

**12.5E**

**FIELD EXTERNAL EXAMINER REPORT  
FORM - ENGLISH**

## GUIDELINES FOR COMPLETION

Cardiff Metropolitan University's External Examiner Report Form is aligned with the expectations about external examining and the indicators of sound practice set out in [External Examining Principles](#) and [Advice and Guidance on External Expertise. The Framework for Higher Education Qualifications \(FHEQ\)](#) and [subject benchmark statements](#).

1.2 The Report Form is divided into four sections as follows:

- Section A: Field (subject) Level Review
- Section B: Module Level Review
- Section C: General Information
- Section D: End of Tenure Report

1.3 External Examiners are required to complete each section of the report form, in full, including a definitive judgement and a comment to explain that judgement, unless otherwise stated. In order to help the programme team to move forward, it is particularly important for examiners to provide reasons for selecting 'no' or 'partly' in relation to any of the questions.

1.4 Your report should not name or otherwise identify any students or staff within the Field (subject).

1.5 Payment of fees will be authorised upon receipt of this completed report form and the associated fees and expenses claim form.

1.6 The report should be completed within **FOUR WEEKS** of the relevant Field (subject) examination board in order to inform the quality assurance processes.

***1.7 Please note that if the report is not completed according to University Guidelines, the External Examiner will be contacted, requesting an amended return. Failure to submit an annual report within the stated timescale will have a detrimental effect on the University's quality assurance processes and may constitute grounds for not re-appointing you in a subsequent year/terminating your contract.***

**CARDIFF METROPOLITAN UNIVERSITY**

**EXTERNAL EXAMINER ANNUAL FIELD REPORT FOR TAUGHT PROGRAMMES**  
**(2023/2024)**

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**Examiner and Programme Details**

1. Name of External Examiner:	
2. External Examiner's home Institution (or other affiliation):	
3. Field (subject) to which the report refers:	
4. Modules to which the External Examiner has been appointed:	
5. Place of Delivery:	
6. School in which the Field (subject) is based:	
7. Field (subject) Group Chair (or equivalent):	
8. Academic year/period to which the report applies:	
9. Level (UG or PG):	
10. Date of first appointment:	
11. Year of tenure (1 <sup>st</sup> -5 <sup>th</sup> ):	
12. Date(s) of Examination Board(s)	
13. Due date of report submission	

## EXTERNAL EXAMINER REPORT FORM

### SECTION A: FIELD (SUBJECT) LEVEL REVIEW

The aim of this section is to allow external examiners to comment upon aspects of the Field (subject) design and delivery, overall student achievement and the adherence of the University to its prescribed regulations and procedures. Examiners are encouraged to draw upon the range of evidence available (staff and student feedback, module documentation etc) in making their judgements.

#### 1. Curriculum

(Section A: Part 1 is to be completed in full by all external examiners.)

A1.1	Please indicate whether you consider that the outcomes of the Field (subject) (and/or its component parts) continue to be aligned with the relevant qualification descriptor as set out in the <a href="#">Framework for Higher Education Qualifications (FHEQ)</a> and applicable subject benchmark statements.	<b>Yes</b>	<b>No</b>	
A1.2	Do you consider that the Field (subject) curriculum remains current, relevant and is organised coherently throughout the levels of study?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
A1.3	Do you consider that the learning and teaching methods are appropriate for the subject, the students and the level(s) of study?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
A1.4	Do you consider that the Field (subject) is adequately resourced (staff, space, library etc.)?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
A1.5	<i>Please provide comment related to the responses provided above: Comments here:</i>			

The following questions relate to strategic drivers for the University. Examiners are requested to consider the following questions based on the available evidence (i.e. module materials, staff and student feedback) and make comment where relevant.

A1.6	Does the Field (subject) deliver its curricular in a Student-centred manner and develop a working partnership with students?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
A1.7	Does the Field (subject) curriculum include examples of research-informed learning and teaching?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
A1.8	<i>Please provide comment related to the responses provided above: Comments here:</i>			

## 2. Threshold Academic Standards and Student Achievement

(Section A: Part 2 is to be completed where relevant by all external examiners)

Please respond to each of the questions below drawing on your experience of other institutions and the evidence base available for scrutiny.

A2.1	Are the <b>threshold academic standards</b> for award within the Field (subject) comparable with those in other UK higher education institutions of which you have experience?	Yes	No
A2.2	Are the <b>levels of student achievement</b> within the Field (subject) comparable with those in other UK higher education institutions of which you have experience?	Yes	No
A2.3	Please provide comment related to the response provided above: Comments here:		

Only for Examiners where relevant:

A2.4	Are the <b>threshold academic standards</b> comparable across the Field (subject)?	Yes	No	N/a
A2.5	Are the <b>levels of student achievement</b> comparable across the Field (subject)?	Yes	No	N/a
A2.6	Please provide comment related to the response provided above: Comments here:			

## 3. University Regulations

(Section A: Part 3 is to be completed in full by all external examiners.)

External examiners are directed to the [Cardiff Met academic handbook](#) and the specific links provided below in order to form a response on adherence to academic regulations.

	Are you satisfied that University's regulations and procedures have been applied fairly and equitably in relation to:			
A3.1	<a href="#">Assessment and feedback processes</a>	Yes	No	N/a
A3.2	<a href="#">Mitigating circumstances</a>	Yes	No	N/a
A3.3	<a href="#">Academic integrity/misconduct (i.e. unfair practice)</a>	Yes	No	N/a

A3.4	<i>Please provide comment related to the responses provided above:</i>
	<i>Comments here:</i>

#### 4. Partnership Provision

*(Section A: Part 4 is only to be completed by external examiners reviewing collaborative partnership provision).*

A4.1	If you are reporting on a Field (subject) delivered at a collaborative partner, are <b>threshold academic standards</b> comparable with those Field (subject) delivered on-campus in Cardiff?	<b>Yes</b>	<b>No</b>	<b>N/a</b>
A4.2	If you are reporting on a Field (subject) delivered at a collaborative partner, are <b>levels of student achievement</b> comparable with those in Field (subject) delivered on-campus in Cardiff?	<b>Yes</b>	<b>No</b>	<b>N/a</b>
A4.3	If you are reporting on a Field (subject) delivered at a collaborative partner with more than one campus, are <b>threshold academic standards</b> comparable across campuses during your period of appointment to date?	<b>Yes</b>	<b>No</b>	<b>N/a</b>
A4.4	If you are reporting on a Field (subject) delivered at a collaborative partner with more than one campus, are <b>levels of student achievement</b> comparable across campuses during your period of appointment to date?	<b>Yes</b>	<b>No</b>	<b>N/a</b>
A4.5	<i>Please provide comment related to the response provided above:</i>			
	<i>Comments here:</i>			

## SECTION B: MODULE LEVEL REVIEW

(Section B is to be completed in full by all external examiners, making clear reference to each module within the commentary section).

The aim of this section is for examiners to provide a commentary related to the assessment design, marking processes and student achievement of the modules to which they are allocated.

### 1. Assessment Design

(Section B: Part 1 is to be completed in full by all external examiners.)

Do you consider that the assessments with the allocated modules are appropriate for:				
B1.1	The subject?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
B1.2	The students?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
B1.3	The level of study?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
B1.4	The intended learning outcomes?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
B1.5	Do you consider that the assessment criteria and marking schemes are set at the right level?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
B1.5	<b><i>Making reference to specific modules</i></b> , please provide comment related to the responses provided above: <i>Comments here:</i>			

### 2. Assessment Process

(Section B: Part 2 is to be completed in full by all external examiners.)

B2.1	Do you consider that internal marking is fair, reliable and thorough (including calibration, application of marking criteria, and second marking/ internal moderation processes)?	<b>Yes</b>	<b>Partly</b>	<b>No</b>
B2.2	Do you consider that written assessment feedback was related to the assessment/ module outcomes as well as being sufficiently detailed and useful (i.e. in the light of the feedback would students be likely to know what to do in order to make improvements to their work?)	<b>Yes</b>	<b>Partly</b>	<b>No</b>

B2.3	<b>Making reference to specific modules</b> , please provide comment related to the responses provided above:
	Comments here:

### 3. Assessment Thresholds and Student Achievement

(Section B: Part 3 is to be completed in full by all external examiners.)

B3.1	Are the <b>levels of student achievement</b> comparable across modules of the same level throughout the Field (subject)?	<b>Yes</b>	<b>No</b>
B3.2	Are the <b>threshold academic standards</b> comparable across modules of the same level throughout the Field (subject)?	<b>Yes</b>	<b>No</b>
B3.3	<b>Making reference to specific modules</b> , please provide comment related to the response provided above:		
	Comments here:		

### 4. Quality Enhancement

(Section B: Part 4 is to be completed in full by all external examiners.)

B4.1	<p><b>Making reference to specific modules where relevant</b>, please identify and comment on areas of good practice and/or innovation relating to learning, teaching and assessment.</p> <p>Please consider at least one of the following categories when identifying areas of good practice:</p> <ul style="list-style-type: none"> <li>• Teaching and Assessment Practices</li> <li>• Curriculum Design</li> <li>• Employability</li> <li>• Research Informed Teaching</li> <li>• Student Centred Partnership</li> <li>• Resourcing</li> </ul>
	Comments here:
B4.2	<p><b>Making reference to specific modules where relevant</b>, please recommend any actions you would recommend to enhance the quality of provision and the learning opportunities provided to students.</p> <p>Please consider at least one of the following categories when identifying areas for enhancement:</p> <ul style="list-style-type: none"> <li>• Teaching and Assessment Practices</li> <li>• Curriculum Design</li> <li>• Employability</li> <li>• Research Informed Teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Student Centred Partnership</li> <li>• Resourcing</li> </ul>
	<i>Comments here:</i>

## SECTION C: GENERAL INFORMATION

(Section C is to be completed in full by all external examiners.)

The aim of this section to enable examiner to provide commentary related to administrative processes and arrangements associated with the role.

C1	Were you provided with adequate guidance as to your role, duties and responsibilities?	<b>Yes</b>	<b>No</b>	
C2	Did you receive sufficient documentation relating to the modules that you were required to review? (e.g. module handbooks; assessment information; module report forms)	<b>Yes</b>	<b>No</b>	
C3	Were the arrangements for you to comment on draft examination papers and/or assignment questions appropriate?	<b>Yes</b>	<b>No</b>	
C4	Was sufficient assessed work made available to you to enable you to have confidence in your judgements on the quality of students' work?	<b>Yes</b>	<b>No</b>	
C5	Did you have access to student module evaluation data? (via module summary forms)	<b>Yes</b>	<b>No</b>	
C6	Have you had the opportunity to meet with students?	<b>Yes</b>	<b>No</b>	
C7	Did you have access to sufficient materials (student feedback, assessed work etc) to be able to distinguish students from different programmes within the subject field?	<b>Yes</b>	<b>No</b>	
C8	Were the administrative arrangements satisfactory?	<b>Yes</b>	<b>No</b>	
C9	Were you provided with copies of previous relevant external examiner reports and the response of the Field Group Chair to these (only applicable in year 1 of tenure)?	<b>Yes</b>	<b>No</b>	<b>N/a</b>
C10	Did you receive a response from the Field Group Chair demonstrating consideration of the recommendations in your previous report (only applicable in 2 <sup>nd</sup> -5 <sup>th</sup> year of tenure)?	<b>Yes</b>	<b>No</b>	<b>N/a</b>
C11	Were you able to attend the Field (subject) examination board?	<b>Yes</b>	<b>No</b>	
C12	Was the Field (subject) examination board conducted in line with <a href="#">university regulations</a> ?	<b>Yes</b>	<b>No</b>	

C13	Were you satisfied with the recommendations made at the Examination board?	<b>Yes</b>	<b>No</b>
C14	<i>Please provide comment related to the responses provided above:</i>		
	<i>Comments here:</i>		

## SECTION D: END OF TENURE REPORT

*(Section D is only to be completed by external examiners at the end of their tenure).*

D1	<p>If you are at the end of your tenure as External Examiner, please provide an overview of the development of the Field (subject) during your term of office. This overview will be of value to the University, the Field Group Chair and to the incoming External Examiner.</p> <p><i>Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment.</i></p> <p><i>Comments here:</i></p>
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**Thank-you very much indeed for your contribution to the maintenance and enhancement of quality and standards in the programme with which you are associated.**

***If you have any questions regarding the completion of this report please contact:***

**Quality Enhancement Directorate**

**[ged@cardiffmet.ac.uk](mailto:ged@cardiffmet.ac.uk)**

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# Field Group Chair Response to External Examiner Report – 2023/2024

*Responses must be completed and submitted for consideration at the next Learning and Teaching Committee or via a Deputy Dean Chair's Approval.*

1. Name of External Examiner:	
2. Field (subject) to which the report refers:	
3. Modules to which the External Examiner has been appointed:	
4. School in which the Field (subject) is based:	
5. Field Group Chair (or equivalent):	
6. Date(s) of Examination Board(s):	
7. Date of report submission from External Examiner:	
8. Due date of Field Group Chair Response:	

Module	Recommendations for improvement	Action	Staff Responsible	Deadline for Action to be completed

Module	Area of good practice / innovation	Opportunities for dissemination of good practice

**Signatures:**

<b>Field Group Chair:</b>		<b>Date:</b>	
<b>Deputy Dean:</b>		<b>Date:</b>	