|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Z:\HEReview\Logos\new logo Hope_Crest_CMYK_081116 (2).jpg  **External Examiner’s Report**  **Academic Year 2021-22**  **External Examiners Reports cannot be considered to be Confidential.**  **Please ensure that you do NOT include individual student or staff names in your report or any information by which individual students could be identified. Your report will be routinely shared with members of the teaching team, the relevant Head of School/Department, the School/Department External Examiner, students on the programme, the relevant Student Voice Committee and may also be made available to other external persons or bodies, as appropriate.**   |  |  | | --- | --- | | **Provision(s) Covered by this report:** |  | |  | | | **Name of School/Department:** |  | | **Name of External Examiner:** |  | | **External Examiners home Institution:** |  | | **Programme(s)/ modules examined** |  | | **Year of Appointment:** |  | | **Address:** |  | | **Email address:** |  | | **Date of Report:** |  | |
| Your comments are sought on the areas indicated below, although your report need not be restricted to these areas and you should feel free to comment on any other matters you consider appropriate. Please make your comments as full as possible so that Liverpool Hope may obtain as full a picture as possible with reference to the quality of programmes and associated assessment procedures in the area. You will appreciate therefore that particularly brief responses are not always helpful or appropriate, except where specifically requested.  If you wish to comment in confidence on any matter concerning your role we would suggest that you first approach the Dean of the appropriate Faculty. However, should you wish to do so you do have the right to make a direct approach to the Vice-Chancellor, which will of course be treated with appropriate discretion. Please keep any such communication separate from the report itself.  **Submitting the form**  The form should be returned as soon as possible after the final meeting of the Board of Examiners and not later than the 16th July 2022. Please submit your report electronically to the University Executive Manager (or designee).  School of Social Sciences  School of Humanities  **University Executive Manager**  Mr Chris Leyland [leylanc@hope.ac.uk](mailto:leylanc@hope.ac.uk)  School of Education  School of Business  **University Executive Manager**  Mrs Sarah Meir [meirs@hope.ac.uk](mailto:meirs@hope.ac.uk)  School of Creative & Performing Arts  **University Executive Manager**  Ms Natalie Dermott [dermotn@hope.ac.uk](mailto:dermotn@hope.ac.uk)  Department of Geography & Science  Department of Psychology  School of Health Sciences  School of Mathematics, Engineering & Computer Science  **University Executive Manager**  Ms Jane Blackmore [blackmj@hope.ac.uk](mailto:blackmj@hope.ac.uk)  ***Please note:*** *It is University policy to return any reports that fail to address questions with adequately detailed responses.*  *Reminder: The* ***University’s External Examiner webpages*** *can be accessed at:*  [**https://www.hope.ac.uk/aboutus/governance/academicquality/expectationsforstandards/**](https://www.hope.ac.uk/aboutus/governance/academicquality/expectationsforstandards/)  **The web pages including training presentations for External Examiners, which should be reviewed each academic year.** |

1. **Curriculum, Learning and Teaching**

|  |  |  |
| --- | --- | --- |
| 1.1 | Does the curriculum remain current? | YES/NO |
| 1.2 | Is the curriculum coherent within and between blocks of study (as appropriate) | YES/NO |
| 1.3 | Are learning, teaching and assessment methods appropriate to the discipline and to the Liverpool Hope strategy?  [Liverpool Hope Learning, Teaching and Assessment Strategy](https://www.hope.ac.uk/gateway/staff/learningandteaching/learningteachingandassessmentstrategy/index.html) | YES/NO |
| 1.4 | Was the use of Moodle appropriate to support student learning? | YES/NO |
| 1.5 | Does the curriculum delivered match with the Definitive Document? | YES/NO |
| 1.6 | When appropriate, does the curriculum delivered in the programme reflect any additional Professional, Statutory and Regulatory Body requirements? | YES/NO |
| 1.7 | When appropriate, were standards comparable across all sites of delivery? | YES/NO |
|  | Please provide comments that expand on your responses above: | |
|  | Liverpool Hope Response: | |

1. **Academic Standards**

|  |  |  |
| --- | --- | --- |
| 2.1 | Is the programme maintaining the threshold academic standards set for its award in accordance with the frameworks for higher education qualifications and applicable benchmark statements; | YES/NO |
| 2.2 | Are the academic standards and the achievements of students comparable with those in other UK higher education institutions of which the External Examiner has experience? | YES/NO |
| 2.3 | If this is a continuing year of examining, does the examiner note comparable standards and achievements when compared to students in previous years examined? | YES/NO |
| 2.4 | Where appropriate are standards and achievements comparable at all delivery sites. | YES/NO |
|  | Please provide comments that expand on your responses above: | |
|  | Liverpool Hope Response: | |

1. **Appropriateness of Assessment Methods**

|  |  |  |
| --- | --- | --- |
| 3.1 | Do the assessment methods measure the achievement of students against the learning outcomes fairly and consistently? | YES/NO |
| 3.2 | Are assessments carried out in accordance with the University Regulations and Conventions? In particular are marking scales and indicative assessment criteria adhered to? | YES/NO |
| 3.3 | Are the assessment methods and balance between them, and the volume of assessment, appropriate? | YES/NO |
| 3.4 | Is there a good balance between academic and transferable elements? | YES/NO |
| 3.5 | Are criteria, marking schemes and award classifications set at an appropriate level; are assessments at the same level of comparable standard? | YES/NO |
| 3.6 | Where appropriate, for programmes such as the BA Primary Teaching (QTS) and Social Work, were you involved in moderating student progress/achievement whilst on placement | YES/NO |
| 3.7 | Where appropriate, were the processes for assessing student progress / outcome against relevant professional standards frameworks adhered to? | YES/NO |
|  | Please provide comments that expand on your responses above: | |
|  | Liverpool Hope Response: | |

1. **Application of Mitigating Circumstances and Appeals Policies**

|  |  |  |
| --- | --- | --- |
| 4.1 | Was there evidence at the School/Department Board that mitigating circumstances had been appropriately considered? | YES/NO |
| 4.2 | Was there evidence at the School/Department Board that the academic misconduct policy had been applied fairly and consistently? | YES/NO |
|  | Please provide comments that expand on your responses above: | |
|  | Liverpool Hope Response: | |

1. **Action since previous report/ year-on-year comments**

|  |
| --- |
| Please comment on whether issues raised in your previous reports have been addressed satisfactorily. If this is your first year as an External Examiner, please refer to the report from the previous External Examiner last year. |
| Please comment on the data provided to you in relation to student achievement both this academic year, and in relation to previous years. For example, you may notice important trends in relation to degree outcomes or in relation to student progression between levels. |
| Liverpool Hope Response: |

1. **Good Practice and Enhancement**

|  |
| --- |
| Please comment on good practice and innovation relating to learning, teaching and assessment; Please include the reason why you think an aspect of practice is good. You may wish to focus your comments by Level/ Module. |
| Please comment on opportunities to enhance the quality of the learning opportunities provided to students (drawing on the observations in this report, together with wider learning and teaching practice across the sector). |

1. **Administration of the Assessment Process**

|  |  |
| --- | --- |
| Did you receive access to appropriate Subject Moodles? | YES/NO |
| Did you have access to University Regulations and Conventions? | YES/NO |
| Did you have access to External Examiner training through the Annual Briefing Powerpoint presentations? | YES/NO |
| Did you receive draft examination papers for approval? | YES/NO |
| Did you receive draft coursework titles for comment? | YES/NO |
| Did the team response appropriately to your comments | YES/NO |
| Where appropriate arrangements made for you to access a suitable sample of student assessment in a timely and convenient way? | YES/NO |
| Were you able to attend the Board of Examiners for the appropriate School/Department | YES/NO |
| Were you provided with the appropriate papers for the School Board in advance | YES/NO |
| Were you provided with appropriate cohort data in good time? | YES/NO |
| Were you satisfied with your overall involvement in the University’s process for assessment and examining? | YES/NO |
| Did the External Examiners’ Handbook assist you in the discharge of your duties? | YES/NO |
| Please provide comments that expand on your responses above: |  |
| Liverpool Hope Response: |  |

1. **Any Other Comments**

|  |
| --- |
| Please comment on any matter not already covered, which you would like to bring to the attention of the University. External examiners who are in their final year of office are especially encouraged to comment on observations over their full term of office. |

***Please return your form as soon as possible***