Please submit your report by email (in Word file format) to [externals@brookes.ac.uk](mailto:externals@brookes.ac.uk) within one month of the examination committee for the programme/s you examine – the relevant Programme Administrator will provide you with dates of examination committee meetings. Your fee will be processed on receipt of your annual report.

# SECTION 1: CONTEXT FOR REPORT

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| Date of submission of report: |  | |
| External Examiner’s name: |  | |
| Your home institution or other professional/institutional affiliation: |  | |
| Programme/s to which this report relates: |  | |
| Partner organisation (if taught by or at provider/s other than Brookes): |  | |
| Professional accreditation: | If you have been appointed to provide assurance that the programme meets specific PSRB standards, please give the name of the professional body/ies. | |
| **Details of visits undertaken in the course of your duties in the 2022-23 reporting year:**  (Please delete any that are not applicable, and indicate whether meetings were attended in person or online) | | |
| Attendance at examination committee/s | | Date of meeting |
| Other visits to Oxford Brookes (please give brief details e.g. purpose of visit, who you met with) | | Date/s of visits |
| Visits to partner organisations/placements (please give brief details, e.g. location/s visited, purpose of visit/s, who you met with) | | Date/s of visits |

If your report covers more than one programme or partner organisation,

please clearly identify the programme or partner to which any specific comments apply.

External Examiners’ reports are made available to staff and students on the programme,

so please DO NOT include student or staff names in any part of this report.

The information you provide in this report will be used in the quality assurance processes, for the purposes of improving the learning experience we offer our students. External examiners’ reports are NOT used in the [Performance and Development Review](https://www.brookes.ac.uk/staff/working-at-brookes/learning-and-career-development/pdr/) (PDR) of individual members of staff.

Please delete any red (explanatory) text under each question before submitting your report.

# SECTION 2: QUALITY ASSURANCE

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| --- | --- | --- | --- | --- |
| 1. In your view, were the standards set for the awards appropriate for qualifications at this level, in this discipline; bearing in mind relevant national reference points such as subject benchmark statements, professional body requirements, etc? | **Yes / No** | | | |
| 1. From the student work you sampled, were the standards of student performance comparable with similar programmes and subjects in other UK higher education institutions with which you are familiar? | **Yes / No** | | | |
| 1. If you have been appointed to comment on whether the provision you examine meets professional body standards, were you satisfied that the provision meets the current requirements of that/those body/ies? | **Yes/No** | | | |
| 1. Overall, do you consider that the processes for assessment, examination and the determination of awards were sound and fairly conducted? | **Yes / No** | | | |
| If you have answered ‘no’ to any of questions 1-4, or would like to qualify any of your responses, please elaborate here… | | | | |
| 1. How satisfied were you with your involvement in the assessment processes, including e.g. the approval of draft exam papers and assessment briefs, sampling of assessed work, attendance at in-person assessments, and participation in the examination committee?   *(where 1 = very dissatisfied; and 4 = highly satisfied)* | **1** | **2** | **3** | **4** |
| If you would like to explain your score, please elaborate here… | | | | |
| 1. Have you seen the assessment and feedback schedule for the semester/year that is shared with students? | **Yes / No** | | | |
| 1. Were you satisfied that the internal assessors had applied appropriate standards in the grading of student assessment, and that the standard of marking was consistent across the programme? | **Yes/No** | | | |
| 1. If the programme/s is/are delivered at multiple locations, were you satisfied that consistent assessment standards are being applied across delivery locations? | **Yes/No** | | | |
| If you have answered ‘no’ to any of questions 6-8, or would like to qualify any of your responses, please elaborate here… | | | | |
| 1. Were you satisfied that an effective internal moderation process is in place? | **Yes/No** | | | |
| 1. Were you satisfied with the conduct and recommendations of the examination committee/s you attended? | **Yes/No** | | | |
| If you have answered ‘no’ to either of questions 9-10, or would like to qualify your responses, please elaborate here… | | | | |
| 1. How satisfied were you with the quality of the briefing about your role?   *(where 1 = very dissatisfied; and 4 = highly satisfied)* | **1** | **2** | **3** | **4** |
| 1. Did you receive the information you needed, including a sufficient sample of assessed student work, to enable you to carry out your role effectively? | **Yes/No** | | | |
| 1. Are you satisfied that appropriate action is being taken to address any concerns you have raised? | **Yes/No** | | | |
| If you would like to explain any of your responses to questions 11-13, please elaborate here… | | | | |

# SECTION 3: QUALITY ENHANCEMENT

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| - Given the overall aims of the provision you examine, what do you consider to be its main strengths and weaknesses, as reflected in the standards of student performance in the assessments you have viewed? Please provide two or three suggestions for how student achievement, or the quality of learning opportunities offered to students, could be improved. |
| - What evidence have you seen that teaching, assessment and feedback practices are fair, inclusive and accessible? |
| - What evidence did you see that programme design, delivery and assessment has been informed by current research or professional practice? |
| - Please comment on the appropriateness of the curriculum design and assessment strategy (including work-based learning/placement opportunities) in preparing graduates for employment or further study. |

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| **For professionally accredited programmes,** please comment on any areas for development in order for the programme/s to continue to meet the relevant professional body standards, or to enhance graduates’ employability in the relevant profession/industry. |

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| **For programmes delivered through collaborative partnership arrangements,** please highlight any areas for development so as to ensure the consistent application of assessment standards and regulations across the partnership, and to enhance the learning experience for students studying on a Brookes programme at the partner organisation/s. |

# SECTION 4: INSTITUTIONAL OR FACULTY ISSUES

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| **- Are there any issues that you wish to bring to the attention of the Vice-Chancellor’s Group or the Faculty Executive team?** |

You may, if you wish, contact the Vice-Chancellor directly and in confidence if you have serious concerns about the quality and standards of our provision – details on how to do this are contained in the section on *Reports* in the [External Examiners’ Handbook](https://www.brookes.ac.uk/staff/apqo/external-examining/handbook/role-of-the-external-examiner).

# SECTION 5: FOR EXAMINERS COMPLETING THEIR TERM OF OFFICE

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| **- If this is your final report, please make any further comments on your overall experience as an External Examiner for Oxford Brookes University. We greatly appreciate the work you have carried out on behalf of Oxford Brookes, and welcome your views on how we could improve any aspect of the External Examiner experience in future.** |

# SECTION 6: FOR EXAMINERS OF INTEGRATED APPRENTICESHIPS ONLY

(please delete this section if it does not apply to you)

Please note that this section of your report will be shared with the Designated Quality Body, as required under the [External Quality Assessment of End Point Assessment for Integrated Higher and Degree Apprenticeships](https://dqbengland.org.uk/wp-content/uploads/2022/06/EQA-handbook-for-providers.pdf)

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| **- If you have been appointed as an** [**external assessor**](https://dqbengland.org.uk/wp-content/uploads/2022/09/EQA-external-assessor-guidance.pdf) **on an apprenticeship programme with an integrated End Point Assessment, please comment on the assessment practice and procedures you have observed for the EPA, and on the extent to which these were in line with the requirements of the relevant apprenticeship standard and assessment plan.**  Please ensure you address the following points (as they apply to this programme) in your report:   * Did you review documentation relating to the EPA, including the EPA assessment instruments/materials and internal quality assurance documentation? * Did you review a sample of EPA assessed work, including observing live assessments? * Did you observe assessor standardisation or moderation meetings? * Did you meet with the EPA independent assessor/s and other staff responsible for managing the delivery of the EPA? * Did you meet with apprentices and (where possible) employers? * Did you observe the meeting at which the final decisions on the EPA were confirmed (i.e. the examination committee)? |

**Thank you for completing this report.**