

**SAMPLE REPORT BASED ON AUTHENTIC COMMENTS FROM EXTERNAL EXAMINERS: FOR TRAINING PURPOSES ONLY**

UNIVERSITY OF ULSTER

*Belfast/Jordanstown/Coleraine/Magee*

**EXTERNAL EXAMINER'S REPORT FORM**

*(delete as appropriate)*

<b>1 Name of External Examiner</b>	<b>Academic Session</b>
<b>2 Address</b>	
<b>3 Telephone Number</b>	<b>4 Email address</b>
<b>5 Title of course(s) and/or Honours subject*</b>	
<b>6 Number of External Examiners reporting on each of the above programmes</b>	
<b>7 Partner Institution (if applicable)</b>	
<b>8 Subject areas of strands*</b>	

\*5 A course is a distinct integrated programme of study leading to an award. Subjects contribute to a range of combined undergraduate honours degree programmes. They have designated titles.

\*8 For courses, please state subject areas covered. For Honours subjects within combined degrees, please state whether Single Honours, Major, Main and/or Minor subject strands.

**NOTE: HEADINGS 1-7 SHOULD BE COMPLETED BY THE FACULTY BEFORE THE FORM IS FORWARDED TO THE EXTERNAL EXAMINER. (HEADINGS 4 - 7 MUST BE COMPLETED IN FULL.)**

**Guidance notes on completion of report form**

You are asked to submit your report using this form directly to Professor D A McAlister, Pro-Vice-Chancellor (Learning, Teaching and Student Experience), within one month of attending the last meeting of the Board of Examiners in each academic session.

Your comments are sought on the areas indicated. Specific issues that may be addressed under each heading are itemised, and the University would be grateful if you would respond fully in each section. A checklist, as recommended by the UUK/GuildHE Review of External Examining (2011), has been included for your use. Please indicate if any comments made in your previous report have not been addressed. Your report need not be restricted to the areas specified, and you should feel free to comment in Section 10 on any other matters that you consider relevant. **Please distinguish between suggestions for consideration and recommendations for action by the Course/Subject Committee.** If you prefer, you may produce a word-processed report using the headings included in this form instead of using the actual form.

Your report will be considered on behalf of the Senate in the first instance by the appropriate Course/Subject Committee(s) and you will receive a response to the substantive matters that you raise. Your report and the response will be considered subsequently as part of the Annual Monitoring process. The report (or a summary) will also be discussed with student representatives and the report will be made available in full to all students on the course. You are asked not to identify individual students or staff members by name.

In addition you may choose to submit a confidential report to the Vice-Chancellor.

**Final report**

At the end of your period of appointment as External Examiner, it would be helpful if your final report would draw attention in Section 10 to any significant developments or changes in standards relating to the course or subject which you observed during your appointment, and include if appropriate any suggestions for modification to the programme of study. A copy of your final report will be sent to your successor as External Examiner.

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### **1 YOUR PARTICIPATION IN THE MODERATION PROCESS**

*Please include comments on: the sufficiency of the information given concerning your role as External Examiner; the usefulness of relevant documentation received (including regulations and assessment criteria); the opportunity given to approve examination papers and coursework assignments; opportunities for inspection and adequacy of samples of examination scripts and coursework submissions; involvement in meetings of examiners and any oral or viva examinations; and the conduct of the Board of Examiners. (The attached checklist may assist you.)*

I had access to assignments and samples of student work during my visit to the College in June. I was not involved in any viva examinations. I was not sent work to comment on during the year which is unlike procedures I have been used to in other institutions I have been associated with. I would like to receive exam papers and coursework specifications throughout the year so that not everything is new to me when I visit the College. This will give me more time to observe the work of the students.

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### **2 APPROPRIATENESS OF THE STRUCTURE AND CONTENT OF THE COURSE OR SUBJECT AND MODULES**

*Please comment on whether the structure and content of the course/subject strand and its component modules are coherent and appropriate to the level of the qualification, the subject area, and the particular aims of the course/subject. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information. The University's Learning and Teaching Strategy expects courses to be underpinned by current and appropriate discipline-specific and pedagogic research and scholarship. Have you found evidence of research/ scholarship informing the curriculum and its pedagogy?*

The structure of the course and subjects were appropriate for the level of the degree I oversee. I observed a number of very interesting modules typical of foundation modules delivered in the UK. The academic staff are very competent practitioners but I did not see evidence of research informing the curriculum.

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### **3 ASSESSMENT**

*Please comment on whether the methods of assessment, marking, and classification (if applicable) are appropriate to the aims, intended learning outcomes, structure, and content of the course/subject strand; whether the assessment criteria, marking schemes and classification are set at the appropriate level; whether the method of final assessment allows for appropriate discrimination between candidates; and student awareness of the assessment scheme and criteria. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.*

All marking followed a marking scheme and some modules had a marking matrix which enabled me to determine exactly how marks were awarded. Many forms of assessment were used including examinations, coursework assignments, laboratory work and peer audience marking, hence I believe that all types of learners are able to demonstrate their abilities and knowledge.

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**4 MARKING STANDARDS**

*Please comment on whether the internal marking was conducted rigorously and impartially, with the schemes for marking and classification being consistently applied; whether the final assessment of the candidates was fair and in accordance with the criteria for marking and classification; and the consistency of standards applied across modules.*

Internal marking was carried out but student work was not marked anonymously. I questioned this at the Board of Examiners, but I was informed that this was not a requirement for Ulster University foundation degrees and thus this procedure was not implemented. Scripts were marked fairly and appropriately with evidence of internal moderation and second marking.

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**5 GENERAL QUALITY OF CANDIDATES' WORK**

*Please comment on your overall impression of the quality of the candidates and their achievements and whether you are satisfied that the general quality of work reflects the level of qualification and the aims and intended outcomes of the course/subject strand. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.*

The work of the students was excellent and comparable to other institutions I have been associated with.

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**6 STUDENT LEARNING**

*Please comment on whether the range of assessment methods and outcomes provides evidence of effective student learning. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.*

Yes, many forms of assessment are implemented which allows all types of learner to demonstrate their abilities, as well as allowing the more able students to demonstrate their knowledge. Examinations and presentations are implemented, as well as inclass tests, which are well thought out.

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**7 COMPARABILITY WITH PROGRAMMES OF STUDY AT OTHER INSTITUTIONS**

*Based on your experience, please indicate whether you consider that the standards of the course/subject strand and its assessment, and of student performance, are comparable with those at other institutions. Please include reference to national subject benchmarks, the national qualifications framework, the programme specification, professional practice standards as they relate to the award and other relevant information.*

The level of work observed is comparable to the work in my home institution as well as other institutions I have been associated with.

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**8 ADMINISTRATION OF THE ASSESSMENT PROCESS**

*Please comment on the procedures followed and the administrative arrangements and their appropriateness and effectiveness, and the adequacy of the support provided to you.*

I attended the exam board, which was conducted in a professional fashion. All students were considered on merit, and appropriate awards were given; I was also happy with the way in which borderline cases were dealt with. All students were treated fairly and justly.

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**9 STUDENT CONSULTATION**

*Please list any matters identified by you or by students (where you have met them) which might be appropriate for discussion with students at the Staff/Student Consultative Committee(s) or through other means.*

I met students on campus, this was a positive experience, and students felt they were well educated and that the grades they obtained were fair.

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**10 OTHER COMMENTS**

*Please indicate what you consider to be the best features of the course/subject, its strengths and weaknesses. Add any other comments which you would wish to make, including possible improvements, based on your experience elsewhere. Please distinguish between recommendations and suggestions for consideration.*

There was a variety of assessment methods used, the subjects delivered were varied and appropriate for the modules. The lecturers are competent and able, and the students I spoke to were happy with the content of the modules and thus the course and found their lecturers to be knowledgeable and professional.

A generic module handbook for each module should be produced, detailing the learning outcomes, a scheme of work (week by week), assignment dates (setting and submission) and a reading list.

Please could I see assignment specifications and exams before I arrive at the College; this is typical practice elsewhere.

A marking matrix should accompany each assignment specification so that I (and more importantly the students) can see how marks will be awarded, or were awarded: this will allow students to make improvements on future assignments.

Double marking should be made more transparent through the use of different coloured pens for each examiner as well as more annotation on the grid.

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Perhaps software such as Turnitin could be considered as the checking of work against other academic material may not be as robust as in comparable institutions.

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*Any use or publication of the report is the sole responsibility of the University of Ulster.*

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Signature:

Date:

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Academic Office  
July 2013

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**External examiners' report checklist**

	Y	N	N/A
<b>Programme materials</b>			
Did you receive:			
a. Course/subject handbook(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Programme regulations (these may be in the course/subject handbook)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Module descriptions (these may be in the programme handbook)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Assessment briefs/marketing criteria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Draft examination papers</b>			
a. (i) Did you receive all the draft papers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If not, was this at your request?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. (i) Were the nature and level of the questions appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If not, were suitable arrangements made to consider your comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were suitable arrangements made to consider your comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Marking examination scripts</b>			
a. (i) Did you receive a sufficient number of scripts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) If you did not receive all the scripts, was the method of selection satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were the general standard and consistency of marking appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Dissertations/project reports</b>			
a. Was the choice of subjects for dissertations appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were the method and standard of assessment appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Coursework/continuously assessed work</b>			
a. Was sufficient coursework made available to you for assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Were the method and general standard of marking and consistency satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Orals/performances/recitals/appropriate professional placements</b>			
a. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Final examiners' meeting</b>			
a. Were you able to attend the meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Was the meeting conducted to your satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Were you satisfied with the recommendations of the Board of Examiners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signed \_\_\_\_\_ Date \_\_\_\_\_