**External Examiner Report**

**Summary of key points to note when completing your annual report**

* Please produce your report within **one** month after the main assessment board meeting.
* Undergraduate: June/July main board: by the **31st July**
* Postgraduate and Nursing and Midwifery: October/early November main board: by the **30th November**
* APU and SCoT: November main board: by the **22nd December**
* For other non-standard programmes, please contact the programme leader or Louise Newell in the Department of Academic Quality.
* **Be specific** in each section of the report if comments relate to all modules, programmes and locations or if they relate to a specific module, programme or location. This is particularly important if the programmes you are associated with are linked to our collaborative provision.
* If you are only associated with provision at DMU **or** a collaborative partner, you will need to complete sections 1 – 8 plus section 10 if you are appointed to an apprenticeship.
* If you are associated with DMU **and** a collaborative partner/s, and you **have not** been asked to complete separate reports, please complete sections 1 – 9 plus section 10 if you are associated with an apprenticeship.
* If you are associated with DMU **and** a collaborative partner/s, and you **have** been asked to complete separate reports for each, complete sections 1 – 8 plus section 10 if you are associated with an apprenticeship.
* If you are an external examiner for an apprenticeship, please complete section 10.
* Ensure your report contains clear feedback on academic standards and on [good practice](https://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/external-examiners/good-practice-guidance-for-ex-ex.pdf), innovation and areas for enhancement. One word or one sentence responses throughout the report will not give the programme team enough information to enable them to enhance the programme. **As a minimum, please comment on each bullet point.**
* Please **do not name or otherwise identify any individuals**. All external examiner reports will be made available, in full, to all students, with the sole exception of any confidential report which may be made to the vice-chancellor.
* Complete all sections. If the section is not applicable, please insert N/A into the comments box.
* Email you fully completed report to qaenquiries@dmu.ac.uk and lnewell@dmu.ac.uk
* DAQ will always acknowledge receipt of your report via email. If you do not receive an acknowledgement within five working days, please submit the report again.
* To claim for your fees and expenses, complete a claim form and return it to the faculty. **It is advisable to submit a claim form soon after each visit and as soon as you have completed your annual report (within three months).** Please visit the [Department of Academic Quality website](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/external-examining/exex-fees.aspx) for further information regarding fees and to access the claim form.
* The University may wish to use anonymous extracts from your report in promotional material where appropriate.
* If you have any enquiries, please contact the Quality Officer (External Examiners/Awarding Bodies) – Louise Newell (0116) 250 6076.

**Thank you for your continued support and contribution to the University’s quality assurance and enhancement processes.**

**External Examiner Report**

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| **External examiner’s name** |  |
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| **External examiner’s place of employment** |  |
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| **DMU Faculty***(Choose from Arts, Design and Humanities, Business and Law, Computing, Engineering and Media, Health and Life Sciences, or Educational Partnerships)* |  |
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| **Programme name or modules** |  |
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| **Are any elements taught at collaborative partners?***(Please answer yes or no)* |  |
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| **If yes, please specify which locations** *(If you are responsible for DMU and collaborative provision and you are not required to write a separate report, you must comment about the partner in full in section 9.*  |  |
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| **Academic year** |  |
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| **Annual or end of office report***(End of office report refers to your* ***final year as external examiner****. All other reports will be annual).* |  |
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| **Delete two statements that do not apply:***(Occasionally De Montfort University would like permission to reproduce part or all of the comments made within this report for promotional material).**(These statements refer to promotional material only. Please note that all external examiner reports will be made available, in full, to all students, with the sole exception of any confidential report which may be made to the vice-chancellor).*  | I am happy for De Montfort University to reproduce any part or all of the contents of this reportI require a written request in advance of reproducing any part of this report I do not give my permission for De Montfort University to reproduce any part of this report |

**Summary report**

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| Are the standards set for the award or award elements appropriate? Please indicate yes or no | Yes/No |
| Is the standard of student performance comparable with similar programmes or modules in other UK institutions with which you are familiar? Please indicate yes or no | Yes/No |
| Are the processes for assessment, examination and the determination of awards sound and fairly conducted? Please indicate yes or no | Yes/No |

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| If you have answered **no** to any of the above questions, please insert a comment below. If the issue is linked to a collaborative partner, please state which partner.  |
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| Identify **in brief** areas of [good practice](https://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/external-examiners/good-practice-guidance-for-ex-ex.pdf) and innovation below including a **summary** of the items of good practice identified elsewhere in this report. If the good practice is linked to a collaborative partner, please state which partner. |
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| Identify **in** **brief** the areas that require a formal written response from the programme team, school/department, faculty, university or collaborative partner. |
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| **End of office comments (final year as DMU external examiner)*** If you are in your final year as an external examiner at De Montfort University, please give an overview of your term of office.
* Comment on the changes introduced during your term.
* Comment on the extent to which you feel the university has been responsive to your suggestions.
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**Main report**

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| * Be specific in each section of the report if comments relate to all modules, programmes and locations or if they relate to a specific module, programme or location.
* If you are only associated with provision at DMU **or** a collaborative partner, you will need to complete sections 1 – 8 plus section 10 if you are associated with an apprenticeship.
* If you are associated with DMU **and** a collaborative partner/s, and you **have not** been asked to complete separate reports, please complete sections 1 – 9 plus section 10 if you are associated with an apprenticeship.
* If you are associated with DMU **and** a collaborative partner/s, and you **have** been asked to complete separate reports for each, complete sections 1 – 8 plus section 10 if you are associated with an apprenticeship.
* If you are an external examiner for an apprenticeship, please complete section 10 also.
* **As a minimum, comment on each bullet point.** If a section does not apply to you, please add not applicable.
* Do not name or otherwise identify any individuals.
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| 1. **Academic standards and programme/module content**
* Evaluate the programme and module content (module aims, learning outcomes and indicative content) in relation to subject requirements and comparable provision at the equivalent academic level**.** Module content should be relevant, coherent and up to date. Particular attention should be focused on the contribution of modules to the generic attributes of a graduate within that programme (where relevant, please refer to the [subject benchmark statements](https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements) and, if relevant, apprenticeship standards).
* Refer to the [Office for Students (OfS) Sector-recognised standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf) for generic guidance on qualification levels where appropriate.
* Comment on how the programme meets Professional Statutory and Regulatory Body (PSRB) requirements if relevant.
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| 1. **Academic standards and student performance**
* Evaluate the overall performance of students in relation to academic level, module and where appropriate programme learning outcomes and assessment criteria.

 * Evaluate student performance relative to their peers on modules delivered at a comparable level at other HEIs.
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| 1. **Module assessment**
* Comment on the appropriateness and comprehensiveness of the assessment strategy and methods employed in relation to stated module aims, learning outcomes and assessment criteria. Include comments on:
* the effectiveness of the assessments and if assessments are [valid and reliable](https://www.officeforstudents.org.uk/media/084f719f-5344-4717-a71b-a7ea00b9f53f/quality-and-standards-conditions.pdf)
* whether the range of assessed activities is set at an appropriate level
* the balance of assessment types is appropriate for the subject
* the assessment load is suitable
* the format of assessments are designed to enable participation by all students.

Examiners may find it useful to refer to the Assessment Design section 1 in the [Assessment and Feedback Policy](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/assessment-feedback-policy.aspx) and [Universal Design for Learning](https://www.dmu.ac.uk/academic/udl.aspx). * Comment on the consistency of internal marking and that this has been carried out rigorously and fairly. Particular attention should be focused on the fairness and objectivity of the assessment process as a whole.
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| 1. **Delivery and support**
* Where evidenced through assessment or discussion with students, comment, insofar as possible, on the appropriateness of module delivery including teaching methods and arrangements for student guidance and support.
* Comment on the inclusivity of the learning and teaching experience eg are students able to engage with their studies in a variety of ways with flexible ways of learning, flexible study resources and flexible ways of testing learning. Further information about Universal Design for Learning (UDL) can be located on the DMU [website.](https://www.dmu.ac.uk/academic/udl.aspx)
* Evaluate the quality of feedback given to students on assessed work. Examiners may find it useful to refer to the [Assessment and Feedback Policy](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/learning-teaching-assessment/assessment-feedback-policy.aspx).
* There is no formal De Montfort University requirement for external examiners to make an interim visit or to meet with students. External examiners should, however, be provided with the opportunity to engage with students where this is deemed appropriate by the board, for example to scrutinise project work or review performance work by students. Refer to the [Guide to External Examining at DMU](https://preview-dmu.cloud.contensis.com/documents/about-dmu-documents/quality-management-and-policy/academic-quality/external-examiners/guide-external-examining-dmu.pdf) for guidance about meeting with students.
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| 1. **Programme management and curriculum development**
* Discuss issues relating to programme management and curriculum development. Comment on any curriculum developments that have been introduced since your last report, and whether you were consulted over changes.
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| 1. **Assessment board**
* Comment if the board has been conducted in a manner which allows and promotes full engagement from the examiner. This relates to the examiner’s general involvement in the assessment process as defined in university regulations and to their involvement as a board member in the business of the meeting.
* Discuss the operation of the board, specifically if it has been properly and well conducted.
* If you did not attend an assessment board, please make this explicit in this section.
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| 1. **Administration and support**
* Confirm that sufficient evidence has been received to enable the role to be fulfilled e.g. programme and module specifications, handbooks, academic regulations, previous external examiner reports, dates of assessment boards, a timeline of when to expect work and if you were given adequate time to consider samples of work.
* Confirm that the briefing material supplied was appropriate and that advice and guidance was made available about the role, responsibilities and expectations, including reporting protocols and response/feedback arrangements.
* If you have been mentored by one of our current external examiners or you have acted as a mentor this year, please comment on the effectiveness of this support. *(A mentor will only be appointed when an incoming external examiner has minimal experience in the role. Details of the mentor are provided in the appointment letter and it is the responsibility of the new examiner to make contact with the mentor if requiring assistance.)*
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| 1. **Outstanding issues and other key observations**
* Identify any issues, raised in previous reports, which remain to be addressed.
* Identify any issues that fall outside the categories given above.
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| 1. **Collaborative provision**
* If you are an examiner for collaborative provision only or you have been asked to complete a separate report for provision at a partner and you have commented in sections 1 – 8, you are not required to complete the following section.
* Be specific about the locations to which your comments refer and please comment fully.
* Advise on the comparability of standards and the effectiveness of assessment arrangements across sites in addition to the topics noted below:
* Academic standards and programme/module content
* Academic standards and student performance
* Module assessment
* Delivery and support
* Programme management and development
* Administration and support
* Outstanding issues and other key observations
* Ensure that your comments cover all of the above.
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| 1. **Higher and Degree Apprenticeships**

If you are an examiner for a Higher and Degree Apprenticeship, please comment on all bullet points below: * Confirm if the apprenticeship is aligned to the [QAA Characteristic Statement for Apprenticeships](https://www.qaa.ac.uk/the-quality-code/characteristics-statements/higher-education-in-apprenticeships-characteristics-statement).
* Confirm if the teaching and learning fully covers the knowledge, skills and behaviours (KSBs) set out in the Apprenticeship Standard.
* Is it clear where elements of assessment within modules are linked to the occupation/KBSs and the End Point Assessment (using the Apprenticeship Assessment Plan)?
* Is there evidence that learning and teaching includes coverage of Equality and Diversity, Safeguarding, Prevent and British Values?
* Confirm if the apprenticeship provides evidence of the development of English, Maths and Digital Technology where appropriate.
* Is the EPA delivered in line with the latest EPA assessment plan for the apprenticeship standard (for integrated and fully integrated only)?
* Did you identify any issues/risks which would hinder effective EPA delivery and/or the achievement of occupational competence (for integrated and fully integrated only)?
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| Date of completion |  |

Your report should be submitted electronically to the university **within one month after the main assessment board.** Your report should be emailed to qaenquiries@dmu.ac.uk and lnewell@dmu.ac.uk

**You will also need to complete a form to claim for your annual fee. This must be submitted within three months of completing this report. Please go to the following website address for further information:** [dmu.ac.uk/external-examining](http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/external-examining/external-examining-homepage.aspx)