

# **External Examiner and End Point Assessment ReportAcademic Year: 2023/24**

## Explanatory notes

1. The University’s normal external examining arrangements apply for the academic award associated with an apprenticeship and, where an apprenticeship programme has an integrated End Point Assessment (EPA), the External Examiner will also act as the External Examiner for the EPA. Please refer to the Apprenticeship End Point Assessment Policy. Therefore, there are two sections to this annual report: an External Examiner section ([Section 1](#_Section_1_EXTERNAL)) for the academic award and a section
([Section 2](#_Section_2_EXTERNAL)) to report specifically on the EPA.
2. In relation to apprenticeship provision completed reports allow the University of Worcester to meet the requirements for [External quality assurance of end-point assessments](https://www.officeforstudents.org.uk/publications/external-quality-assurance-of-apprenticeship-end-point-assessment-for-integrated-higher-and-degree-apprenticeships/).
3. [Apprenticeship Standards](https://www.instituteforapprenticeships.org/apprenticeship-standards/) generally require an independently assessed, synoptic EPA, the details of which are set out in the relevant Apprenticeship Standard Assessment Plan. Successful completion of the EPA leads to the awarding of the apprenticeship. The exception to this is where the EPA is fully integrated with the academic award outcomes.
4. The [Nursing Associate Apprenticeship Standard (NMC 2018)](https://www.instituteforapprenticeships.org/apprenticeship-standards/nursing-associate-nmc-2018-v1-1), [Registered Nurse Degree Apprenticeship Standard (NMC 2018)](https://www.instituteforapprenticeships.org/apprenticeship-standards/registered-nurse-degree-nmc-2018-v1-1) and [Social Work (integrated degree)](https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-1) do not require an apprentice to carry out any assessment as part of the EPA. For further information in relation to undertaking external examining duties for these Standards please see [Appendix 1](#_APPENDIX_1:_The).

# Section 1EXTERNAL EXAMINER’S REPORT

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| Thank you for acting as an external examiner and critical friend for the University. Your report and comments on the appropriateness of the stated aims and outcomes of the course(s), the assessment and feedback processes and practices, the standards of student attainment against national benchmarks, and areas of good practice and innovation are extremely important to us. The report will enable the University to monitor the academic standards of awards and will assist course teams and the University in making enhancements, either immediately or at the next review, as appropriate. This is not a confidential document. The feedback you provide is considered by Schools and feeds into the University’s Annual Evaluation Review process. Reports are also routinely shared with students via Student: Staff Liaison Committee meetings, and therefore should avoid reference to individuals, (students and staff) to maintain appropriate confidentiality.Guidance and forms relating to External Examiners can be found on the University’s [External Examiners' web pages](https://uniworcac.sharepoint.com/teams/uwd-0085/SitePages/ProjectHome.aspx).This report should be completed as fully as possible and submitted electronically to the Academic Quality Team at AcademicQualityTeam@worc.ac.uk within 3 weeks of the examination board. **We may return the report to you for further information if deemed necessary.** On receipt of a satisfactory report, you will be able to claim your fee via the University of Worcester’s on-line expenses system, [Access ACloud](https://go.accessacloud.com/). |

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| **Name of External Examiner:** |  |
| **Home Institution:** |  |
| **UW Award/Course being externally examined:** *please specify any subject or modular responsibilities in instances where there is more than one External Examiner assigned to an award/course.* |  |
| **Date of Board of Examiners:** |  |
| **Level:** | Undergraduate | [ ]  | Postgraduate | [ ]  |
| **Year of Tenure:** | 1st | [ ]  | 2nd | [ ]  | 3rd | [ ]  | 4th | [ ]  |
| **Signature:** |  | **Date:** |  |

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| **University of Worcester School:** *Please tick the appropriate School where you are an External Examiner.* |
| Allied Health and Community |  | Nursing and Midwifery |  | Science and the Environment |  |
| Arts |  | Psychology  |  | Sport and Exercise Science  |  |
| Institute of Education |  | Research School |  | Three Counties Medical School |  |
| Humanities |  |  |  | Worcester Business School |  |

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| **Courses with Collaborative Partner(s)***Please ensure you complete Section 5 with details of partner/s and location/s.* |
| **Is the course delivered by one (or more) partner institution(s)?** | Yes | [ ]  | No | [ ]  |
| **Name of Collaborative Partner institution(s)** |  |

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| **I confirm I have no known conflict of interest that has arisen since my appointment as External Examiner for the University of Worcester.** |[ ]

**SUMMARY FEEDBACK FROM EXTERNAL EXAMINERS**

Please complete the right-hand column by entering one of these options:

**Y**-Yes, **N**-No or **NA**-Not Applicable

*If you answer* ***NO*** *to any of the questions below, please ensure that the issue is addressed in detail within the body of your report.*

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| 1. | Are the threshold academic standards set for the award(s) consistent with relevant national qualifications frameworks including [OfS Sector-recognised standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf), [QAA Subject Benchmark Statements](https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements) and, where relevant, Professional, Statutory and Regulatory Bodies (PSRBs)? |  |
| 2. | Are the academic standards and the achievements of students comparable with those in other UK higher education institutions of which you have experience? |  |
| 3. | Are the processes for assessment, examination and the determination of awards sound and fairly conducted against the intended outcomes of the programmes? |  |
| 4. | Do you consider those processes to have been conducted in line with the University's policies and regulations? |  |
| 5. | Did you have access to an appropriate sample of student work for external moderation purposes? |  |
| 6. | Was there evidence of appropriate internal moderation of grades and assessment feedback? |  |
| 7. | Were you satisfied with the quality of assessment feedback provided to students? |  |
| 8. | Were you satisfied with the consistency of grading across modules / units? |  |
| 9. | Did you attend the main Examination Board? |  |
| 10. | Did you meet with students? |  |
| 11. | Did you receive a satisfactory response to your last External Examiner report? |  |

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner.

Please comment all sections of the form as fully as possible and **make positive criticism and/or recommendations where appropriate.**

The boxes in the report template will expand as you type; please do not feel constrained by their initial size. We may return the report to you for further information if deemed necessary.

### **Academic standards**

**Please comment on the extent to which:**

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| * the standards set are appropriate for the awards, or award elements and align with [Sector-recognised standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf).
* the programme and its component parts continue to be current, coherent, and outcomes align with the relevant qualification descriptors.
* the programme reflects any additional PSRB requirements.
* Recognition of prior learning (RPL) applications for entry are managed appropriately.
* assessments, assessment criteria, marking schemes and (where applicable) arrangements for classification are set at the appropriate level.
* the aims and learning outcomes are effectively communicated to students, employers, work-based mentors, etc. (e.g., via handbooks or guides).
 |
| *Type your response here* |

### **Comparability of standards and student performance**

**With reference to degree classification and pass/fail rate data as appropriate, please comment on student performance in relation to the modules and award(s) under consideration in comparison to:**

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| * peers on comparable course and students in previous years.
* national frameworks (including the sector-recognised standards) and/or professional body standards.
* students studying with different partners (where appropriate).
* the strengths and weaknesses of the cohort, the quality of their knowledge and skills (both general and subject specific).
 |
| *Type your response here* |

### **Assessment**

**Please comment on whether**

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| * assessments are appropriately designed and structured for the subject, the students, level of study, and expected outcomes.
* assessment processes are carried out in accordance with University regulations / procedures.
* the assessment and grading criteria have been properly and consistently applied.
* arrangements for grading and moderation have been appropriate, fair, and reliable in line with University policy.
* assessments are inclusive in line with the [Assessment Policy](https://www2.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf)
* the quality of the feedback provided on student assessments is consistent
* assessment feedback includes commentary on technical proficiency in written English as appropriate.

*For a course delivered by multiple partner organisations: appropriate samples and grade profiles should have been made available to make both a separate and comparative judgement.*  |
| *Type your response here* |

### **Quality of teaching and student learning opportunities**

**Please comment on**

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| * evidence of University of Worcester [Graduate Attributes](https://www2.worc.ac.uk/qed/93.html) in the courses you examine.
* the overall quality of the student learning experience and any aspects of it that prepare students for employment.
* any areas of good practice or innovation.
 |
| *Type your response here* |

### **Courses delivered by partner/multiple partner organisation**

**Both comparative and** **separate consideration should be given** to each delivery partner regarding student performance and achievement, threshold academic standards, consistency in assessment practice and marking e.g., application of grading criteria, and the quality of students’ learning opportunities for all identified collaborative partners. Please comment specifically on the arrangements for ensuring comparability across the different partners.

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| ***Where there is variance across partners, please comment explicitly on the academic standards, student performance and management of assessment clearly identifying which partner institution comments relate to.***  |
| *Type your response here* |

### **The conduct and operation of the Board of Examiners**

**Please comment on**

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| * the arrangements made for, and the operation of, the Board of Examiners
* application of the University regulations, and any issues raised by the Board
* the extent to which the Board was conducted efficiently, fairly and with appropriate membership.
 |
| *Type your response here* |
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### **Institutional issues**

**Please note any issues identified that you consider fall beyond the remit of the course team.**

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| The Director of Quality and Educational Development will provide a response normally in January/February, after issues have been considered through the University committee and executive structures as appropriate.  |

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| *Type your response here* |

### **Recommendations or actions**

**The University encourages all external examiners to make objective and constructive comments and advice to help improve the course and student learning experience.**

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| Please list below any specific recommendations to the course team, areas for development or potential enhancements that would improve the student learning experience, management of assessment or operation of the Boards.The course team will provide an initial response to the comments, normally within 6 weeks of receipt of this report.  |
| **Recommendations: Areas for development***Type your response here* |
| *Response to be added by the Course Leader* |
| **Recommendations: Areas for potential enhancement:***Type your response here* |
| *Response to be added by the Course Leader* |

### **Outline of activities this academic year**

**Include, for example: any visits to meet with students, RPL work, and curriculum development activities, such as comments on course amendments.**

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| *Type your response here* |

### **Support**

**Please comment on the support given to you to enable you to carry out your role effectively, for example, whether you received sufficient information to enable you to carry out your role, and access to sufficient student assessments for moderation purposes.**

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| *Type your response here* |

### **Response to annual report**

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| **Did you receive feedback on last year’s external examiner report?** | Yes | [ ]  | No | [ ]  |

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| * **Do you consider that the comments offered in your previous report have been considered and appropriately acted upon?**
 |
| *Type your response here* |

### **End of tenure: final report**

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| **If you have now finished your term (usually after four years) you are invited to comment on your tenure at the University of Worcester as a whole. For example, you might like to comment on changes that have been introduced during your term of office or the extent to which you feel the University has been responsive to your suggestions.** |
| *Type your response here* |

# **Section 2 EXTERNAL EXAMINER’S EPA REPORT**

In relation to End Point Assessment please complete the following:

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| **EPA being assessed:** |  |
| **Date of EPA:** |  |

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| 1. **Was the EPA delivered in line with the published assessment plan for the Standard?**
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| *Type your response here* |

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| 1. **Have all requirements of the Standard (in terms of management of the gateway and mandatory qualifications and requirements) been met prior to the achievement of gateway , with the employer making the final decision on the readiness of the apprentice for EPA?**
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| *Type your response here* |

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| 1. **Are the individual EPA assessment instruments/methods fit for purpose?**
* Do they allow for consistent, valid, and fair assessment of occupational competence?
* Do they allow appropriate grading judgements to be made?
* Are they managed securely and has assessment software been tested?
* Is the assessment evidence valid, authentic, current, sufficient, and reliable?
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| *Type your response here* |

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| 1. **Do independent EPA assessors demonstrate relevant up to date knowledge, occupational competence and understanding of the occupation and assessment criteria?**
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| *Type your response here* |

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| 1. **Do independent EPA assessors apply consistent standards and feedback to apprentices?**
 |
| *Type your response here* |

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| 1. **Please comment on the accessibility of EPA and the management of reasonable adjustments.**
 |
| *Type your response here* |

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| 1. **Were you able to review a sample of EPA assessed work, including observing live assessments where appropriate?**

**Please comment on the sample and live assessments.** |
| *Type your response here* |

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| 1. **Please comment on the processes for standardisation and moderation of student assessments.**
 |
| *Type your response here* |

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| 1. **Is assessment reliable and comparable across different EPAOs, employers, places, times, and assessors?**
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| *Type your response here* |

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| 1. **Please provide an analysis of themes arising from apprentices[[1]](#footnote-1) employers and independent assessors’ feedback**
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| *Type your response here* |

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| 1. **Please detail the work carried out in your role as External Examiner for the EPA, including observations, meetings and the sampling undertaken.**
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| *Type your response here* |

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| 1. **Please identify any areas of good practice, provide developmental advice on the EPA process and outcomes, and identify any issues or activities within the context of the delivery of EPA that do not meet with the requirements of the Standard or pose a risk to effective EPA delivery and/or the achievement of occupational competence.** If you are appointed to provision delivered at multiple sites: Please identify the site/partner to which each comment relates.

The course team will provide an initial response to the comments, normally within 6 weeks of receipt of this report.  |
| **Areas of good practice:***Type your response here* |
| **Developmental advice:***Type your response here* |
| *Response to be added by the Course Leader* |
| **Issues identified in the context of EPA delivery:***Type your response here* |
| *Response to be added by the Course Leader* |
| **Areas for potential enhancement:***Type your response here* |
| *Response to be added by the Course Leader* |

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| 1. **Specifically in relation to EPA, did you receive feedback on last year’s addendum to your report?**
 | Yes | [ ]  | No | [ ]  |

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| * **Do you consider that the comments offered in your previous report have been considered and appropriately acted upon?**
 |
| *Type your response here* |

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| ***For University use:****Once the response (Section 8 above) has been completed, the sign-off details below should be completed.*  |
| ***Response to issues prepared by:*** | ***Approved by School/Department/Centre Head (delete as appropriate)*** |
| *Name:* | *Name:* |
| *Date:* | *Date:* |
| *Signed:* | *Signed:* |
| ***The report should then be sent to the External Examiner and copied to the School Quality Administrator who will upload it to the shared drive****.* |

# **APPENDIX 1: Arrangements for Apprenticeships with a statutory regulator**

This Appendix provides guidance on the activities of External Examiners for apprenticeships with a statutory regulator such as Nursing or Social Work Apprenticeship Standards, where the arrangements for EPA and external oversight notably differ from other Standards. In these Standards, the apprentice is not required to carry out any assessment as part of the EPA, and the EPA starts with an examination board and finishes when the EPAO makes the required to declaration to the statutory regulator such as Nursing and Midwifery Council (NMC) or Social Work England (SWE). These Standards specify that a single individual, appointed by the EPAO, should undertake the roles of Independent Assessor and External Examiner.

For the purposes of EQA monitoring, External Examiners are required to comment on procedures for the EPA against the requirements of the specific apprenticeship Standard, through the review of documentation and visits to the University.

The following activities should therefore be undertaken by the External Examiner:

* review documentation relating to the EPA, including, for example, the EPA delivery plan and internal quality assurance documentation
* meet with EPAO staff involved in the delivery of the EPA
* review documents relating to gateway approval for individual apprentices
* observe the meeting at which the final decision on the EPA is confirmed
* (such as the Board of Examiners/Examination Committee/EPA Awards Board)
* review the process for confirming the EPA result with the NMC.

The External Examiner is expected to conduct at least one visit to the University for each cohort of apprentices completing an EPA. Visits can be conducted online, where it is appropriate and practical to do so without compromising the ability of the External Examiners to undertake their role. The scheduling of activities for the External Examiner should be agreed between the University and the External Examiner.

These activities should enable the External Examiner to provide feedback and commentary on EPA delivery and, specifically, whether:

* the EPA is delivered in line with the published EPA assessment plan for the Standard
* any requirements of the Standard (in terms of achievement of gateways and mandatory qualifications and requirements) have been achieved, and that the employer and University are satisfied that gateway requirements for EPA have been met prior to the start of the EPA period
* procedures and processes are fit for purpose and cover the requirements of the EPA assessment plan when applied in practice, including independence of the EPA and timely completion
* the procedures and arrangements for confirming the final outcome (such as the Board of Examiners) are in accordance with the Standard and the EPAO procedures and requirements, and enable valid and reliable decisions
* information and data that forms the basis for EPA decisions and for confirming the final outcome is accurate and reliable
* resources are adequate to support EPA delivery and internal quality assurance
* the uploading of the apprentice’s course and personal details to the NMC database/register, and the declaration of the apprentice’s good health and character to the NMC, are dealt with appropriately.

## **Approval/Review Table**

|  |  |
| --- | --- |
| **Item**  | **Notes**  |
| Version Number  | V1.1  |
| Date of Approval  | December 2023  |
| Approved by  | APSC |
| Effective from  | December 2023 |
| Policy Officer  | Head of Academic Quality  |
| Department  | Academic Quality Unit  |
| Review date  | September 2026 |
| Last reviewed  | N/A |
| Policy/procedure/guidance superseded by this version | v1.0 |
| Equality Impact Assessment (EIA) |  |
| Accessibility Checked  |  |

 **Recent changes**

|  |  |  |
| --- | --- | --- |
| **Committee/Author** | **Date** | **Change** |
| P. Wright | 02.2024  | V1.1 To align with updated EPA Policy, updates to Pg 1 a) & c), Pg 9 footnote and App.1 statutory regulators |

1. The External Examiner is expected to conduct at least one visit to the EPAO for each cohort of apprentices completing an EPA. A cohort is a group of apprentices undertaking an EPA within an academic year, where those apprentices are all assessed using the same assessment plan. [↑](#footnote-ref-1)