

BA (Hons) Dance 2017/18

External Examiner’s report summary

Please indicate in the relevant boxes 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.

Standards set		
“In my view, the threshold academic standards set for the modules/awards are appropriate.”	Yes	No
	Yes	
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student achievement			
“In my view, students’ achievement is comparable with similar course(s) or subjects in other UK institutions with which I am familiar.”	Yes	No	N/A *
	Yes		
Please provide any further comment on the comparability of collaborative provision.			
* Not applicable – if you are a practitioner and are not in a position to assess this please indicate here.			
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
“In my view, the processes for assessment, examination and the determination of awards are rigorous and fairly conducted.”	Yes	No
	Yes	
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Areas of good practice
Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment.

Many of the modules continue to be led or taught by dance practitioners and professional dance artists. This brings a 'liveness' to the student experience that benefits not just their learning but also their chances of successful graduation into the sector.

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

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).
The Leeds Beckett Board meetings that I attend are always impeccably administered and chaired. Each module is given attention during the board and module leaders speak to the operation and reflections on the iteration of each module. This could be more succinctly delivered.

(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.)
I spoke about feedback fatigue last year. For students and for staff. There are some innovative methods of feedback being implemented to cope with the semesterised courses and the volume of assessment and feedback that goes with this. I support the continuation of finding strategies that make giving and receiving feedback smart and relevant to the assessment and the student's development.

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.
The dance students perform well. They are a diverse group of learners and this is reflected in the marks and the feedback that I read and witnessed. The performance and the marking is in line with other Dance programmes in the UK.

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

Students are confident and bold in their practical expressions in assessment. They reflect well and are encouraged to meet practice and research at an appropriate level. They have a broad knowledge and a good understanding of Dance as a subject and are able to place themselves into the subject through application and theory.

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

Standards are structured rigorously and organised well. Tutors and module leaders seem well versed in the design and implementation of assessment and work hard to make sure students are prepared and ready.

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

Students seem well activated and resourced. Library facilities and online reading lists are up to date and relevant. The free theatre trips and visits by artists are essential. I note some calls for better technical facilities for the online and editing facilities that students engage with on the programme.

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

The content I have used on My Beckett is always relevant and well organised. Sometimes the system is slow or difficult to navigate.

(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.)

I looked at all modules across levels 4, 5 and 6. They are appropriately delivered, with some really excellent examples of assessment innovation and sector relevant content.

Learning outcomes are carefully thought out and I note particularly the level 6 LO's where students are allowed to choose the LO's that are most relevant to their graduating projects.

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

Staff are fully engaged with each other, with the students and with local and national professional dance practice trends and ecologies. Leeds Beckett has a brilliant track record in partnerships with local dance agencies and artists as well as other dance programmes in the area. This feeds directly into the student experience and is excellent practice. Staff are actively engaged with scholarly research and I note the PhD provision for staff is developing well. Visiting tutors need more support to administrate with confidence

and to support their practice as a learning tool.

(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).

External Examiners' Report Checklist

Please comment for all boxes

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?	y		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?	y		
c.	Module specifications (these may be in the Course Handbook)?	y		
d.	Assessment briefs/marketing criteria?	y		

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?			na
	(ii) If not, was this at your request?			na
b.	(i) Was the nature and level of the questions appropriate?			na
	(ii) If not, were suitable arrangements made to consider your comments?			na
c.	Were suitable arrangements made to consider your comments?			na

Draft coursework				
		Yes	No	N/A
a.	(i) Did you receive all the draft coursework?	y		
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the coursework appropriate?	y		
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?	y		

Marking Examination Scripts				
		Yes	No	N/A
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative partner students?			
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p>Recommended sample sizes at Leeds Beckett University are as follows:</p> <p>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</p> <p>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</p> <p>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</p>				
b.	Was the general standard and consistency of marking appropriate?			na
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?			na

Dissertations/project reports				
		Yes	No	N/A
a.	Was the choice of subjects for dissertations appropriate?	yes		
b.	Was the method and standard of assessment appropriate?	yesyes		

Coursework/continuously assessed work				
		Yes	No	N/A
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative partner students?	yes		
b.	Was the method and general standard of marking and consistency satisfactory?	yes		

Orals/performances/recitals/appropriate professional placements				
		Yes	No	N/A
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?	yes		

Module Board/Progression and Award Boards				
		Yes	No	N/A
a.	Were you able to attend the meetings?	yes		
b.	Were the meetings conducted to your satisfaction?	yes		
c.	Were you satisfied with the recommendations of the Module Board/Progression and Award Boards?	yes		