

### External Examiner’s Report Form 2023/2024

# Dear Colleague

Attached is our annual external examiner’s report form. The form comes in four parts:

Part A asks some basic quality assurance questions;

Part B is for use by academic Departments and/or Boards of Examiners;

Part C is to be made available to appropriate students, for example through departmental Staff-Student Liaison Committees;

Part D is for you to make any additional comments to the School.

Please complete each of sections A to C. Please do not identify individual students in your report. Section D is to be completed at your discretion.

Please complete an electronic version of the form and email it to The Teaching Quality Assurance and Review Office (TQARO) at Tqaro.External.Examiners@lse.ac.uk

If at all possible we would like to receive your form within two weeks of the final examiners’ meeting and no later than one month after the sub-board meeting at which the end of year / programme results, progression or classifications have been agreed.

If you have any questions about this process, please contact Thomas Hewlett, Head of Teaching Quality Assurance and Review Office (t.w.hewlett@lse.ac.uk).

Thank you for the time and trouble you take over these reports. We see them as an especially important part of our quality assurance processes. It is important that there should be a three-way dialogue on standards and assessment between you as the external examiner, the Department concerned and the central School bodies.

Please note that under Freedom of Information (FoI) legislation the School may on occasion be asked to release external examiner reports to third parties. In such cases LSE’s Legal team will respond to FoI requests and the personal details of external examiners will be removed before reports are released.

Professor Emma McCoy

Vice President and Pro-Vice Chancellor (Education)

# Text  Description automatically generated with low confidence

### External Examiner’s Report Form 2023/2024

*If the space provided in a box is not large enough for your answers, it should expand automatically as you continue typing.*

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| --- | --- |
| Name | Click or tap here to enter text. |
| University | Click or tap here to enter text. |
| Email | Click or tap here to enter text. |
| LSE Department (e.g. International Relations) | Click or tap here to enter text. |
| Courses/Programmes being examined (e.g. IR410 International Politics or MSc in International Relations) | Click or tap here to enter text. |
| Dates of Exam Boards **attended** (either in person or virtually) | Click or tap here to enter text. |
| Dates of Oral Exams for language courses if **attended** (either in person or virtually) | Click or tap here to enter text. |

**PART A**

Comments in this part of the form are intended to be used for quality assurance purposes.

1. Is the threshold academic standard of this degree/course consistent with the relevant level descriptor set in the QAA [Framework for Higher Education Qualifications](http://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks) (please see [below](#QAA_FHEQ_level_descriptors) for reference).

###### [ ]  YES / [ ]  NO

1. Do you think that the academic standards of student performance are comparable with similar programmes or subjects in other UK institutions with which you are familiar?

[ ]  **YES /** [ ]  **NO**

If no, please comment:

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| Click or tap here to enter text. |

1. Are there any other points on student performance that you wish to raise?

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| Click or tap here to enter text. |

1. If you made any suggestions about the examination process last year, are you satisfied that these were properly considered?

[ ]  **YES /** [ ]  **NO**

If no, or if you would like to make observations about how your suggestions were implemented, or if you would like to make additional suggestions this year, please comment:

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| Click or tap here to enter text. |

1. Based on your review of students’ work, how would you rate the students’ learning on this course?

[ ]  excellent [ ]  of a high standard [ ]  satisfactory [ ]  weak

1. **Other issues of quality**

Please delete as appropriate. If the answer is ‘no’ for any of these questions, please give details in the comment box at the end of this section.

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| **Programme Materials**Did you receive the following? |
| 1 | Programme handbook(s) | [ ] Yes [ ] No [ ] Not applicable |
| 2 | Programme regulations (these may be in programme handbook) | [ ] Yes [ ] No [ ] Not applicable |
| 3 | Course guides (these may be in the programme handbook) | [ ] Yes [ ] No [ ] Not applicable |
| 4 | Marking schemes/assessment criteria | [ ] Yes [ ] No [ ] Not applicable |

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| **Draft Exam Papers** |
| 5a | Did you receive all draft papers? | [ ] Yes [ ] No [ ] Not applicable |
| 5b | If “no, was this at your request? | [ ] Yes [ ] No (please explain if applicable)Click or tap here to enter text. |
| 6a | Was the nature and level of the questions appropriate? | [ ] Yes [ ] No [ ] Not applicable |
| 6b | If not, were suitable arrangements made to consider your comments? | [ ] Yes [ ] No [ ] Not applicable |
| 7 | Were suitable arrangements made to consider your general comments | [ ] Yes [ ] No [ ] Not applicable |

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| **Marking Exam Scripts** |
| 8 | Did you receive a sufficient number of scripts? | [ ] Yes [ ] No [ ] Not applicable |
| 9 | Did you receive what appeared to be a representative sample? | [ ] Yes [ ] No (please explain if applicable)Click or tap here to enter text. |
| 10 | Was the general standard and consistency of marking appropriate? | [ ] Yes [ ] No [ ] Not applicable |
| 11 | Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks? | [ ] Yes [ ] No [ ] Not applicable |

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| **Dissertations / Project Reports** |
| 12 | Was the choice of subjects for dissertations appropriate? | [ ] Yes [ ] No [ ] Not applicable |
| 13 | Was the method and standard of assessment appropriate? | [ ] Yes [ ] No [ ] Not applicable |

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| **Summative Assessed Coursework** |
| 14 | Was a sufficient sample of coursework made available to you? | [ ] Yes [ ] No [ ] Not applicable |
| 15 | Was the method and general standard of marking satisfactory? | [ ] Yes [ ] No [ ] Not applicable |

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| **Final Sub-Board of Examiners meeting** |
| 17 | Were you able to attend the meeting? | [ ] Yes [ ] No [ ] Not applicable |
| 18 | If so, was the meeting conducted to your satisfaction? | [ ] Yes [ ] No [ ] Not applicable |
| 19 | Were you satisfied with the recommendations of the Sub-Board of Examiners? | [ ] Yes [ ] No [ ] Not applicable |

Please comment below about any concerns raised by questions 6.1 – 6.19 above; or about any examples of good practice you wish to highlight.

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| Click or tap here to enter text. |

7 These **questions** are for External Examiners responsible for the scrutiny of courses with assessments in the **Resit and Deferral Period** (timing dependent on level of study – January and May/June for Postgraduate, July/August for Undergraduate).

If you have not been involved in scrutinising any resit and deferral assessments for the course(s) / programme(s) you are responsible for, please proceed to [Part B](#Bookmark1).

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| A | Did you receive draft re-sit exam papers to review? | [ ] Yes [ ] No [ ] Not applicable |
| B | If ‘no’, was this at your request? | [ ] Yes [ ] No (please explain if applicable)Click or tap here to enter text. |
| C | Was the nature and level of the questions appropriate?  | [ ] Yes [ ] No [ ] Not applicable |
| D | If not, were suitable arrangements made to consider your comments? | [ ] Yes [ ] No [ ] Not applicable |
| E | Was a sufficient sample of resit coursework made available to you? | [ ] Yes [ ] No [ ] Not applicable |
| F | Was the method and general standard of resit marking satisfactory? | [ ] Yes [ ] No [ ] Not applicable |
| G | Did you attend the Resit and Deferral Period Sub-board meeting (either in person or remotely)? | [ ] Yes [ ] No [ ] Not applicable |
| H | Were you satisfied with the recommendations of the Sub-Board of Examiners? | [ ] Yes [ ] No [ ] Not applicable |

Please comment below about any concerns raised by questions 7A-H above or resulting from your involvement with resits; or about any examples of good practice you wish to highlight.

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| Click or tap here to enter text. |

**PART B**

In this section please provide commentary on the examination process for use by the Department and its Exam Sub-Board.

**1** In your view, are the processes for assessment, examination and the determination of awards sound and fairly conducted?

###### [ ]  YES / [ ]  NO

If no, please comment:

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| Click or tap here to enter text. |

**2** Did you think the examination process was carried out properly and in a manner consistent with the Instructions for Examiners?

###### [ ]  YES / [ ]  NO

If no, please comment:

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| Click or tap here to enter text. |

**3** Do the assessments measure student achievements fairly, rigorously and against the aims and intended learning outcomes of the programme?

###### [ ]  YES / [ ]  NO

If no, please comment:

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| Click or tap here to enter text. |

**4** Are there any other points on assessment that you wish to raise, e.g., strengths and/or weaknesses in the assessment process, the appropriateness of the assessment methods for the programme, etc.?

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| Click or tap here to enter text. |

**5**  If appropriate, please highlight any particular strengths, distinctive or innovative features, or examples of best practice you identified in the assessment process.

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| Click or tap here to enter text. |

**PART C**

This part of the form is designed to share your comments with students, usually through departmental Staff-Student Liaison Committees.  We would therefore ask that you restrict your comments to those that would be of primary interest to students, rather than, for example, technical points on assessment schemes.  What you have written will not be changed, though it may be accompanied by a statement of the actions the Department or School has taken in response to your comments.

Please use the space below to comment on the following topics:

* Strengths/weaknesses of the programme/course
* Quality and appropriateness of teaching (judging by standards achieved by students)
* Methods of assessment
* Standard of the student performance

Feedback from External Examiners is a vital part of the School’s Quality Assurance process and we would particularly appreciate a full statement in this part of the form.

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| Click or tap here to enter text. |

**PART D**

This part of the form is optional and is for any additional comments you may wish to make directly to the School centrally. For example:

* If you would like to make any additional comments to the Vice President and Pro-Vice Chancellor (Education), who has overall responsibility for teaching quality assurance, please do so here. If you would like these comments to be confidential, please mark the text accordingly.
* If you have any comments on the support provided by the School’s central Examinations Office, please state them here.

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| Click or tap here to enter text. |

# Thank you for your time in completing this form.

# QAA FHEQ level descriptors

 **Descriptor for a higher education qualification at level 6 on the** [**FHEQ**](http://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks)**: bachelor's degree with honours**

The descriptor provided for this level of the FHEQ is for any bachelor's degree with

honours which should meet the descriptor in full. This qualification descriptor should

also be used as a reference point for other qualifications at Level 6 of the FHEQ,

including bachelor's degrees and graduate diplomas.

**Bachelor's degrees with honours are awarded to students who have demonstrated:**

* a systematic understanding of key aspects of their field of study, including

 acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline

* an ability to deploy accurately established techniques of analysis and enquiry within a discipline
* conceptual understanding that enables the student:
	+ to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
	+ to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

an appreciation of the uncertainty, ambiguity and limits of knowledge the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

**Typically, holders of the qualification will be able to:**

* apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
* critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

**And holders will have:**

• the qualities and transferable skills necessary for employment requiring:

• the exercise of initiative and personal responsibility

• decision-making in complex and unpredictable contexts

• the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

**Descriptor for a higher education qualification at level 7 on the** [**FHEQ**](http://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks)**: master's degree**

The descriptor provided for this level of the Frameworks is for any master's degree

which should meet the descriptor in full. This qualification descriptor should also be

used as a reference point for other qualifications at Level 7 on the FHEQ/SCQF Level

11 on the FQHEIS, including postgraduate certificates and postgraduate diplomas.

**Master's degrees are awarded to students who have demonstrated:**

* a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
* a comprehensive understanding of techniques applicable to their own research or advanced scholarship
* originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
* conceptual understanding that enables the student:
	+ to evaluate critically current research and advanced scholarship in the discipline
	+ to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

**Typically, holders of the qualification will be able to:**

* deal with complex issues - both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
* demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

continue to advance their knowledge and understanding, and to develop new skills to a high level.

**And holders will have:**

* the qualities and transferable skills necessary for employment requiring:
	+ the exercise of initiative and personal responsibility
	+ decision-making in complex and unpredictable situations
	+ the independent learning ability required for continuing professional development.

[>](#QAA_q1)