

SECTION 10

APPENDIX (A10.6) EXTERNAL EXAMINER ANNUAL REPORT FORM – examiners in the final year of their appointment



Durham University
External Examiner Annual Report Form
www.durham.ac.uk/external.examiners/

The University is grateful to its external examiners for their completion in full of this report. The report consists of questions where external examiners are asked to choose from a fixed range of responses, and questions where free text comments are requested. In respect of the latter this form includes a number of prompts for consideration/discussion as 'greyed out' text. These are intended to be suggestive rather than prescriptive, and external examiners are invited to comment on any issue they feel is relevant. To complete the free text questions, please click on the relevant section and you will automatically 'over-type' 'greyed-out' text.

External Examiners should feel free to make any comments they wish, including observations on teaching, module/programme structure and content, and degree schemes as well as assessment procedures. As the reports of external examiners are discussed widely within the University, we should be most grateful if external examiners would ensure that individual staff members or students are not referred to by name in their reports. Reports will normally be available for discussion widely within the University (including with student representatives via staff-student consultative committees), and may also be requested by certain external bodies, including the Quality Assurance Agency. An additional separate and confidential report may be sent to the Vice-Chancellor if the examiner considers this to be appropriate.

In accordance with the practice at most universities, payment of the examiner's fee is conditional upon receipt of satisfactorily completed Annual Report Forms and at the end of term of office of the separate final report. External examiners are requested to submit their forms within 4 weeks of the final meeting of the Board of Examiners.

Note: moderators of undergraduate programmes in Combined Honours and Natural Sciences are asked to complete only the sections of this form which are applicable.

Further information on External Examiner's Report, Fee and Claim forms, and on the External Examining process in general, can be found at <http://www.dur.ac.uk/external.examiners/>

Please email completed report forms to external.examiners@durham.ac.uk

To ensure that you are paid correctly, please enter all of the programme(s) for which you acted as external examiner	
Name of External Examiner	
Academic Year	2012/13
Level of Programmes Examined*	POSTGRADUATE or UNDERGRADUATE/INTEGRATED MASTERS
Programme(s) Examined	Law, Gender and Society Issues in Evidence and Criminal Justice Criminal Law Crime & Social Control International & Comparative Criminal Law.

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* external examiners who consider both undergraduate/integrated masters programmes <i>and</i> taught postgraduate programmes should complete two report forms	

ASSESSMENT PROCESS

1:

Delete as appropriate

a	Did you receive University policy and procedures relating to examinations and assessment?	Yes
b	Did you receive the external examiners' handbook and/or documentation on the University code of practice on external examining / moderating?	Yes
c	Did you receive the relevant core regulations (including university level and qualification descriptors and generic assessment criteria)?	Yes
d	Did you receive the relevant degree Programme Regulations?	Yes
e	Did you receive the relevant Programme Specification(s) and module outlines from the Department?	Yes
f	Did you receive the Programme Assessment Criteria from the Department?	Yes
g	Did you receive all the draft examination papers for comment?	Yes
h	Was the nature and level of the questions on draft examination papers appropriate?	Yes
i	If you had comments on draft examination papers, were these addressed to your satisfaction?	Yes
j	Was a sufficient sample of examination scripts made available to you?	Yes
k	Was a sufficient sample of assessed coursework made available to you?	Yes
l	Was assessed work marked in such a way as to enable you to see the reasons for award of given marks?	YES / NO
k	Please give further details below about any aspects of the issues referred to above. In particular, if you were not satisfied in relation to any of these issues please explain what you felt could be improved, if you found any aspect of this provision especially useful you may wish to give some examples of good practice.	
	Click here and type I was entirely happy with the arrangements for the assessment process.	

QUALITY AND STANDARDS OF THE AWARD

For the questions that follow please use the following scale:

1 (no/hardly at all)

2 (generally)

3 (consistently/fully)

2:

Delete as appropriate

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a	To what extent do the aims and objectives (intended learning outcomes) of the programme align with the subject benchmarks?	3
b	To what extent does the design of the curriculum enable the intended learning outcomes of the programme to be met?	3
c	Are the standards of the programme consistent with those required by the university qualification descriptors and so with the QAA Framework for Higher Education Qualifications?	3
d	Were the academic standards of student work comparable with similar programmes with which you are familiar?	3
e	Do the assessment criteria permit a confident judgement of student achievement against the learning outcomes?	3
f	Was the marking consistent with the assessment criteria?	3
g	Did the assessment policies and procedures appear to you to be appropriate?	2
h	Were the assessment policies and procedures adhered to?	3
i	Was the choice of subjects for dissertations/major projects appropriate?	3

3. Please give further details about any aspects of the programme or its assessment relevant to the topics covered in question 2a-2i above. In particular where you have indicated 1 or 2 on the scale to questions 2a-2i please explain what you felt could be improved;

I asked for clarification of how the dissertations were supervised in order to gain an understanding of how much guidance or otherwise was provided to the students. While I thought the dissertations were of a very high standard I do not know how much input was available to students from supervisors.
I did not receive a response to my question but I will now send again.

where you have indicated 3 it would be helpful if you could particularly highlight examples of good practice.

I was impressed by the quality of the feedback to students, especially from those markers who detailed what could be done to improve the exam script or coursework in question. That is the type of feedback that is most useful for students.

Academic departments/schools are asked to comment on, and respond to, any area where an external examiner has given a 1 or 2 on questions 2a – 2i. Consequently if you are able to explain the reasons why you have given a 1 or 2 response this will be of significant value to the academic department/school in which you are examining.

4. Please comment on the quality of students' work, the quality of the awards made (including the classes for undergraduate degrees and distinction for postgraduate degrees) and comparability with other institutions.

Key issues are likely to include:

- the general quality of the student work (the knowledge and skills demonstrated) satisfactory;
- the range and scope of assessment, and whether it is appropriate to the curriculum and intended learning outcomes being examined;
- the particular strengths and weaknesses of student performance relation to the intended learning outcomes and the curriculum of the programme(s) under consideration?
- any notable trends or patterns in relation to student progression/distributions of marks/patterns of classification and award;
- the comparability of the academic standards achieved by the students under

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consideration with those in other institutions that you are familiar with.

- The standard of the work I saw was consistently high. There was comparatively very little work of poor quality. Compared to norms in other universities there was nothing unusual I noticed about student progression or the nature of the programme classifications.

MANAGEMENT OF THE ASSESSMENT PROCESS

5. Please comment on the management of the assessment process, e.g. the provision of samples of student work, the operation of the Board of Examiners and the level of involvement of the external examiner in the assessment process.

Key issues are likely to include:

- the extent of your involvement in the approval of work set for the purposes of summative assessment, and whether you believe this was appropriate;
- whether you were able to see an appropriate sample of assessed work, that was sufficient to allow you to reach an informed judgment of the academic standards of the work under consideration;
- the clarity of the information you received about the nature and extent of your duties as external examiner, and of the practical details on the operation of the board(s) of examiners to which you were appointed;
- the clarity and effectiveness of the processes for assuring the quality of assessment (e.g. moderation, double marking, marking to a template/model answer);
- the operation of the board(s) of examiners of which you are a member;
- whether the students under consideration treated equitably in the application of the University's assessment regulations and policies.
- The management was very smooth despite a very tight timetable for turning scripts round. I was as involved in the process as I wished to be and I appreciated the care given to getting bundles to different addresses depending on my movements.
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PROGRAMME(S) DESIGN AND OPERATION

6. Please add any comments on other aspects of the learning, teaching or assessments of the programme(s). These may include: curriculum design; modes of learning, teaching or assessment; learning resources; links between research and teaching; suitability of the programme as preparation for study at the next level (Masters or PhD as appropriate); suitability of the programme as a preparation for employment; alignment with the requirements of professional bodies (if applicable).

Key issues are likely to include:

- the structure and content of the modules and programmes under consideration, as detailed in the programme specifications and module outlines and other documentation provided to you by the department/school;
- whether the curriculum for the modules and programmes under consideration remain current, valid and relevant;
- whether the learning, teaching and assessment methods used in the modules and programmes under consideration support students in achieving the intended learning outcomes for the programme;
- whether there is evidence of the influence of research on the curriculum and learning and teaching of the modules and programmes under consideration (e.g. curricula informed by current research, opportunities embedded within the curricula for students to undertake research methods training and/or their own independent research)

It is clear from the quality of the coursework and exam scripts that suitably high expectations are set for students and the great majority of the students rise to the standard. The breadth and depth of their knowledge and understanding was evident in the work I saw as well the students' enthusiasm for the subjects and their efforts to develop strong skills of analysis and critique.

COLLABORATIVE PROVISION

THESE QUESTIONS NEED ONLY BE ANSWERED BY EXTERNAL EXAMINERS FOR

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COLLABORATIVE PROGRAMMES (e.g. articulation agreements, validations, multiple awards, joint awards)

7a. Were you offered sufficient information about the collaborative partnership?

Key issues include:

- were you informed of the respective roles of Durham and its collaborative partner in the programme(s)?
- were you advised of any variations between the programme offered through the collaborative partnership, and the same or similar programmes offered solely by the University?

7b. Did you have the opportunity to compare the achievement of students on the collaborative programme with those of students taught on programmes delivered solely by the University? If YES, were the standards achieved by students on the two types of programme comparable? If NO, do the academic standards achieved by the students indicate that appropriate learning opportunities are being provided through the collaborative partnership?

Click here and type

GOOD PRACTICE FOR DISSEMINATION

8. Please highlight any examples of good or effective practice that you have identified in the programmes and modules which you examine, that are worthy of particular commendation and wider dissemination within Durham University.

For example, this might include:

- innovative modes of learning, teaching and assessment;
- particularly helpful documentation/guidance relating to the assessment process, e.g. assessment criteria, mark proformas
- effective practice in the management of the assessment process, including the operation of boards of examiners;

PROGRESS ON RECOMMENDATIONS MADE LAST YEAR

9. If you raised any issues for further consideration or action in your last report, have these been effectively considered by the academic department/school in which you are examining? Have you received a response from the academic department/school indicating the action taken in response to your comments and recommendations? If you raised issues regarding University policy and practice, have you received a response to this from the relevant University faculty?

Click here and type This is my first year.

FURTHER COMMENTS – OPTIONAL

10. If you wish to provide any further comments, in relation to the questions above, or to provide additional information not covered in this form, please feel free to do so in the box below.

Click here and type

FINAL OVERVIEW [Please Complete only if this is your final year]

11. At the end of their term of appointment all external examiners are asked to comment on the provision they are responsible for, in relation to their full term of appointment. These comments should relate to the examiner's overall views of issues relating to the quality and standards of the provision for which they are responsible.

This is likely to include the following aspects of quality and standards with which you have been involved:

- the curriculum;
- availability and use of resources;
- the strengths and weaknesses of the student cohorts;

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- the quality of teaching and learning;
- the overall quality of the students' learning experience;
- failure prior to the final Level of the programme for undergraduate programmes and exit at Diploma level for postgraduate programmes;
- the overall standard of student achievement (with reference if appropriate to the entry requirements of the programme).

In addition you may want to comment on the following areas:

- How we might consider developing our teaching, learning and assessment policies and procedures.
- The way in which the department responded to your comments during your period as external examiner and, if not, what could be done to improve this.
- If you were involved in discussion with the department on any of the following:
 - curriculum design
 - modes of teaching and learning
 - modes of assessment
 - advising on a new programme
 - advising on a new module(s)
 - other general issues
- Whether you were satisfied with the way in which the department drew on your expertise.