



HANDBOOK FOR EXTERNAL EXAMINERS

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Department of Quality Assurance and Enhancement**

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1 INTRODUCTION

The University is pleased to welcome you as a new External Examiner.

This Handbook has been produced not only to give guidance on your role as an External Examiner at Glasgow Caledonian University (GCU) but also to provide you with up-to-date information about GCU, its assessment regulations, and the expectations it has of its External Examiners. It also informs you of what you can expect from the University in support of your role as External Examiner, and lists details of key contacts that you may require to speak to during your period of tenure.

As you will be aware, the external examining system has long been the cornerstone of UK Higher Education quality assurance arrangements and is pivotal in embedding a culture of enhancement throughout all Universities. Within this context, the system has three main purposes, i.e. to:

- assist GCU in the comparison of academic standards across awards and award elements within the UK;
- verify that standards are appropriate for the award for which the Assessment Board takes responsibility;
- ensure that the assessment process is fair and fairly operated in the marking, grading and classification of student performance.

Each programme or suite of programmes that leads to an award/s of the University normally has two or more External Examiners associated with it who provide informed and appropriate external reference points for the comparison of academic standards as well as objective and impartial judgements on a range of matters. External Examiners appointed to programmes are also allocated to modules within the programme that correspond to their own particular fields of expertise.

I hope that you find the information contained within the Handbook useful and that your experience as an External Examiner at this University will be enjoyable.

Alen MacKinlay
Associate Academic Registrar (QA and Enhancement)

October 2022

2 GLASGOW CALEDONIAN UNIVERSITY

2.1 Background

Glasgow Caledonian University (GCU) was established in 1993 following a merger of Glasgow Polytechnic and Queens College Glasgow.

Since then GCU has become one of the largest universities in Scotland. Our University comprises three schools covering the areas of business, health, built and natural environment, law, social sciences, engineering, science and technology. Our schools contain state-of-the-art laboratories and host a number of renowned centres of excellence. Our GCU London campus is a graduate university college specialising in Banking and Finance, Risk Management, International Fashion Marketing, Luxury Brand Marketing, Public Health, Construction and International Project Management and is situated close the financial district of the UK's capital city.

Glasgow Caledonian University is a distinctive, inclusive and forward-looking university that is committed to its social mission to promote the common good. We have become an international centre of excellence in higher education, promoting employability and global citizenship in our graduates. We win awards for our support and commitment to the student experience, whilst delivering innovation through our world-class research in key areas of strength. We have a tradition of widening access to higher education for talented individuals regardless of their backgrounds, and we leverage our intellectual and social capital for the benefit of the communities we serve in Scotland and internationally.

With a modern campus in the heart of the vibrant and welcoming city of Glasgow, our university has an excellent learning environment. It includes the Saltire Centre, our award-winning library that provides spaces for social learning as well as quiet study. Harnessing the latest technologies and industry expertise, Glasgow Caledonian University aims to unlock talent and equip our students with the skills to enable them to succeed in an increasingly competitive workplace.

We work with the Students' Association to develop our students through the Student Leaders Programme, and, through our international partners across the globe, we facilitate academic and research links and international staff and student exchanges.

2.2 Community

Glasgow Caledonian University attracts students from a wide range of backgrounds, from local school leavers to PhD students from all over the world. We pride ourselves on providing a friendly, modern and effective learning environment for all of our students.

Our strong commitment to increasing access to study and lifelong learning is illustrated by the fact that we have a large proportion of mature students and the largest number of part-time students in Scotland. By choosing to study at Glasgow Caledonian University, our students benefit from our worldwide profile and have the opportunity to share studies and cultural experiences with the many international students who are studying here.

Our international students come from over 100 different countries throughout the world and bring with them a diversity and enthusiasm which undoubtedly enriches the Caledonian experience for everyone

2.3 Teaching

GCU has a well-established reputation for providing high-quality teaching, learning and research that dates back throughout its founding institutions to 1875. All of our programmes are designed to offer students an effective combination of academic study and practical experience. In addition, students have the opportunity to develop a range of transferable skills essential for future career development, such as computing, modern languages (offered at City of Glasgow College) and communication skills.

2.4 Partnerships

GCU has a number of UK-based and overseas collaborations. Within the UK, the University has articulation arrangements with the further education sector and collaborates with other HEIs in the delivery of joint degree awards.

2.5 Employability

The GCU portfolio of programmes has a strong focus on ensuring that our graduates are well prepared to enter graduate level employment. To achieve this we have succeeded in building up strong links with industry and many of the companies we deal with are world leaders in their field, both global companies and local Small to Medium Enterprises. These relationships benefit the university and our students in many ways. These companies employ our graduates and provide programme-related placements and summer internships, work closely with the University on research and consultancy projects and have a strong input into the design and structure of our programmes through involvement in our Industry Advisory Groups.

Employability is embedded in the GCU curriculum. We have a range of professional practice, professional studies and employability and enterprise modules which are designed and delivered in ways that meet Professional Body accreditation requirements and the graduate labour market. Our Careers Service is increasingly a key partner in curriculum development with the introduction of a planned approach to reaching every student in every year of study. We have aligned the review of the Destination of Leavers in Higher Education data by Programme Leaders and Careers Advisers within our Annual Monitoring Process; introduced 'career planning prompts' within Academic Advising meetings and ensured that students' career development is given professional input and a high profile alongside employability skills development.

2.6 Student-friendly environment

GCU is a welcoming and inclusive environment, allowing students to form and build upon strong, lasting relationships that contribute to an enjoyable and productive University life.

2.7 Campus

GCU's city-based campus, which has recently undergone a £30 million investment via our Heart of the Campus project, sits in the centre of Glasgow, with easy access to all air, rail and road links. If you're driving, the University is very close to the M8 and M74 motorways for quick access to Edinburgh, Glasgow Airport and the south. We're also within easy walking distance of Glasgow Queen Street and Glasgow Central railway stations, Buchanan Bus Station and the underground rail system. GCU London is within easy walking distance of a number of the main London travel hubs including Liverpool Street Rail and Underground Stations and Aldgate East Underground station.

A map of our Glasgow Campus is appended to the end of this handbook.

3 MISSION, VISION AND VALUES

3.1 Our Mission and Our Vision

Glasgow Caledonian University is the University for the Common Good. Our University's heritage dates back to 1875 through its founding institutions and our coat of arms incorporates the motto *For the Common Weal*. Established as a University in 1993, our commitment to the common good underpins everything we do.

By 2020, Glasgow Caledonian University will have a global reputation for delivering social benefit and impact through education, research and social innovation. We will be recognised as the University for the Common Good that transforms lives, enriches cities and communities, innovates for social and economic impact, engages globally and aligns with others in partnership and collaboration to deliver our goals.

3.2 Our Values & Principles

Our core values are shared by staff and students and they underpin what we do and how we do it. They are the foundations upon which we build collaborative relationships with like-minded partners to deliver our social mission for the common good.

Our values are:

- Integrity
- Creativity
- Responsibility
- Confidence

3.3 Our Strategic Goals – Strategy 2030

Developing our 2030 Strategy was a truly collaborative initiative. Our staff, students, court members, alumni and key stakeholders came together to create a bold new direction for the University.

Strategy 2030 draws upon our significant achievements in education, research and innovation to date. It is explicitly values-led, with a strong sense of purpose derived from our mission as the University for the Common Good. Our Strategy is also distinctive and ambitious, creating new pathways to success for the University over the coming years.

The next decade will require us to make a significant contribution to addressing global challenges identified by the Sustainable Development Goals (SDGs). Whether they are in relation to poverty alleviation, the reduction of inequalities, the use of artificial intelligence to deliver key services, the promotion of social and economic wellbeing or climate change; we will focus on having a local and global impact. The SDGs provide the overarching framework for our Strategy 2030.

Our vision for 2030 is to be recognised as world-leading for social innovation: delivering transformative education and impactful research through purposeful

partnerships as a globally connected University with an engaged University community committed to the Common Good

Our Goals are:

Social Innovation

We will

- realise our ambitious Vision that, by 2030, Glasgow Caledonian University will be recognised as a world-leading University for social innovation
- ensure the Sustainable Development Goals provide the guiding framework for the delivery of our strategy

Transformative education

We will

- champion equality of participation and attainment for all students
- deliver excellence in teaching and the student experience, underpinned by our holistic approach to student support
- enhance the employability of our students and graduates through collaborative and active learning
- embed a commitment to the Sustainable Development Goals within our research-led, globally-aware curriculum
- facilitate innovative learning which supports flexible provision and a blend of campus, non-campus, and multi-campus experiences

Impactful research

We will

- address the Sustainable Development Goals, delivering research excellence and impact for the societal challenges of inclusive societies, healthy lives and sustainable environments
- promote a dynamic and inclusive research culture, attracting researchers through clear development pathways and supportive research environments
- apply our openly-accessible research, strengthening our research-teaching nexus and influencing policy and practice
- engage with stakeholders in the innovation landscape to ensure our research and knowledge makes a positive contribution to business, industry, the public sector and civic society

Purposeful partnerships

We will

- be a leading civic university with a clear sense of purpose and place in the cities and communities we serve, locally and globally
- make a key contribution to inclusive sustainable development as a partner of choice for like-minded organisations and networks in the public, private and third sectors
- ensure our partnerships deliver mutual benefit and enrich our education and research offerings, leveraging them to offer work experience opportunities on all programmes
- be recognised as a leader in capacity building and upskilling, co-creating with employers and academic institutions in local and international contexts

- build on our positive partnership with the Students' Association to embed a partnership approach across the University and ensure the student voice is at the heart of our development and success

Globally connected

We will

- champion a distinctive approach to outreach and access in international contexts, supported by learning technologies and an international curriculum
- support students and staff as global citizens equipped with key intercultural skills, open to international experiences and engaged with global challenges
- harness our learning and teaching and research to impact on global issues and the Sustainable Development Goals
- boost our international and transnational profile, maximising the strategic opportunities of our campuses in London and New York and our global partnerships

University community

We will

- be recognised as a leader in equality, diversity and inclusion, fostering a values-led learning community of students, staff and alumni and a culture of positive mental health and wellbeing
- deliver leading-edge teaching, learning and research environments which are effective and enduring, and drive digital participation and connectivity underpinned by technology and infrastructure development
- drive an ambitious agenda for environmental sustainability, embedded across all aspects of our work
- ensure financial sustainability, income growth and operational efficiency to deliver strategic and infrastructure investment in support of our 2030 ambitions

Measuring our success

Strategy 2030 was developed by our University community, a community which is deeply committed to our University mission and values. Our campuses, academic schools and professional services play a key role in the continued success of Glasgow Caledonian University, the University for the Common Good.

We will measure our success through a set of [Key Performance Indicators](#) (KPIs) which will monitor progress against 2025 and 2030 milestones.

Further information on the GCU Strategy 2030 is available on our website [here](#)¹.

¹<https://www.gcu.ac.uk/aboutgcu/strategy-2030>

4 YOUR APPOINTMENT AS AN EXTERNAL EXAMINER

Your appointment as an External Examiner at GCU has been submitted to, and approved by, the University's External Examiners' Approval Panel. All nominations for appointment are considered against the appointment criteria outlined in Section 4.1 below.

4.1 Criteria for appointment

You have been appointed as an External Examiner² following your nomination by the appropriate Programme Board. In coming to a view, the External Examiners Approval Panel, on behalf of the University Senate will have taken the following into account:

- that your academic/professional qualifications are appropriate to the module/programme to be assessed;
- that you have the appropriate standing, expertise and experience to maintain comparability of standards;
- that you have enough recent external assessing or comparable related experience to indicate competence in assessing students in the module/programme at the appropriate level;
- that you will not be over extended in your external assessing duties;
- that there is an appropriate balance and expertise in the team of external examiners appointed to the Assessment Board that you will join;
- that you will be impartial in judgement and do not have any previous close involvement with GCU that may compromise objectivity.
- that you have the appropriate right to work in the UK

It is important that you advise the Department of Quality Assurance and Enhancement if your circumstances change materially and you no longer meet the criteria listed above.

4.2 Period of tenure

Your offer of appointment will usually confirm that you have been appointed for a period of four years, from October to September of the final year of the programme and/or modules you are to assess.

4.3 Resolving Disagreements

Where there is disagreement within a group of External Examiners on any matter which is declared to be a matter of principle and which cannot be resolved within the group, the dispute must be referred to the Senate. Senate may choose to devolve the responsibility for dealing with such disputes to the Learning and teaching Subcommittee.

² This approval has been granted by the External Examiners' Approval Panel on behalf of the Senate of Glasgow Caledonian University

4.4 Raising Serious Concerns

In line with the UK Quality Code for Higher Education, External Examiners have the right to raise any matter of serious concern with Head of Quality Assurance and Enhancement, if necessary by means of a separate confidential written report. Where this happens, the Head of Quality Assurance and Enhancement will review the issues and raise them with the Principal and Vice Chancellor as appropriate. The University will provide a considered and timely response to any confidential report received, outlining any actions we will be taking as a result.

Where an External Examiner has serious concern relating to systemic failings with the academic standards of a module, programme or programmes and has exhausted all published applicable internal procedures, including the submission of a confidential report to the Principal and Vice Chancellor, and/or inform the relevant professional, statutory or regulatory body.

4.5 Payment of Your Fees and Expenses

The fee structure for External Examining duties is outlined in Appendix 1.

4.6 Resignation / Termination of Contract

You have the right to early termination of your tenure by submitting one month's notice, in writing, to the Department of Quality Assurance and Enhancement.

In the exceptional circumstance where an External Examiner decides to resign over a matter of principle, this decision and the necessary background information must be reported by the Chair of the relevant Assessment Board and to the Department of Quality Assurance and Enhancement as a matter of urgency. The Department of Assurance and Enhancement will, where appropriate, immediately arrange a meeting of the Chairs of Senate, the Learning and Teaching Subcommittee, the Academic Policy and Practice Committee and the relevant School Board to discuss any issues arising from the resignation.

The University reserves the right to terminate the contract of any External Examiner if, in the opinion of the Senate, there has been:

- a breach of confidentiality on the part of the Examiner, or
- the performance of the Examiner, in the context of this handbook, is judged to be inadequate e.g.
 - failure, without prior notification, to attend relevant Assessment Boards
 - consistent failure to fully complete all relevant sections of the External Examiner Report Pro forma
 - failure to complete and return the External Examiner Report Pro forma

The process to end an External Examiner appointment earlier than the contracted date may also be taken if:

- a conflict of interest is identified

- portfolio refresh results in the Programme(s) or Module(s) which the External Examiner is appointed to no longer being offered by the University

The final decision to terminate an External Examiner's contract is taken by the University's Learning and Teaching Subcommittee following recommendation from the relevant School Board. In the unlikely event of this decision being taken, External Examiners would be notified by the Department of Quality Assurance and Enhancement.

5 THE EXTERNAL EXAMINER'S ROLE

5.1 Duties

External Examiners play an integral role in maintaining consistency and standards across the Higher Education sector.

In line with the GCU Academic Quality Policy and Practice Document Section 10: External Examiners, and the GCU Assessment Regulations [Moderation Policy](#), all modules and programmes delivered by GCU should have appropriate External Examiner oversight.

This document outlines the responsibilities of GCU appointed External Examiners in order to fulfil their role, and also the rights of External Examiners to enable them to fulfil their responsibilities.

Responsibilities of an External Examiner

The primary responsibilities of External Examiners are outlined below.

- a) to ensure that the standard of any award which is recommended by the Assessment Board is comparable to the standard of similar awards conferred by Universities in the UK
- b) to be satisfied that the work of the Assessment Boards and decisions are consistent with the policies and regulations of the University and best practice in Higher Education
- c) to comment on the appropriateness of syllabus, teaching and learning strategies, and assessments across the modules with which the External Examiner is associated
- d) To comment on the appropriateness and consistency of assessment practices and procedures across the modules which comprise the award
- e) to moderate the work of the Internal Examiner in respect of the modules and assessments with which the External Examiner is associated
- f) to ensure that students have been assessed fairly and within the regulations approved by the University for the modules and programmes with which the External Examiner is associated
- g) to inform the University on any matter which, in the External Examiner's view, is contrary to the maintenance of proper academic standards
- h) to inform the Head of Quality Assurance and Enhancement if they decide to resign over a matter of principle in order that this may be brought to the attention of Senate as a matter of urgency
- i) External Examiners will attend the formal meeting of Assessment Boards and, where necessary, resit Assessment Boards. It is a matter for the Assessment Board to agree at the First Diet Assessment Board which external Examiner(s) will attend the resit Assessment Board
- j) to produce an annual report for consideration by the Programme Board, School Board and Department of Quality Assurance and Enhancement on the standards attained by students on the programme and any other matters which may seem appropriate to report. The Learning and Teaching Subcommittee will receive an annual overview report from the Department of Quality Assurance and Enhancement.

5.2 Preparing you for your role

Once your appointment has been approved you will be sent a formal letter of appointment along with this Handbook and a copy of the current University Assessment Regulations. You will be required to complete and return your signed acceptance of the offer of appointment, proof of your right to work in the UK, and a Profile Form for our Personnel records.

All the relevant forms and paperwork you require to discharge your duties as External Examiner are available on the [Department of Quality Assurance and Enhancement website](#), and the [GCU External Examiners Information Portal](#) on GCU Learn, details of which can be found at the end of this Handbook. Information on fees and how to claim expenses are also available at the end of this handbook.

Although this Handbook is an important part in briefing you for your role, you should also expect that, on appointment, you will receive the following from the Programme Leader:

- Where programme “fits” within Portfolio
- Programme elements and exit awards
- Programme aims, learning outcomes, marking criteria, assessment strategies, grade and classification criteria
- Programme Handbook and Programme Specification
- Programme Specific Assessment Regulations
- Assessment Board Schedule
- Guidance on when (and how) they will receive assessment briefs and scripts for review, and what the turnaround timescale is

The Programme Team should also provide you with a copy of the Assessment Board schedule at least 8 weeks prior to first meeting of the Board.

Where a newly appointed External Examiner has no recent experience of External Examining in an HEI Institution, or is appointed from Industry/Business/Professions, the School should ensure that they are provided with mentoring support during their first year of tenure. To preserve impartiality and objectivity, mentoring support should be provided by another suitable GCU External Examiner. If you have not Experience of External Examining within the last 5 years, the Programme Leader should provide you details of another External Examiner who will be able to offer mentoring support.

Where possible, an opportunity to visit the University to meet with staff before formally taking up the role will also be arranged via the Programme Leader; this is particularly important if your professional background is from out with the Higher Education sector.

Once you are established in post, you may expect to receive updated briefing material on an annual basis, prior to the final assessment diet each year. This will, as a minimum, include:

- the Assessment Board schedule updated for the coming academic session;
- any material updated since the previous assessment diet.

5.3 During the period of appointment

Following consideration of approval and appointment, it is expected that the continuing relationship with the External Examiner is managed in the School.

Any changes in circumstances which may impact on the contract between the External Examiner and the University should be highlighted to the Department of Quality Assurance and Enhancement. This may include, but is not restricted to, changes in circumstances of the External Examiner such as contact details, payment details, right to work status, and conflict of interest. Where changes require to be made to the duties allocated to an External Examiner, for example the addition or removal of programmes and modules, an EXT2 Application for the Approval of a Revision of Duties or Tenure for a Currently Approved External Examiner should be prepared by the School and submitted to the External Examiners Approval Panel (EEAP) for consideration. Where any changes to your duties or duration of tenure are proposed, it is expected that you will be fully consulted and your express agreement sought, prior to the application for approval being presented to the EEAP.

The School should ensure that throughout the period of appointment, you have continued and timely access to all relevant information you require to undertake your role.

5.4 Rights as an External Examiner

An External Examiner appointed to a programme (or suite of programmes) has the right to take any action which is necessary for the fulfilment of their duties. These rights include the following:-

- to receive copies of the definitive programme documentation, including details of any programme specific regulations, and any programme or module handbooks which the External Examiner considers necessary information to enable them to fulfil their responsibilities
- to have access to the GCU virtual learning environment and online assessment portals
- to receive and provide comment on draft assessment papers from the Module Leader
- to receive marking criteria for all draft assessment papers or other major instruments of assessment. It is recognised that the possible range of assessment methods may necessitate specific marking criteria and that the External Examiner and Module Leader(s) should adopt an approach which is appropriate for the assessment method e.g. suggested solutions, marking schemes, outline answers, etc.
- to receive written/oral feedback from the Module Leader(s) on any comments pertaining to draft assessment papers
- to advise the Module Leader with regard to marks given for an assessment in the module with which the External Examiner is specifically associated

- to see any assessment material relating to the programme; particularly, but not exclusively, any final stage assessment paper, scripts, course work or project reports relating to the assessments with which they are specifically associated, and, where appropriate, industrial training reports *
- to require, and be involved in, the oral assessment of any student
- to attend any meeting of the Assessment Board to which they have been appointed
- to meet with students of any level at any point during the academic session.
- to raise any matter of serious concern directly with the Head of Quality Assurance and Enhancement, if necessary by means of a separate confidential written report.
- Where an External Examiner has a serious concern relating to systemic failings with the academic standards of a module, programme or programmes and has exhausted all published applicable internal procedures, including the submission of a confidential report to the Principal and Vice Chancellor, and/or inform the relevant professional, statutory or regulatory body.
- having declared a matter of principle which cannot be resolved to the Head of Quality Assurance and Enhancement to resign their appointment

**External examiners are not normally responsible for, or involved in, the assessment of individual students to the extent that they do not carry out marking of assessed work. The volume of assessment generally means that an external examiner is unlikely to be able to view all the assessed work unless the cohort is small. Samples are of sufficient size to enable him/her to form a view as to whether the internal marking has properly assessed student performance against the appropriate standards.*

In viewing samples of students' assessed work, external examiners are not normally in a position to expect or encourage an examination board to raise or lower marks for individual students, on the basis that such a practice would be unfair to those candidates whose work is not part of the sample.

5.5 The External Examiner's Report

You are required to report annually to the University on the conduct of assessment just concluded and on issues related to assessment.

GCU currently operate an online reporting system which is accessed from our website. As part of your appointment you will be provided with a Username and Password which will allow you access to our Virtual Learning Environment, and the online report.

If you are appointed to undergraduate programmes and modules we ask that you complete and submit your report by 31 July; for postgraduate programmes we ask for submission by 31 October each year. For all other non-standard programmes we will liaise with you regarding the most appropriate date for submission of your report.

The online report comprises of multiple choice questions and free text areas to allow you to provide your feedback on issues including, although not restricted to:

- the adequacy of information supplied on the programme, including its aims and learning objectives and methods of assessment;
- whether the aims and programme structure meet the needs of students;
- whether the stated learning objectives for the programme are appropriate to the subject matter, the level of the programme and the students;
- whether the examination, together with any other forms of assessment used, adequately covered the learning objectives;
- whether you are satisfied with the methods of assessment;
- whether you are satisfied with the details of the assessment process, including, where appropriate, the marking schemes and allocation of marks, the criteria for degree classification and schemes for the award;
- whether the teaching and learning methods are appropriate to the programme;
- the administration of the examination and any form of assessment used;
- such matters as time available for scrutiny of scripts and other student work, the format of the information provided on the marks awarded by Internal Examiners, and the impartiality with which the process was conducted;
- whether the marking by Internal Examiners is broadly appropriate in terms of standards, consistency and internal moderation;
- the standard of students' work associated with the various degree classifications or pass/fail borderline(s) in comparison with other institutions of which you have knowledge;
- the overall performance of candidates, including pass rates and honours degree classification profiles;
- the procedures followed at the meeting(s) of the Assessment Board;
- whether or not you have been consulted in the last year by the department on proposed changes to courses or on the introduction of new courses;
- the programme's areas of strength, and areas that require to be further developed;
- strengths and weaknesses of knowledge, understanding and skills demonstrated by students.

5.6 What happens to your report?

When submitting your report online you will receipt an automatic receipt on screen to confirm it has been successfully submitted. The Department of Quality Assurance and Enhancement will then circulate the report to the relevant School.

A response to your report will normally be provided by the Chair of the relevant Programme Board. The Programme Board, collectively, is also responsible for addressing the issues identified in the report (see below). If the matters you have raised are serious, you may expect that they will be addressed immediately by the Department of Quality Assurance and Enhancement. Otherwise, they are dealt with as part of the annual monitoring process. In either case, you will be provided with a written response by the Chair of the Programme Board. Where serious matters have been raised, a copy of this response will also be lodged with the Dean of School and Department of Quality Assurance and Enhancement.

Thereafter, the appropriate Programme Board will consider your report at the first meeting of the Board after the start of the academic session, with action taken reported by the Programme Leader in the Annual Programme Analysis.

We recognise that our External Examiners give important feedback on the operation of programmes and timely receipt of reports allows us to take early action to address any issues raised. For this reason, it is vital that you meet the deadline for submission of reports and forms.

ASSESSMENT REGULATIONS

To accompany this Handbook you should receive a copy of the current University Assessment Regulations. Any programme specific regulations that have been approved via the University's Exceptions Committee will be provided to you by the Programme Leader. However, the following *extract* from the approved Assessment Regulations outlines the key philosophy of academic judgement at GCU:

'The purpose of assessment is to enable students to demonstrate that they have fulfilled the objectives of the programmes of study and have achieved the standard required for the award they seek. Assessment Boards are responsible to Senate, and Senate requires all programmes of study to be subject to assessment regulations. It is within these Programme Assessment Regulations that Assessment Boards make their judgement on student performance. Failure to adhere to the regulations may: i) put the University at unacceptable risk; ii) threaten the standards of its awards; iii) run counter to principles of natural justice; iv) be in breach of external legislation; v) be in breach of requirements imposed by external agencies; and, vi) jeopardise the quality of the student experience.'

Within the constraints imposed by the Senate requirements of paragraph 4.1 above, Assessment Boards have academic discretion in reaching decisions on the awards to be recommended for individual students. Regulations cannot be expected to legislate for every eventuality. The Assessment Boards are responsible for interpreting sensibly the assessment regulations for a programme if any difficulties arise. Academic judgements, which are properly justified and fully recorded in the minutes, may override strict regulatory interpretation. However academic judgement cannot be used as a justification to downgrade any credit, mark or degree classification achieved by all normal regulatory calculations or used to prevent progression or compensation permissible under the Programme Assessment Regulations³.

Students have the right of Appeal regarding an Assessment Board decision. The conditions and process of Appeal are detailed in the Academic Appeals Policy and Procedures.'

The [University Assessment Regulations](#)⁴ are revised annually prior to the start of each academic session. Guidance on the interpretation and implementation of the Regulations can be provided by the Assessment Academic Registrar, the Department of Quality Assurance and Enhancement, or Assessment Board Chairs (see below for contact details).

³ Assessment Boards may obtain guidance on the interpretation of the regulations from the Assessments Manager and the Department of Governance.

⁴<https://www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies/universityassessmentregulationsandpolicies>

KEY CONTACTS

Should you require any further information or advice, please contact the person detailed below:

Query	Contact
Assessment Boards and Examination arrangements	Mr Kevin McGee Assistant Academic Registrar, (Student Records) Tel: 0141 331 3730 email: exams@gcu.ac.uk
External Examiners' contact <i>(for all other issues including External Examiners' Reports, fees, expenses)</i>	Ash Dodds, David Russell or Amanda Brawley email: externalexaminers@gcu.ac.uk

A copy of this handbook, and other information can also be accessed via the [Department of Quality Assurance and Enhancement website](#)⁵.

If in doubt, the generic mailbox: externalexaminers@gcu.ac.uk can be used for all queries.

⁵<https://www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/externalexaminers>

APPENDICES

Appendix 1 Fees and Expenses

Appendix 2 Campus Map

Appendix 3 Conflict of Interest Review During Appointment

Appendix 1 – Fees and Expenses

1. Scale of Annual Fees

Undergraduate	Module Examiner: £340 Programme Examiner: £600
Postgraduate	Module Examiner: £340 Programme Examiner: £600

Additional fee for Chief Examiner: £80

2. Payment Procedures

On appointment as External Examiner, you will be asked to provide confirmation of your right to work in the UK and complete a Casual Worker Profile Form, including your bank details. Due to current UKVI Regulations, it is particularly important that we receive proof of your right to work in the UK before you commence your appointment as External Examiner.

Once you have submitted your annual report, staff in the Department of Quality Assurance and Enhancement will authorise payment of your fee. This will then be processed for the next available payroll date, and paid directly into your bank account. Our internal cut of dates for submission of payment requests are the 1st of every month and payments are made into bank accounts on the 28th of every month. For example, any annual reports submitted on or after the 2nd of the month will be paid to you on the 28th of the following month.

3. Travel and Subsistence

External Examiners are entitled to claim expenses incurred while travelling to Assessment Boards. The claim forms can be obtained by clicking on 'non staff expenses claim form' via the following link: <https://www.gcu.ac.uk/aboutgcu/supportservices/finance/forms>

The completed form, together with appropriate receipts, should be submitted to the Programme Team in the first instance.

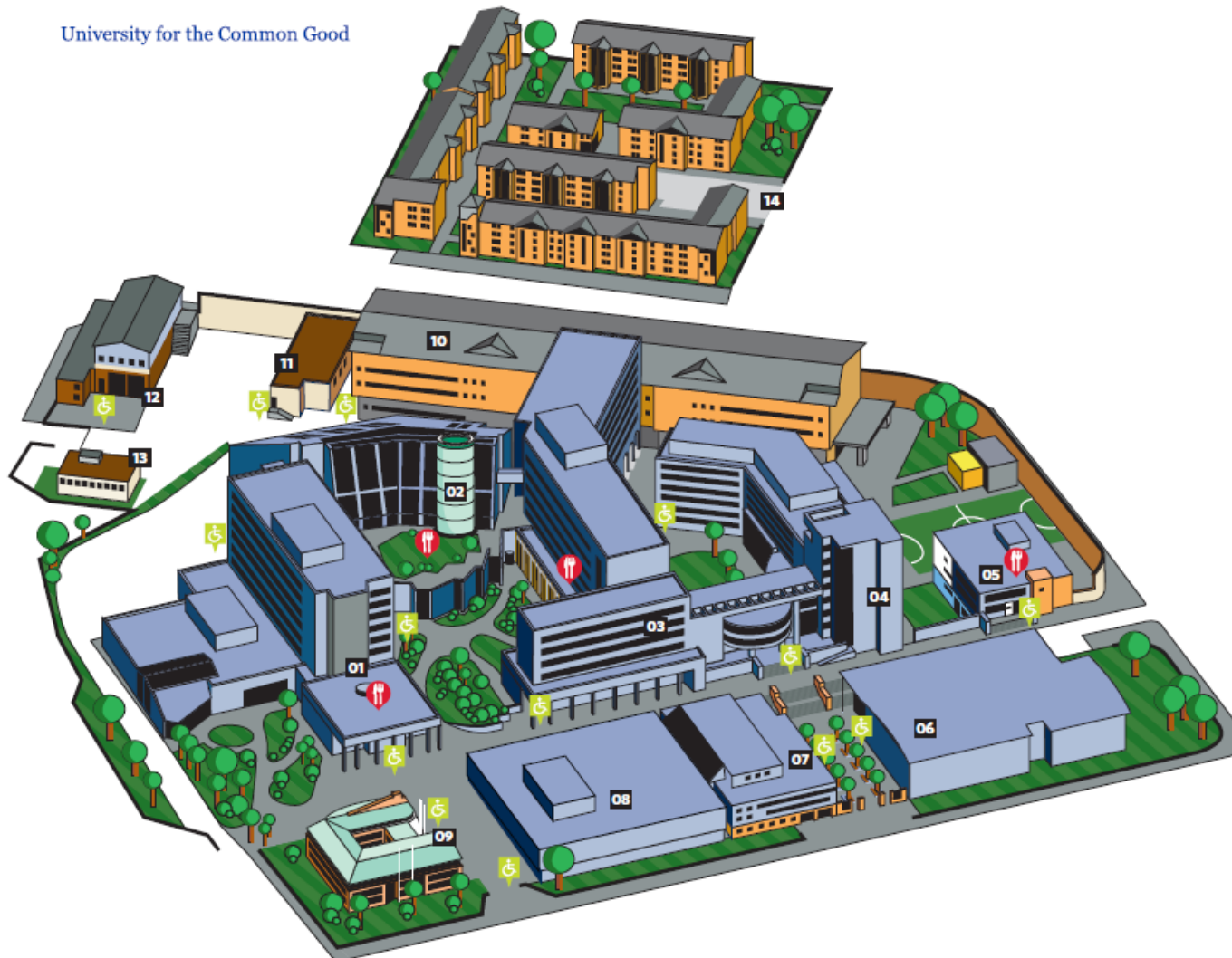
4. Additional Information

Should you have any queries regarding the above please contact the Department of Quality Assurance and Enhancement via email at externalexaminers@gcu.ac.uk.

Appendix 2 – Glasgow City Campus Map



University for the Common Good



Campus Key

1. **Annie Lennox Building** (Rooms W)
2. **Sir Alex Ferguson Library**
3. **George Moore Building** (Rooms M)
Contains the University Restaurant, 'Study Club' area and Campus Life desk
4. **Govan Mbeki Building** (Rooms A)
5. **Students' Association**
6. **Arc Health and Wellbeing Facility**
7. **Centre for Executive Education**
(Rooms CEE)
8. **William Harley Building** (Rooms H)
9. **Britannia Building** (Rooms B)
10. **Charles Oakley Laboratories**
(Rooms C)
11. **PhD Centre**
12. **Milton Street Building** (Rooms MS)
13. **Nursery**
14. **Caledonian Court**
Student Accommodation

Accessibility

All buildings are wheelchair accessible. for further information please visit: www.accessible.co.uk/glasgow-caledonian-university or scan the QR code below.



Appendix 3 – GCU London Location Map



GCU London | 40 - 48 Fashion Street | Spitalfields | London | E1 6PX

Appendix 3

Conflict of Interest Review During Appointment

If, at any time during your appointment with the University, you become aware of a conflict of interest outlined above you should declare this to the Department of Quality Assurance and Enhancement at the earliest opportunity. Upon identification of this, the nature of the conflict of interest will be considered and may result in the requirement for your External Examiner appointment to be terminated.

On most occasions a change in circumstances will not highlight or result in a new conflict of interest, however, to confirm this the EE should reconsider the COI questions originally answered on their EXT1 form.

See below:

1. EE should re-consider the Questions Asked on EXT1 Form to establish whether their change in circumstances now identifies a conflict of interest:

CURRENT AND/OR PREVIOUS ASSOCIATION WITH GCU <i>Please provide details of any current and/or previous association with GCU including institution/programme/department/individual staff details/student details (with dates)</i>	
Please also refer to notes below with regards to conflict of interest	
Have you been a permanent/temporary/casual member of staff with GCU within the last 5yrs or been contracted with GCU on a self-employed basis?	YES / NO
Have you been a student of GCU within the last 5yrs?	YES / NO
Have you held an External Examiner Appointment with GCU in the last 5yrs?	YES / NO
Do any members of GCU staff hold External Examiner appointments within your subject area at present, or within the last 5yrs at your home institution?	YES / NO
Do any colleagues from your company/institution, in your subject area currently, or have in the last 5yrs held External Examiner appointments with GCU?	YES / NO
Have you been part of any research collaborations with a member of GCU staff in the last 5yrs?	YES / NO
Have you been part of any industry/specialist liaison groups or acted in any advisory capacity to GCU within the last 5yrs?	YES / NO
Are any of your family members employed by GCU at present?	YES / NO

NOTES REFERRED TO:

In line with the UK Quality Code⁶, degree awarding bodies should not appoint as External Examiners anyone in the following categories or circumstances:

- i) a member of a governing body or committee of the appointing body or one of its partners, delivery organisations or support providers, or a current employee of the appointing body or one of its partners, delivery organisations or support providers
- 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

⁶ <https://www.qaa.ac.uk/quality-code>

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 modules in question
- vi) former staff or students of the higher education provider 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 higher education provider
- viii) the succession of an external examiner by a colleague from the examiner's home department and provider
- ix) the appointment of more than one external examiner from the same department of the same higher education provider.

2. Where 'Yes' is answered and a Conflict of Interest Identified

Full and further information should be obtained regarding the detail of the conflict of interest and the School and EE should seek mitigation / ways in which the conflict can be minimised or avoided and enough separation obtained to retain objectivity and impartiality.

The outcome of this can then be evaluated to confirm whether the appointment can continue.

Any grey areas would be presented to the External Examiners Approval Panel for consideration.

Further advice can be obtained from the Dept of Quality Assurance and Enhancement via externalexaminers@gcu.ac.uk