

# Kingston University London

## Examiner's Report

Mr John Smith

Faculty: Business & Social Sciences

Undergraduate

Field: UG Finance

Partner: XX

Year 2019/20

### A1

In the view of the examiner, the standards set for the awards are appropriate for qualifications at this level, in this subject.

Is this statement correct?

**Yes**

### A2

In the view of the examiner the standards of student performance are comparable with similar programmes or subjects in other UK institutions with which you are familiar.

Is this statement correct?

**Yes - The standards of student performance compare well with other UK HEI's that I am familiar with.**

### A3

*Please note that this question relates to Module Assessment Boards (MAB) only or the MAB stage of assessment boards where the Programme Assessment Board (PAB) follows on directly.*

In the view of the examiner, the processes for assessment, examination and the determination of marks for modules are sound and fairly conducted.

Is this statement correct?

**Yes - The assessment board was conducted in an exemplary manner.**

### A4

*Please note that this question is intended for external examiners who sit on a PAB as well as a MAB (externals only involved with a MAB are therefore not required to answer).*

In the view of the examiner, the processes for the determination of progression, reassessment and awards are sound and fairly conducted.

Is this statement correct?

**Yes - Points raised by internal and external examiners were considered fully.**

## **B1**

Was an adequate briefing about the University's external examiner system provided by the relevant School?

(New externals only)

**Yes I was given clear guidance on my role as an examiner and also the opportunity to agree an appropriate schedule of work**

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## **B2**

Were you provided with adequate briefing materials for the programme you are examining? (New externals only)

**Yes I received all necessary documentation to enable me to carry out my role.**

## **B3**

Were you given the opportunity to comment on draft coursework briefs and draft examination papers?

**Yes I was given the opportunity to comment on draft assessments and welcomed the dialogue with module leaders, where necessary.**

## **B4**

Does the assessment for individual modules adequately test the stated learning outcomes of the modules?

**Yes but see below**

If you have answered NO please specify which modules

**In all cases with the exception of module x where it was agreed, following discussion with the module leader, that a short presentation should be added to the summative assessment for this module. This would ensure that the overall assessment meets the stated learning outcomes and provide the opportunity for students to develop a key transferable skill for their future employment.**

## **B5**

Did you receive an appropriate sample and range of assessed work?

**Yes I was given a range of assessed work but it would be helpful to have a list of all the module marks, for the individual modules, when looking at the sample student work.**

## **B6**

Was there sufficient information available to you on assessment criteria and to explain how marks had been awarded?

**Yes**

If you have answered NO please specify which modules

**However, in module x there was not sufficient information on the assessment criteria.**

## **B7**

Where assessed work was returned to students, was the feedback to them clear, unambiguous and likely to lead to improvement in future assessed work?

**Yes**

If you have answered NO please specify which modules

**In some modules where students had performed well, the feedback tended to be very brief. All students should be given detailed and constructive feedback and modules x and y have good examples which should be shared with the whole field team.**

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**B8**

Do you consider that the internal moderation process of student work was carried out rigorously and fairly?

**Yes**

If you have answered NO please specify which modules

**The internal moderation process was very transparent. It was clear who the first and second markers were, from the particular coding used. It was evident that the markers had a shared understanding of the assessment criteria.**

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**B9**

Was all necessary information regarding any changes to the programme you are examining provided? (Continuing externals only)

**N/A**

**B10**

Was sufficient time available to scrutinise samples of work?

**Yes I was able to access samples of student work from teaching block 1 and 2, via Canvas. I was also provided the opportunity to discuss any queries with the respective module leaders.**

**B11**

Was sufficient notice given of assessment board meetings?

**Yes I was informed about the assessment board dates at the beginning of the academic year. This is very helpful in enabling me to ensure that I have no conflicting appointments at my own institution.**

**B12**

Did you receive an adequate response to your last report? (Continuing externals only)

**N/A**

**B13**

Were reports of previous externals made available to you in order to provide continuity? (New externals only)

**Yes I did receive the previous external examiner's report and response. This was very helpful in providing the context when commencing my role.**

**B14**

*Please note that this question relates to modules delivered at multiple sites - either at Kingston University and/or collaborative partners*

Where modules are delivered at multiple sites, the standards set are consistent across sites? Is this statement correct?

**No**

If you have answered NO please specify which site/collaborative partner

**Module x, delivered at college y, had a significantly lower pass rate than the other colleges. Having discussed this matter fully at the assessment board, the field team have agreed to put in place some additional opportunities for formative assessment to ensure that students are fully prepared for the summative assessment.**

## **B15**

*Please note that this question relates to fields/subjects accredited or recognised by a Professional Statutory and Regulatory Body, including the NMC.*

In view of the examiner, the professional standards for these professional awards are appropriate for qualifications at this level?

**Yes - The standards meet the PSRB requirements.**

## **B16**

*Please note that this question only relates to fields accredited by the Nursing & Midwifery Council (NMC).*

In the view of the examiner, the assessment of practice or work based assessment is effectively undertaken?

When responding to this question, please also provide feedback on your audit of practice assessment documents including visiting practice and mentors.

**Yes - Having audited examples of practice assessment documents and been given the opportunity to visit students in practice and see the mentorship arrangements, I can confirm that the assessment of practice is effectively undertaken.**

## **C1**

Good Practice - can you identify any particular strengths or distinctive or innovative features in relation to individual modules, teaching and learning, assessment processes and standards that would be worth drawing to the attention of external audiences? If so please provide a description or bullet point in the following box.

If any of your comments relate to a particular collaborative partner, please specify which partner(s).

**C1.1 Links with industry ensure that students gain a valuable insight into the workplace**

**C1.2 The support given to students at college y was excellent and should be disseminated across the other partner colleges.**

**C1.3 The introduction of module C gives students the opportunity to work with live briefs which will provide clear evidence of the transferable skills needed when they seek employment. The positive results also show how the students are clearly engaging with this module.**

**C1.4 The detailed feedback to students on module b was exemplary.**

## **C2**

Recommendations - please list any specific recommendations for enhancement.

If any of your comments relate to a particular collaborative partner, please specify which partner(s).

**C2.1 The full range of marks should be used especially between 70% and 100%**

**C2.2 Students must be reminded of the importance of appropriate referencing as this is an essential skill if they proceed to Masters level programmes**

**C2.3 Poor examination performance in module x was noted. A review of the appropriateness of this form of assessment should be undertaken.**

### **C3**

General Feedback - you may wish to comment on the following:

- issues arising from your audit of practice placements/practice assessments/workbased learning (if applicable)
- issues arising from your audit of assessment that might help the course team to enhance further the student experience (currency of course content, teaching and learning etc.)
- issues arising from particular modules

**I have been informed of changes being made to the course content and wish to note that I fully support this development. These changes will reflect the new technologies being used within this sector.**

**The field team uses a range of teaching and learning strategies, including group work and workshops which enhance the student experience.**

### **C4**

Please use this section to make any additional comments you may have regarding the development of the subject/programme during your period of office (External examiners in their final year of office only)

**N/A**

Date **Tuesday, 3 July 2018**

SAMPLE