

School of Film, Music and Performing Arts

Postgraduate

- MCHOR Choreography(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.

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.

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

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

External Examiner's report summary

"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)

N/A

Areas of good practice/commendation

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

This is a distinctive postgraduate course underpinned by deep pedagogical consideration which supports students to develop professionally relevant outcomes. The course is very well-curated consisting of modules which offer scope for a range of approaches to making work, while also reflecting the expertise and research interests of the teaching team. Embedded within the course is the opportunity for students to connect with established professional artists whose expertise has been identified as relevant to students' artistic interests. This means that when students leave the course they not only leave with greater confidence as to how to position their work in the professional field but also with numerous contacts within the profession. It will be positive to see this course continue to grow in years to come, even in the current very difficult climate for HE.

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

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

Throughout this academic year, the administration and academic team communicated very effectively and provided sample material and documentation in good time.

(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.

I can confirm that the overall standard of students' work is comparable with other MA programmes in the UK. The spread of marks across modules reflects the range of learning styles within the student cohort. From course materials and feedback, it is clear that students' individual interests are well-catered for and that students are being appropriately challenged to work at the upper limits of their potential.

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

In the materials that I have reviewed this year, students demonstrate particular confidence with the kinaesthetic and performative dimensions of the programme. Module design ensures that theoretical studies and reflection are embedded within and alongside practical enquiry. In this way, the course is designed to enable students to articulate, develop and expand their unique choreographic voice through critical, practice-driven enquiry. The responsive nature of the course allows for a rich range of self-directed projects and this serves to effectively prepare students for working as an independent dance artist.

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

The course employs a variety of assessment modes such as practical performance, verbal/visual modes of presentation and essay writing. This range of assessment modalities allows for a plurality of learning styles while simultaneously enabling a range of skills to be developed. There is robust provision of formative feedback opportunities across all modules and it is clear that the course is very attentive to the process of preparing students for assessment. I would like to note that staff have demonstrated enormous dedication to maintaining a high quality of support for students in the face of very challenging circumstances.

There has been consistent treatment in the marking process across all modules, with due consideration given to special cases. In all modules, feedback to students is individually-tailored and detailed.

Module handbooks offer clear information on module content, assessment tasks, learning outcomes and criteria for assessment.

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

The course curriculum is designed in such a way that it invites a range of perspectives on choreographic practice, while also encouraging the students to make work that is distinctive to each individual's interests, background and expertise. The curriculum facilitates sector relevant skills which prepares students for the professional world.

The spread of marks across modules appropriately reflects the opportunity for intensive learning that the course provides.

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

I would like to extend my appreciation to the entire dance team for their administrative labour in assembling the well-organised module boxes.

(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.)

As a whole, modules are consistent with other MA modules at universities and conservatoires. It is clear that there is very considered linking of modules across the programme. The more explicitly academic and more explicitly practical components of modules have been designed to cross-pollinate one another in a way that sensitively supports the development of a distinct choreographic practice.

All modules have been appropriately delivered, with some excellent examples of assessment innovation and creative adaptation to lockdown conditions.

From module leader's reports, it is clear that module leaders are constantly reflecting on how the course might continue to evolve in response to its cohort and also in response to societal conditions.

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

The dance team are robustly engaged with the student learning experience as well as with local, national and European professional practices in contemporary dance. Leeds Beckett has an exemplary pattern of developing partnerships with local dance agencies and artists as well as other dance programmes in the area. This is an especially valuable aspect of the programme.

External Examiner's report summary

(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.

(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).