

## School of Film, Music and Performing Arts

### Postgraduate

- MAPER Performance(TP)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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#### Standards Set

	Yes	No
"In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

#### Student achievement

	Yes	No	N/A*
"In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision

The awarded qualifications are comparable with those at University of Lincoln where I previously worked until 2020 and Manchester Metropolitan University where I am now based. I have also been an external examiner for MA provision at Sheffield Hallam and again can confirm that the qualifications awarded at Leeds Beckett are comparable.

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

## Conduct of process

	Yes	No
"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

## Actions from last year's report

(This will not be relevant if you are examining for the first time)

Yes

## Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

The MA Performance (MAPER) continues to deliver a high level of practically focused and theoretically grounded provision and prepare students for entering or continuing their trajectory in the professional industry. It fosters an interdisciplinary ethos and collaboration and equips them with the tools they will need to navigate the MA learning journey. This academic year was impacted by the pandemic and I am impressed by the way the course responded and allowed students to present work online exploring potential of Zoom and other forms e.g. games. An agile course like this with video documentation and use of blogs was well equipped for this transition, but staff should be highly commended for adapting swiftly and effectively and without detrimental impact to quality of teaching and learning.

Thanks to Mark Flisher and the MA teaching team for providing me with access to all the materials in a timely fashion and Adam Paul for liaising with me about the Module and Exam Boards. The teaching team are supporting the MA cohort very well especially in the current climate. There is consistent use of rich feedback and feed-forward which will inform future study and their professional trajectory. The performance work is well moderated and well documented – especially in lockdown. It is dynamic performance work. I commend the MA team on their efforts to support the students in this precarious time and applaud the ongoing, high-quality pedagogy here. Mark Flisher has responded to my previous EE report and made very clear action points that have addressed my previous feedback where possible.

## Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

**Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.**

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External

Examiners Associated with Pearson Licensed Centre Programmes.”

## Professional Body Requirements

	Yes	No	N/A*
<p>“In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here.</p>	X		
<p>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</p>			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

I attended one board in February before the pandemic where I signed off marks and was not invited to attend another one but sent some notes to the exam board in November 2020. All marks were sent to me for approval. All boards I have attended since I started as an External Examiner have been well conducted and communication clear.

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

Students are well prepared for performance work and often have an existing practice so use the MA as an opportunity to develop the next stage of their professional trajectory. Some writing and presentation skills could be developed further but this is in line with other MA students where academic writing/presentation skills needs support.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

As above - they have strengths in developing and presenting performance work but sometimes need more support with methods of articulating critical contexts of and for the work e.g. academic writing, viva. Leeds Beckett offer support for academic writing but as an MA is only one year it is important that students access it as soon as possible.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

Structure of performance/presentation/writing elements of assessment are all clearly structured and organised. The balance between weighting of components, which students can choose because of optionality afforded by the course, is also clearly communicated. Documentation of performance and presentation material is also clear for the External.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

All of this was clear and evident in the first subject board I attended this academic year, the gap in board meetings because of the pandemic means I cannot fully comment on the entire year but I know now that the programme team has moved into new building so assume that more resourcing will be made available when f2f teaching returns. Again, I commend the team for delaying and adapting teaching and practical provision and making the move online.

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

I have not been able to use My Beckett until now - but most of the course materials were sent to me via email in advance (e.g. module handbooks) and then via Google Drive for reviewing External Examiner material and marks. I have had issues accessing some of the student blogs because I wasn't added as a reader but raised this with team.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

All modules have been carefully designed to meet learning outcomes and this was addressed with move to online too. I have provided more detailed responses to each module I reviewed. The MAPER team take a considered and joined up approach to module content and assessment and are offer excellent formative and summative feedback.

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

As I was not able to meet the students this year because of the pandemic it is not possible for me to comment on some aspects of this but I am aware of how the staff have been engaged in T&L, Scholarship and Research. I am also aware that many members of staff have a professional practice that feeds into their teaching and vice versa.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

N/A

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

N/A