance the quality of the learning opportunities provided to students.</p>	<p>The quality of first marker comments across the modules has uniformly been very effective. However, I think it is worth emphasising the importance of explaining clearly in feedback comments why a mark is in a particular band and not the one immediately above or below; this applies especially to marks in the high 2.1 or low first categories. In addition, I would like to reiterate the importance of the ‘feed-forward’ element of feedback, so that students have clarity about how to improve.</p>
<p><b>3.7</b> Please provide comments on the effectiveness of the assessment strategy (including its comparability with other institutions with which you are familiar) and suggest any scope for improvement.</p>	<p>As mentioned above, assessment strategies have been very effective, both in terms of assessment design and the fairness and consistency of marking. However, there are two points that I would like to make. First, there is a transparent and effective moderation process in operation across the modules. Nonetheless, moderation has not been as rigorous as it might across the majority of the modules I have seen. For the most part, moderators tend to confirm the marks and comments of the first marker, without challenge. There have been several instances where I felt moderators could have pointed to inconsistencies in marking, or to particular issues with assessed work that the first marker did not comment upon. This leads to the second point, regarding marks at the bottom of the scale. There was a small number of pieces of work I saw at level 6 that received a borderline pass mark, with almost no references. I do not understand how those pieces of work were passed.</p>

<b>3.8</b> <b>For Foundation Degrees ONLY:</b>  <b>Within the context of the QAA Qualification Benchmark for Foundation Degrees, please comment on the operation of the work-based learning element, including its suitability, the availability of relevant information, levels of support for students before and during WBL, and assessment.</b>	<p><i>Please respond here</i></p> <p><i>If this question is not applicable, please state 'N/A'</i></p>
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#### **SECTION 4: FOR EXAMINERS OF COLLABORATIVE PROGRAMMES**

<b>4.1 Does the collaborative programme have an equivalent programme running at Liverpool John Moores University (Franchise)?</b> <i>If yes, go to 4.2, if no, go to 4.5</i>	Yes/No
<b>4.2 Are you the External Examiner for both the collaborative programme and the equivalent Liverpool John Moores University programme?</b> <i>If yes, go to 4.3, if no, go to 4.5</i>	Yes/No
<b>4.3 Please comment on the comparability of provision delivered at the partner, with cognate internal programmes or other related provision delivered at Liverpool John Moores University.</b> <i>[Where this is not applicable or you feel unable to comment, please confirm that this is the case.]</i>	
<b>4.4 Please comment on the overall experience of students at the partner, compared with that of students based at Liverpool John Moores University.</b> <i>[Where this is not applicable or you feel unable to comment, please confirm that this is the case.]</i>	
<b>4.5 Do you feel that you have had sufficient communication/dialogue with colleagues at the partner?</b>	Yes/No
<b>4.6 Do you feel that you have had sufficient communication/dialogue with the Liverpool John Moores University Link Tutor?</b>	Yes/No

## **SECTION 5: EXTERNAL EXAMINER CHECKLISTS**

### **5.1**

**Please confirm that sufficient information and evidence was received to enable the role to be fulfilled by completing the checklist below:**

<b>Programme Information checklist</b>			
<b>Have you had access to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. Programme guide(s)?	X		
b. All relevant module guide(s)?		X	
c. Assessment briefs?	X		
d. Marking criteria?	X		
<b>If the answer to any of the above questions is 'No', please provide comments below:</b>			
Not all module guides were accessible to me on Canvas.			

<b>Moderation checklist</b>			
<b>Draft assessment briefs / examination papers</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
a. (i) Did you receive the assessment briefs / examination papers prior to their release?	X		
(ii) If you received assessment briefs / examination papers prior to their release, did you give your approval?	X		
b. (i) Was the nature and level of the assessments/examinations appropriate?	X		
(ii) If not, were suitable arrangements made to consider your comments about this?			
<b>Moderation of assessment submissions and examination scripts</b>			
a. (i) Did you receive a sufficient number of submissions/scripts? (Internal moderation guidance suggests 10% or 10)	X		
b. Was the method of selection satisfactory?	X		

b. Was the general standard and consistency of marking appropriate?	X		
c. Were the submissions/scripts marked in such a way as to enable you to see the reasons for the award of marks given?	X		
<b>Dissertations/project reports</b>			
a. Was the choice of subjects appropriate?	X		
b. Was the method and standard of assessment appropriate?	X		
<b>Orals/performances/recitals/appropriate professional placements</b>			
a. Were suitable arrangements made for you to conduct and/or moderate performances/recitals/appropriate professional placements?			
<b>If the answer to any of the above questions is 'No', please provide comments below:</b>			

## **SECTION 6: BOARD(S) OF EXAMINERS**

<b>6.1 Did you attend Board(s) of Examiners?</b>	<b>Yes/No</b>  <i>If yes, please answer question 6.3a-e and 6.4. If no, please go to question 6.5 below.</i>		
<b>6.2 Please give the dates of the Boards of Examiners you attended here:</b>	<b>7 June 2018</b>		
<b>6.3 Please confirm the following:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>6.3a. Are you the only External Examiner overseeing your designated programme?</b>		X	
<b>6.3b Was the meeting conducted to your satisfaction?</b>	X		
<b>6.3c. Was the meeting conducted in line with University regulations?</b>	X		
<b>6.3d. Were you satisfied with the recommendations of the Board?</b>	X		

**6.3e. If the answer to any of questions 6.3a-6d is 'No', please provide comments below:**

**6.4 Do you have any additional comments on the operation of the Board(s) of Examiners, including proper conduct of the Board, the equitable treatment of students and the availability of relevant information?**

All relevant material, including useful spreads of marks for modules current and past, were provided to me in advance of the Board, and again at the Board. The Board was conducted very efficiently; procedures were clearly explained; questions that I had were answered very adequately, and I had an opportunity to present a brief report to members of the Board.

**6.5 If you did not attend the Board(s) of examiners, please provide further comments here:**

## **SECTION 7: INSTITUTIONAL ISSUES**

**7.1 Do you wish to raise any issues which you feel are for institutional attention?** *(for example, issues which are beyond the control of the programme team, school/department or Faculty)*

**No**

**7.2 Are there any serious issues that you would wish to bring to the attention of senior management of the University?** *(Such issues may arise where due processes have not been followed. It is envisaged that this section will only be completed in exceptional circumstances.)*

**No**

**SECTION 8: FOR EXAMINERS OF PROFESSIONALLY VALIDATED OR ACCREDITED PROGRAMMES**

<b>8.1 Within the context of the PSRB and/or professional practice requirements, for relevant programmes, please comment on the management of assessment and quality within this provision.</b>	
<b>8.2 Does the programme continue to meet the requirements of the relevant PSRB?</b>	<b>Yes / No / NA / Do not feel able to comment</b> <i>(please delete the responses which do not apply)</i>  <i>If you have stated 'NO', please comment below.</i>

**SECTION 9: FOR EXAMINERS COMPLETING THEIR TERM OF OFFICE**

<b>9.1 Are there any further comments that you wish to make, relating to your experience as an External Examiner for Liverpool John Moores University.</b>	
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**SECTION 10: SIGNATURE AND DATE**

Signed \_\_\_\_\_ James Ryan \_\_\_\_\_ Date  
\_\_\_\_\_ 27 June 2018

**Thank you for completing this report**

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***For office use only:***

<b>Date report received by the Office of the Vice Chancellor:</b>	
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<b>Date report received by QEO (to be inserted by QEO):</b>	
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