### *Surrey logo (black)*Annual External Examiner’s Report for 2016/17

**TAUGHT PROGRAMMES AND TAUGHT COMPONENTS OF PRACTITIONER DOCTORATES AT THE UNIVERSITY OF SURREY AND ITS ASSOCIATED AND ACCREDITED INSTITUTIONS[[1]](#footnote-1)**

The annual report should be submitted to QES within 3 weeks after the Board of Examiners meeting (where final degree awards have been agreed).



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| --- | --- |
| Name of External Examiner: | **Home Institution:** |
| Programme(s) (eg MSc in ……): |
| Module(s) (if the entire programme, please state ‘**All**’): |
| Associated/Accredited Institution (AI) (please specify the Institution, where applicable): |
| Is this your final year of appointment at Surrey? (Please tick the box)*If yes, please also complete Section F of this form:* Yes No  |
| Your comments in relation to each of the following sections are of particular importance and will be used by the University to inform both annual and periodic taught programme reviews. Where appropriate, please highlight what you consider to be strengths or weaknesses of the programme(s) and indicate whether you have any concerns or recommendations requiring urgent attention. If your comments relate to a particular module then please specify the module title in your comments or add as an appendix to the report. You are also requested to tick responses to the checklist in Section G to confirm whether sufficient evidence was received to enable you to fulfil your role. Where appropriate to your appointment, you may also wish to use this form to draw attention to matters specific to a professional, statutory or regulatory body, for example on professional practice.This report will be made available to internal committees (including student representatives), review panels, statutory or professional bodies and, on request, to representatives of QAA and OFSTED. With the exception of AI programmes, all students will also be able to access this report on SurreyLearn. Copies of this report can be made available under the Freedom of Information Act but will first be subjected to scrutiny to ensure that no information which can be construed as personal data is included. In accordance with the Data Protection Act 1998, information included within the report relating to named individual students or members of staff will be made available to those individuals if requested by them but may be conveyed in summary form. **Such personal information must be attached to your report as a separate, confidential Annex rather than within the body of the report.*****Payment of your annual fee will be made by the University following receipt of your report and claim form***. Copies of this report and claim forms can be accessed and [downloaded from the University’s website](http://www.surrey.ac.uk/quality_enhancement/examiners/appointment/index.htm) at: <http://www.surrey.ac.uk/quality_enhancement/examiners/>. The form is a Word document, if you need more spaces in the boxes simply continue to enter text. This form should be completed electronically with electronic signatures and sent together with your claim form for fees and expenses to:externalexaminers@surrey.ac.uk. |
| Dr Svetlana Reston, Directorate of Quality Enhancement and StandardsUniversity of Surrey, Guildford, Surrey GU2 7XH September 201Black Crest7 |
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### Section A: Your Previous Report (where applicable)

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| --- |
| **Please state whether issues raised in your previous report(s) have been, or are being, addressed to your satisfaction.** |
| **Areas requiring attention (please also indicate the level of importance/urgency per each area:** tick box A if these issues are serious and require urgent attention (before the start of new academic year or within the next few weeks) or tick box B if these issues are serious (to be addressed during the next academic year). |
| [Add more rows if required] | *A: serious and requires urgent attention* | *B: serious issues* |
|  |  |
| **Response by University/AI/Faculty/Programme:** |

### Section B: The Programme(s) of Study

Please comment in the boxes below on the academic standards of the programme(s) that you externally examined, programme aims, learning outcomes and structure. ***(Normally write between 100-200 words)***

|  |
| --- |
| 1. **Please confirm whether the University is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements:**
 |
| 1. **Please comment on the clarity of programme aims and learning outcomes:**
 |
| 1. **Please comment on the structure and content of the programme:**
 |
| **Areas requiring attention (please also indicate the level of importance/urgency per each area:**  tick box A if these issues are serious and require urgent attention (before the start of new academic year or within the next few weeks) or tick box B if these issues are serious (to be addressed during the next academic year). |
| [Add more rows if required] | *A: serious and requires urgent attention* | *B: serious issues* |
|  |  |
| **Response by University/AI/Faculty/Programme:** |

### Section C: Appropriateness of Assessment Methods

Please comment in the boxes below on the **appropriateness of the assessments** of the programme(s) that you externally examined. ***(Normally write between 100-200 words)***

|  |
| --- |
|  **1. Were the assessment requirements appropriate to the module level?****General comments:**  |
| **2. Did the assessment methods allow each student to demonstrate achievement of the learning outcomes?** **General comments:** |
| **3. Were the marking criteria appropriate?****General comments:** |
| **Areas requiring attention (please also indicate the level of importance/urgency per each area:** tick box A if these issues are serious and require urgent attention (before the start of new academic year or within the next few weeks) or tick box B if these issues are serious (to be addressed during the next academic year). |
| [Add more rows if required] | *A: serious and requires urgent attention* | *B: serious issues* |
|  |  |
| **Response by University/AI/Faculty/Programme:** |

### Section D: Assessment Standards and Student Performance

Please comment in the boxes below on the quality and standards of the assessment process, drawing particular attention to: internal marking and moderation, particular strengths and weaknesses revealed during your involvement in the assessment process (but do not mention individuals by name) ***(Normally write between 100-200 words)***

|  |
| --- |
| 1. Comparability of the student performance with standards established elsewhere including FHEQ and similar programmes in other HE institutions:
 |
| 1. Appropriateness of the marks awarded and the overall range of marks in relation to the marking criteria:
 |
| 1. Consistency of marking within and between each module/course moderated:
 |
| 1. Quality and consistency of written feedback to students:
 |
| 1. Adherence to procedures and rules for classification of the award (where appropriate):
 |
| 1. Organisation and administration of assessment procedures and the conduct of the Board(s) of Examiners:
 |
| 1. Other Comments (including, where appropriate, specific issues relating to a relevant professional body):
 |
| **Areas requiring attention (please also indicate the level of importance/urgency per each area:** tick box A if these issues are serious and require urgent attention (before the start of new academic year or within the next few weeks) or tick box B if these issues are serious (to be addressed during the next academic year). |
| [Add more rows if required] | *A: serious and requires urgent attention* | *B: serious issues* |
|  |  |
| **Response by University/AI/Faculty/Programme:** |

|  |
| --- |
| Section E: Quality Enhancement |
| 1. **Please provide, where appropriate, a description/bullet point list of any particular strengths or distinctive or innovative features in relation to standards and assessment that would be worth drawing to the attention of others within the University or external audiences.**
 |
| 1. **In addition to your comments above in the rest of the report, are there any other recommendations would you make that could enhance the learning opportunities and student experience of this programme?**
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**Section F: Final overview, concluding report**

**If this is your final, 4th year of appointment**, please use these boxes to provide an overview of your term of office as external examiner. You may wish to draw upon your annual reports and any information you would find helpful to provide to the incoming external examiner.

|  |
| --- |
| 1. **Please summarise any key themes raised during your office and how they have been addressed by the University/AI/Faculty:**
 |
| 1. **Please comment on key strengths and innovative practice you have observed during your role:**
 |
| 1. **Please comment on key** **changes to the programme, assessment, student achievement or administration you observed over your term of office:**
 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Section G: Checklist** |  | **Yes** |  | **No\*** |  | **N/A** |
| 1 | Programme Materials: did you have access to: |  |  |  |  |  |  |
|  | a. Programme Handbook(s)/Programme Specifications? |  |  |  |  |  |  |
|  | b. Regulations? |  |  |  |  |  |  |
|  | c. Module Descriptions (these may be in the Programme Handbook)? |  |  |  |  |  |  |
|  | d. Assessment briefs/marking criteria? |  |  |  |  |  |  |
| 2 | Draft Assessment Papers |  |  |  |  |  |  |
|  | a. Did you receive all the draft papers? (If not, was this at your request?) |  |  |  |  |  |  |
|  | b. Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments? |  |  |  |  |  |  |
|  | c. Were suitable arrangements made to consider your comments? |  |  |  |  |  |  |
| 3 | External Verification |  |  |  |  |  |  |
|  | 1. Did you receive a sufficient number of scripts? (If you did not receive all the scripts, was the method of selection satisfactory?)
 |  |  |  |  |  |  |
|  | 1. Was the general standard and consistency of marking appropriate?
 |  |  |  |  |  |  |
|  | 1. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?
 |  |  |  |  |  |  |
| 4 | Dissertations/Project Reports |  |  |  |  |  |  |
|  | a. Was the choice of subjects for dissertations/projects appropriate? |  |  |  |  |  |  |
|  | b. Was the method and standard of assessment appropriate? |  |  |  |  |  |  |
| 5 | Coursework/Continuously Assessed Work |  |  |  |  |  |  |
|  | 1. Was sufficient coursework made available to you for assessment?
 |  |  |  |  |  |  |
|  | b. Was the method and general standard of marking and consistency satisfactory? |  |  |  |  |  |  |
| 6 | Orals/Performances/Recitals/Appropriate Professional Placements |  |  |  |  |  |  |
|  | 1. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?
 |  |  |  |  |  |  |
| 7 | Board of Examiners’ Meeting (where final degree awards have been agreed) |  |  |
|  | a. Were you able to attend the meeting? |  |  |  |  |  |  |
|  | b. Was the meeting conducted to your satisfaction? |  |  |  |  |  |  |
|  | c. Were you satisfied with the recommendations of the Board? |  |  |  |  |  |  |

\*If you respond “No” to any of the above, please ensure that a note of explanation is included in Section B, C or D, as appropriate.

Signed: Date:

1. Farnborough College of Technology, NESCOT [↑](#footnote-ref-1)