



INTERNAL VERIFICATION AND EXTERNAL EXAMINING HANDBOOK

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INTERNAL VERIFICATION & MODERATION

INTRODUCTION

The verification, marking and moderation procedures are defined below. They have been produced following consideration of the Quality Assurance Agency's [UK Quality Code: Chapter B6 Assessment of Students and accreditation of prior learning](#).

These procedures have been formulated with particular reference to Indicator 13: Processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process.

"Internal moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers, and an approach which enables comparability across academic subjects (in particular recognising that students may be studying more than one subject).

Moderation focuses on the marks awarded to the full set of assessed work for a task, module or programme, in the context of the academic standards for the award. It is therefore separate from the question of how differences in marks between two or more markers are resolved, and is not about making changes to an individual student's marks. Staff are clear how moderation will be conducted, for example, through sampling assessed work, reviewing all the marks awarded, and providing opportunities for discussion between moderators to develop shared understandings. They are also clear about what action might be taken where significant differences in marks awarded are identified."

At present, although LFA does not deliver courses that lead to a qualification awarded by a university, its Diploma programmes have been developed with reference to the QAA Framework for Higher Education Qualifications (FHEQ), Subject Benchmark Statements and the Code of Practice (and the academic infrastructure in general). However, the LFA's appointment and use of External Examiners and the production of this handbook has been influenced by universities that LFA is currently collaborating with on progression/articulation agreements.

INTERNAL VERIFICATION AT LFA

What is Internal Verification?

- Internal Verification is a system of quality checks made by someone in LFA to ensure that assignments have been written correctly and that assessment decisions are accurate.
- It is a recorded discussion between two or more professionals to ensure accuracy, fairness, consistency and quality of assessment. It does not involve the learner.

How does it work?

- All the assignment briefs or assessment tools used in every module must be checked.
- A sample of assessment decisions made for every module must be checked.
- The process must be planned and documented.

When is it done?

- Every assignment brief must be internally verified before it is given to the learners.
- A sample of assessment decisions should be internally verified before the work is returned to learners.



Who is responsible?

- The internal verification process for each course at LFA is planned and monitored by the respective Course Leaders.
- Any colleague who has sufficient subject knowledge can internally verify assignments and assessment decisions. This will be determined by the Course Leader.
- The Head of Academic Governance will ensure that internal verification and assessment records are kept for a period of 6 months beyond the final Assessment Board meeting.

Internal verification (IV) at LFA is applied to all elements of credit rated assessments, i.e. all assessment that counts towards a student's award. This includes the involvement by an academic (the 'internal verifier') other than the module/course leader (first marker). This internal verifier will typically have a 'reasonable' knowledge of the subject at the level in question.

IV at LFA includes consideration of the design of a proposed assessment (i.e. coursework assignments, draft examination papers and marking schemes). Specific consideration is given to use of IT (assessment should use the technology rather than the technology driving the assessment) and the process checks:

- Does assessment reflect the intended learning outcomes of the module?
- Does assessment promote and encourage learning?
- Fairness and clarity of assessment.
- Internal verification of assessed work considers:
- Is the marking fair, rigorous and does it reflect the intended learning outcomes of the module and hence standards?
- Comments on general performance by students. What did they do well? What did they do not so well?

Comments cover samples of all types of work that count towards credit, i.e. all examinations and all coursework assignments. The output will be an agreed set of marks to be submitted to the Assessment Board for consideration by the board and the external examiners. Feedback provided by the second marker (IV) to the first marker is typically included as an input to annual module monitoring.

A variety of approaches are adopted at LFA in terms of:

- Approach, ranging from second marking, either open- or blind- through to review and comment;
- Extent of work considered, ranging from all work for all students, through to sampling.

The Academy's Executive Committee approves and monitors the approaches to be used. Internal moderation at LFA is constructive and developmental. Besides being an element of assurance of standards and quality, it is also seen as both a form of peer support and staff development for academic staff.

MARKING

FIRST MARKING

First Marking involves judging submitted assignments against the criteria in the assignment brief.

SECOND MARKING

Second marking may be necessary when the internal moderator establishes an inaccurate or inconsistent awarded made by the first marker. It may be necessary to consult with external



examiners at this point but external examiners should not be expected to act as second or third markers: their role is to moderate the processes.

INTERNAL MODERATION OF MARKING

Internal moderation involves the review of all marks and comments on assignment tasks to ensure that marking criteria have been fairly, accurately and consistently applied during first marking.

Internal moderation should be carried out by Diploma Team. It should not be necessary for them to be experts in the topic being assessed, although they should be familiar with the content. Moderation can begin before all of the work for a cohort has been assessed, provided that a reasonable sample is available which represents a range of marks and, if appropriate, markers.

The moderator **must** review marks of all of work across all grade bands.

The moderator may make a recommendation regarding second marking in relation to the whole cohort if they feel that assessment criteria have not been fairly, accurately and consistently applied. **It is not appropriate for the moderator to recommend changes to individual marks** as they may not have the relevant subject expertise and they have not seen work by the whole cohort. If agreement cannot be reached through normal academic discussion, then the matter may need to be resolved at the Board of Examiners' meeting.

EXTERNAL MODERATION

External moderation requires the review of a sample of marked submitted work by the appointed external examiner for the programme or subject. This is normally a complete set of work for each of an agreed selection of students from a given cohort. Usually, the selection of students should provide the external examiner with a sample from across the marks range.

External examiners should agree the nature and size of the sample in discussion with the Course Leader. External examiners should not be involved in the determination of marks for individual students. The purpose of this external moderation is to provide the programme team with an external, independent overview of their marking processes and the fairness and effectiveness of these processes.



EXTERNAL EXAMINING

INTRODUCTION

The External Examining procedures are defined below. They have been produced following consideration of the Quality Assurance Agency's [UK Quality Code: Chapter B7 External Examining](#)

"External examining provides one of the principal means for maintaining UK academic standards within autonomous higher education providers. External examining is therefore an integral and essential part of institutional quality assurance.

Degree-awarding bodies appoint as external examiners people drawn from higher education, industry, and professions ranging from medicine to law. Those appointed are suitably qualified and experienced in the subject, or specialism within the subject, to which the appointment relates. They are external to, and therefore independent of, the appointing body.

Based on their qualifications and experience, they are able to provide carefully considered advice on the academic standards of the awards, programmes and/or modules to which they have been assigned, and can offer advice on good practice and opportunities to enhance the quality of those programmes/modules. They are also able to offer an informed view of how standards compare with the same or similar awards at other higher education providers (primarily in the UK, and sometimes overseas as well) of which they have experience.

An important feature of external examining in the UK is the provision of annual written reports to the degree-awarding body by each external examiner based on what he/she has observed of the degree-awarding body's assessment processes and student assessed work (in whatever form)."

EXTERNAL EXAMINING AT LFA

What is External Examining?

- External Examining is a system of checks made by someone independent of and external to the LFA, to ensure quality and standards are being maintained

What does external examination look at?

- samples of student work
- assessment records for the student work sampled
- module assignment briefs
- internal verification records for the assignment briefs
- internal verification records for student work

In addition, during the external examinations visit, arrangements will be made for the EE to meet the relevant academic and administrative staff at the LFA and also a selection of students/learners.

Discussions will include:

- the management and delivery of the programmes
- familiarity with the Academic Infrastructure
- minutes and action points from previous EE visits, Assessment Boards and Quality Assurance events.

- centre facilities and resources
- student comments
- student performance
- academic standards
- the assessment process
- student support
- record keeping

QAA QUALITY CODE GENERAL PRINCIPLES FOR EXTERNAL EXAMINERS

([QAA Quality Code Chapter B7](#))

“As part of their joint review of external examining in the UK in 2010-11, UUK and GuildHE agreed with higher education providers the following general principles for external examining.

Principle 1: *In the UK higher education system, each institution with degree awarding powers has responsibility for setting the standards of its degrees within the context of common guidelines (that is, Subject Benchmark Statements, professional body requirements, and so on) and is subject to internal quality assurance procedures and external review by an independent agency (QAA). This should continue to be supported and strengthened. External examining is only one part, albeit a very important part, of this system.*

Principle 2: *Notwithstanding their autonomy, it is right that institutions degree-awarding bodies should be accountable for the way in which they exercise their responsibility for setting and maintaining standards. The principal mechanism for this is Institutional review, which should test whether or not external examining is working in practice. External examining arrangements should remain one of the key areas for Institutional review and a critical factor in determining the outcome of Institutional review.*

Principle 3: *The role of the external examiner should be comprehensible to students, the media and the general public. Explanations of it should be articulated clearly and simply at all times. More nationally consistent, developed and supported external examining expectations will improve the effectiveness, transparency and credibility of the system, especially with external audiences.”*



EXTERNAL EXAMINING TERMS OF REFERENCE

General

External Examiners are responsible to the Executive Committee of the LFA.

The Executive Committee decides fees and other emoluments to be paid to external examiners.

Criteria for Appointment

External examiners are individuals drawn from academia and also from industry, business and the professions.

External Examiners are expected to demonstrate competence and experience in the subject matter; academic/professional qualifications to at least the level of the qualification examined; experience of setting exams and running assessment procedures; sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of colleagues; familiarity with the standard to be expected of students in the course to be examined; fluency in English; compliance with the criteria set out by professional and accrediting bodies.

The External Examiner may not be drawn from the members of staff of the LFA.

Appointments

External Examiner appointments will be made by the LFA under the recommendation from experts within the field. Where an LFA course is externally validated the appointment of examiners will follow the rules as laid down by that institution.

Examiners shall normally be appointed for a period of four to six years.

Terms of office

The duration of an external examiner's appointment will normally be for at least four years and at most six years, with an option to renew for one further term to ensure continuity. If there is a renewal then a second External Examiner shall be appointed to ensure objectivity.

An external examiner may be reappointed in exceptional circumstances but only after a period of five years or more has elapsed since their last appointment.

External examiners normally hold no more than two external examiner appointments for taught programmes/modules at any point in time.

Preliminary Arrangements

Upon appointment, each External Examiner will receive a letter of invitation from the LFA. This will provide details of the term of office, annual fees, brief information on the scheme, together with the LFA's regulations and full details of the syllabus and methods of assessment.

External Examiners will be inducted by an LFA representative to ensure that they understand and can fulfil their responsibilities.

Methods of Assessment

External Examiners are expected to participate in discussions regarding any amendments to the methods of assessment in use.

Review of Academic Provision

External Examiners are expected to review academic and/or industry provision to assist with future development of the scheme(s) of study concerned.

Preparation of Examination Papers / Assignment Briefs

Draft examination papers and other major assessment components must be approved by the external examiner, who may require alterations to be made.

Coursework Assessment

Coursework, Portfolios, Show-reels, Exam scripts, etc shall be available for scrutiny by the External Examiner.

Moderating

External Examiners shall ensure that academic standards are maintained, are appropriate and comparable and the processes are sound and fairly conducted.

External Examiners are expected to scrutinise sufficient evidence to indicate the basis on which marks have been awarded, which should include agreed sampling examination scripts/coursework. External examiners shall scrutinise all, or an agreed proportion of, candidates' written work, which shall normally include a sample of work from all levels of performance. Where the external examiners are reviewing an agreed proportion only, they should normally see work assessed internally as borderline pass cases or failures. Many external examiners wish to see scripts from the top, the middle and the bottom of the range. The guiding principle is that external examiners should have enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent. They should inspect a sufficient amount of the work of the candidates to enable them to arrive at a judgement that can be applied to the examination as a whole.

Unfair Practice

An External Examiner who, either in the course of the examining process or subsequently, considers that a candidate has engaged in an unfair examination/assessment practice shall immediately report the circumstances in writing to the Chair of the Assessment Board.

Constitution of Assessment Boards

The LFA will establish an Assessment Board or Boards to consider results and make recommendations on candidates pursuing schemes leading to the award of an LFA qualification.

For each Final Assessment Board there shall be:

- I. the Head of Academic Governance;
- II. the External Examiner(s) appointed as prescribed;
- III. the internal examiners (tutors) and/or representative(s) appointed in respect of relevant modules by the LFA;
- IV. appropriate persons who may attend at the Chair's invitation in an advisory capacity.
Such persons shall possess no voting rights;

Meetings of Assessment Boards

Assessment Board will meet at the LFA as and when required in order to consider students' performance and to make decisions on termination of study, progression and recommendations on awards or intermediate awards, as appropriate.

The official Notification of Results Form completed at the formal meeting of the final Assessment Board must be signed by Head of Academic Governance and by External Examiner. If, exceptionally, no external examiner is able to attend, a copy of the form must be forwarded immediately to the external examiner for signature.

Reports



External Examiners are required by the LFA to submit written reports both annually and at the end of their period of office. External examiners' comments on the examining process are invited, including observations on the structure and content of the scheme of study and its teaching.

Reports on work examined at the LFA should be returned to the Executive Committee. Copies of reports will be made available to tutors and students on request.

DOCUMENTS REFERENCED IN COMPILATION OF THIS HANDBOOK

[QAA Quality Code Part B:](#)

Chapter B6: Assessment of Students and the Recognition of Prior Learning

Chapter B7: External Examining

[University of Wales](#)

Resources for the University's Moderators and External Examiners

[Manchester Metropolitan University](#)

Procedures for the Verification, Marking and Moderation of Assessments



FORMS:

FORM 1 - MODULE REPORT FORM

MODULE EVALUATION – COMMENTS AND SUGGESTIONS

Please complete this short questionnaire to help improve the module. Reviews of all modules occur at the end of each academic year and your recommendations will form part of the review process.

Module title: _____

COURSE TITLE: _____

COMMENTS BY: _____

STUDENT FEEDBACK

PLEASE COMMENT ON LEVEL OF SUPPORT AND TEACHING YOU HAD ON ..

IS THERE ANYTHING WE SHOULD DO DIFFERENTLY WHEN DELIVERING THIS MODULE TO THE NEXT FILMMAKING DIPLOMA?

OVERALL, HOW WOULD YOU RATE THE DELIVERY OF THIS MODULE?

STAFF FEEDBACK

HOW DID YOU FIND PARTICIPATING ON THIS MODULE?

ASSESSMENT

ENHANCEMENT & LEGACY

POINTS TO CONSIDER FOR COURSE COMMITTEE MEETING

COURSE LEADER:

Name:

Date:



FORM 2 - EXTERNAL EXAMINER MODERATION OF ASSIGNMENT BRIEFS

COURSE TITLE		
MODULE NAME		
ASSIGNMENT TITLE		
ASSESSOR/TUTOR (NAME OF WHO WROTE BRIEF)		
MODERATION CHECKLIST		COMMENTS
ARE ACCURATE PROGRAMME DETAILS SHOWN?	Y/N	
ARE ACCURATE MODULE DETAILS SHOWN?	Y/N	
ARE CLEAR DEADLINES FOR ASSESSMENT GIVEN?	Y/N	
IS THIS ASSIGNMENT FOR WHOLE OR PART OF A MODULE?	W/P	
ARE THE ASSESSMENT AND/OR GRADING CRITERIA TO BE ADDRESSED LISTED?	Y/N	
DOES EACH TASK SHOW WHICH CRITERIA AND LEARNING OUTCOMES ARE BEING ADDRESSED?	Y/N	
ARE THESE CRITERIA/OUTCOMES ACTUALLY ADDRESSED BY THE TASKS?	Y/N	
IS IT CLEAR WHAT EVIDENCE THE LEARNER NEEDS TO GENERATE?	Y/N	
ARE THE ACTIVITIES APPROPRIATE?	Y/N	
IS THERE A SCENARIO OR VOCATIONAL CONTEXT?	Y/N	
IS THE LANGUAGE AND PRESENTATION APPROPRIATE?	Y/N	
IS THE TIMESCALE FOR THE ASSIGNMENT APPROPRIATE?	Y/N	
OVERALL, IS THE ASSIGNMENT FIT FOR PURPOSE?	Y/N	
IF 'NO' IS RECORDED AND THE EXTERNAL MODERATOR RECOMMENDS REMEDIAL ACTION BEFORE THE BRIEF IS ISSUED, THE INTERNAL VERIFIER SHOULD CONFIRM THAT THE ACTION HAS BEEN UNDERTAKEN BY COMPLETING PAGE 2 OF THIS FORM.		



EXTERNAL MODERATOR (PRINT NAME)	CHRISTINE KRETSCHMER	DATE:	
EXTERNAL MODERATOR SIGNATURE		DATE:	

Only complete this page if 'remedial action' is required prior to distributing the assignment brief to students

ACTION REQUIRED:			
ACTION TAKEN:			
INTERNAL VERIFIER			
SIGNATURE		DATE:	



FORM 3 - INTERNAL VERIFICATION – ASSESSMENT DECISIONS

COURSE		ASSESSOR/TUTOR	
MODULE(S)			
ASSIGNMENT TITLE			
LEARNER'S NAME			
LIST WHICH ASSESSMENT AND GRADING CRITERIA THE ASSESSOR HAS AWARDED.	PASS	FAIL / REFER	
DO THE ASSESSMENT AND GRADING CRITERIA AWARDED MATCH THOSE TARGETED BY THE ASSIGNMENT BRIEF?	Y/N	DETAILS:	
HAS THE WORK BEEN ASSESSED ACCURATELY?	Y/N	DETAILS:	
IS THE FEEDBACK TO THE LEARNER: CONSTRUCTIVE? LINKED TO RELEVANT GRADING CRITERIA? IDENTIFYING OPPORTUNITIES FOR IMPROVED PERFORMANCE? AGREEING ACTIONS?	Y/N	DETAILS:	
DOES THE GRADING DECISION NEED AMENDING?		DETAILS:	
REMEDIAL ACTION TAKEN:	DETAILS:		
INTERNAL VERIFIER:		DATE:	
CONFIRM ACTION COMPLETED:		DATE:	
ASSESSOR/TUTOR SIGNATURE:		DATE:	
INTERNAL VERIFIER SIGNATURE:		DATE:	



FORM 4 - INTERNAL VERIFICATION – ASSIGNMENT BRIEFS

COURSE TITLE			
MODULE NAME			
ASSIGNMENT TITLE			
ASSESSOR/TUTOR (NAME OF WHO WROTE BRIEF)			
INTERNAL VERIFIER CHECKLIST		COMMENTS	
ARE ACCURATE PROGRAMME DETAILS SHOWN?		Y / N *	
ARE ACCURATE MODULE DETAILS SHOWN?		Y / N *	
ARE CLEAR DEADLINES FOR ASSESSMENT GIVEN?		Y / N *	
IS THIS ASSIGNMENT FOR WHOLE OR PART OF A UNIT?		W / P	
ARE THE ASSESSMENT AND/OR GRADING CRITERIA TO BE ADDRESSED LISTED?		Y / N *	
DOES EACH TASK SHOW WHICH CRITERIA AND LEARNING OUTCOMES ARE BEING ADDRESSED?		Y / N *	
ARE THESE CRITERIA/OUTCOMES ACTUALLY ADDRESSED BY THE TASKS?		Y / N *	
IS IT CLEAR WHAT EVIDENCE THE LEARNER NEEDS TO GENERATE?		Y / N *	
ARE THE ACTIVITIES APPROPRIATE?		Y / N *	
IS THERE A SCENARIO OR VOCATIONAL CONTEXT?		Y / N *	
IS THE LANGUAGE AND PRESENTATION APPROPRIATE?		Y / N *	
IS THE TIMESCALE FOR THE ASSIGNMENT APPROPRIATE?		Y / N *	
OVERALL, IS THE ASSIGNMENT FIT FOR PURPOSE?		Y / N *	
No' is recorded and the internal verifier recommends remedial action before the brief is issued, the assessor/tutor and the internal verifier should confirm that the action has been undertaken by completing page 2 of this form.			
INTERNAL VERIFIER (PRINT NAME)		DATE:	



INTERNAL VERIFICATION SIGNATURE		DATE:	
---------------------------------------	--	-------	--



Only complete this page if 'remedial action' is required prior to distributing the assignment brief to students

ACTION REQUIRED:**ACTION TAKEN:**

ASSESSOR/TUTOR

SIGNATURE

INTERNAL VERIFIER

SIGNATURE

DATE:



FORM 6 - LFA EXTERNAL EXAMINER'S REPORT FORM

External Examiners are required to submit a report of each Assessment Board to the Executive Committee of the Academy. You are asked to complete this report within 2 working days of the event. A separate report should be completed for each course examined.

Your report need not be restricted to the areas given below and you should feel free to comment on any matters which you deem appropriate. Constructive suggestions for future action are particularly welcomed. You are required to complete this form in typescript.

Please email your completed form to daisy@londonfilmacademy.com

Payment of fees and expenses will be authorised once the report and expenses claim form has been received at the Academy.

Name of External Examiner:

Title of Course examined:

Course Dates:

Date of Assessment Board:

Signed:

Dated:

Please note that this report will be regarded as a public document within the Academy and form part of the documentation for review panels, external auditors and student representatives. Please note that under the Freedom of Information Act, the Academy might be required to release external examiner reports to individuals upon request. It is therefore important that individuals, particularly students, should not be named or be easily identifiable.

SECTION A

Please respond to the following questions by deleting the answers as appropriate. Any comments on these may be made on the following page.

1.	Did you receive, at the appropriate time, all the necessary information on the scheme of study and its assessment?	Yes	No	N/A
----	--	-----	----	-----

Comments:

2.	Were the learning outcomes of the scheme of study clearly defined and appropriate to the subject matter and the students?	Yes	No	N/A
----	---	-----	----	-----

Comments:



3.	Were the course structure and content appropriate to the scheme's learning outcomes?	Yes	No	N/A
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Comments:

4.	Were you asked to approve all examination papers and/or coursework assessment schedules contributing to the final award for which you had responsibility?	Yes	No	N/A
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Comments:

5.	Were the methods of assessment well-balanced and fair?	Yes	No	N/A
----	--	-----	----	-----

Comments:

6.	Did they reflect the scheme's learning outcomes?	Yes	No	N/A
----	--	-----	----	-----

Comments:

7.	Did the examinations\assessments cover the whole subject area of the scheme?	Yes	No	N/A
----	--	-----	----	-----

Comments:

8.	Were examination\assessment procedures and the schemes for marking and classification correctly applied?	Yes	No	N/A
----	--	-----	----	-----

Comments:

9.	Were you satisfied with the standard and consistency of marking applied by internal examiners?	Yes	No	N/A
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Comments:



10.	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Yes	No	N/A
-----	---	-----	----	-----

Comments:

11.	Did the knowledge and skills (both general and subject specific) demonstrated by the candidates equate with those shown by students at other comparable institutions with which you are familiar?	Yes	No	N/A
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Comments:

12.	Was the Assessment Board conducted properly and in accordance with established procedures?	Yes	No	N/A
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Comments:

13.	Were the arrangements for your participation in the assessment process (including full membership of Board) satisfactory?	Yes	No	N/A
-----	---	-----	----	-----

Comments:

14.	Were you asked to comment on any changes to the assessment of the scheme?	Yes	No	N/A
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Comments:

15.	Had proper consideration been given to any recommendation made by you or by the previous External Examiner in last session's report?	Yes	No	N/A
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Comments:

16.	If applicable, were standards and content of the programme equivalent to other courses of the same title/level (in the UK) with which you are familiar?	Yes	No	N/A
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Comments:



17.	Were you satisfied that Internal Verifiers/Moderators undertook their duties appropriately and efficiently?	Yes	No	N/A
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Comments:

18.	Were you satisfied with the apparent interaction between the Academy and its external partner university (if applicable)?	Yes	No	N/A
-----	---	-----	----	-----

Comments:

19.	Were you satisfied with the interaction between the partner university and yourself (if applicable)?	Yes	No	N/A
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Comments:

20.	Were the standards appropriate by reference to QAA subject benchmark statements and PSRB requirements (if appropriate)?	Yes	No	N/A
-----	---	-----	----	-----

Comments:

21.	Were the standards appropriate by reference to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)?	Yes	No	N/A
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Comments:



SECTION B

Please comment on the following:

1. What lessons may be drawn about the scheme of study and the quality of teaching as indicated by student performance?

2. In what ways, if any, should the scheme be reviewed or revised?

3. Please comment on any issues relating to course management/administration?

4. Do you have any concerns about the future operation of the course?

5. Are there any examples of good practice that you would like to highlight?

6. If this is your final report as external examiner, please provide a reflective overview of your term of office.

Any further comments (please feel free to append any further comments, reports and/or statistical information to this report)



SECTION C

Please draw from your report any requirements and/or recommendations for which you would like a written response from the Academy. These will be followed up in the Annual College and Course Review.

REQUIREMENT (S)	RESPONSE FROM THE ACADEMY
RECOMMENDATION(S)	RESPONSE FROM THE ACADEMY

