

**School of Computing**

**External Examiner Reports**

**2013/14**

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)

**Section A: Personal Details**

(This section will be removed before the report is published on our website)

**Duties**

Is this report for:	mark as appropriate
Programmes and Modules	✓
Modules only	

Please insert module titles and numbers to which this report refers  
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

SET09102 Software Engineering

SET09104 Applications Development

SET09105 Mobile Games Development

SET09106 Object Oriented Software Technology (Bridging)

SET09108 Dynamic Programming Languages

SET09109 Fundamentals of Parallel Systems

SOC09105 Work Based Learning

SET10101 Software Architecture

SET10102 Design Patterns

SET10104 XML Web Services

SET10105 Computational Intelligence in Games

SOC10101 Honours Project (40 credits)

SOC10102 Honours project (60 credits)

Please insert the programme title(s) to which this report refers (if appropriate):

BSc (Hons) Computing

BSc (Hons) Computing: Digital Media

BSc (Hons) Computing: Networking

BEng (Hons) Software Engineering

BEng (Hons) Multimedia Systems

BEng (Hons) Human Computer Systems

BEng (Hons) Computer Networks and Distributed Systems

BEng (Hons) Computing

BEng (Hons) Internet Computing

BEng (Hons) Embedded Computer Systems

BEng (Hons) Mobile Computing

BEng (Hons) Computer Security and Forensics

MSci Computing

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p><b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	✓	
<p><b>Student Performance</b> Are the standards of student performance properly judged against the level set?</p>	✓	
<p><b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	✓	
<p><b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	✓	

**Section C:**

**1) Comparability**

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Modules are of good standard and comparable with those at other institutions of which I have knowledge.

**2) Commentary on Academic issues**

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

I find Academic standard to be appropriate.

**3) Student Performance**

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Some good results and pleasingly high pass-rates.  
Some credit-entry students find some of the modules hard; I understand that issues surrounding this are being addressed by the team.

**4) Learning and Teaching**

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Good, effective teaching methods are being applied.

**5) Assessment**

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Good indications of fairness and rigour in assessment, with evidence of good feedback to students and good level of 'second marking'.

**6) Good practice**

Please comment on any areas of good practice that you wish to highlight

I find good practice throughout and in administration too.

**7) Recommendations**

Please specify any recommendations that you wish to make.

**I welcome the increasing use of secure email transmission for review of assessment documents.**

**1) However, there have been some minor administrative errors that could have been avoided if a consistent naming convention for files containing assessment specifications were in use: it is not helpful for files to be named for example simply 'resit.doc' or 'answer.doc'.**

**I recommend that a suitable convention be devised and that staff be required to conform to it in naming files made available to others.**

**2) For each assessment specification that I have been asked to review, I have been sent a blank 'External moderation Form'. In all cases there are fields on this form that cannot be completed by the external examiner. I request that the relevant parts of such files be completed by appropriate Napier staff and that such files also be suitably named**

**Section D:**

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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**Programme and Module materials: have you received or been given access to:**

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

✓		
✓		
✓		
✓		

**Draft Examination Papers**

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

✓		
✓		
✓		

**Marking Coursework/ Examination Scripts**

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

✓		
✓		
✓		

**Dissertations/Project reports**

- a. Was the method and standard of assessment appropriate?

✓		
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**Board of Examiners meeting**

- a. Were you able to attend the meetings? mostly
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression

?		
✓		



and awards?

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

✓		
✓		
✓		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

**Please act on my recommendation for consistent naming of electronic files.**

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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- 27 October 2014 for duties relating to taught masters provision

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**Section A: Personal Details**

(This section will be removed before the report is published on our website)

**Duties**

Is this report for:	mark as appropriate
Programmes and Modules	x
Modules only	

Please insert module titles and numbers to which this report refers  
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

- IMD09104 Digital Storytelling
- IMD09108 Experiential Design - Portfolio
- IMD09119 Responsive Environments
- IMD09123 Creative Computing Internship
- IMD09128 Scripting for Interactive Media
- IMD09129 3D Character Animation
- IMD09130 3D Character Production
- IMD09131 Creative team Project
- IMD09132 Motion Graphics
- IMD09134 Cyberpsychology
  
- IMD10102 Sound Production
- IMD10103 Photorealistic CGI / Advanced 3D Design
- IMD10104 Visual Effects Storytelling
- IMD10108 Creative Computing
- IMD10109 User Experience
- IMD10110 Professional Identity through Portfolio Development
  
- SOC09103 Third Year Group Project – Information Systems
- SOC09109 Third Year Group Project
- SOC 10102 Honours Project (60 Credit)

Please insert the programme title(s) to which this report refers (if appropriate):

BSc Digital Media

BSc and MSci Interactive Media Design

BSc and MSci Creative Computing

Pre-masters Graduate Diploma

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p><b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p><b>Student Performance</b> Are the standards of student performance properly judged against the level set?</p>	x	
<p><b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p><b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

**Section C:**

<p><b>1) Comparability</b> Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The comparability of the student work is consistent with students at other institutions, with comparable differentiation between students similar to that seen in other institutions. The variety of teaching, learning and assessment approaches provided to students is comparable to other similar courses.</p>
<p><b>2) Commentary on Academic issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the <a href="#">subject benchmark statements</a> and <a href="#">SCQF level</a> descriptors</p>
<p>Module academic standard is consistently high, meeting the benchmarks and thresholds specified.</p>
<p><b>3) Student Performance</b> Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Students perform well across the entire range of modules provided by the course. Practical work is of particularly high standard, with students producing high quality work on a range of industry relevant modules such as sound, animation, etc.</p> <p>All of the modules show evidence of highly engaged, competent students with opportunities and learning clearly being exploited to achieve high performance.</p> <p>There is diversity in performance, with some students providing excellent work across the various assessments of the modules, whilst others are less engaged with work of less impact and value, with a good variety of grades achieved.</p> <p>Students were seen to be challenged by exams – this is an issue that may need to be addressed earlier in the programme, so that students are given more time and opportunity to develop and practice exam skills.</p>
<p><b>4) Learning and Teaching</b> Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>

A variety of learning and teaching approaches are provided to the students during the modules on this programme. These range from creation to reflection offering a range of different approaches to engaging with learning.

Significant use of moodle was demonstrated in several modules and this appears to be well integrated and used by students.

### **5) Assessment**

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessments were rigorous, with clear rubrics, marking schemes and guidance to enable students to gain high marks.

The marking was consistent with the rationale for grades clearly presented in the feedback.

As noted in section 3, assessment using exams did seem challenging. The IMD10109 User Experience exam had to be reconsidered in light of the results from a practice exam (less than 40% pass rate). However, it is excellent that a practice assessment was attempted as this highlighted the need to reconsider the assessment. The solution was to provide students with the questions prior to the exam to enable them to prepare more effectively. This was a flexible and appropriate solution, however, the issue of student performance in exams does need more consideration and perhaps the programme team could reflect further on this.

I find the way that assessments are constructed, going from concept to design to building and evaluating very effective and it is possible to see significant learning through looking at this development. This incremental approach reinforces the student's skills and competences.

### **6) Good practice**

Please comment on any areas of good practice that you wish to highlight

Some excellent pieces of practical work of very high standard.

I particularly like the strong user focus that is promoted within the course. Activities such as getting students to look at public space use at different times of the day and to design for that space in light of those activities was well considered (in Responsive Environments) and the work produced interesting and insightful for the students. The course is well structured to encourage the students to place the user at the centre of their designs throughout the modules.

The focus on portfolios is highly relevant and provides a useful way for students to showcase their skills.

### **7) Recommendations**

Please specify any recommendations that you wish to make.

The course is well organised, well designed and engages the students in significant learning

and development.

One possible recommendation could be to include more peer assessment within the course, both within learning groups (e.g. rating the work of colleagues in group assessments) and also in critiquing and evaluating other students' outputs. It may also be useful to engage students from different years, for example, providing an opportunity for final level students to critique and evaluate students from earlier years.

**Section D:**

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Yes	No	NA
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**Programme and Module materials: have you received or been given access to:**

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

**Draft Examination Papers**

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

**Marking Coursework/ Examination Scripts**

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

**Dissertations/Project reports**

- a. Was the method and standard of assessment appropriate?

X		
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**Board of Examiners meeting**

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

x		
x		
x		
x		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

The course is interesting, contemporary and engaging, providing students with an excellent experience that will readily lead to a career in interactive media. The team are enthusiastic, positive and engage effectively and supportively with the students.

The administrative processes are effective with materials provided with adequate time and explanation. Boards are well run and organised.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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**Section A: Personal Details**

(This section will be removed before the report is published on our website)

**Duties**

Is this report for:	mark as appropriate
Programmes and Modules	√
Modules only	

Please insert module titles and numbers to which this report refers  
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

Please insert the programme title(s) to which this report refers (if appropriate):

This report refers to the Faculty Managed Programmes and Certificate of Credit Students,  
Trimester 2 Programme board of examiners undergraduate

57101BH/57102BH      BA Flexibly Managed Programme  
57103BH/57104BH      BSc Flexibly Managed Programme  
57107CU/57108CU      Certificate of Credit (Exchange Programme)

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p><b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	√	
<p><b>Student Performance</b> Are the standards of student performance properly judged against the level set?</p>	√	
<p><b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	√ <sup>**</sup>	
<p><b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	√	

\*\* This report only relates to the few received Dissertations and overall students grades in the programme.

**Section C:**

<p><b>1) Comparability</b> Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The board decisions and awards made have been consistent and comparable with those seen and examined at the other Higher Education institutions.</p>
<p><b>2) Commentary on Academic issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the <a href="#">subject benchmark statements</a> and <a href="#">SCQF level</a> descriptors</p>
<p>As stated in my previous report, I am unable to comment on this point as no information were provided on the undergraduate programmes, their structure and assessments. This is based on attending one Faculty board this year.</p>
<p><b>3) Student Performance</b> Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Students' performance based on their results show a range of strengths and weaknesses typical of the sector with more on the better side. This is clearly evident in the Distance Learning modules.</p> <p>The final results of those students who successfully completed their modules showed that they had clearly gained the appropriate skills, knowledge, and understanding.</p>
<p><b>4) Learning and Teaching</b> Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Due the inability to comment on the modules as stated above, and given the overall set of results showing good performance overall, I can deduce that the teaching and methods adopted by the academics have been very successful.</p>
<p><b>5) Assessment</b> Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>Please refer to the comment of the previous section.</p>

**6) Good practice**

Please comment on any areas of good practice that you wish to highlight

- Excellent support given to students with special needs and those requiring further counselling
- Good range of activities made available to new students

and repeating the points I stated in my previous report for keeping the consistent high level of professionalism from the staff:

- Excellent organisation and conduct of examination board showing clear professionalism
- The quality of administrative support offered to the external examiners has been excellent.
- Excellent demonstration of counselling procedures used to help students with special circumstances at all examination boards.

**7) Recommendations**

Please specify any recommendations that you wish to make.

Two of the three points I raised from the last report are still to be addressed:

- Information about the programmes, their structure, and assessment samples at Faculty level needs to be made available to external examiners. I have only been able to see project reports which are mainly for PG students and not UG ones.
- It would be helpful to have an opportunity to meet some students during the year - especially some who are undertaking dissertations or projects

**Section D:**

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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**Programme and Module materials: have you received or been given access to:**

- Programme Handbook(s)
- Academic Regulations
- Module Descriptors

	√	
√		
	√	

d. Assessment briefs/marketing criteria

	√	
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**Draft Examination Papers**

a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)

	√	
--	---	--

b. Was the nature and level of the questions appropriate?

		√
--	--	---

c. Were suitable arrangements made to consider your comments?

		√
--	--	---

**Marking Coursework/ Examination Scripts**

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

	√	
--	---	--

b. Was the general standard and consistency of marking appropriate?

	√	
--	---	--

c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

	√	
--	---	--

**Dissertations/Project reports**

a. Was the method and standard of assessment appropriate?

√		
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**Board of Examiners meeting**

a. Were you able to attend the meeting?

√	√*	
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b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

√		
---	--	--

c. Was the meeting conducted to your satisfaction?

√		
---	--	--

d. Were you satisfied with the recommendations of the Board of Examiners?

√		
---	--	--

e. Were issues raised in previous report(s) addressed to your satisfaction?

√**		
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\* I was not able to attend the January board but have attended the February and June boards.

\*\* Few issues still to be addressed as explained in the Recommendations section.



Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

No comments to add in this report.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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**Section A: Personal Details**


(This section will be removed before the report is published on our website)

Title Dr

Email address 

Surname 

Date report completed : 

First name 





**Duties**

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers  
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

CSN09101 Networked Services

CSN09102 CCNP Routing

CSN09104 Wireless Local Area Networks

CSN09105 Security and Forensic Computing

CSN10102 Advanced Security & Digital Forensics

CSN10104 Mobile Communication

SOC10101 Honours Project (40 Credits)

Please insert the programme title(s) to which this report refers (if appropriate):

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p><b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p><b>Student Performance</b> Are the standards of student performance properly judged against the level set?</p>	x	
<p><b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p><b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

**Section C:**

<p><b>1) Comparability</b> Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>Clear improvements compared to last year. Positive response to my comments by most of module leaders.</p>
<p><b>2) Commentary on Academic issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the <a href="#">subject benchmark statements</a> and <a href="#">SCQF level</a> descriptors</p>
<p>Improved compared to last year. However there is still an issue with double marking/mark verification. Still missing for most of the assessments. There should be a system/procedure to make sure that the marks are verified for all assessment for all modules.</p>
<p><b>3) Student Performance</b> Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Good pass rate for students, who have completed all assessments. However a significant number of students have left before the end their courses.</p>
<p><b>4) Learning and Teaching</b> Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Some modules provide the students with good online resources. New lab facilities.</p>
<p><b>5) Assessment</b> Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>The quality of the assessment has improved compared to last year. However the marking schemes for some modules are still a bit vague (not clear what the students need to do to get a particular grade or be in a range of marks).  For a good example of an explicit marking scheme, module leaders may look at CSN10104's coursework marking scheme.</p>

<p><b>6) Good practice</b> Please comment on any areas of good practice that you wish to highlight</p>
<p>I am pleased to see that the module leaders had taken some action based on my comments from last year (e.g. the quality of the exam assessment has improved). Meeting with modules leaders allowed me to discuss my concerns with them. Good to see feedback statistics from the student survey. CSN09104 and CSN09102 are good examples for marking exam scripts. I can see the reasons for the award of given marks on the exam script. This is not the case for the rest of modules.</p>
<p><b>7) Recommendations</b> Please specify any recommendations that you wish to make.</p>
<p>I would like to see a verification procedure to ensure the consistency of the implementation of the different QA rules (e.g. marks only accepted if the assessment was double marked).</p>

**Section D:**

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<b>Yes</b>	<b>No</b>	<b>NA</b>
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**Programme and Module materials: have you received or been given access to:**

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

x		
x		
x		
x		

**Draft Examination Papers**

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- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

x		
x		
x		

**Marking Coursework/ Examination Scripts**

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

x		
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b. Was the general standard and consistency of marking appropriate?	X		
c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?		X	

**Dissertations/Project reports**

a. Was the method and standard of assessment appropriate?	X		
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**Board of Examiners meeting**

a. Were you able to attend the meeting?	X		
b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?			X
c. Was the meeting conducted to your satisfaction?	X		
d. Were you satisfied with the recommendations of the Board of Examiners?	X		
e. Were issues raised in previous report(s) addressed to your satisfaction?	X		

Any other comments?  
Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

The high number of students withdrawing from the courses at level 9 and 10 is a serious issue, which I think requires an adequate consideration.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

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**Section A: Personal Details**

(This section will be removed before the report is published on our website)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] ate report completed 7.7.14

[REDACTED]

Institution

[REDACTED]

## Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

Information security & society  
Enterprise systems  
ICT-enabled organisations  
Projects

Please insert the programme title(s) to which this report refers (if appropriate):

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	X	
<b>Student Performance</b> Are the standards of student performance properly judged against the level set?	X	
<b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	X	
<b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?	X	

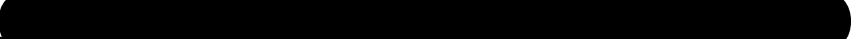


## Section C:

### 1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

As has always been the case with the Napier work I've looked at, the standards are comparable with other work I've seen at other higher education institutions. Those institutions now include

 The material covered is similar in standard to modules at levels 2 and 3 elsewhere (a direct comparison is difficult as these others have 3 year degrees), and the work produced and the marks being given are also comparable.

### 2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

I think, as usual, the academic standard on all of the modules I have looked at is excellent, as is the standard of the dissertation guidance, supervision, marking and feedback.

### 3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

There are issues with reading the hand writing on exams, and sometimes the depth of student's work in both exams and coursework is lacking but the marks students are being given are appropriate and learning outcomes are clearly being met.

#### **4) Learning and Teaching**

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

I don't really get to assess teaching methods directly but from what I have seen the team are using a range of teaching methods and each of them appear to be effective.

#### **5) Assessment**

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

All assessments I have seen are fair and rigorous. The team is clearly acting fairly when assessing modules and students in the exam boards, and in general has a collective strong eye for detail.

#### **6) Good practice**

Please comment on any areas of good practice that you wish to highlight

There was a big discussion on the use of marks ending in a 9 at the exam board and it was the strongest case for using x9 marks I have heard, even though one of the other examiners was against it. (I almost suggested that maybe we shouldn't be using x8 marks!) Anyway I would just like to lend my support to what the team is currently doing in this regard and say that in my opinion their attitude and approach is correct.

Feedback on dissertations continues to be extensive and the second marker procedure is strong.

Module material is being kept fresh and up to date.

#### **7) Recommendations**

Please specify any recommendations that you wish to make.

None above what can be inferred from what I have said above.

**Section D:**

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

<b>Programme and Module materials: have you received or been given access to:</b>		
a. Programme Handbook(s)	Yes	
b. Academic Regulations	Yes	
c. Module Descriptors	Yes	
d. Assessment briefs/marketing criteria	Yes	
<b>Draft Examination Papers</b>		
a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)	Yes	
b. Was the nature and level of the questions appropriate?	Yes	
c. Were suitable arrangements made to consider your comments?	Yes	
<b>Marking Coursework/ Examination Scripts</b>		
a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)	Yes	
b. Was the general standard and consistency of marking appropriate?	Yes	
c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?	Yes	

<b>Dissertations/Project reports</b>		
a. Was the method and standard of assessment appropriate?	Yes	
<b>Board of Examiners meeting</b>		
a. Were you able to attend the meeting?	Yes	
b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?		
c. Was the meeting conducted to your satisfaction?	Yes	
d. Were you satisfied with the recommendations of the Board of Examiners?	Yes	
e. Were issues raised in previous report(s) addressed to your satisfaction?	NA	

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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- 27 October 2014 for duties relating to taught masters provision

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**Duties**

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers  
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

IMD11103 User Experience  
 IMD11104 Usability Engineering  
 IMD11108 Digital Markets (duplicated as IMD11508)  
 IMD11112 Design Dialogues  
 IMD11114 Divergent Interaction  
 IMD11515 Digital Markets  
 SET11102 Software Development 1  
 SET11103 Software Development 2  
 SET11104 Advanced Software Development  
 SET11105 Programming for the Web  
 SET11110 Advanced Applications Programming  
 SET11112 Web Design & Development  
 SET11115 Formal Approaches to Software Engineering  
 SET11515 Formal Approaches to Software Engineering  
 IMD11116 Listening  
 IMD11117 Sound Design for Linear Media  
 IMD11118 Sound Design for Interactive Media  
 SOC11108 Project and Programme Management: Work Based Learning  
 SOC11109 Overseas Project

Please insert the programme title(s) to which this report refers (if appropriate):

MSc Advanced Software Engineering  
 MSc Computing  
 MSc Sound Design  
 MSc Web Development  
 MSc Computing for Educators

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p><b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p><b>Student Performance</b> Are the standards of student performance properly judged against the level set?</p>	X	
<p><b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p><b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	



**Section C:**

<p><b>1) Comparability</b> Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The quality of work I have seen is equitable between modules and those in other higher education institutions that I am familiar with.</p>
<p><b>2) Commentary on Academic issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the <a href="#">subject benchmark statements</a> and <a href="#">SCQF level</a> descriptors</p>
<p>Academic standards are as appropriate. See note on BCS/dissertations in 'other comments' section below.</p>
<p><b>3) Student Performance</b> Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Student performance is as would be expected across such a range of programmes. As noted in previous years, there are clearly challenges for some students around flexible/distance and work based learning but broadly speaking the students appear to engage with and meet these challenges well. The quality of MSc dissertations in particular are very good indeed and reflect a very broad range of staff and student interests which is admirable. Each Board reveals dissertation work that is clearly publishable.</p>
<p><b>4) Learning and Teaching</b> Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Teaching and Learning practices are broad, varied, innovative and of obviously high standard, whilst given the performance of students are demonstrably highly effective. Given the varied issues around distance learning and often small</p>
<p><b>5) Assessment</b> Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>

Assessments are almost without exception well written, fair, and generated by rigorous internal process. Some 'new' assessments introduced this year perhaps will require some editing in subsequent years and some more 'mature' assessments perhaps require refreshing. This is obviously a normal state of events and I have every confidence the internal moderation (most especially the subject group leader checks) will ensure this happens.

A minor point is that there seems no uniform documentation that is produced for each module's assessments – i.e. staff create bespoke sets of documentation that differ wildly between modules (some are given in a single document, some show LOs others don't, there is no obvious 'template' that staff use to create an assessment etc). It would be useful for externals – and probably students – if this was more uniform.

Feedback is detailed, constructive and useful for students.

#### **6) Good practice**

Please comment on any areas of good practice that you wish to highlight

The MSc dissertation module is clearly challenging to run yet the module leader and all supervisors manage to generate a supervisory experience that the students in the main relish. The quality of work produced is often excellent, however the standard of marking documentation and feedback is outstanding. The detail given in the feedback is enormous and the process gives clear evidence of where discussion/negotiation between markers has taken place – this is a common failing at other institutions (i.e. this evidence is 'hidden') and the process at Napier demonstrates excellent practice.

#### **7) Recommendations**

Please specify any recommendations that you wish to make.

Some staff have moved to wholly using Moodle, some partially, some not at all etc. Whereas this transitory phase is inevitable it does tend to make an external's job a little tricky when faced with the multiple practices of the staff; it would be useful to understand whether a uniform approach to this is likely to be implemented?

Likewise see comment in section 5 (above) re: uniformity of assessment documentation.

### **Section D:**

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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**Programme and Module materials: have you received or been given access to:**

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		

**Draft Examination Papers**

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

**Marking Coursework/ Examination Scripts**

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

**Dissertations/Project reports**

- a. Was the method and standard of assessment appropriate?

X		
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**Board of Examiners meeting**

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?

X		
X		
X		
X		

e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
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Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

It is worth keeping a watchful eye on some Dissertation work in regard to BCS guidelines; some of the more qualitative projects in 'softer' areas perhaps need to make their contribution to the software design lifecycle more explicit.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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**Duties**

Is this report for:	mark as appropriate
Programmes and Modules	√
Modules only	

Please insert module titles and numbers to which this report refers  
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

**School Level:**

e-Security (CSN11102 & CSN11117 DL)  
Switching Technology (CSN11106)  
Routing Technology (CSN11107)  
Network Technology (CSN11114)  
Computer Systems (CSN11108)  
Network Security (CSN11111 & CSN11118 DL)  
Advanced Cloud and Network Forensics (CSN11123 & CSN11124 DL)  
Host Based Forensics (CSN11125 & CSN11126 DL)  
Network Penetration Testing (CSN11127)  
Security Audit and Compliance (INF11109)  
School of Computing Masters Dissertations (SOC11101)  
Advanced Professional Practice (SOC11107)  
Emergent Computing for Optimisation (SET11508)

**Faculty Level:**

Faculty of Engineering, Computing & Creative Industries MSc Flexibly Managed Programme  
Dissertations

Please insert the programme title(s) to which this report refers (if appropriate):

MSc Advanced Networking  
MSc Applied Networking  
MSc Advanced Security & Digital Forensics (including Distance mode)  
MA Flexibly Managed Programme  
MSc Flexibly Managed Programme

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p><b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	√	
<p><b>Student Performance</b> Are the standards of student performance properly judged against the level set?</p>	√	
<p><b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	√	
<p><b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	√	

**Section C:**

<p><b>1) Comparability</b> Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>This year's students' work across all modules examined were consistent in terms of their results and performance across the HE sector. Standards were clearly comparable or better within the courses and when compared to other HE institutions. Again, this year I noticed that students' progression and awards were better than those found at other HE institutions. This is a clear acknowledgement of the students' hard work and staff enthusiasm for improving the modules' results.</p> <p>The MSc dissertations examined this year in the areas of Networking, Computer Security and Forensics were well marked and awarded the correct grades. Fairness and consistency in marking of the MSc dissertations have been demonstrated across both the School of Computing and the Faculty.</p>
<p><b>2) Commentary on Academic issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the <a href="#">subject benchmark statements</a> and <a href="#">SCQF level</a> descriptors</p>
<p>Modules and programmes examined at School and Faculty levels have demonstrated very satisfactory standards that were maintained across most modules and were comparable with the required levels for the subject benchmarks.</p>
<p><b>3) Student Performance</b> Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Students' performance this year across many of the modules ranged from satisfactory to very good and excellent in some cases. Based on the grades received and awards, it is clear that students are fully engaging in their studies and demonstrating the acquired skills and knowledge in their coursework and examinations.</p> <p>The quality of some of MSc dissertations make it possible to encourage those students to publish papers based on their work. Although this is not common at MSc level, such students have proven their high level of work standards and this is commendable.</p>
<p><b>4) Learning and Teaching</b> Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>The teaching and Learning have been consistent throughout the School of Computing modules have considerably improved and now ranging from good to excellent feedback</p>



given from the students on the modules.

Overall, all modules and programmes have been well designed and delivered by highly professional staff with the aim of providing students with the corresponding academic and industry skills and knowledge needed for their future development.

The module Network Penetration Testing (CSN11127) is clear example of one unit that has been designed to provide students with the latest Pen Testing techniques and tools essential for any secure network.

### **5) Assessment**

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Having examined all the named modules' assessments, I can confirm that they all meet the standards required at their level with the right challenges for the students to show their understanding of the subjects.

On the marking of all assessments, clear evidence of double marking and in some cases third marking were shown with the right level of feedback given to students.

MSc dissertations in the areas of Networking, Security and Forensics from the School of Computing were marked to the correct standards and no issues of concern I can raise on this matter.

There were no issues of concern this year in relation to the Faculty dissertations as clear improvements have been demonstrated since my last report.

### **6) Good practice**

Please comment on any areas of good practice that you wish to highlight

- Very good set of documentation prepared and supplied in module boxes to the external examiners for moderation.
- Very clear marking, double marking of dissertations with the correct level of feedback given to the students.
- The professionally and well organised boards of examiners with full acknowledgements to the chairs for their excellent work.
- The excellent administrative support provided to the external examiners and the boards
- The excellent care and counselling given by the staff and course coordinators to students at risk (School and Faculty) and those doing the Flexibly Managed programme at Faculty level

### **7) Recommendations**

Please specify any recommendations that you wish to make.

No recommendations to state due to the excellent work demonstrated by the staff at School and Faculty levels.

**Section D:**

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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**Programme and Module materials: have you received or been given access to:**

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

√		
√		
√		
√		

**Draft Examination Papers**

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

√		
√		
√		

**Marking Coursework/ Examination Scripts**

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√		
√		
√		

**Dissertations/Project reports**

- a. Was the method and standard of assessment appropriate?

√		
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**Board of Examiners meeting**

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

√	√	
√		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

√		
√		
√		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

As this is my last report concluding my term as External Examiner for the School of Computing and the Faculty of Engineering, Computing & Creative Industries, I will address each one separately.

**School of Computing**

It has been a great pleasure for me to work with the staff at the school over the past number of years. Throughout this period, all staff from the Head of the School, Director of Quality and all the academics, and members of the administration team have demonstrated their true professionalism and enthusiasm to strive to achieve the best from the students. This has been very clear in the number of students successfully completing their MSc degrees.

The consistent adherence to QA standards throughout these years have been clearly evident in the excellent design of the modules including assessments, the marking of assessments across all the MSc programmes, and the support and documentation provided to external examiners during the examiners' review and examination boards' days.

One particular point that I would like to acknowledge in relation to the area of Cyber Security and Forensics, the School's achievement of the GCHQ certification this year is one example of the excellent work of this school and I wish to congratulate the team for receiving it.

I wish the School all the success in their future work.

**Faculty of Engineering, Computing & Creative Industries**

Despite the small number of meetings I was able to attend at the Faculty level due to work and my personal health matters, throughout my term, I have enjoyed meeting with the other academics from the other schools and seeing the excellent ways students are engaged. I was impressed by the excellent events done for new students at the beginning of the academic year and the caring attitude in dealing with students with special needs.

I would like to thank the respective Academic members of staff for their excellent directorships and running of the Faculty Flexibly Managed Programme and for the smooth running of the boards throughout my term. Thank you to all of the school advisors for their



valuable work. It has been a great pleasure working with you and I wish this programme the continued success.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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## Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers  
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)):

SET11101	Database Systems (10 credits)
SET11106	Information Systems Engineering
INF11101	Web-Enabled Business
INF11103	Management of Software Projects
INF11106	Strategic Thinking for Information Services (Contact)
INF11108	Enterprise Information Systems with SAP
INF11110	Programme and Project Systems, Risk & Control - <b>new</b>
INF11111	Project and Programme Governance & Compliance - <b>new</b>
SOC11101	School of Computing Masters Dissertation
SOC11103	Group Project
SOC11106	Work Based Learning
SOC11107	Advanced Professional Practice

Please insert the programme title(s) to which this report refers (if appropriate):

MSc INFORMATION SYSTEMS FOR FINANCIAL SERVICES MSc  
INFORMATION SYSTEMS DEVELOPMENT MSc ENTERPRISE WEB  
DEVELOPMENT MSc BUSINESS INFORMATION TECHNOLOGY

**Section B:**

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p><b>Academic Issues</b> Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p><b>Student Performance</b> Are the standards of student performance properly judged against the level set?</p>	X	
<p><b>Assessment</b> Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p><b>Comparable Standards</b> Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

**Section C:**

**1) Comparability**

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The academic standards and achievement of students in all of the modules I have looked at in this academic year are comparable with those in my own institution and other HE institutions which I have experience with.

**2) Commentary on Academic issues**

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standard of each module and programme I have looked at this year is set and maintained at the appropriate Masters level in accordance with my understanding of frameworks for HE Masters qualifications, SCQF Level descriptors and applicable subject level benchmarks.

**3) Student Performance**

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

On the whole students have performed well across all modules and programmes I have examined this year. I am satisfied with what I have seen in respect to student performance. Once again I was pleased to see a wide range of topics covered in the dissertations. As in previous years I would suggest that one or two dissertations were of publishable quality. I would note that the Information Systems dissertations would be improved by paying more attention to following a suitable research methodology. This will add rigor and research credibility to these dissertations.

**4) Learning and Teaching**

Please comment on the effectiveness of the Learning and Teaching methods employed on



the modules and/or programmes
I am satisfied with the range of learning and teaching methods employed on the modules and programmes
<p><b>5) Assessment</b> Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
I am satisfied that the assessment process measures student achievement rigorously and fairly against the intended learning outcomes of the programmes I have looked at, and is conducted in line with Napier's policies and regulations. All the work I have seen has been through an internal moderation process.
<p><b>6) Good practice</b> Please comment on any areas of good practice that you wish to highlight</p>
As I noted in previous reports, the marking schemes adopted across all modules demonstrate good practice in that they demonstrate constructive alignment that is, they align the assessment with the intended learning outcomes for each module. I was especially pleased to note the success of the work-based learning programmes. This is a relatively new development, which shows the School are responding creatively to changes in students' requirements.
<p><b>7) Recommendations</b> Please specify any recommendations that you wish to make.</p>
I would recommend that the School consider the use of a methodology to add structure to the work-based learning programmes. I did suggest Design Science as one possible methodology. I would also suggest that an external examiner area on the VLE would enable examiners to view students' work electronically before attending exam boards.

**Section D:**

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and

Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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**Programme and Module materials: have you received or been given access to:**

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

**Draft Examination Papers**

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

**Marking Coursework/ Examination Scripts**

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

**Dissertations/Project reports**

- a. Was the method and standard of assessment appropriate?

X		
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**Board of Examiners meeting**

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?

X		
X		
X		

d. Were you satisfied with the recommendations of the Board of Examiners?

X		
X		

e. Were issues raised in previous report(s) addressed to your satisfaction?

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I would like to note that the procedures and administration of the examination process at the School have been excellent during my term as external examiner.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to [externalexaminers@napier.ac.uk](mailto:externalexaminers@napier.ac.uk)