



External Examiner's Report Form

Name of external examiner		Martin Colbert	
Appointed to Faculty/School		Computing, Mathematical and Information Sciences	
External examiner for: programme/award(s)/module(s)		Interactive Technologies	
Academic year: 2007/08	Year of tenure: 2 (delete as appropriate)	Postgraduate: (delete as appropriate)	Date of Exam Board: 15/06/08 26/11/08

External examiners for all undergraduate and taught postgraduate courses are required to submit an annual report to the University.

The external examiner's report form is in two parts, **please complete both parts**.

Part A, provides the opportunity for external examiners to comment on the academic standards of the provision and on the processes for assessment. This part is not published but will be used as part of the University's quality assurance processes. The University values greatly the contribution of its external examiners and serious consideration is given to all issues raised. The summary report, **part B**, will be used for publication on the HERO website as part of the Teaching Quality Information set required by HEFCE.

External examiners are reminded that individual students should not be mentioned by name or implication.

Completion and return of this report form

A copy of this report form is available online from <http://staffcentral.brighton.ac.uk> along with additional guidance on its completion (*External examiners' annual report form – guidance notes*).

Please word-process your report expanding each section as appropriate. Your report should be submitted electronically to the University, within one month of the final examination board, to: externalexaminers@brighton.ac.uk

In addition, please send a signed hard copy to the University, addressed to the Chair of the Academic Board and sent, in the first instance, to:

Records Administrator
University of Brighton
Registry, Mithras House
Lewes Road
Brighton BN2 4AT

You may if required, submit a confidential report to the Vice-Chancellor on any matter.

PART A: Main report

Please provide a **detailed commentary** to all sections, **expanding the sections as required** and make reference to specific modules where appropriate. You may find the QAA Academic Infrastructure (including the FHEQ, subject benchmark statements, programme specifications and the Code of practice) and the Foundation Degree qualification benchmark, helpful as reference points when completing your report.

Academic standards and student performance

- 1** Please comment on the extent to which **the academic standards set by the University** are appropriate for the award/module(s) being studied.

Academic standards are sufficiently high for a Masters level qualification. Standards of written English were imposed and overseas students were required to meet them. Distinctions showed originality, insight, critical appraisal, and completeness. It is also clearly expected that students should operate at the boundaries of their discipline, and emulate professional practice. The Fail grades awarded were, unfortunately, deserved – it is always essential to demonstrate *application* of knowledge to practical problems, and also to relate case studies to relevant theory.

- 2** Please comment on the **academic standards demonstrated by the students** and, where possible, their performance in relation to students on comparable courses.

Overall, the students on this course demonstrated ability of a Masters level, and comparable with courses at other institutions in the South East. At the 'high-end', students demonstrated levels of performance and independent work worthy of experienced professionals.

- 3** Please comment on the **strengths and weaknesses** of the students as a cohort.

This cohort of students has a wide range of ability. Those with links to relevant 'real world' problems, and backgrounds in media and design are in a position to perform well. Some appear to have a life outside the institution that impedes their performance – but the work submitted suggests they deserve the opportunity to continue.

- 4** Please comment on the **quality of knowledge and skills** (both general and subject specific, including professional practice where relevant) demonstrated by the student performance.

Student performance demonstrated creativity, and innovative application of interactive technologies to commercial/real world developments in new media business. Active participation in business initiatives and professional communities

was pleasing to see.

Some students are very creative, and scholarly, but one or two are struggling to maintain the required standard

5 Please comment on the **quality of teaching, learning and assessment methods** that may be indicated by student performance.

Student performance suggests that support for the selection of coursework topics relevant to student's interests, backgrounds and real world contexts is well-conceived and effective, particularly in design/innovation -oriented modules.

The assessment process and methods

6 Please comment on the **design, structure and marking of the assessments**, including the appropriateness of assessment methods and the extent to which the assessment processes ensure equity of treatment for students.

Generally, the form, organisation and marking of assessments were appropriate. Some modules provide an assessment scheme (breakdown of components (sections) of report, and the qualities of the report required for distinction, commendation and pass) in addition to the coursework brief itself.

Internal moderation of assessment had been completed, and ensured equal treatment for all students. However, it did not successfully ensure that all students received coherent feedback, particularly when assessment was conducted by staff outside CMIS.

Early, guided selection of coursework topic, and specific (local) case studies deters plagiarism. Plagiarism is also deterred by the formal investigations that are occasionally required.

7 Please comment on the continuing appropriateness of the **learning outcomes** for the module(s)/unit(s) examined and for the course (where appropriate), and the extent to which the assessment methods enable students to demonstrate achievement of the intended learning outcomes.

The learning outcomes for these modules are appropriate for this course. 100% coursework continues to be appropriate for modules with design /evaluation or other "applied" learning outcomes.

Examination board operation

8 Please comment on the **conduct of and procedures adopted by the Examination Board(s)**, including as appropriate, requirements of Professional, Statutory and Regulatory Bodies.

Exam Board operation was clear and transparent, with due consideration to precedents, rules and regulations. Information was accurate and up-to-date. Dates for submission of work in referred modules, and statements of the wish to continue with the course, were set consistently and fairly for all kinds of referral and course.

9 Please comment on the **appropriateness of the University's regulations**.

Regulations are appropriate. Due weight is given to the importance of the project.

Role and responsibilities

10 Have **concerns made in your previous report** been considered and appropriately acted upon?

On the modules concerned, more feedback was indeed provided to students this year. Thankyou. Coursework hand outs were included in module boxes

11 Were you given **sufficient access to, and power** to call upon, any material needed to make the required judgements?

I was given free access to student work and assessments.

Overview and recommendations

12 Please list:

- areas of **good practice** that should be shared within the university.
- when coursework comprises multiple components, consider stating on the

handout the proportion of marks allocation to each component e.g. part A worth 50%, part B worth 50%

- consider moderating separate parts of the assessment e.g. moderate the handout (is the deliverable clear? Is the marking scheme fair?) as well as moderate the marking (was it carried out as expected?). I was unclear what had been internally checked.

13 The University would welcome your comments on **any other issues** not covered in the sections above, including:

- the curriculum - its aims, content and development;
- the Foundation degree in relation to the distinctive features of the qualification;
- issues related to students on collaborative programmes;
- resources as they impact upon student performance in assessments.

Chief external examiners may wish to comment on the overall coherence of the awards and assessment processes and areas for further development.

Signature/Name of external examiner

Date

Martin Colbert

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January 5th, 2009

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University of Brighton
PART B: Summary report – for publication

Title of report	
Academic year	2007/ 08
Instructions <p>The information above is used to ensure that this part of your report can be tracked for TQI purposes.</p> <p>Please complete the following template, typing your text into the box beneath each heading, as indicated.</p> <p>Please only type into the spaces provided, using simple text formatting such as bold & italic. A list of supported formatting can be found at the end of this template.</p>	

Home institution and/or other professional/institutional affiliation of external examiners.
<i>Kingston University</i>

'In the view of the examiners, the standards set for the awards are appropriate for qualifications at this level, in this subject.'
Is the above statement correct (Yes/No)
Yes
If you have stated 'no', or if you wish to give additional information, please do so below.
<i>n/a</i>

'In the view of the examiners the standards of student performance are comparable with similar programmes or subjects in other UK institutions with which they are familiar.'
Is the above statement correct (Yes/No)
Yes
If you have stated 'no', or if you wish to give additional information, please do so below.
<i>n/a</i>

'In the view of the examiners, the processes for assessment, examination and the determination of awards are sound and fairly conducted.'
Is the above statement correct (Yes/No)
Yes
If you have stated 'no', or if you wish to give additional information, please do so below.
<i>n/a</i>

Where appropriate, a description or bullet point list of any particular strengths or distinctive or innovative features in relation to standards and assessment processes that would be worth drawing to the attention of external audiences.

Where appropriate a description or bullet point list of actions taken by the HEI in response to the report. This would be completed subsequently by the HEI, normally in response to stated shortcomings.

To be completed by the University.

List of support features

Supported	NOT supported
<ul style="list-style-type: none"> • Bold • Italic • Bullet points • Numbered lists • Web link & email addresses • Sub & super scripting 	<ul style="list-style-type: none"> • Underlining • Different fonts, sizes, colours, styles, effects, or animation • Highlighting • Line spacing • Hanging indents • Columns • Additional table cells • Images, drawings, or embedded objects