



UNIHAVEN
The Gateway to Opportunity

UFORM027 External Examiner's Report Rev 1

This report template is taken from QQI's Effective Practice Guideline for External Examining Revised 2015. Future revisions to QQI's guideline document should be used to revise this report template

Date					
Programme Details	Programme Reference				
	Award Title:				
	Area Of Specialisation (ISCED CODE):	02.3.1			
	Main Modes of Delivery Offered:				
	Stage (1,2,3,4,..., or Award Stage):				
	Semester (if applicable indicate whether first or second):				
Classification Distribution and Trend		Current Year	Previous Year	Previous Year	Previous Year
	% H1/D				
	% H21/M1				
	% H22/M2				
	% P				
Completion Rate Data	Number who started the programme				
	Number who started the stage				
	Number who completed the stage (i.e. attempted final stage examinations)				



External Examiner Details	Name	
	Main Employment	
	Email address	
	Other contact details	

Please consult the *Effective Practice Guideline for External Examining Revised 2015* and *Assessment and Standards Revised 2013* for more detailed information concerning expectations. If you require further guidance on completing the report please contact the Academic Director, via the following email address:

In presenting opinions under the following headings the external examiner should make national and international comparisons.

The text in red italics is explanatory material and may be deleted by the external examiner when completing the report.



1 The Evidence Considered

The purpose of this section is to indicate how well informed the external examiner is about the provider, the programme and its context. Summarise the documentary evidence considered (see Effective Practice Guideline for External Examining Revised 2015) and any visits, meetings and interviews with learners and academic staff and others.

2 Minimum Intended Programme Learning Outcomes

The purpose of this section is to comment on the educational objectives including their explicitness, appropriateness and consistency standards with the relevant awards standards and the National Framework of Qualifications. If there are gaps these should be identified. If the standard is too low this must be stated explicitly so that it can be addressed.

3 Actual Attainment of Learners

This section should present the external examiner's informed perception of the actual attainment of learners (knowledge, skill and competence). This is the most important finding of the external examining process. This should be based on consideration of:

- *The provider's assessment instruments (e.g. assessment strategies, examination papers, marking schemes), procedures and findings*
- *Representative samples of learner responses to assessment tasks (e.g. examination scripts, dissertations, etc.)*
- *Interviews with learners*
- *Benchmarking data prepared by the provider*
- *Any other appropriate evidence*

In presenting those perceptions the external examiner should make national and international comparisons. Opinions (e.g. satisfaction with the actual attainment) should be explained (e.g. by outlining the rationale and criteria).

4 The Programme

Often external examiners' experience of the programme might lead to suggestions about particular aspects of the programme. This might involve the curriculum or the approach to teaching and learning. This section should identify some notable strengths and areas for improvement. It is not intended that the external examiner would attempt to systematically review the programme.

5 Assessment Procedures

The external examiner plays a vital role in the ongoing quality assurance and enhancement of assessment. This section should address:

- *The quality of the assessment instruments (programme and module strategies, examination papers, dissertation guidelines, etc.) and scoring rubrics/schemes etc.*
- *The fairness, consistency and fitness for purpose (valid, reliable, authentic, robust) of assessment procedures.*



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- *The reliability of the provider's benchmarking of its assessment procedures.*

6 Trends

Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and

Progress on recommendations in recent external examiner and other relevant reports on the programme.

7 Conclusions and Recommendations

External examiners' signature, date