**COMMON AWARDS**

**External Examiner Annual Report Form**

**Guidance**

**Completing your report**

1. The University is grateful to its external examiners for completing this report.
2. External examiners are asked to complete one Annual Report Form for each Theological Education Institution (TEI). **Each report should cover ALL the Common Awards programmes delivered by that TEI (both undergraduate and postgraduate).**
3. The report includes: questions where external examiners are asked to choose from a fixed range of responses; questions where free text comments are requested. A number of prompts for consideration/discussion are provided in ‘greyed-out’ text. These are intended to be suggestive rather than prescriptive; you are invited to comment on any issue you consider to be relevant. To complete the free text questions, please click on the relevant section and you will automatically over-type the ‘greyed-out’ text.
4. External examiners should feel free to make any comments they wish, including observations on teaching, module/programme structure and content, degree schemes, and assessment procedures.
5. External examiners’ reports are discussed widely within the relevant TEI and the University (including with student representatives at TEI Management Committees), and may also be requested by certain external bodies (such as the Quality Assurance Agency). Because of this, we would be grateful if you **do** **not refer to individual staff members or students by name**.
6. Please note that this form also includes a section for External Examiners to raise any matters directly with the Common Awards team, where such matters do not directly pertain to the relevant TEI. If you consider it to be appropriate, you may wish to send an additional separate and confidential report to Durham University’s Vice-Chancellor.

**Submitting your report**

1. External examiners are asked to submit their completed Annual Report Form **within 2 weeks of the final meeting of the relevant TEI’s Board of Examiners**.
2. Please email the completed form to: common.awards@durham.ac.uk.
3. In line with practice at most universities, payment of the external examiner's fee is conditional upon receipt of a satisfactorily completed Annual Report Form.

**Further information**

1. Further information on external examining for the Common Awards Scheme is published on the [Common Awards website.](https://www.dur.ac.uk/departments/academic/common-awards/policies-processes/exams/external-examiners/)
2. General information on external examining at Durham is published on the [University’s website](http://www.dur.ac.uk/external.examiners/).
3. If you have any questions about the above, please [contact the Common Awards Team](https://www.dur.ac.uk/common.awards/contacts/).

**COMMON AWARDS**

**External Examiner Annual Report Form**

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| **External examiner** | [Click here and type] |
| **Academic year** | 20XX/XX |
| **TEI** | [Click here and type] |
| **Programme(s) examined \*** | Foundation Award in Theology, Ministry and Mission | [ ]  |
| Certificate of Higher Education in Theology, Ministry & Mission (120) | [ ]  |
| Certificate of Higher Education in Christian Ministry and Mission (180) | [ ]  |
| Diploma of Higher Education in Theology, Ministry & Mission | [ ]  |
| BA in Theology, Ministry & Mission | [ ]  |
| Graduate Certificate in Theology, Ministry & Mission | [ ]  |
| Graduate Diploma in Theology, Ministry & Mission | [ ]  |
| Postgraduate Certificate in Theology, Ministry & Mission | [ ]  |
| Postgraduate Diploma in Theology, Ministry & Mission | [ ]  |
| MA in Theology, Ministry & Mission | [ ]  |
| Postgraduate Certificate in Chaplaincy Studies | [ ]  |
| Postgraduate Diploma in Chaplaincy Studies | [ ]  |
| MA in Chaplaincy Studies | [ ]  |
| MA in Contemporary Christian Leadership | [ ]  |
| Postgraduate Diploma in Worship and Liturgical Studies | [ ]  |
| MA in Worship and Liturgical Studies | [ ]  |
| MA in Church Law | [ ]  |

**\* The report should cover ALL the Common Awards programmes delivered by the TEI (undergraduate *and* postgraduate).**

**ASSESSMENT PROCESS**

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| **Section 1** |
| **a** | Did you receive the relevant University documentation: |  |
| i | policies and procedures relating to examinations and assessment | [Yes/No] |
| ii | the *External Examiners’ Handbook* (and/or documentation on the *University Code of Practice on External Examining / Moderating*) | [Yes/No] |
| iii | the *Level Descriptors*; *Qualification Descriptors*; *Generic Assessment Criteria* | [Yes/No] |
| **b** | Did you receive the relevant Common Awards documentationfrom the University: |
| i | the relevant *Core Regulations* for the Common Awards programmes | [Yes/No] |
| ii | the relevant *Programme Specifications* and *Module Outlines* | [Yes/No] |
| iii | the Common Awards *Assessment Criteria* | [Yes/No] |
| **c** | Did you receive the relevant TEI documentationfrom the University: |
| i | the relevant *Programme Regulations* for all the TEI’s programmes? | [Yes/No] |
| ii | the relevant *Module Overview Table* for all the TEI’s programmes? | [Yes/No] |
| **d** | Did you receive the draft examination papers for comment? | [Yes/No] |
| **e** | Was the nature and level of the questions on draft examination papers appropriate? | [Yes/No] |
| **f** | If you had comments on draft examination papers, were these addressed to your satisfaction? | [Yes/No] |
| **g** | Was a sufficient sample of examination scripts made available to you? | [Yes/No] |
| **h** | Was a sufficient sample of assessed coursework made available to you? | [Yes/No] |
| **i** | Was assessed work marked in such a way as to enable you to see the reasons for award of given marks? | [Yes/No] |
| **j** | 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**

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| For the questions that follow please use the following scale: |
|  | **1**  (no / hardly at all) | **2**  (generally) | **3** (consistently / fully) |

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| **Section 2** |
| **a** | To what extent does the TEI’s design of the curriculum (as set out in the TEI’s programme regulations) enable the intended learning outcomes of the programmes (as defined in the programme specifications) to be met? | [1 / 2 / 3] |
| **b** | Are the standards of the programme consistent with those required by the University’s *Qualification’s Descriptors* and so with the QAA’s *Framework for Higher Education Qualifications*? | [1 / 2 / 3] |
| **c** | Were the academic standards of student work comparable with similar programmes? | [1 / 2 / 3] |
| **d** | Do the overarching Common Awards assessment criteria permit a confident judgement of student achievement against the learning outcomes? | [1 / 2 / 3] |
| **e** | Was the marking consistent with the overarching assessment criteria? | [1 / 2 / 3] |
| **f** | Did the TEI’s assessment policies and procedures appear to you to be appropriate? | [1 / 2 / 3] |
| **g** | Did the TEI adhere to its assessment policies and procedures, and those of the University? | [1 / 2 / 3] |
| **h** | Was the choice of subjects for dissertations/major projects appropriate? | [1 / 2 / 3] |

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| **Section 3** |
| Please give further details about any aspects of the programme or its assessment relevant to the topics covered in questions 2(a)-2(h), above. In particular where you have indicated 1 or 2 on the scale to questions 2(a)-2(h), please explain what you felt could be improved; where you have indicated 3, it would be helpful if you could highlight examples of good practice. |
| [TEIs will be asked to comment on, and respond to, any area allocated a '1' or '2'. Consequently, it would be helpful if you could explain the reasons for giving a '1' or '2' so the TEI can address the issue] |

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| **Section 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. |
| [Key issues are likely to include:* whether the general quality of student work (the knowledge and skills demonstrated) is satisfactory;
* the range and scope of assessment, and whether it is appropriate to the curriculum and intended learning outcomes being examined;
* the particular strengths and weaknesses of student performance relation to the intended learning outcomes and the curriculum of the programme(s) under consideration;
* any notable trends or patterns in relation to student progression/distributions of marks/patterns of classification and award;
* the comparability of the academic standards achieved by the students under consideration with those in other institutions that you are familiar with.]
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**MANAGEMENT OF THE ASSESSMENT PROCESS**

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| **Section 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; the level of involvement of the external examiner in the assessment process). |
| [Key issues are likely to include:* the extent of your involvement in the approval of work set for the purposes of summative assessment, and whether you believe this was appropriate;
* whether you were able to see an appropriate sample of assessed work that was sufficient to enable you to make an informed judgment of the academic standards of the work;
* the clarity of the information you received about the nature and extent of your duties as external examiner, and of the practical details on the operation of the board(s) of examiners to which you were appointed;
* the clarity and effectiveness of the processes for assuring the quality of assessment (e.g. moderation, double marking, marking to a template/model answer);
* the operation of the board(s) of examiners of which you are a member;
* whether the students under consideration were treated equitably in the application of the University's assessment regulations and policies.]
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**PROGRAMME(S) DESIGN AND OPERATION**

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| **Section 6** |
| Please comment on other aspects of the learning, teaching or assessment of the programmes; e.g.: * 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 (e.g. Masters or PhD);
* suitability of the programme as a preparation for employment;
* alignment with the requirements of professional bodies.
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| [Key issues are likely to include:* the structure and content of the programmes and modules, as detailed in: the Common Awards programme specifications and module outlines; the TEI’s programme regulations and module overview table; any other documentation provided to you by the TEI;
* whether the curriculum for the modules and programmes under consideration remain current, valid and relevant;
* whether the learning, teaching and assessment methods that the TEI has selected to use in their modules and programmes support students in achieving the intended learning outcomes for the programme;
* whether there is evidence of the influence of research on the curriculum (e.g. curricula informed by current research, opportunities embedded within the curricula for students to undertake research methods training and/or their own independent research)]
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**COLLABORATIVE PROVISION**

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| **Section 7** |
| Were you offered sufficient information about the collaborative partnership? |
| [Key issues are likely to include:* were you informed of the respective roles of Durham University, Ministry Division, and the TEI in respect of the programmes?
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**GOOD PRACTICE FOR DISSEMINATION**

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| **Section 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 across the Common Awards Scheme and/or within Durham University. |
| [For example, this might include:* innovative modes of learning, teaching and assessment;
* particularly helpful documentation and/or guidance relating to the assessment process;
* effective practice in the management of the assessment process, including the operation of boards of examiners.]
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**PROGRESS ON RECOMMENDATIONS MADE LAST YEAR**

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| **Section 9** |
| If you raised any issues for action or consideration in your Annual Report last year, have these been considered effectively? |
| [You might like to comment on the following:* Has the TEI considered the issue appropriately?
* Have you received a response from the TEI to indicate the action taken in response to your comments and recommendations?

If you raised issues regarding University policy and practice, or issues relating to the Common Awards Scheme more broadly, have you received a response from the University?] |

**FURTHER COMMENTS TO THE TEI – OPTIONAL**

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| **Section 10** |
| If you wish to provide any further comments in relation to the questions above, or provide additional information not covered in this form, please feel free to do so. |
| [Click here and type] |

**FURTHER COMMENTS TO THE UNIVERSITY – OPTIONAL**

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| **Section 11** |
| If you wish to provide any further comments which you feel do not directly pertain to the relevant TEI, but should be brought to the attention of the Common Awards team, please feel free to do so. Please note that these comments will not be shared with the TEI.  |
| [Click here and type] |

**FINAL OVERVIEW**

**In the final year 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.

**External examiners are encouraged to comment on the following aspects of quality and standards with which they have been involved:**

* the curriculum;
* availability and use of resources;
* the strengths and weaknesses of the student cohorts;
* the quality of teaching and learning;
* the overall quality of the students' learning experience;
* failure prior to the final Level of the programme for undergraduate programmes and exit at Diploma level for postgraduate programmes;
* the overall standard of student achievement (with reference if appropriate to the entry requirements of the programme).

**In addition you may want to comment on the following areas:**

* How we might consider developing our teaching, learning and assessment policies and procedures.
* The way in which the TEI responded to your comments during your period as external examiner and, if applicable, what could be done to improve this.
* If you were involved in discussion with the TEI on any of the following:
	+ curriculum design
	+ modes of teaching and learning
	+ modes of assessment
	+ advising on a new programme
	+ advising on a new module(s)
	+ other general issues
* Whether you were satisfied with the way in which the TEI drew on your expertise.

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| **Section 12: Final Report** |
| [Please provide your final report here] |

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| **Submitting your report****Please send your completed Annual Report Form to** **common.awards@durham.ac.uk****no later than 2 weeks after the final meeting of the Board of Examiners at the TEI.** |