

External/Intercollegiate Examiner Report – 2014/15



Name of External Examiner: Dr Virginia Crisp

Home Institution: Coventry University

Name of Award(s) Examined: MA Creative Industries (Arts & Media)

Level of Board: Cert HE / F.Degree / UG / PG

IMPORTANT PLEASE NOTE:

EXTERNAL/INTERCOLLEGIATE EXAMINERS ARE REQUIRED TO COMPLETE ONE FORM FOR EACH INDIVIDUAL SUB-BOARD TO WHICH THEY HAVE BEEN APPOINTED.

- This form is supplied for you to comment upon the assessment process overseen by the sub-board of examiners to which you have been appointed. It should be submitted no later than one month after the **final** examiners' meeting for the current year. Please submit only one report each year for every sub-board to which you have been appointed.
- External/Intercollegiate Examiners are asked to comment on all aspects of quality assurance in reference to the marking, standard and level of the work and suitability of teaching and assessment methods.
- You may type or write your comments on this form. If there is insufficient space for your comments in any section, please continue on a separate sheet.
- External/Intercollegiate Examiners Reports will be copied and sent to the Chair of the Sub-Board of the programme concerned, who will act upon the comments and recommendations. Brief excerpts may be included in reports published by the College.
- We may be required in certain circumstances under the Freedom of Information Act to release information contained in the Examiner's Report, other than the names of individuals, to a third party.

<i>Please mark x where appropriate</i> <i>If you answer no to any question please comment in the box at the end of this section</i>		YES	NO	N/A
ADMINISTRATION				
1	Did you receive copies of relevant documents (e.g. syllabus, marking schemes, handbooks, programmes specifications etc.)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Did you receive copies of the past year's Examiners' reports and the School's response, minutes of the Sub-Board meeting(s) and updates to assessment policies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASSESSMENT				
3	Did you see a sufficient amount of assessed work to be able to assess whether the internal marking and classifications were appropriate and consistent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Was the method and general standard of marking satisfactory?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Was the general standard of assessment and feedback satisfactory?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	Were you satisfied with the arrangements for the moderation of the scripts and/or coursework?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Were you satisfied with the arrangements made for consulting you on the structure and content of any examination paper(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Were you satisfied with the arrangements made for the conduct of any oral examinations?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Were you satisfied with the arrangements made for the conduct of any practical assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Was the standard of assessments consistent with that of other HEIs in the UK as far as you are aware?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	INTERCOLLEGIATE EXAMINER Was the standard of assessments consistent with that of other Colleges in the University of London as far as you are aware?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BOARDS OF EXAMINERS				
12	Were you invited to attend the meetings of the Sub-Board?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Were you able to attend the meeting of the Sub-Board?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Was the meeting conducted to your satisfaction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Were you satisfied with the recommendations of the Sub- Board?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Examiners in their second or later years: Were arrangements satisfactory in comparison to previous years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you answered no to any questions above please enter details below				
QUALITY AND STANDARDS			YES	NO
17	Were the standards set for the awards appropriate for a qualification at this level, in this subject? If no please give reasons below	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
18	Were the standards of student performance comparable to similar programmes or subjects in other UK institutions with which you are familiar? If no please give reasons below	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

19	Were the processes for assessment, examination and the determination of awards sound and fairly conducted? If no please give reasons below	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Please give a brief description of any particular strengths or distinctive or innovative features in relation to standards and assessment processes, which would be worth drawing to the attention of external audiences.		
	<p>Once again the feedback provided by tutors should be commended for how thorough and detailed it was. This was particularly the case for the dissertation module, where it was clear that tutors had a deep level of engagement with the work, but it was true of all of the modules I considered.</p> <p>The module materials on Moodle were also very good and I am gratified that these have been improved based on feedback I have given over the years. The materials are prominent, easy to navigate and assessment information is easy to find. All of this makes it very clear to students what is expected of them.</p>		
FURTHER COMMENTS ON PROGRAMME EXAMINED			
21	Please comment on the programme (you may want to comment on matters such as: the balance, content and coherence of the programme(s); fulfilment of stated course objectives; suitability of methods and adequacy of teaching as reflected by the standards achieved by candidates; particular strengths and weaknesses). Please also identify any significant issues which you feel need to be addressed.		
	All of the modules were thoughtfully designed and intellectually stimulating. Part I of the core theory course was particularly interesting. The use of a different lecturer each week made the course varied and exciting and allowed the MA students access to a range of theoretical perspectives from experts in the field. This tactic could have lead to a lack of coherence in the module but this did not seem to be the case. There were no significant issues that need to be addressed.		
FURTHER COMMENTS ON THE EXAMINATION AND ASSESSMENT PROCESS			
22	Please comment on the assessment process (you may want to comment on matters such as: appropriateness of the assessment methods; the marking scheme; quality of candidates; quality of assessment; particular strengths and weaknesses). Please also identify any significant issues which you feel need to be addressed.		
	The introduction of a literature review task on ARMCI91S7 Creative Industries (Arts and Media): Theory and Context was clearly challenging for the students but on balance I think it was a welcome addition to the module. It caused a downward trajectory in the grades of the weaker students but an upwards one in the stronger ones. Were the module to continue, I think that with more guidance provided to the weaker students this assessment would be useful for all of the students. There were no significant issues that need to be addressed.		

FOUNDATION DEGREE - (please comment here if you are reporting on a Foundation Degree Programme)	
23	Please comment on the degree to which the programme reflects the defining characteristic of a Foundation degree (e.g. employer involvement; accessibility, articulation and progression; flexibility; and partnership; and the integration of work-related and academic elements of the programme)

Signed Dr Virginia Crisp Date 27/11/14
 (type name if sent by e-mail)

- Please continue on additional pages if necessary.
- When completed please return to William Scott by e-mail wj.scott@bbk.ac.uk or by post to:
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