EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2023/24

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| All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised. The judgements set out within this report are important in helping the University to be confident in the academic standard of its provision. The reports will be given primary consideration at programme and school-level and will inform annual monitoring. The University Quality & Standards Committee will also receive a summary report of general themes from the reports submitted in each academic year. The reports (or extracts from the reports) may be shared with students via the University VLE and in Student Staff Liaison Committees. As such, you are reminded that you must not name individual students or staff members in your report. The deadlines for submission of reports for session 2023/24 are:* 12 July 2024 for duties relating to undergraduate provision
* 4 October 2024 for duties relating to taught masters provision
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**Section A**

**Personal Details**

(This section will be removed before the report is published on our website)

|  |  |
| --- | --- |
| Title:  | Email address:  |
| Surname:  | Date report completed: |
| First name:  |  |
| Institution:  |  |

**Duties**

|  |  |
| --- | --- |
| Is this report for:  | mark as appropriate |
| Programmes and Modules |  |
| Modules only  |  |

Please insert module titles and numbers to which this report refers

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| --- | --- |
| MODULE NUMBER | MODULE TITLE |
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|  |  |
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|  |  |
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Please insert the programme title(s) to which this report refers (if appropriate):

PROGRAMME TITLES ONLY

**Section B**

In accordance with Edinburgh Napier University regulations A10.3 a)-d), please confirm that there was evidence of the following:

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| **Academic Issues** The academic standard of each module or programme of study being considered is set and maintained at the appropriate level. |  |  |
| **Student Performance**The standards of student performance were properly judged against the level set. |  |  |
| **Assessment**The assessment process is appropriate, rigorous, equitable and conducted in accordance with University guidance. |  |  |
| **Comparable Standards**The standard and level of student achievement is comparable with those in other higher education institutions.  |  |  |
| Please provide further comment if the answer was “No” to any of the above. |

**Section C**

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| 1. **Comparability**

Please comment on the comparability of standards of student work between modules within a programme (if appropriate) and those in other higher education institutions you may be familiar with. |
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| 1. **Commentary on Academic issues**

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) and [SCQF level descriptors](https://www.sqa.org.uk/files_ccc/SCQF-LevelDescriptors.pdf). |
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| 1. **Student Performance**

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content. |
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| 1. **Learning and Teaching**

Please comment on the effectiveness of the learning and teaching methods employed on the modules and/or programmes. |
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| 1. **Assessment**

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes. |
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| 1. **Variance across modes of study**

If the provision you are examining includes modules/programmes offered across different modes of study, for example fully online delivery, or across different locations, for example collaborative/TNE[[1]](#footnote-1) delivery, please comment on any notable differences and areas of good practice.  |
|  |
| 1. **Artificial Intelligence**

In recognition of [QAA Guidance](https://www.qaa.ac.uk/docs/qaa/members/maintaining-quality-and-standards-in-the-chatgpt-era.pdf?sfvrsn=2408aa81_10) issued on the opportunities and challenges posed by Generative Artificial Intelligence, do you have any comments with respect to how the Programme Assessment Board/ Programme team has approached and/or considered the risks to Academic Integrity posed by Artificial Intelligence? |
|  |
| 1. **Engagement with the programme team**

Please comment on your engagement with the ENU programme team. |
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| 1. **Good practice**

Please comment on any areas of good practice that you wish to highlight. |
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| 1. **Module or Programme-level Recommendations**

Please specify any recommendations that you wish to make to the module/programme team(s). |
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| 1. **University-level Recommendations/Feedback**

If you have any comments or feedback on University-level matters, such as assessment regulations, which should be considered directly by the Vice-Principal for Learning & Teaching or Head of Quality & Enhancement, please provide these below. |
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| **Section D** This checklist reflects guidance from the QAA “External Examining – Putting the Principles into Practice”. We welcome any comments you have about this section. |
| **Yes** | **No** | **NA** |
| **Access to University systems to access information** |  |  |  |
| 1. Were you able to access the University’s Moodle resource?
 |  |  |  |
| **Programme and Module materials: have you received or been given access to:**  |  |  |  |
| 1. Programme Handbook(s) “MyProgramme”
 |  |  |  |
| 1. Academic Regulations
 |  |  |  |
| 1. Module Descriptors
 |  |  |  |
| 1. Assessment briefs/marking criteria
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| **Draft Assessment Information** |  |  |  |
| 1. Did you receive all the draft assessment information (answer ‘NA’ if you did not because it was at your request)
 |  |  |  |
| 1. Was the nature and level of the assessment appropriate?
 |  |  |  |
| 1. Were suitable arrangements made to consider your comments?
 |  |  |  |
| **Marking Assessment** |  |  |  |
| 1. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A10.3)
 |  |  |  |
| 1. Was the general standard and consistency of marking appropriate?
 |  |  |  |
| 1. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?
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| **Dissertations/Project reports** |  |  |  |
| 1. Was the method and standard of assessment appropriate?
 |  |  |  |
| **Programme Assessment Board meeting (for Programme External Examiners only)** |  |  |  |
| 1. Were you invited to the meeting?
 |  |  |  |
| 1. Were you able to attend the meeting?
 |  |  |  |
| 1. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
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| 1. Was the meeting conducted to your satisfaction?
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| 1. Were you satisfied with the recommendations of the Programme Assessment Board?
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| 1. Were issues raised in previous report(s) addressed to your satisfaction?
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| **Any other comments?**Please use this space to address any other comments you wish to make, including but not limited to: 1. any issues as specifically required by any relevant professional body
2. an overview of your term of office (when concluded).
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| Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University. If you have any queries please use the email contacts below.Please email the completed report in Word format to the following email address:School of Health and Social Care SHSC.quality@napier.ac.ukSchool of Applied Sciences SAS Quality@napier.ac.ukSchool of Arts & Creative Industries SACIquality@napier.ac.ukSchool of Computing, Engineering and the Built Environment SCEBEQuality@napier.ac.ukThe Business School tbsquality@napier.ac.uk  |

1. TNE refers to ‘transnational education’ and is the term commonly used by the institution to describe provision delivered overseas with collaborative partner institutions. [↑](#footnote-ref-1)