# School of Computing, Creative Technology and Engineering

## Undergraduate

- BBCMT Broadcast Media Technologies(UG)

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 |  |
|---|---|---|---|
| "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 teaching and assessment strategies incorporate a large amount of real world learning including input from practising professionals. The course team provide extensive developmental feedback using a variety of media including regular face-to-face conversations. |

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

also have attended).

I was able to attend the period 1 module board in person and catch up with the course team. Sadly social distancing meant I was unable to attend the period 2 board but I was able to discuss modules with the course team remotely.

(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.

The overall standard is consistent with work I have seen at my own institution. The high-end work is particularly good with a genuinely professional finish that exceeds expectations at this level in many cases. There appear to be quite a few lower-second grades at a module level with very little third class work; there may be several reasons behind this including formative feedback bringing third class work up, disengaged students not submitting rather than submitting weaker work or a tendency to grade with benefit of the doubt. I have discussed this with the course director and he will take a closer look.

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

Generally the students appear to engage well with formative activities and understand the context of what they are doing. Practical work is completed to a high standard. The standard to audio tends to be weaker than the visuals, although this is not unusual. There has been a marked improvement in written work with more reference to external sources and better structure. Analysis of theory and self-reflection seems to be a little superficial in places.

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

The course documentation is up to date and makes the assessment tasks clear including grading matrices. The course team have provided spreadsheets with the component and aggregated grades, which has been very helpful. The structure of the modules is well designed with a variety of formative tasks linked to industry-focused learning outcomes.

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

The curriculum is very well designed and led by a passionate and knowledgeable team. The assessment strategy supports learning well. It would be useful for students to have access to a wider range of resources (such as software, hardware and studio spaces) so that they can experiment and compare different approaches.

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

Use of the VLE varies between modules but it is important that module leaders are able to use it in a way that is suitable for the particular needs of the module so variance is natural. It makes sense to use MyBeckett and Turnitin for report-based submissions whereas media files consume large amounts of storage and require fast read/write speeds. Learning materials appear to be well organised to support the students' studies.

**(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.)**

Post Production
The tasks are well defined with a good range of source material that allows the students to develop very individual responses to the brief. There was quite some variance in the audio levels so students should be encouraged to use dynamic compression and normalisation.

Visual Presentation
There were some mixed results with some disappointing work. The course team are aware that the cohort doesn't seem to have engaged with the tasks and will monitor the situation. The feedback clearly identifies areas for improvement so will hopefully help the students to improve.

Writing for Broadcast
It's good to see the students developing their writing style and being encouraged to reference appropriate sources. Extensive written feedback is provided, which must be difficult to turn around quickly.

Advanced Graphics for Broadcast
There were a large number of firsts awarded but the work submitted was of a very high standard. The unit is quite specialised and it's good to see the students flourishing.

Broadcast Industry Practice
This unit provides the students with some extremely valuable context and I hope they have the foresight to understand its value. It's great to hear the students being encouraged to critically analyse their own work during the feedback discussions.

Radio Production
There were some extremely good productions submitted as part of this module. The range of marks awarded was quite limited but this is not unusual given that the cohort is quite small.

Online Broadcasting
The blogs that the students have produced suggest really good student engagement, which I suspect has led to the very good set of results overall. It's a shame about the fair few non-submissions but good to

hear that many are engaging with the support services and that the course team are aware. Adapting to use services such as OBS and Facebook Live is in step with what the industry has had to do so very appropriate and the team is to be commended for changing so quickly. The technical and production quality was not so great this year but this is largely due to the last minute changes in delivery and access to equipment.

Broadcast Media Production
Great to see some industry input to spur the students along. The audio feedback is really fluent with a good balance of praise and developmental ideas. It is good to see the students trying their ideas and reflecting on the results with guidance from the course team. The students and course team have shown great resilience by using the pandemic as a source of inspiration rather than a barrier. There were some professional pieces at the top end and a good range below. It is surprising not to see any third class work but it looks like some students may have disengaged entirely and not submitted.

Broadcast Media Planning
It looks like the students and course team have responded well to the challenges posed by coronavirus with suitable adaptations made to the assessment strategy. It is great to see the students continuing to flourish post lockdown and understanding some of the wider socio-political issues associated with media from their reports. The portfolio task has encouraged some good professional practice. Tutor comments are fair and provide developmental pointers with a good range of grades awarded across the cohort.

Business and Enterprise
Again, changes due to coronavirus seem very appropriate and allowed the students to continue to pursue the learning outcomes. The module appears to give the students a detailed understanding of the industry and encourages them to produce some excellent materials to showcase. The first-class example is outstanding. It is a shame that some students dropped off the bottom of the grading scale – I imagine that the course team were aware and attempted interventions. Generally, the students appear to have performed worse on the presentation element, with several non-submissions and evidence of a lack of familiarity with using PowerPoint; I wonder whether the students might benefit from some formative activities around giving presentations.

Live Broadcast Portfolio
We've had similar issues with practical modules that were assessed based on a planned series of live events that were subsequently cancelled. The adjustments to the assessment strategy seem complex for you to manage but student-centred and fair given that they wouldn't have known the first event would be assessed. Overall, the students appear to have performed very well in this unit. It is good to see best practice encouraged for planning documentation. The feedback on work is detailed and highly developmental.

Production Project
There's a healthy set of results here with a number of students painfully close to a first-class result. The research report provides a good opportunity for students to show their academic skills and the course team have taken the time to provide extensive feedback in this area, which is helpful. Again, there's quite some variety in the projects, which is good to see. Generally, the quality of audio production appears to be weaker than video, which is particularly relevant for podcasts - there are plenty of other elements within the package to demonstrate skill but it's something to keep an eye on.

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

The students are clearly encouraged to engage with professional practice, supported by the contacts of the course team. This provides them with valuable experience and helps them to generate a relevant portfolio.

(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.

I believe relevant comments have been included.

(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