 **Programme External Examiner’s Report: Notes on Completion**

1. External Examiners are required to submit an annual written report.
2. **Reports should be submitted electronically to** [**academic.services@hartpury.ac.uk**](mailto:academic.services@hartpury.ac.uk) **within 14 days of the date of the final examination board of the academic year.**
3. **Your External Examiner’s fee is paid upon receipt of your completed report.** On receipt of your report we will confirm how to claim your annual fee.
4. Your annual report makes an important contribution to the monitoring and evaluation of taught provision and to Hartpury’s quality assurance processes. External Examiners should report fully under the headings in the report covering Sections A and B.
5. Opportunity is provided for External Examiners to feedback directly on issues for consideration by the institution (Question 3.2) and to make additional comments on any areas not specifically covered in the report (Question 3.3). Examiners completing their tenure are invited to provide a short overview of their term in office (Question 4.2).
6. The reporting template includes a section to be completed by the department following receipt of the External Examiners comments (Section C). This will provide a summary of action taken (or to be taken) in response to your report. **This completed response will be provided to you by December at the latest**.
7. Our current policy is to share External Examiner reports with students.
8. Individual students and staff should not be named to protect appropriate confidentiality. If you wish to make feedback that may compromise student/staff anonymity, a separate attachment should be used.
9. Hartpury is classed as a ‘public authority’ for the purposes of the Freedom of Information Act 2000 and therefore this report may be disclosed in response to a request for information that falls within the terms of the Act. We will endeavour to let the External Examiner know that we have received such a request.
10. The institution may return to an External Examiner for further information on any report, which, in its judgement, does not meet its stated requirements.
11. A statement of the role and responsibilities of the Programme External Examiner can be found in Hartpury’s Quality Enhancement Framework.

 **Programme External Examiner’s Annual Report**

**SECTION A**

**External Examiner Details – please complete in full:**

|  |  |
| --- | --- |
| **Name of External Examiner** |  |
| **Department** |  |
| **Period of Appointment** |  |
| **Academic Session** |  |
| **Date(s) of Examination Boards attended** |  |

|  |
| --- |
| **Please provide details of any information regarding a change to your circumstances since your original appointment e.g. additional External Examiner roles:** |

**Section B**

*External Examiners are asked to provide a confidence judgement on the following statements and complete each accompanying comment box to provide supporting commentary and context.*

*It is recognised that your assessment as to the confidence you place in each area can only be made based on the representative sample you receive.*

**1. Academic and Professional Standards**

**1.1 The standards of the programme(s)/awards as reflected by student achievement and progression are appropriate for the academic level.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the standards of the provision are appropriate for the academic level | |
| **2** | Broad confidence – the overall standards are appropriate but there are isolated areas of concern in relation to the academic level | |
| **3** | Limited confidence – there are substantial issues with the standards of the provision in relation to the academic level | |
| **4** | No confidence – the standards of the provision are not appropriate for the academic level | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including whether the modules you examined were of a level consistent with standards set in the Framework for Higher Education Qualifications and QAA Subject Benchmarks* | | |
| **Comments on the provision:** | | |

**1.2 Student achievement and progression is comparable to similar provision at other UK institutions.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – student achievement and progression is comparable to similar provision at other UK institutions | |
| **2** | Broad confidence –overall student achievement and progression is comparable to similar provision at other UK institutions, but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues relating to the student achievement and progression in comparison to similar provision at other UK institutions | |
| **4** | No confidence – the performance of students in relation to their peers is not comparable to similar provision at other UK institutions | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the strengths and weaknesses of students as demonstrated through the assessment process.* | | |
| **Comments on the provision:** | | |

**2. Process and Procedure**

**2.1 The assessment processes and procedures for this provision are appropriate, as set out in the Hartpury Higher Education Assessment Cycle**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the assessment processes and procedures for this provision are appropriate | |
| **2** | Broad confidence – the overall assessment processes and procedures for this provision are appropriate but there are some isolated areas of concern | |
| **3** | Limited confidence – there are substantial issues with assessment processes and procedures for this provision | |
| **4** | No confidence – the assessment processes and procedures are not appropriate for this provision | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the application of assessment regulations and the operation of the assessment process for this provision as a whole.* | | |
| **Comments on the provision:** | | |

**2.2 The examination board(s) was conducted appropriately.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – the examination board(s) was conducted appropriately | |
| **2** | Broad confidence – the examination board(s) was conducted appropriately overall but there were some isolated areas of concern | |
| **3** | Limited confidence – there were substantial issues with the conduct of the examination board(s) | |
| **4** | No confidence – the examination board(s) was not conducted appropriately | |
| **Judgement** | |  |
| *Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement – including the arrangements for the examination board(s), the application of academic regulations and procedures, arrangements for classification and if the meeting was conducted to your satisfaction.* | | |
| **Comments on the provision:** | | |

**2.3 I was able to access and engage with all the necessary information and processes in order to successfully undertake my external examining role.**

|  |  |  |
| --- | --- | --- |
| **1** | Complete confidence – I was able to access and engage with all the necessary information and processes in order to successfully undertake my external examining role | |
| **2** | Broad confidence – overall I was able to access and engage with all the necessary information and processes in order to successfully undertake my external examining role but there are some isolated examples of where this was not the case | |
| **3** | Limited confidence – there were substantial issues with my access and engagement with the necessary information and processes affecting my ability to successfully undertake my external examining role | |
| **4** | No confidence – I was not able to access and engage with any of the necessary information or processes in order to successfully undertake my external examining role | |
| **Judgement** | |  |
| Please provide comment to support this judgement drawing on examples of good practice and suggestions for enhancement. | | |
| **Comments on the provision:** | | |

**3. Quality Enhancement**

Based on your experience at other institutions and/or as a professional practitioner, please comment upon the following in respect of the provision at Hartpury:

|  |
| --- |
| **3.1 Is provision from one of Hartpury University’s academic partners, included within the provision you scrutinise?**  **No (please proceed to 3.2) / Yes from:** Name  **If Yes, did you observe any particular differences between the provision and Hartpury University’s other provision that we should be aware of, including any suggestions you may have for enhancement?**  **No, the provision has similar strengths and weaknesses**  **Yes, as detailed below:** |
| **3.2 Observed distinctive and/or good practice** |
| **3.3 Recommendations for change and/or for enhanced practice** |
| **3.4 Any key or wider issues for consideration** |
| **3.5 Please provide feedback on the appropriateness of action taken in response to your comments in last year’s report (Section C – Departmental Response)** |

**4. Closing comments**

|  |
| --- |
| **4.1 Any other comments regarding the provision and/or your experience as an External Examiner:** |
| **4.2 External Examiners completing a term of office are invited to provide a short overview report of their tenure:** |

**5. External Examiner Resources**

|  |
| --- |
| **5.1 Please advise any further resources, advice and guidance the institution could provide that would support you in your role as an External Examiner:** |
| **5.2 If you have been linked with a mentor to support your induction, please highlight any additional support that could be made to support your experience:** |

**Section C**

**Departmental Response**

***This section is to be completed by the department*** *following receipt and consideration of the External Examiner’s comments. It provides a summary of action taken (or to be taken) in response to the above report which will be integrated into the Department Enhancement Plan.*

*The focus of the feedback should be on issues raised by individual External Examiners. However, departments are encouraged to provide in addition department-wide summary feedback within this template if desired, to place individual comments in context and provide overarching composite feedback for the External Examiner.*

*External Examiners are invited within their report to comment on whether appropriate action has been taken in response to points raised previously. Academic Services is responsible for sending the response to the External Examiner.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | External Examiner Comment/Highlighted good practice/Recommendation | Head of Department/Programme Team Response | Action to be taken | By whom | By (deadline) |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

**Additional commentary:**

|  |  |
| --- | --- |
|  | |
| Electronic Signature of Head of Department or nominee: |  |
| Job Title: |  |
| Date completed: |  |