

**SECTION 10**

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



**Durham**  
**University**

**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

**Name of External Examiner**



**Academic Year**

2014/15

**Level of Programmes Examined\***

**Undergraduate**

**Programme(s) Examined**

LLB and LLB (Year Abroad)

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

## External Examiner's Annual Report Form

### 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. |            |
|   | N/A   |            |

### 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>3</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.**

N/A

**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.**

Overall, I am impressed by the quality of students' work and the quality of the awards made. The general quality of the student work demonstrates satisfactory knowledge and skills. Students have demonstrated recommendable knowledge in law and the satisfactory skills to apply the law to resolve real problems. Student dissertations, especially first class ones, show not only good knowledge in law but also good analytical skills and the critical thinking ability. The scope of assessment is appropriate to meet the curriculum and intended learning outcomes being examined. A relevantly large percentage of students have received the first class and high 2.1. The academic standard achieved by the student is generally comparable with other institutions.

### 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 cannot adjust individual marks, but could identify and remedy patterns of problematic marking, by increasing or reducing the marks across the relevant papers. I have received the sample exam scripts and dissertations with their marks falling within each class to overview the general quality of the performance and standard of assessment. They are adequate for me to reach an informed judgment of the academic standards of the work under consideration. I have received clear information about the nature and extent of my duties as external examiner, and of the practical details on the operation of the board of examiners. The procedure of internal moderation, double-marking and the provision of sample answers are sufficient to ensure the quality of assessment. Students are treated equally according to the university policy and regulation.

### 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**

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(Masters or PhD as appropriate); suitability of the programme as a preparation for employment; alignment with the requirements of professional bodies (if applicable).

N/A

### 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.

N/A

### 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?

N/A

### 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.

During the final exam board, long debate existed when exercising discretion and to decide the classification where some subjects are affected by SACs. It appears that more guidance is needed. As to exercising discretion, debates existed on how to implement the three criteria, predominance, dissertation, and trajectory; whether dissertation or trajectory alone would be enough to exercise the discretion in the absence of other conditions, such as proximity. In terms of SACs, the board could not properly exercise discretion without any evidence or recommendation. The committee may provide recommendation to assist the final award or classification, e.g. scaling up the grade affected by SAC by 1%-5% depending on the predicted impact of the SAC in the individual case.

### 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