

**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/](http://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](mailto: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

<b>Name of External Examiner</b>	
<b>Academic Year</b>	2014/15
<b>Level of Programmes Examined*</b>	<b>UNDERGRADUATE</b>
<b>Programme(s) Examined</b>	LLB

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

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### ASSESSMENT PROCESS

1:

Delete as appropriate

a	Did you receive University policy and procedures relating to examinations and assessment?	<b>YES</b>
b	Did you receive the external examiners' handbook and/or documentation on the University code of practice on external examining / moderating?	<b>YES</b>
c	Did you receive the relevant core regulations (including university level and qualification descriptors and generic assessment criteria)?	<b>YES</b>
d	Did you receive the relevant degree Programme Regulations?	<b>YES</b>
e	Did you receive the relevant Programme Specification(s) and module outlines from the Department?	<b>YES</b>
f	Did you receive the Programme Assessment Criteria from the Department?	<b>YES</b>
g	Did you receive all the draft examination papers for comment?	<b>YES</b>
h	Was the nature and level of the questions on draft examination papers appropriate?	<b>YES</b>
i	If you had comments on draft examination papers, were these addressed to your satisfaction?	<b>YES</b>
j	Was a sufficient sample of examination scripts made available to you?	<b>YES</b>
k	Was a sufficient sample of assessed coursework made available to you?	<b>YES</b>
l	Was assessed work marked in such a way as to enable you to see the reasons for award of given marks?	<b>YES</b>
m	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	

### 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

a	To what extent do the aims and objectives (intended learning outcomes) of the programme align with the subject benchmarks?	<b>3</b>
b	To what extent does the design of the curriculum enable the intended learning outcomes of the programme to be met?	<b>3</b>
c	Are the standards of the programme consistent with those required by the university qualification descriptors and so with the QAA Framework	<b>3</b>

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	for Higher Education Qualifications?	
d	Were the academic standards of student work comparable with similar programmes with which you are familiar?	<b>3</b>
e	Do the assessment criteria permit a confident judgement of student achievement against the learning outcomes?	<b>3</b>
f	Was the marking consistent with the assessment criteria?	<b>2</b>
g	Did the assessment policies and procedures appear to you to be appropriate?	<b>3</b>
h	Were the assessment policies and procedures adhered to?	<b>3</b>
i	Was the choice of subjects for dissertations/major projects appropriate?	<b>3</b>

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

As for 2f, I did have some concerns in relation to marks below 40. When it is clear that an answer to a question is a fail, it is often difficult to decide on the specific mark to give, but the mark given to that question can of course be crucial to the overall mark for the paper. I note that reasonably clear guidance is given as to distinguishing between eg marks in the 0-10 range and the 10-19 range, but I saw some examples in which particular examiners gave marks which seemed inconsistent with those criteria. This may be a matter for ensuring that all examiners (especially new examiners) are familiar with the criteria and their application at this end of the scale.

**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.**

- Generally impressive, although it was perhaps a concern that there were a large number of fail marks in Trusts and Equity (as compared to 2013-4 when there were no fail marks in that module).

### 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.**

- I was generally impressed with the process. I think the model whereby the external cannot change marks for individual papers but instead takes a view of the general marking of a set of papers is a good one. I was pleased that this year there seemed to be more externals, so that I had a smaller number of papers to consider. This made the workload manageable, whereas in the past it had been unreasonable.

### 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).**

- I was generally impressed with the curriculums and the impact of current research on

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them. I do have a slight concern about whether students carrying out dissertations are clear about the expectations for such dissertations, and in particular as to the relative importance of gathering material and analysing the material. It is important that students are clear about the assessment criteria for dissertations before deciding how to approach the subject.

### COLLABORATIVE PROVISION

7. n/a: collaborative provision not considered.

### 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.**

- I think the notes provided as to what is sought in answer to the examination questions are useful
- I was once again impressed by [REDACTED] the head of the Exam Board, who dealt quickly and helpfully with any queries

### 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?**

Yes I had a response re the point raised about ensuring dissertation candidates receive sufficient instruction in the ethical issues that may arise when carrying out empirical work.

### 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.**

I do have a concern that a number of relatively inexperienced examiners are being relied on to mark papers in topics such as Trusts and Equity. It may be that this needs to be addressed at the recruitment stage to ensure that there is sufficient expert teaching strength in such core modules.

### 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.**

n/a

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