GUIDELINES ON COMPLETING THE EXTERNAL EXAMINER'S REPORT

How to complete the report

For sections 1-4, please respond “yes” or “no” to each question and use the comment box to expand on any or all of your responses to the questions in that section. We value the qualitative comments that our External Examiners make and anticipate that you will make use of this part of the form. Comments on any examples of good practice or areas for improvement are especially welcome. As your report will be shared with students in Staff-Student Committee meetings amongst others, could you please ensure that you do not identify any individual student or single out specific examiners by name in your report.

External Examiners appointed to act in respect of Honours Degree programmes are asked to comment on the learning and performance of any students on Joint and Combined Honours programmes as well as those on Single Honours programmes.

How and when to submit the report

All External Examiners are required to submit a complete report before payment of their fee can be released. Reports must be submitted using the online External Examiner Form. Guidelines on completing the form and the online form are accessible from: https://intranet.royalholloway.ac.uk/staff/teaching/aqpo/templates-and-forms/external-examiner-report-form.aspx

It would be appreciated if you could submit your report within three weeks of the conclusion of the assessment cycle as stated in the College’s Regulations on the conduct of assessment so that departments can consider it as part of their annual review of the year’s provision. It is now expected, in line with the same regulations that the department respond to you within two months of receipt of your report.

In exceptional cases, where you have serious concerns about systemic failings with the academic standards of the programme(s) for which you are External Examiner or the quality of the academic provision, you have the option of supplementing your report by writing directly, and in confidence, to The Principal, Royal Holloway, University of London, Egham, Surrey TW20 0EX.

In the event that your concerns have not been addressed and you have exhausted all applicable internal procedures in this regard, you can invoke the QAA's concerns scheme or inform the relevant professional, statutory or regulatory body, as appropriate.

How the report will be used

Your full report will be considered within the department as part of the annual review of programmes. As mentioned above it will also be shared with students in departmental Staff-Student Committee meetings. Outcomes from your report, including the department’s response to you, are then considered and monitored by Faculty Scrutiny Panels and Faculty Boards. Key issues raised by all External Examiners across the College are considered by the College Quality Assurance and Standards Committee as a way of spreading good practice and agreeing action on issues which affect the institution as a whole. Your report may be shared in confidence with future External Examiners, or with reviewers from the Quality Assurance Agency, or from other professional, regulatory or statutory bodies, as appropriate. Your responses to Section 1 may also be shared, where relevant, with the University of London centrally as part of its own arrangements for assuring the quality of the University of London degree.
*Additional guidelines for programmes in Social Work*

External Examiners in Social Work are asked to use question 23 (or other questions, if they seem more appropriate) to comment on HCPC requirements and British Association of Social Workers (BASW) Professional Capabilities Framework (PCF) in particular:

- whether delivery is consistent with what has been approved by the HCPC;
- whether QAA, HCPC and the British Association of Social Workers Professional Capabilities Framework requirements are being met;
- the quality of practice learning opportunities;
- the acceptability of student achievement and progression profiles;
- the extent, strengths and weaknesses of social care service user and carer involvement;
- opportunities for students to learn and demonstrate inter-professional practice;
- opportunities for students to prepare for direct practice, and the way in which this is assessed;
- the implementation of systems to ensure fitness to practice;
- anti-discriminatory /anti-oppressive practice in the delivery of the programme;
- the extent of any APEL arrangements, and how these are being assessed and verified;
- the availability of resources, including teaching and administrative staff, practice assessors and practice learning opportunities.