



## External Examiner's Annual Report 2011/2012

*You are advised that, under the Data Protection Act 1988, the University may be required to process any personal information you provide; though we will in such a case contact you before providing information. You are also advised that under the Freedom of Information Act 2000, the University may be obliged to disclose details of your full (unpublished) report on request. You also need to know that there is now a requirement for External Examiner reports to be made available to students. In submitting your report you are giving your consent to these conditions.*

**Surname:** VICKERS

**Title:** Mr

**Forename(s):** Richard

**Home institution or other  
affiliation**

University of Lincoln

**Programme(s) and levels covered in this report**

BA (Hons) Digital Arts

**Module(s) covered in this report (if relevant)**

Network Aesthetics  
Interactive Game Play Design  
Experimental 3D  
Digital Narrative  
Virtual Space  
3D Character Animation  
Design for Simulation  
Computer Graphics and Animation  
Double Project  
SFX  
Professional Creative Practice

**Please note: if you have cause for concern about individual modules, please specify the issue(s) and the module(s) in the appropriate section of your report(s).**

**Collaborative partner Institution(s) (where applicable):**

Kingston College

**Please note: a separate report is required for each Collaborative partnership.**

	1	2	3	4	5
<b>Year of tenure</b> (please tick ✓ )		✓			

**Signature****Date**

05/07/2012

***Reports for the Academic Year 2011/12 must be submitted no later than 7th September 2012 (unless the Assessment Board has yet to take place or very recently taken place). If you have further comments to make after the September resit boards we would welcome an amended version of your report.***

**Please submit electronically to: [quality@uwl.ac.uk](mailto:quality@uwl.ac.uk)**

## Section 1

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- 1. Please comment on whether the standards set are appropriate for the awards, or award elements, with regard to published national subject benchmark(s), the national qualifications framework and any professional, statutory or regulatory body requirements.**

*Note: this asks if the programme and/or modules are designed at the correct levels, including learning outcomes and associated assessments*

The standards for the award are appropriate with reference to national subject benchmarks, national qualification frameworks and the programme specifications.

- 2. Please comment on whether the standards of student performance are comparable with similar programmes or subjects in other UK institutions with which you are familiar.**

*Note: this asks if student performance at any given level is comparable to performance of students operating at that level at other universities – e.g. is a 2:1 at the University of West London at the same level as for other institutions you know of? It does not ask whether the overall profile of student achievements is similar to that of other institutions, though it can be read that way. You may, however, wish to comment on the comparative spread of student achievement within a cohort.*

Standards of student performance for the award are appropriate and comparable with similar programmes at other UK institutions that I am familiar with.

- 3. Please comment on whether you have seen a sufficient number and range of candidates' work to enable you to carry out your responsibilities as External Examiner.** This may include; examination scripts, dissertations, project reports, coursework, continuously assessed work, performances, professional placements etc.

Yes I have seen a sufficient number and range of student work, the online provision of this and the video documentation was excellent again this year.

**4. Did you receive draft coursework or other assessment briefs/examination papers to comment upon? Were suitable arrangements made to consider your comments?**

N/A

**5. Please comment on whether the assessment processes are appropriate and fully evidenced with regard to:**

**a. Criteria/marking schemes**

The marking criteria and schemes are appropriate and clear

**b. Double marking/moderation**

There was clear evidence of second marking and documentation showing the final agreed mark.

**c. Feedback to students**

The provision of video feedback to the students is commendable – the marking rationale and feedback is thorough and extensive.

**d. The use of the full range of marks**

A good range of marks have been used although I would encourage the teaching team to consider using marks in the higher range when warranted.

**e. Any other comments**

There was a small 3<sup>rd</sup> year cohort this year but they have produced work to a consistently high standard and this is reflected in the grades and final awards. The students demonstrate excellent technical skills, creative thinking and understanding of professional practice.

**6. Are there any lessons to be learnt from the assessment regime which should be reflected in the curriculum syllabus, teaching methods, resources for the programme etc?**

Excellent provision of video feedback & marking rationale online.

**7. Please comment on the Assessment Board(s) under each of the following categories**

**a. Did you attend the Assessment Board(s)?**  
(please tick ✓ )

Yes

✓

No

**Any comments:**

**b. Were they conducted according to regulations?**  
(please tick ✓ )

Yes

✓

No

**If no, please give details of the areas in which the boards were not as effectively conducted as they could have been.**

**c. Were they well attended by academic staff?**  
(please tick ✓ )

Yes

✓

No

**Any comments:**

<b>d. Were you satisfied that the administrative procedures enabled you and the board(s) to carry out your respective duties effectively?</b> (please tick ✓ )	<b>Yes</b>	<input checked="" type="checkbox"/>	<b>No</b>	
<b>If no, please give details of the areas in which administrative procedures were not as effectively conducted as they could have been.</b>				
<b>e. If applicable – were you satisfied with the way in which any issues regarding the consideration of mitigation, appeals and/or cheating were dealt with by the Award Board/Student Progress Board?</b> (please tick ✓ )	<b>Yes</b>	<input checked="" type="checkbox"/>	<b>No</b>	
<b>Any comments:</b>  The board was conducted in a very diligent, rigorous and thorough manner, with care and consideration given to individual student issues.				
<b>f. Any other comments?</b>				

<b>8. Please tell us how well you were supported in your role as External Examiner</b>				
<b>a. Do you have an Annual Written Agreement with the Head of School or Field Leader?</b> (please tick ✓ )	<b>Yes</b>	<input checked="" type="checkbox"/>	<b>No</b>	
<b>Any comments:</b>				
<b>b. Has the provision of information, student work and other documentation (for example; Programme Handbooks and regulations, module descriptions, assessment briefs, marking criteria) been sufficient and timely?</b> <b>Please comment on any exemplary administration or insufficiencies.</b>				
Yes the provision has been excellent				

**c. If you have had interactions with central departments of the University (e.g. AQSO, Finance), have these been satisfactory?  
If not, please indicate which area and how we might improve services.**

Yes very satisfactory.

**d. Any other comments?**

**9. Please comment on whether your views and recommendations as an External Examiner have resulted in actions being taken**

**10. Where appropriate, please provide 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 such as QAA, Edexcel etc**

I would like to once again commend the programme leader and teaching team for the excellent provision of material online, including the videos with extensive marking rationales and feedback to the students that is exemplary.

**11. If this is your final year of tenure as an External Examiner please use this space to make any additional comments you may have regarding the development or progress of the programme(s) you have covered during your period of tenure**

## Section 2

This section is used to prepare a quantitative summary for University Committees and to identify necessary actions. If you indicate **Yes\*** or **No**, please check that you have explained your judgement(s) in the main body of your report.

(copy and paste this symbol ✓ into the appropriate columns)	Yes	Yes *	No	N/A
1. Are the standards set appropriate for the awards, or award elements, with regard to published national subject benchmarks, the national qualifications framework and institutional programme specifications?	✓			
2. Is student performance assessed to a standard comparable to that of other institutions?	✓			
3. Did you receive a sufficient number and range of candidates' work?	✓			
4. Is the organisation and design of the assessments appropriate to the learning outcomes?	✓			
5. Are there clear criteria/marking schemes?	✓			
6. Is the standard of marking appropriate?	✓			
7. Is there sufficient evidence of double-marking/moderation?	✓			
8. Is there evidence of useful feedback to students on their assessments?	✓			
9. Were Assessment Boards conducted according to regulations?	✓			
10. Were you satisfied that administrative procedures enabled you and the board to carry out your respective duties effectively?	✓			
11. Were you satisfied with the way in which any issues regarding the consideration of mitigation, appeals and/or cheating were dealt with by the Assessment Boards?	✓			
12. Were you well supported throughout the year in your role as External Examiner?	✓			
13. Do you have an Annual Written Agreement with the Head of School or Field Leader?	✓			
14. Has the provision of information, student work and other documentation throughout the year been sufficient and timely?	✓			
15. Have your views and recommendations as an External Examiner resulted in actions being taken?	✓			

**\* though there are areas which need improvement**



**University of West London  
St Mary's Road  
Ealing  
W5 5RF**

As External Examiner, you have the right to inform the Vice-Chancellor at any time, in confidence, about issues that concern you and which may not easily be expressed within the report template. Also, if you have cause to complain about anything which adversely affects your ability to carry out your role, you should write directly to the Vice-Chancellor, address as above. It would be helpful if you did this separately from your report. This page of the report template can be detached for the purpose and will help us to handle your complaint in confidence through standard University procedures.

**For the attention of the Vice-Chancellor:**

<b>Name of External Examiner</b>	
<b>Programme(s)</b>	
<b>Module(s)</b>	

<b>Issue(s) of concern</b>

<b>Signature</b>	
<b>Date</b>	