

University of Glasgow

Academic Standards Committee – 28 May 2010

Report on the External Examiners' Reports for Undergraduate and Taught Postgraduate Programmes/Courses for Session 2008-09

Lesley Fielding/Catherine Omand, Senate Office

1. Introduction

External examiners are required to report to the Principal annually on a pro-forma provided by the Senate Office. The reports are reviewed by the Senate Office and are categorised according to our satisfaction: 1a (very satisfactory); 1b (satisfactory); 1c (satisfactory but some general comments made will prove helpful to course development) and 2 (concerns have been raised that require attention). There is one further category "spcl", which accompanies the main categories if a specific issue has arisen that applies at University or faculty level and generally lies outwith the department's responsibility.

The procedures for distributing external examiner reports changed during Session 2008-09 with reports being forwarded to Departments via email on receipt. (Previously, Senate Office had up to eight weeks to review, categorise and distribute). Once Senate Office has reviewed and categorised, Departments were contacted again and advised whether any follow up action was required. This amendment was made to take into consideration the review of External Examiner reports as part of Course Annual Monitoring and was considered an improvement.

This report summarises the External examiners' reports received for Session 2008-09, paying particular attention to concerns and/or recommendations that have been raised by External Examiners. The report also highlights exceptionally positive comments made by the External Examiners and identifies areas of good practice.

2. Statistical Information

The report covers External Examiner reports on courses taught in the University and does not include those reports on courses validated by the University of for joint courses where Glasgow is not the administering University (e.g. Christie's education, Glasgow school of Art, the Scottish Agricultural College and Strathclyde University). These are reviewed by the relevant Joint Boards or Joint Liaison committees.

The table at Annex 1 shows comparative figures for the last six years. 409 out of a total of 441 expected reports (93%) had been received by the date of the preparation of this report with 52 (12%) requiring a response from the department; a reduction of 8% from the previous year.

Of the 409 reports received, 98 (24%) were categorised as 1a/1aspcl, 138 (34%) were categorised as 1b/bspcl and 121 (30%) were categorised as 1c/1cspcl. Consequently, (88%) expressed general satisfaction. It is pleasing to note that this was an increase of 8% in comparison with figures for Session 2007-08.

A copy of this report, together with Annexes 1 and 2, will be sent to the External Examiners for information, following consideration by the Academic Standards Committee.

3. Comments Requiring Reply

As indicated in the table at Annex 1, 409 external examiner reports have been received. In accordance with the University's procedures, the 52 (12%) reports which contained comment that required a response, the Head of department was asked to arrange for the department to address the points made and to respond to the Senate Office within 3 months. From the 52 requests, 38 replies have been received; copies of these responses have been sent to the External Examiner. Senate Office is currently chasing outstanding responses.

4. Issues

Comments and recommendations from External Examiners for Session 2008-09 covered a wide range of issues. Recommendations arising from these issues are to be found in section 7 (or 8).

4.1 Marking and Marking Scheme

As in last year's report, marking and use of the marking scheme has given rise to substantial comment with 25 External Examiners raising concern (although this was a decrease of 7 compared to last year). Main concerns were:

- 8 commented on inconsistent use of marking scheme between markers
- 6 questioned appropriate use of Code of Assessment/not using full range of marks
- 6 stated that there was no evidence of double marking
- 5 stated marking was too lenient
- 2 commented that marking was too harsh
- 1 expressed concern at the lack of agreement between internal markers and use of External Examiner to resolve

There was another significant reduction in comments raised regarding the Code of Assessment, with only 18 reports commenting on it, 12 of which were referred to the Academic Regulations Sub-Committee. Those requiring a reply were responded to. This compared to 27 referrals last year.

4.2 Assessment

Ten External Examiners raised issues relating to Assessment, compared to 38 raised last year. Recommendations raised were as follows:

- 3 requested modification of the assessment process or amendment to the weighting of examination to ensure students achieved an acceptable level prior to progression
- 3 suggested more formal assessment to ensure deficiencies were addressed prior to the following assessment
- 2 commented that too much was expected from the candidates in the time available in the examination, whilst one expressed concern over the move to the 90-minute examination

- 1 questioned the limited variety of question types in the examination
- 1 highlighted concern over the impact of group coursework on overall grades and the ability to make sufficient distinction between strong and weak students

4.3 Procedural and Documentation

A total of 27 comments were raised regarding inadequate procedures and insufficient provision of documentation (a decrease of 9 from the previous year). Comments raised included:

- 12 commented on lack of/inadequate provision of information
- 4 expressed concern over limited timescale to scrutinize scripts adequately
- 5 commented on the appropriate use/role of the external examiner
- 9 expressed concern relating to the variation in the level of feedback given to students
- 2 stated that inadequate check was in place to detect plagiarism

4.4 Teaching and Course Content

Nine External Examiners (compared to 15 last year) raised issues relating to teaching and course content. Comments raised were very much course-specific. Below are a few examples:

- Concern that level of teaching was below that recommended by national bodies
- Recommended that the Department reconsidered the dramatic reduction in contact time in First and Second Year as concerned that existing standards could not be sustained
- Concern that same course was taken by both Undergraduate and Masters' students at the same time and sitting the same examination
- Students displayed a poor understanding of research methods and that a separate module covering research methods be developed
- Cancellation of language modules which led to significant problems for several students. Difficult to justify a MEng (Euro) degree if basic language modules cannot be reliably delivered

4.5 Standard of Students

Five External Examiners raised issues relating to the standard of students, two of which concerned overseas students and their standard of written English. One commented on the relatively high drop out rate in the first few years and some students who had been interviewed suggested that this was due to the entry standards. Two External Examiners criticised the quality of work; with one expressing concern of the lower quality of the dissertations and another observing the low mean averages and the need to monitor this closely.

4.6 Staffing

Sixteen External Examiners raised concerns regarding the level of staffing and the inability of programmes to sustain adequate levels of teaching if student numbers continued to increase without investment.

5. Identification of Good Practice

It is very pleasing to report that 56 reports (and increase of 1 from last year!) included comments that were considered exceptionally positive. Of those, 34 letters were sent by the Clerk of Senate to Departments to congratulate them for the very positive comments expressed as such feedback enhances the University's reputation and reflected the hard work, dedication and commitment of staff.

- 27 External Examiners commented on the excellence of the staff, their dedication and the quality of teaching
- 25 remarked on the outstanding work produced by the students, some of which commented that the work produced was better than elsewhere or the best work they had even seen
- 18 commended the quality of the courses or programmes
- 6 commented on exemplary procedures that were in place or high quality documentation
- 7 commended the excellent range and outstanding diversity and depth of assessment

Annex 2 identifies the high level of expression made by External Examiners in relation to the above.

6. Remuneration of the External Examiner

A proposal was distributed to faculties for comment, with remuneration based on the number of courses reviewed on a year-by-year basis. Following feedback, this was modified to base the fee on accumulated credit-rated courses. The proposed rate is as follows:

Undergraduate

Credits	Fee	(Comparison with Edinburgh University)
0-160	£200	(£250)
161-340	£400	(£550)
>341	£600	(£800)

Taught Postgraduate

No of students	Fee
1-10	£200
11-30	£350
31-50	£500
51 and over	£600

Research

Level	Fee
MSc	£100
PhD	£200
MD	£250

The additional cost per faculty is currently being worked out, but initial findings have found that the incremental cost would be no more than previous calculations based on the number of courses. It had been hoped to introduce the revised fees for Session 2009-10 but, unfortunately, due to priority given to restructuring, the revised fees will not be introduced until Session 2010-11. The revised fee proposal will be presented to the next meeting of the Senior Management Group for approval.

7. Review of External Examiner Process

7.1 Revision of External Examiner Report Form

The External Examiner report form has been revised to be more in alignment with annual course monitoring and is attached as Annex 3. In addition, the return date has been amended to within 1 month of the Board of Examiners rather than a specified date to allow for varying timescales. Following ASC approval of the revised pro-forma, it will be available from Session 2010-11 onwards.

7.2 On-line application

Since it has been agreed that the External Examiner's system would not be part of Campus Solutions, a new and more user-friendly External Examiner database is currently being investigated with support from Ms A Phelan, MIS. A new system would allow for all forms to be made available on-line. These changes would enhance the process considerably, ensuring that departments receive reports immediately on receipt and would allow for a far more responsive process.

8. Implications of University Restructuring

Currently, Heads of Departments have overall responsibility to ensure that external examiners' reports are responded to accordingly, copied to Deans of Faculty. In accordance with the documentation: 'Roles and Responsibilities of the College, School (and subject) and Research Institutes and Schools' (http://www.gla.ac.uk/media/media_142767_en.pdf), Heads of School will be accountable for External Examiner reports with a copy forwarded to Heads of College for information. Since a substantial amount of reports are received during June and July, until the new structural arrangements have been established, reports received prior to 1 August 2010 will be continued to be sent to Heads of Departments but also forwarded to Heads of Schools to ensure that any necessary follow up action is taken by the respective School.

The procedures for the appointment of External Examiners will be revised to reflect the new structure. Currently, nominations are approved at Departmental and Faculty level before final approval by Senate Office. An appropriate approval mechanism will be agreed in conjunction with Schools and Colleges.

Fees and expenses are currently charged against respective Faculty budgets and the Management Accountant has recommended that these are charged against School

budgets. From a financial point of view, it is best practice to charge costs to where they are being incurred so that meaningful income and expenditure accounts can be created for each operating unit. Charging the costs at School level also means the fees can easily be consolidated up to provide a College figure when necessary whereas charging the costs at College level lacks the detail of the School breakdown. However, to ensure that there is no delay in fee payment, fees will be initially paid by Senate Office and debited against Schools once project codes have been identified.

9. Summary

The Academic Standards Committee is asked **to note** the following:

- Changes made to the distribution of the External Examiner reports during Session 2008-09
- Proposed changes for the introduction of a more responsive system
- The proposed revised fee structure
- Revision of the External Examiner Report Form
- Revision of the submission date for External Examiner Reports
- Head of Schools to have overall responsibility for External Examiner Reports
- Fees and Expenses to be charged against School budgets

Diet	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Report Prepared	19 April 2005	12 May 2006	9 May 2007	6 May 2008	4 May 2009	
No. of external examiner reports expected	411	425	404	422	432	441
No. received at date of report	390 (95%)	388 (91%)	374 (93%)	382 (91%)	413 (96%)	409 (93%)
% received by 31 July ¹	55%	50%	49%	43%	46%	50%
% received by 31 October ²	80%	72%	70%	73%	74%	78%
Reports with substantial comment, for reply by Department	74 (18%)	114 (29%)	56 (15%)	87 (23%)	82 (20%)	52 (12%)
Replies received from Department and forwarded to external examiners to date	59 (87%)	94 (86%)	41 (80%)	56 (66%)	77 (94%)	38 (73%)

¹ This is the date by which reports are requested

² This is the date by which most reports on taught post graduate courses are expected

Annual Report on External Examiners' Reports – Session 2008-09

Extracts from External Examiner reports containing exceptional comments and highlighting good practice

Department	Comment	Practice
Politics (Undergraduate)	The department is to be particularly commended for the range and quality of the u/g dissertations and the General paper. The students in the department are well read, theoretically well grounded and have a good grasp of the subject area. The work at first class is truly excellent.	Assessment Students
Clinical Psychology (Doctorate - Full-time and part-time)	The quality of theses has become consistently high from an already high baseline. Research theses generally in the upper part of the range within comparative courses.	Students
Mathematics - Applied (Honours) & MSci 5th Year	Standard of student work is very good. Students who have a Maths degree from Glasgow can be proud of their achievement. The University should use the Department of mathematics as an example of "best practice".	Programme
Geography Levels 1, 2, 3H/4H	6 firsts were awarded to single honours geographers, three of which initially were in the zone of discretion and their work is as good as anything I have seen elsewhere.	Students
Information & Computer Systems (BAcc)	This course is an outstanding example of high quality and effective teaching of a difficult and complex topic.	Course Staff
History (Honours)	The teaching seems very good and the range of courses available to students is impressive. Pastoral care is excellent.	Programme Staff
Arts and Media Informatics	Impressed by the organisation of the exam board, the standard of material being submitted by students, and the comprehensive nature of the degree courses offered at HATII. I am always impressed by the collegial atmosphere at HATII, and the dedication of the staff to their students.	Procedural Students Programme Staff
Politics (Undergraduate)	There is a high standard of output, higher than that in some other comparable institutions of which I have knowledge. The dissertations were particularly impressive with many students displaying not only great industry but also originality. The best was a truly outstanding piece of work. Another excellent feature was the degree of enthusiasm for their subject which students displayed and was particularly evident in the dissertations but also shone through many of the examinations scripts and it clearly reflects the high quality of teaching in the department.	Students Staff
Theatre Studies (Undergraduate)	Very strong sense of progression in student attainment from level to level. I also had the pleasure of seeing some practical work. While I managed to be present at an almost perfect 'range' of such work, the best of these pieces were outstanding and of a professional standard. Changes to assessment to ensure a rigorous balance between practice, research skills and critical analysis. I think these changes are excellent in terms of learning outcomes but should be monitored carefully to ensure that this does not substantially increase pressure on either students or staff. I have been greatly impressed by my experience of Theatre Studies at Glasgow this year. Without question, its greatest strength lies in its core team of staff and indeed in their ability to work so effectively as a team. This is a lively, highly motivated group with complementary research and teaching interests, who have developed a common pedagogical philosophy. Strong sense of 'sharing best practice' among staff and of supporting and encouraging each other in finding innovative and exciting methods of teaching and assessment. I have been struck by numerous examples of 'best practice'. The best students also show an admirable level of intellectual and creative ambition leading to some genuinely original	Programme Students Assessment Staff

Department	Comment	Practice
	pieces of work. It is a sign of the excellence of this Department that as External Examiner I have felt welcome as someone with a genuine contribution to make and that staff have shown themselves eager to engage me in discussion of all aspects of their activities with a constant eye on providing the very best possible student experience.	
Islamic Studies, Level 1, 2 and Hons	Teaching and supervision of students; intellectual and academically critical atmosphere of learning; open, liberal teaching environment. I would like to congratulate the teaching staff in IS for their excellent work and generally high standards of teaching and assessment.	Staff
Immunology Levels 3/4H	The strength of this course lies in the time allowed to provide students with an in depth education in Immunology. The University of Glasgow is to be commended for collecting an outstanding group of dedicated scientists and teachers in this department. Many of them are leaders in their own research speciality and the students are highly fortunate to be taught at this level.	Course Staff
Veterinary Biomolecular Sciences	This is a first rate course covering all aspects of Biomolecular sciences. The staff are to be congratulated on devising and maintaining such an excellent course.	Programme Staff
Philosophy (Levels 1 & 2) - 1M, 1K, 2K, 2M	The course I have responsibility for are a model of best practice. For example, the course materials are superb, great efforts are made to provide interesting and clear examination questions.	Course
Obligations (LLB)	I consider Obligations Honours an excellent course.	Course
Medieval History Level 2	The staff who teach on this course are of the highest standard with world-class reputations. One would be hard-pressed to find a better group of scholars whose own research focus fits so neatly with the course on offer.	Staff
Mathematics (BSc, MSci)	The standards of students performance as used in marking of examination scripts and in the degree classifications are at the same level or exceed similar standards at other universities in the country.	Students
Business and Management (MA)	Given the performance of first class students I regard the quality of teaching to be exceptional.	Staff
MBChB 5th Year	I found one OSCE to be super test of students' clinical ability in a crisis. I was left with a high opinion of the level and relevance of the students' applied learning. Important matters of communication skills are attended to and examined to an extent greater that I have been used to in previous examining elsewhere. I find this a commendable aspect of the assessment (and thereby the educational experience of the students.)	Assessment
Adult & Continuing Education (Dip/MSc)	I read some exceptionally good work, including a few pieces which should certainly lead to publication in some form.	Students
Celtic and Celtic Civilisation	I have consistently found the care and concern devoted to this process by the members of the Department to be of exceptional quality.	Staff
Earth Sciences	Enormous esprit des corps is present within this degree programme, proof of the dedication of earth science staff to providing exemplar teaching and training. The access to world-class analytical equip is near to unique for an u/g. I want to highlight the fact that the ES staff are an extraordinarily dedicated group of educators and should be commended for their efforts in running and maintaining high quality ES teaching and training dept.	Staff Equipment
Central and East European Studies 3H Joint	Again I continue to be impressed by the wide range of assessment methods in use. I can only repeat my complimentary comments of last year, praising the range of teaching methods used, the quality of learning achieved, and the evident care with which both staff and students approach their work. The high level of pastoral care achieved by staff in regard to their students was confirmed by student comments made to me. I wish once again to commend the Department on the continued excellence of its work for undergraduates and on the very high standards it sets for its	Assessment Staff Students

Department	Comment	Practice
	competitors.	
Human Nutrition (MSc MedSci), Clinical Nutrition (MSc MedSci) Human Nutrition (PGDip)	The project represents a considerable investment in time and resource by staff supervising often large numbers of students. Although there is some 'sharing' of projects, the staff are to be commended on the range of projects on offer and the quality of work produced by the students.	Staff Assessment
English Language (MA)	All courses kept well up to date year on year, and the effectiveness of the teaching comes through strongly in student submissions. This is plainly a subject area where advanced research is brought effectively to bear on the student learning experience.	Staff
PGDE (Secondary) - School Experience	I am satisfied, indeed impressed, by the standard of student work I have seen. This reflects the overall increase in quality and professionalism of newly qualified teachers across the country.	Students
Crichton Work Placement	This was a new and innovatory module when I first became ee. From the start the basic design was excellent, but has been steadily strengthened and fine tuned over these years by modelling exactly that practice of critical reflection which lies at the heart of the course. The course convenor is to be most warmly congratulated on her achievement.	Course
Storytelling (Crichton)	The range of work required from each student was broad and testing and I do not know of any Scottish institution providing a comparable mix of study, practical application and reflection in this field.	Course
BDS First Year (New Curriculum)	Excellent teaching and dedication of academic staff in nurturing an interest and providing a challenging and rewarding course which the students obviously enjoyed, judging by the responses in the Viva. This course has a well developed infection control component with compulsory competency in hand washing which is sadly lacking in some dental schools. The behavioural science component is also excellent and applied to relevant clinical situations.	Staff Course
MBA	The standard expected of students on the Glasgow MBA is extremely high and certainly compares very favourably indeed with other MBA programmes in the UK. The performance of students on the dissertation was especially commendable	Students
Management (Human Resources Management) MSc in	The dept has an excellent reputation for the quality and variety of its courses and contributors include internationally respected academics. This excellence is reflected in the quality of courses and willingness to innovate. Overall I continued to be impressed by the courses.	Course
Proteomics (MRes in)	The students have all clearly both enjoyed and been stimulated by the course, the cross-disciplinary aspects have certainly been challenging for them but they have also been seen this as a major strength. The academic staff that were involved in organising and delivering the MRes should be congratulated on their achievement.	Course Staff
Bachelor of Divinity (Lev 1-3 & Hons)/(Min) & MA in Theology & Religious Studies	Exceptional I was extremely impressed this year (as I have been every year) with all aspects of examination administration. I found the standard of student work to be as high, or higher than, that at other UK institutions. Some of the First-class students produced work of outstanding conceptual sophistication. I have over the last three years generally been extremely impressed by the Department, both by the high standards achieved by students and by the evident dedication of teaching and support staff. The contribution of External Examiners is always taken seriously, in a collegial manner, and their concerns listened to, and the Department, collectively and severally, is dedicated to improving the learning experience of students. I have been impressed to find not only that they have already identified the problem but generally also that they have already discussed strategies for improving matters fro the next cohort of students.	Procedural Students Staff
Creative Writing (MLitt in) (Crichton)	The course has also maintained high academic standards; staff have shown considerable dedication in teaching these standards to students from other disciplines. The way these students have been accommodated, without	Course Staff

Department	Comment	Practice
	compromising academic integrity, is exemplary.	
MLitt in Victorian Literature	The Convenor and course team are to be commended for their rigorous and fair application of standards. Comments provided on student work and the dissertations were always detailed, constructive and helpful. As an external examiner I gained a very clear sense of how much time commitment and energy were dedicated to the process and the excellent progression of some students from lower level marks at the start of their studies to B1/bordeline A-level grade work in their dissertation indicates the success of this support strategy. The marking policy of the team reflects best practice in the profession. Some of the students who were awarded Merits achieved exceptionally high standards in some of their coursework essays. One of the creative pieces was of publishable quality. Some of the work I have seen over the last three years, including and particularly creative work, has been of exceptional, indeed publishable standard.	Staff Students
Management (MSc) 1	Staff are conscientious and willing to discuss and debate. Overall, the focus is very much on fairness and a concern for the quality of the student experience.	Staff
DACE: BA in Community Development	I have experience of reviewing marking at both UG and TPG courses in Community Development and some of the best of the work I have read from the BACD is comparable with some postgraduate diploma assignments. The course team deserves credit for their passion for their subject, commitment to high quality teaching and particularly the quality of their care and support for the students on the BACD programme. I have been impressed by the commitment of the course team and its diligent support to students on the course. The programme is exemplary in the way it integrates opportunities to engage in and reflect on community work practice across courses.	Students Staff
MSc in Media Management	The top end work is some of the best Master's work being done within the UK on these themes.	Students
Marine & Freshwater Biology/Zoology	What stood out clearly from the contact with the students and was well-supported by the exam results was the premium put on practical work. Without exception, all find this the most interesting and valuable aspect of the course.	Assessment
Celtic and Gaelic	The performance of the student cohort at Hons level was very impressive. The top-banded students performed superbly and were fully deserving of their first-class awards. They were on a par with the very best I have seen elsewhere and were a credit to their department.	Students
Information Technology (Diploma/MSc) (FT) (PT)	Highlight a particularly noteworthy project on which a research paper had been based and submitted to a high quality journal. Given that the applicants to this MSc programme do not have first degrees in Computing, this clearly demonstrates that the MS (IT) programme, not only prepares students for positions in the IT industry but exposes them to recent research and, as in this case, potentially allow them to contribute to current research areas. This is commendable.	Students
BDS5 (2004 Curriculum)	Excellent Quality Management in which there was initial pairing of ees to allow calibration before marking independently	Procedural
Hispanic Studies (Latin American)	Particularly struck by the quality of many of the dissertations ee read.	Students
Creative Enquiry Project (Crichton)	It is my firm opinion that this course prepares students for employment and adult life beyond the university noticeably better than the majority of degree courses in its collaborative and challenging nature. The design and implementation of the course provides the successful attainment of what many other course convenors aim at but do not attain to the same extent.	Course
European Legal History, History of Law & Roman Law etc (LLB)	Excellent students and expert staff - of the highest order.	Students Staff

Department	Comment	Practice
MSc Carbon Management (I) (Crichton)	The variety of coursework assignments used is commendably broad, with high quality of feedback given to students. Course Handbooks and assessment guidelines are generally of a consistently high standard. The applied nature of the programme and strong links with practitioners, are excellent and highly appropriate features, and are much appreciated by students.	Assessment Documentation
Civil Engineering	This is an excellent department, teaching excellent degree programmes.	Programme
Creative Writing (Crichton)	A major strength is the high level of staff input and comment on students' work. I applaud the emphasis given to the process of editing. Students are made to understand that the process of writing is the significant point.	Staff
Genetics	The top students were outstanding and will bring credit to the University. They set the standards for the other grades which are also comparable to the leading universities in the UK. The top 2 students are exceptional.	Students
American Studies (Mlitt) (Dip)	The standard of student work is fully in keeping with, and in some instances, superior to standards of MLitt and Postgraduate Diploma courses at other UK institutions.	Students
Exercise Science (MRes) (Dip)	I believe there is a demand for MRes type courses and the design of this programme which includes the opportunity to conduct 2 substantial research projects would be attractive to many students. The quality of the overall programme handbook should be commended and is better than several I have seen.	Documentation
PGDE with Teaching Qualification: School Experience	I was impressed by the excellent procedures in place for monitoring student progress during placement. I commend the Programme team for their obvious commitment to the high quality learning experience of students on the PGDE Programme.	Procedural
Hispanic Studies - Portuguese	Having seen the work of students there can be no questions of "degree inflation", but rather praise should be given to staff of Spanish and Portuguese who have equipped their students with a set of high quality skills.	Staff
Russian and Slavonic & East European Studies: MA Hons	Impressed by the high level of attainment across the different modules. EE impressed by the range of Russian and Slavonic studies programmes, the excellent pastoral care and the rigour of evaluation. Dedication of staff in helping students to achieve the highest standards. Glasgow programme is amongst the most rigorous and carefully balanced UK programmes of Russian and Slavonic Studies the EE knows.	Students Programme Staff
Celtic Studies (MLitt)	The standard of work was extremely high and would compare favourably with standards familiar to me from my own institution and elsewhere. This is particularly impressive when one considers that this is the first year in which this programme has run. The performance of the candidates was very impressive and the top-performing students produced work of the highest quality. They were a credit to all staff involved in teaching this programme. I would love to see some of the best of this work in print.	Students
Medieval Scottish Studies - Mlitt	The standard of work was extremely high and would compare very favourably with standards familiar to me from my own institution and elsewhere. The performance of the candidates was very impressive and the top-performing students produced work of the highest quality. They were a credit to all staff involved in teaching this programme. The great strength of this course is in its interdisciplinarity and in the extent to which it prepares students for further research. What distinguishes the course, also, is the fact that the University of Glasgow has such a range of strengths in this respect; the course is in the extremely strong position of being able to draw on the expertise of a variety of historians, linguists, archaeologists, etc. This is a great credit to the University.	Students Programme Staff
Contemporary Economic History (MSc/Dip)	The work was either higher or on a par with other HEIs. The course attracts highly motivated students who are producing work of real quality.	Students



University
of Glasgow

**Undergraduate and Taught Postgraduate
External Examiner Report Form: Session 2010-11**

Please complete the following report within **one month** of the final Examiners' meeting.

As this report might be required under the Freedom of Information Act, it is recommended that you should write the report on the assumption that it may be disclosed when requested. We would also request that you do not identify individual students within the report. Your report will be conveyed to the department(s) concerned, with, where appropriate, a request for information on action taken resulting from the points raised in your report. The response of the department(s) will be copied to you.

If you wish to make a confidential additional report to the Principal, you should do so in a separate letter. Such reports will be seen only by the Principal, the Clerk of Senate, the Vice Principal (Learning & Teaching and Internationalisation) and the relevant Head of College. Any action taken on such a report will be on the basis of further consultation with you.

The report form is based on the recommendations of the Committee of Vice-Chancellors and Principals, published in 1989, and the Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Quality Assurance Agency (2000, revised 2004).

Name of External Examiner	
Home Institution	
Address	
Degrees examined: e.g. MA; BSc	
Subject	
Courses	
Date of Exam Board	

1. Programmes/courses Design	Yes	No	N/A
1.1 Were you given adequate information about the programme/course content and objectives?			
1.2 Do you consider that the aims and course structure meet the needs of the students?			
1.3 Were the stated learning outcomes for the course were appropriate to the subject matter, the level of the course and the students?			
1.4 During the past year have you been consulted by the School on proposed changes to courses or on the introduction of new courses?			
1.5 Any further comments:			

2. Assessment and Feedback	Yes	No	N/A
2.1 Did the examination, together with any other forms of assessment used, adequately cover the learning objectives?			
2.2 Were you satisfied with the method(s) of assessment?			
2.3 Were the marking criteria sufficiently clear to you?			
2.4 Were the marking criteria consistently applied by markers?			
2.5 Do you consider that teaching and learning methods, as far as you know them, are appropriate to the course?			
2.6 Were assessment methods appropriate?			
2.7 Were you satisfied with feedback on assessment to students?			
2.8 Any further comments:			

3. Examination Process	Yes	No	N/A
3.1 Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications of module handbooks?			
3.2 Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?			
3.3 Was the time available for your scrutiny of scripts and other students work adequate?			
3.4 Any further comments:			

4. Administration	Yes	No	N/A
4.1 Was the administration of the assessment process effective?			
4.2 Time available for marking adequate?			
4.3 Any further comments:			

5. Standards and Results	Yes	No	N/A
5.1 Do you consider the marking by internal examiners to have been broadly appropriate in terms of standards, consistency and internal moderation?			
5.2 Do you consider that the standards set are appropriate by reference to published national subject benchmarks, the national qualifications framework, institutional programme specifications and other relevant information, where available?			
5.3 Was the standard of student work associated with the various degree classifications, bands, grades or pass/fail borderline(s) comparable with other institutions of which you have knowledge?			
5.4 Any further comments:			

6. Practical/clinical examinations	Yes	No	N/A
6.1 Were satisfactory arrangements made for the conduct of practical/clinical examinations?			
6.2 Was the method and standard of assessment satisfactory?			
6.3 Any further comments:			

7. Final Board of Examiners' Meeting	Yes	No	N/A
7.1 Were you able to attend the meeting?			
7.2 Was the meeting conducted to your satisfaction?			
7.3 Was the handling of special circumstances e.g. medical, handled effectively?			
7.4 Any further comments:			

8. Quality Enhancement
8.1 Identified areas of Good Practice
8.2 Areas with require further development
8.3 Areas that require urgent attention
8.4 Were recommendations made by you last year acted on by the School?

9. For Examiners Completing their Term of Appointment
It would be most helpful if you could add, or attach in an additional report an overview on the progress which has been made during your period of office as external examiner as part of your final report.

Signature

Date

Please return this report to **Senate Office, The University of Glasgow, Glasgow G12 8QQ within 1 month of the Board of Examiners**

The University of Glasgow, charity number SC004401