

EXTERNAL EXAMINER POLICY (UNDERGRADUATE AND POSTGRADUATE TAUGHT PROGRAMMES)

POLICY DETAILS:

Date of approval	04 March 2026
Approving body	Academic Council
Supersedes	External Examiner Policy, May 2022
Date of EIA	November 2017
Date of next review	<i>See departmental schedule</i>
Author	Academic Quality Office
Responsible Executive Group area	Registrar and Secretary
Related policies and documents	Code of Assessment Examination Board Policy Handbook for External Examiners
Benchmarking	University of Glasgow The QAA UK Quality Code for Higher Education (2024)

THE GLASGOW SCHOOL OF ART

EXTERNAL EXAMINER POLICY

CONTEXT AND GENERAL APPROACH

External Examiners are crucial in assisting GSA in ensuring the quality and standards of its programmes are met.

GSA expects its External Examiners to provide informative comment and recommendations upon whether or not:

- GSA is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;
- The assessment process measures student achievement rigorously and fairly against the intended outcomes of the programmes(s) and is conducted in line with GSA's policies and regulations;
- The academic standards and the achievements of students are comparable with those in other UK Higher Education institutions of which the External Examiners have experience.

External Examiners, therefore, provide GSA with informed and appropriate external references for the comparison of academic standards. They offer independent, objective and impartial judgments and provide professional advice and expertise in the form of findings and reports which are given serious consideration.

GSA values the opportunities that arise, in relation to maintaining academic standards, inviting knowledge exchange and exploring collaborative working, from the contribution of its staff to external examining and, as such, actively encourages academic staff to devote time to such activities. The annual Career Review and Development process serves as an opportunity for line managers to review and discuss undertakings, whilst the Career Framework promotes and supports the allocation of time to such duties.

This External Examiners Policy should be read in conjunction with GSA's Code of Assessment, and the Examination Board Policy. This policy aligns with the GSA Code of Assessment but it does not supersede or replace any of the Code of Assessment's content.

The QAA UK Quality Code for Higher Education (2024), which GSA embraces, promotes an inclusive approach by embedding consideration of equality and diversity matters throughout. GSA demonstrates its commitment to diversity and promoting equality by ensuring that due regard is given to the requirements of the [Equality Act 2010](#) in the implementation and application of this policy. In line with this, the External Examiners are required to consider issues related to equality and diversity throughout.

PRECEPTS AND PROCEDURES

1. NOMINATION AND APPOINTMENT OF EXTERNAL EXAMINERS

Nominations

- 1.1 In September 2017, the University of Glasgow and GSA agreed that responsibility for approving the appointment of the External Examiners for undergraduate and postgraduate taught programmes would be transferred to Academic Council. Details of the arrangements for appointing External Examiners for Postgraduate Research students are provided in GSA's Research Degrees Guidance; these appointments are approved by the Research Degrees Committee.
- 1.2 External Examiners for validated programmes are nominated by Programme Leaders, in consultation with Heads of Schools and are appointed by GSA following approval by Academic Council.
- 1.3 External Examiners for programmes not covered by the validation arrangement with the University of Glasgow are also appointed by Academic Council. In such cases, the same policy applies.
- 1.4 Twelve months prior to the end of an External Examiner's tenure Schools are expected to begin the process of seeking a replacement for nomination. The Academic Quality Office (AQO) will initiate this process with the Schools.
- 1.5 Nominations will be made to the relevant Boards of Studies and recommendations are subsequently made to Education Committee by the Boards of Studies, normally from Semester one. Recommendations are subsequently approved by Academic Council.
- 1.6 Boards of Studies receive nominations completed by the relevant Programme Leader or their equivalent that include:
 - External Examiner Nomination Form (EE1 form)
 - Curriculum Vitae (CV) of nominee
 - Supporting statement from Programme Leader (included in the EE1 form)

Please note: in order to ensure GDPR compliance, the CVs of nominated External Examiners will no longer be shared with Education Committee and Academic Council. However, Boards of Studies must continue to undertake detailed scrutiny of CVs as per the requirements outlined in this policy, and ensure that the Nomination Form is signed off by the relevant Programme Leader as well as the Convener of the Board of Studies. Education Committee and Academic Council will continue to receive Nomination Forms for all new External Examiner appointments.

- 1.7 Boards of Studies shall ensure that:
 - (a) Programme Leaders identify several suitable candidates for vacant External Examiner Appointments, considering nominations with the Head of School in relation to the diversity of the School-level pool of existing External Examiners.

- (b) The diversity of External Examiners regarding programmes reporting to that Board is considered prior to the Boards of Studies making an appointment recommendation to Education Committee. The Convenor of the Boards of Studies will, as outlined above in (a), make this consideration in an appropriate manner, either prior to the meeting of the Boards of Studies, and reporting the outcome as appropriate or undertake the consideration at the Boards of Studies. This option is offered in light of any issue of confidentiality.
- (c) Minutes from the Boards of Studies will confirm that points a) and b) above have been addressed or clarify why this has not been possible or appropriate in a specific circumstance.

Nominations Criteria

- 1.8 Nominations must meet the undernoted criteria. If a candidate does not meet all the criteria listed below, please contact the AQO for further advice.
- 1.9 Nominations must meet specific criteria regarding person specification, conflicts of interest, and term of office. Recommendations from Boards of Studies to Education Committee shall explicitly confirm that nominations adhere to GSA policy.

The specific criteria are set out below:

(a) Person Specification:

GSA will only appoint External Examiners who can show appropriate evidence of the following:

- (i) Knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality;
- (ii) Competence and experience in the fields covered by the programme of study, or parts thereof;
- (iii) Relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate;
- (iv) Competence and experience relating to designing and operating a variety of assessment approaches appropriate to the subject and operating assessment procedures;
- (v) Sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers;
- (vi) Familiarity with the standard to be expected of students to achieve the award that is to be assessed;

- (vii) Fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that External Examiners are provided with the information to make their judgments);
- (viii) Meeting any applicable criteria set by professional, statutory or regulatory bodies (PSRBs);
- (ix) Awareness of current developments in the design and delivery of relevant curricula;
- (x) Competence and experience relating to the enhancement of the student learning experience.

(b) Conflicts of interest

GSA will not appoint as External Examiners anyone in the following categories or circumstances:

- (i) Member of a governing body or committee of either GSA, the University of Glasgow or one of its collaborative partners, or a current employee of GSA, the University of Glasgow or one of its collaborative partners;
- (ii) Anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study;
- (iii) Anyone required to assess colleagues who are recruited as students to the programme of study;
- (iv) Anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
- (v) Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or courses in question;
- (vi) Former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the External Examiner have completed their programme(s);
- (vii) A reciprocal arrangement involving cognate programmes at another institution;
Please note: GSA staff who perform EE duties in other institutions should keep their School informed in order to ensure reciprocal arrangements involving equivalent programmes do not occur.
- (viii) The succession of an External Examiner from an institution by a colleague from the same institution;
Please note: Exceptional circumstances may arise when a limited pool of expertise is available in a specific discipline or subject area. In such cases, the nominating School will be expected to provide a supporting statement (in writing) for consideration and approval by Academic Council.

- (ix) The appointment of more than one External Examiner from the same department within an HEI.

Please note: Exceptional circumstances may arise when a limited pool of expertise is available in a specific discipline or subject area. In such cases, the nominating School will be expected to provide a supporting statement (in writing) for consideration and approval by Academic Council.

Appointment

- 1.10 At least one External Examiner will be appointed for each programme of study, or group of closely related programmes of study.
- 1.11 It is the responsibility of the Head of School to ensure that a sufficient number of External Examiners are appointed with adequate expertise to cover all major areas of the programme and the quantity of material being assessed. External Examiner appointments should be phased to ensure an element of continuity across the provision.
- 1.12 Once approval has been received from Academic Council, the AQO confirms the appointment to Academic Registry, the Programme Leader, the Academic Support Manager in the relevant School, and Human Resources for information and action as appropriate.
- 1.13 The formal letter of appointment is issued to the External Examiner by the Human Resources department. The formal appointment letter will confirm which subject, programme and/or award(s) the External Examiner has been appointed to. A copy of this letter is held by HR, should other areas require access to it..
- 1.14 External Examiners normally hold no more than two External Examiner appointments for taught programmes/courses at any point in time and at the proposed date of appointment the nominee should not hold an External Examinership for undergraduate or taught postgraduate degrees in more than one other institution.

Term of Office

- 1.15 External Examiners are appointed for a period of four years with an exceptional extension of one year to ensure continuity of provision. Normally, the term of office should run over academic sessions (30 September – 01 October).
- (a) To request an extension, the Programme Leader should follow the Nomination Process as stated in paragraphs 1.2 – 1.9. In lieu of the EE1 Nomination Form, the Programme Leader should complete the EE2 Change to Appointment of Existing External Examiner Form.
- (b) The EE2 Change to Appointment of Existing External Examiner Form can be used to extend the period of tenure or to extend the external examiner's remit.
- 1.16 An External Examiner may be reappointed but only after a period of five years or more has elapsed since their last appointment.

Induction

- 1.17 On appointment, External Examiners shall be clearly briefed to carry out their role. This is a joint activity performed by the AQO and the School to which the External Examiner is being appointed to.
- 1.18 AQO, with appropriate input from Schools, will ensure that External Examiners have electronic access to the following:
- Programme and Course Specifications;
 - External Examiners Policy;
 - Examination Board Policy;
 - GSA Code of Assessment;
 - Any relevant GSA and programme regulations, including the Common Academic Framework;
 - Annual Programme Report and Quality Enhancement Action Plan from the Programme Monitoring and Annual Reporting (PMAR) of the previous session;
 - The Head of School Summary Report from the PMAR process of the previous session;
 - The External Examiner report(s) for the previous session together with any relevant correspondence and copies of the responses to the outgoing Examiner's report;
 - AdvanceHE's Handbook for External Examining ([Fundamentals of External Examining](#));
 - External Examiner's Report Pro Forma;
 - External Examiner's Expenses Claim Form;
 - The Handbook for External Examiners.
- 1.19 It is the AQO's responsibility to provide an appropriate central induction opportunity for all External Examiners upon appointment. This will normally take place at the start of each academic session. This also provides opportunities for External Examiners to familiarise themselves with the institution and its assessment procedures.
- 1.20 It is the responsibility of Schools to ensure that all new External Examiners also attend a School induction session. Further, it is the responsibility of Schools to ensure that External Examiners established in their post attend a short annual update session. These sessions will normally be held on the first day of the External Examiner's visit.
- 1.21 Details, including the name, position, and home institution of External Examiners will be included on report forms, which will be published on Canvas (GSA's Virtual Learning Environment), along with information about the role of the External Examiner, and Programme Leaders' responses to External Examiners' reports. Schools are responsible for ensuring that students are briefed during their inductions that it is unacceptable for them to contact their External Examiner directly. In the event of a student initiating direct contact, External Examiners should not engage and should refer the student to the AQO.

Mentoring of New External Examiners

- 1.22 An External Examiner will normally be expected to have had some prior experience of external examining. Where this is not the case, the Head of School is responsible for ensuring that a suitable programme of induction and briefing is put in place to support the appointee in their new role.

- 1.23 A first-time External Examiner should be mentored in their first year of examining by an experienced External Examiner. It is the responsibility of the Head of School to arrange a mentor for the proposed External Examiner. The role of the mentor will be to:
- (a) Provide advice and guidance on relevant External Examiner processes and procedures, including the consideration of equality and diversity measures;
 - (b) Highlight the approaches to moderation including sampling and consistency of marking;
 - (c) Advise on the Exam Board procedure and the role of the External Examiner within this process;
 - (d) Provide advice and guidance on writing the External Examiner annual report;
 - (e) Share current issues in HE and/or in the subject area which may be relevant.
- 1.24 There is no requirement for face-to-face meetings of the mentor and the mentee, other than at the time of visits to GSA for the Assessment Board (where appropriate) and it is anticipated that most contact will be via email, telephone, Zoom/MS Teams etc.

2. TERMINATION OF AN EXTERNAL EXAMINER'S APPOINTMENT

- 2.1 External Examiners that fail to fulfil their obligations, including behaviour that is unsatisfactory and falls below the standard expected by GSA and in terms of GSA's institutional and academic policies, will have their appointment reviewed.
- 2.2 GSA may terminate the appointment only as a last resort. Possible reasons for termination include, but are not limited to:
- Failing to attend GSA Final Examination Board (where attendance is required) without making alternative arrangements, submitting inadequate reports, or being persistently late with their reports;
 - Change to an External Examiner's circumstances that creates a recognised conflict of interest such that is not appropriate to continue in the role. GSA should be updated and informed of any changes in circumstances that may give rise to a conflict of interest so that matters can be addressed appropriately;
 - Relocation of an External Examiner which makes attendance at GSA impossible or subject to unreasonable expenses.
- 2.3 Where one of the circumstances in 2.2 arises, or where it becomes otherwise apparent that an External Examiner is unable to carry out their duties, this should be reported to the relevant Head of School and to the AQO, who will liaise with HR to arrange for termination of the appointment. The Head of School will be responsible for notifying the External Examiner, in writing, that their appointment has been terminated. There is no right of appeal for a decision to terminate an appointment.

3. RESIGNATION OF EXTERNAL EXAMINER APPOINTMENT

- 3.1 External Examiners have the right to resign at any time. It is requested that if an External Examiner wishes to resign their post for any reason before the end of their term of appointment, preferably at least three months' notice is given to allow GSA sufficient time to ensure alternative arrangements can be made in order to safeguard standards.
- 3.2 The reasons for their resignation should be included as a brief note on the EE1 Nomination Form for the external examiner's replacement, however, sensitive personal data should not be shared.

4. RESPONSIBILITIES AND RIGHTS OF EXTERNAL EXAMINERS

Responsibilities of the External Examiner

- 4.1 The responsibilities of individual External Examiners relate to their role to act as independent and impartial advisers providing informed comment on the academic standards set, and student achievement in relation to those standards.
- 4.2 The External Examiner role includes:
- (a) Providing GSA with impartial and independent advice and informed comment on the institution's standards, and student achievement in relation to set standards;
 - (b) Providing informative comment and recommendations upon whether or not the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and their courses and is conducted in line with the institution's policies and regulations;
 - (c) Providing informative comment and recommendations upon whether or not the academic standards and the achievements of students are comparable with those in other higher education institutions;
 - (d) Providing informative comment and recommendations on good practice observed by the External Examiner and opportunities to enhance the quality of the learning opportunities provided to students;
 - (e) Contributing to interim (where appropriate) and GSA Final Examination Boards to provide an expert view of the rigour and fairness of the assessment process by endorsing or not the decisions of the Examination Board and confirm that they are satisfied with the conduct of the assessment process. Further details are set out in the Examination Board Policy;
 - (f) Submitting a report annually, to AQO, at a time determined by GSA, to reflect the nature of the provision, the duration of teaching and assessment periods and their timing in the calendar/academic year.

(g) Ensuring each External Examiner Report provide clear and informative feedback to GSA and confirms that:

- sufficient evidence was received to enable the role to be fulfilled,
- states whether issues raised in the previous report(s) have been addressed to their satisfaction,
- addresses any issues as specifically required by any relevant professional body and
- gives an overview of their term of office (when concluded).

Rights of the External Examiner

4.3 External Examiners have the right and should expect to:

- (a) Receive information core to the External Examining role, such as: programme structures; learning outcomes; details of learning, teaching and assessment processes; draft exam papers, other forms of assessment.
- (b) Be informed of major changes to programmes and should be consulted in advance about proposed changes, particularly where they affect programme titles, intended learning outcomes (ILOs), assessment criteria or the assessment process.
- (c) Attend meetings of the GSA Final Examination Board and to have access to student work that is being assessed.
- (d) Correspond directly with the Director of GSA on matters of major concern that pose a serious risk to the quality and standards of an award. GSA will provide External Examiners with a considered and timely response to any confidential report received by the Director; normally within one month of receipt of the report.
- (e) Be kept informed each year about the consideration of their annual report by GSA, and any action taken as a result of it.

5. ASSESSMENT

5.1 This section should be read in conjunction with the Code of Assessment.

5.2 All External Examiners are required to attend the final phases of assessment leading to an end award of the University of Glasgow.

5.3 External Examiners may also be required to attend an interim visit. The interim visit allows External Examiners to:

- See final year student work in progress and to comment on the appropriateness of student projects;
- Meet with the staff team to discuss the programme and any issues related to it;
- Meet with the student cohort as a group;

- 5.4 In addition, it provides an opportunity for the Programme Leader or Head of Department to highlight any areas of concern related to individual students.
- 5.5 Prior to the assessment period, the AQO will provide External Examiners with electronic copies of:
- (a) Programme and Course Specifications;
 - (b) Assessment timetable;
 - (c) Material updated since the previous assessment;
 - (d) GSA Code of Assessment;
 - (e) Examination Board Policy;
 - (f) Student Conduct Policy and Misconduct Procedure;
 - (g) External Examiners' report pro forma;
 - (h) External Examiner Expenses Claim Form.
- 5.6 The External Examiner may recommend the adjustment of marks/grades on particular programmes, based on their overview of internal marking processes. External Examiners may not by themselves alter the marks/grades awarded to individual, or an entire cohort, of students. Any recommendations for marks/grades adjustments require the approval of the Examination Board as a whole; and the External Examiner does not have the right to take a final decision on any proposed alterations.
- 5.7 Further details are set out in the Examination Board Policy.

6. ATTENDANCE AT GSA FINAL EXAMINATION BOARDS

- 6.1 External Examiners are expected to attend the GSA Final Examination Board where awards are being made. Further details are set out in the Examination Board Policy.

7. EXTERNAL EXAMINER REPORTS

- 7.1 External Examiners are required to report annually within one month of the GSA Final Examination Board (Final Year Students) to the Deputy Director and Vice-Principal Academic via the AQO. The AQO will subsequently ensure that an electronic copy of the report is sent to the Senate Office of the University of Glasgow for information.
- 7.2 It is essential that reports are received on time in order to meet quality assurance and enhancement requirements. The report follows the [External Examining Principles](#) (and [supplementary advice](#) and [reflective questions](#)) published by the QAA and includes questions on:
- Whether an institution is maintaining the threshold academic standards set for its awards in accordance with the Frameworks for higher education qualifications and applicable Subject Benchmark Statements;
 - Whether the assessment process measures student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in line with the institution's policies and regulations;

- Whether the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiner has experience;
 - How teaching and learning approaches align with intended course outcomes;
 - Confirmation that sufficient evidence was received to enable the role to be fulfilled (and give details if the evidence was not sufficient);
 - Any issues as specifically required by any relevant professional body;
 - Whether they have received the required support to fulfil the role, including adequate time to consider samples of work and contribute to examination boards;
 - Collaborative provision from a degree-awarding body; and
 - An overview of their term of office (when concluded)
- 7.3 When preparing their Annual Report, External Examiners should consider matters of equality and diversity throughout, as relevant to the assessment of students.
- 7.4 External Examiners should ensure that individual staff and students are not identified in their Reports.
- 7.5 Completed External Examiner reports should be returned to the AQO within one month of the GSA Final Examination Board. The AQO will retain a copy of the report electronically, and will make it available to the appropriate Heads of Schools and Programme Leaders for consideration and response.
- 7.6 External Examiners' reports are considered by the Deputy Director Academic, Schools, Programme Leaders, Staff Student Consultative Committees and Boards of Studies at the start of the academic session. Programme Leaders are required to report on action taken in the PMAR.
- 7.7 If an urgent response to the contents of the report is required, the School should respond directly to the External Examiner, normally within 1 month of receipt of the report, and copy in the AQO.
- 7.8 Schools are required to respond to the AQO regarding the contents of the School's External Examiners' reports prior to GSA's Programme Monitoring and Annual Reporting meeting of Education Committee, which is held in December of each academic session. Schools are also responsible for sending appropriate responses to each of the External Examiners who have submitted a report.
- 7.9 With the sole exception of any confidential report made directly and separately to the GSA Director, External Examiner Reports and departmental responses will be published on Canvas before the PMAR exercise.
- 7.10 Aspects of Reports will only be redacted where the External Examiner has contravened the requirement not to identify individuals, or in very exceptional cases where the External Examiner has included something intended to cause harm to the institution or to bring it into disrepute.
- 7.11 Where an External Examiner has a serious concern relating to systemic failings with the academic standards of a programme or programmes and has exhausted all of GSA's internal

procedures, including the submission of a confidential report to the Director of GSA, they are made aware that they may invoke [QAA's Scottish Concerns Scheme](#) or inform the relevant professional, statutory or regulatory body.

- 7.12 Further details on External Examiner Reports submissions and payment of expenses can be found in the Handbook for External Examiners.

GUIDANCE NOTES

About this Report

- Copies of this form can be obtained from GSA's Academic Quality Office (AQO) examiners@gsa.ac.uk. Please complete a separate report form for each programme for which you are an external examiner.
- Your comments are central to GSA's quality assurance and enhancement mechanisms. Your report will act as an institutional record of the effectiveness of our assessment processes and the academic standards of the awards.
- Your feedback will influence how GSA develops its programmes moving forward. Please ensure that your report contains clear feedback on academic standards, good and/or innovative practice, and suggestions for further enhancement where appropriate.
- The report form asks you to address specific academic assurance and enhancement areas through **yes** or **no** questions. Each section provides a free-text space where more detailed written feedback/commentary can be provided, with a suggested maximum of 100-250 words per section. You may find it helpful to work through the yes/no questions first.
- External examiners' reports are not confidential: they will be published on Canvas (our Virtual Learning Environment (VLE)), and shared with staff, students, student representatives as a matter of course, and may also be shared with PSRBs, the Quality Assurance Agency (QAA), and the University of Glasgow upon request. Reports will be retained for six years, and may be disclosed in response to requests made under the Freedom of Information Act. **Please do not make any identifiable reference to individual students or members of staff in the report.**

Submitting the Report

- Completed reports should be returned **within one month** of the GSA Final Examination Board.
- The report should be returned electronically, as an e-mail attachment in MS Word format, to the AQO (examiners@gsa.ac.uk). The AQO will make arrangements to share your report with the relevant School. Payment of your annual fee for external examining duties will only be processed upon receipt of a completed report.

Report Dissemination

- Your report will be considered by Schools, Programme Leaders, Staff Student Consultative Committees and Boards of Studies at the start of the academic session. You will receive the Programme Leader's response to your report within 6-8 weeks. The report is a key component of the Annual Programme Report, and Programme Leaders are required to provide updates on any action taken in response, as part of GSA's annual quality monitoring process.

Reporting on Matters of Serious Concern

- You may make a separate confidential report directly to the Director of GSA on any matter of serious concern in addition to your annual report. In the event that you have a serious concern relating to systemic failings with the academic standards of a programme or programmes, and when all

published applicable internal procedures have been exhausted, including the submission of a confidential report to the Director, you may invoke the QAA's [Scottish Quality Concerns Scheme](#) or inform the relevant professional, statutory or regulatory body.

Further Information

- If you need any additional information or have any questions about completing your report, please contact the AQO: examiners@gsa.ac.uk

EXTERNAL EXAMINER AND PROGRAMME/COURSE DETAILS				
Full Name and Title:	Click here to enter text.			
Institution/Employer:	Click here to enter text.			
Email Address:	Click here to enter text.			
Date of Examination Board:	Click here to enter text.			
School:	Click here to enter text.			
Programme/Course(s):	Click here to enter text.			
Level of Award:	Undergraduate	<input type="checkbox"/>	Postgraduate Taught	<input type="checkbox"/>

PRE-REPORT CHECKLIST			
INFORMATION, SAMPLING & EXAMINATION BOARD	Yes	No	N/A
1. Did you receive sufficient information to allow you to carry out your role as External Examiner? <i>(For example: marking criteria, programme handbooks, programme and course specifications, Intended Learning Outcomes, the Handbook for External examiners, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Did you receive a sufficient sample of assessments to review?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you have sufficient time to scrutinise scripts and other student work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Were the Examination Board meetings that you attended conducted to your satisfaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Any further comments: <i>(Maximum length: 250 words)</i> Please note any additional sources that you have used in preparing this report, e.g. the Graduate Showcase.			

PART A - SUMMARY COMMENTS
Points of innovation and/or good practice: <i>Please highlight points of innovation or good practice in programmes or processes you have examined: (Maximum length: 250 words)</i>
Click here to enter text.

Recommendations on areas for development and/or enhancement:*(Maximum length: 250 words)*[Click here to enter text.](#)**PART B – ASSURANCE AND STANDARDS****1 – OVERALL STATEMENT ON ACADEMIC STANDARDS**

1. Is GSA maintaining appropriate academic standards for its awards? Please refer to any appropriate published national subject benchmarks, qualification frameworks, programme specifications, and other relevant information. *(Maximum length: 200 words.)*

[Click here to enter text.](#)

2. Are the academic standards and achievements of students at GSA comparable with those in other HEIs that you have experience of? *(Maximum length: 100 words)*

[Click here to enter text.](#)**2 – LEARNING AND TEACHING**

Yes	No	N/A
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1. Do you consider that the programme/course aims and structures support the needs of all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. Were the Intended Learning Outcomes for the programme/course appropriate to the subject matter and level of the programme/course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Do you consider that the teaching and learning methods are appropriate to the programme/course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Any further comments:			
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[Click here to enter text \(Maximum length: 100 words\)](#)**3 - ASSESSMENT AND FEEDBACK**

Yes	No	N/A
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1. Did the assessment processes measure student achievement rigorously and fairly against the Intended Learning Outcomes for all courses across the programme?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. Were you satisfied with the range, nature, and level of the methods of assessment used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Were the assessment methods appropriate and designed to be inclusive of the diversity of the student body?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Were the marking criteria sufficiently clear to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5. Was the general standard, consistency, and internal marking and moderation of assessments appropriate and consistent with the marking criteria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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6. Were you satisfied with the quality of feedback on assessment that was supplied to all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Were you satisfied that assessment was conducted in accordance with GSA's policies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Any further comments: Click here to enter text (Maximum length: 100 words)			
4 - STUDENT SUCCESS	Yes	No	N/A
1. Do the methods of teaching and assessment employed on the programme align with GSA's commitment to developing Graduate Skills and Attributes, as outlined in section 2 of the Common Academic Framework ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programmes with PSRBs only			
2. Does the institution have adequate systems to ensure that all students awarded the qualification have met all the relevant PSRB criteria? If NO, please give details below:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architecture Only			
3. I confirm that I am satisfied that all passing students have met all of ARB's Criteria at the relevant level. If NO, please give details below:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Any further comments: Click here to enter text.			

PART C – FOR EXTERNAL EXAMINERS IN THEIR <u>FIRST YEAR</u> OF APPOINTMENT	Yes	No	N/A
1. Were you provided with copies of previous External Examiners' reports and the Programme Leader's responses to these?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If this is your first experience of being an External Examiner, were you provided with a Mentor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Any further comments: Click here to enter text.			

PART D – FOR EXTERNAL EXAMINERS IN THEIR <u>FINAL YEAR</u> OF APPOINTMENT	Yes	No	N/A
1. Have you observed enhancements in the programme(s) over the period of your appointment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has the Programme Leader responded appropriately to comments and recommendations you have made in previous reports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Where recommendations have not been implemented, did the Programme Leader provide clear reasons for this?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you acted as an External Examiner Mentor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Please comment on your experience of the programme(s) over the period of your appointment, in particularly: <ul style="list-style-type: none"> • changes from year to year • the progressive development and enhancement of learning and teaching provision • standards achieved • marking and assessment 			

(Maximum length: 250 words.)

Click here to enter text.

External Examiner Signature an electronic signature is preferred:	Click here to enter text
Date of submission:	Click here to enter text