

## Form 'External Examiners - Leeds School Of Arts' for External Examiners - Leeds School Of Arts

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| <b>Submitted By</b> |   |
| <b>Began</b>        | 20 Jun 2023, 12:44 pm   |
| <b>Finished</b>     | 27 Oct 2023, 1:31 pm  |
| <b>Updated</b>      | 27 Oct 2023, 1:31 pm  |
| <b>Status</b>       | <p><b>Default</b></p> <p><b>Last Status Change:</b> 27 Oct 2023, 1:31 pm by Liam Wells</p> <p><a href="#">↻ Status change history</a></p> |
| <b>Actions</b>      | <p><a href="#">Edit submission</a></p> <p><a href="#">Print submission</a></p> <p><a href="#">Delete submission</a></p>                   |

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**LEEDS  
BECKETT  
UNIVERSITY**

Introduction

### Leeds School Of Arts Undergraduate

- BAFLM Filmmaking(UG)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

## Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course annual monitoring activity. A record of the University's responses to examiners' reports also forms part of the documentation for this activity. It is also used in compiling our annual report on external examining.

**Your report will be widely circulated and shared with Students** and therefore we ask you not to refer to anyone by name or in a way that allows identification of an individual.

Please complete all sections of the report unless they are not relevant (such as you do not examine Collaborative or Degree Apprenticeship Provision). This report must be **submitted within 28 days of the main Progression and Award Board** and failure to submit within the required timescale may result in termination of your tenure as an external examiner without good reason.

**NO EXAMINING FEES WILL BE PAID IF YOU FAIL TO SUBMIT YOUR ANNUAL REPORT.**

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## Section A

### External Examiner's Report Summary

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](#) applicable Subject Benchmark Statements / Qualification Characteristic Statements and [Leeds Beckett University regulations](#)

If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

[HK1] Added Reference to correct section of Regulations in here.

### Standards set

A1) "Threshold academic standards set for the modules/courses meet the applicable national academic standards." (required)

See 14.3.6a of regulations

Yes

### Student achievement

A2) "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." (required)

14.3.6b of regulations

Yes

A2b) Please provide any further comment on the comparability of any associated collaborative provision:

### Conduct of processes

A3) "Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (required)

see 14.3.6c of regulations

Yes

### Professional Body Requirements

A4) Do the learning outcomes and assessment of the courses allow successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (required)

see 14.3.6a of regulations

N/A

### Actions from last year's report

A5) In respect of your feedback, has any required action from last year's report been satisfactorily responded to? (required)

Yes

## Issues/point for clarity during the year

A6) Did you raise any issues/point for clarity throughout the year? (required)

No

## Areas of good practice/commendation

A7) Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

I was particularly impressed with the responsiveness of the Course Director and Team to student feedback, making change where issues have been raised by students to enhance the new curriculum

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## Section B

### Academic Standards

Please advise on the Academic Standards for the Programme:

B1) Do the Courses and its modules continue to be coherent and generally up-to-date and at an appropriate level to enable students to meet the relevant aims and learning outcomes? (required)

Yes

B2) What do you believe were the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills? (required)

#### MAKING STORIES MODULE (FICTION)

The sampled films (and others that I also enjoyed reviewing), evidence a diverse, powerful themes and intelligent application of storycraft. The quality of the outcomes and the supporting work submitted by students is of a high standard, with the expected range of performance for courses I am familiar with. The written feedback is accurate, supportive and offers students ways in which they might enhance their performance in the future. The new learning outcomes enable the team to really focus on important aspects of filmmaking (collaboration, communication, research and articulation), and it is good to see how the new version of the course is embedding these core abilities alongside the craft teaching.

The feedback at the lower end of performance regularly points to issues with engagement and communication a common issue in HE filmmaking courses. It would be interesting to see what kind of strategies the team employs to deal with these problems to support students to perform better.

At the upper end of the sample there is evidence of excellence in communication of concept, technical and aesthetic delivery of story and strength in both final outcomes and evidence of learning. There is evidence of strong understanding of different roles and how they impact upon the outcome. I was particularly impressed with No Friends but the Mountain, which evidenced maturity and a strong sense of place and character.

#### Making Stories 2 – iDocs

It is fantastic to see this shift from linear storytelling into contemporary spaces such as AR, VR and multiscreen narratives working so well. The obvious engagement of students in the module as evidenced by the strong performance across the cohort, suggests that students are thriving in this environment – perhaps because it speaks to their own consumption of games and other interactive spaces outside of film.

The project – assessed by presentation and poster design works well to introduce these spaces. Are there plans to incorporate production in these spaces within the course? It would be valuable learning for students to be able to put into practice their learning in creative technical spaces. There are ways in which this might be done in relatively low-tech ways which would facilitate rapid learning and development in spaces such as AR (e.g Adobe Aero).

The marking and feedback is accurate, with some valuable suggestions for enhancement of the work, and students working processes in future projects. There are also some fantastic recordings of feedback and interrogation of the presentations offering insight into the academic support in the module, and enabling students to go back to the presentation and reflect upon this feedback.

#### Contextualising practice 2: Experimental film

In the upper end of performance, the experimental film portfolios evidenced deep and wide-ranging research, informing complex inquiry led film making. This is experimentation with purpose, rather than for the sake of 'play'. There are some strong thematically led portfolios here as well as some strong evidence of reflection and evaluation upon making, process and final outcomes.

The marking is accurate, with detailed and nuanced feedback (probably some of the strongest I have seen in this visit), offering precise and detailed references for students to explore further. At the lower end of performance the feedback is limited, but this is due to a lack of substance to engage with and doubts that students engaged in the way one might expect them to.

It is great to see this module thriving in the new structure of the course and seeing the critical creativity of the team and students tested in unusual and exploratory ways.

#### Collaborative Practice 1 (Lv5)

The marking is accurate and reflects the range of work in the sample. At the upper end of performance there are compelling and comprehensive research outlines, with well communicated analysis of complex social themes (e.g. exploring how queer cinema responded to homophobia in Thatcher's Britain), suggesting as one is used to seeing, some potentially excellent dissertations at Level 6.

There is clarity across the sample that students are well prepared for undertaking research for their dissertations, evidencing a range of methods – from reflective reports exploring aspects of their own practice, through to theoretically driven analysis.

The feedback is detailed, precise and supportive. The evidence of support for students to enhance their dissertation proposals further is particularly strong, giving a clear rationale for performance and routes and directions the research could or should take in Level 6.

B3) Are the marking/grading criteria or marking schemes set at the appropriate level of study and have they been consistently applied including internal moderation processes? (required)

Yes

B4) Did students receive adequate and helpful feedback to inform their future learning? (required)

Yes

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study? (required)

0= not at all, 10= fully

8

B6) Please provide any further comments to indicate how the course could better prepare students for progression to managerial or professional employment or further study (if applicable)

B7) Have you had the opportunity to comment on or contribute to a review of the course including any proposed modifications or enhancements to provision? (required)

Yes

B8) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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## Section C

### Assessment

Please advise on the Assessment Process for the Programme:

C1) The internal assessment / examination procedures are comparable with similar awards in the UK. (required)

Yes

C2) Procedures for the Exam Boards were fairly and rigorously conducted (including procedures governing extenuating circumstances, academic misconduct and borderline performance), and in accordance with the University's Academic Regulations. (required)

Yes

C3) The design and structure of the assessment methods used were appropriate; there was comparability within and across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes. (required)

Yes

C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).

Yes

C5) The moderation process is rigorous and there is consistency in marking standards. (required)

Yes

C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate. (required)

Yes

C7) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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## Section D

### Organisation and Arrangements

Please advise on the organisation and arrangements for you undertaking this role:

D1) I was new in post this academic year. (required)

No

D2) The University has helped me to undertake my role effectively. (required)

Yes

D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level. (required)

Yes

D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation. (required)

Yes

D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's Regulations/Procedures concerning assessment.

*Newly appointed External Examiners only*

N/A

D6) I am satisfied with the level of support received from my mentor.

*External Examiners new to the role only*

N/A

D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself. (required)

Yes

D8) Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

D9) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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## Section E

## Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

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## Section F

### Degree Apprenticeships

F1) Were you involved in the examination of Apprenticeship Provision?

Open comments

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## Section G

### End Point Assessment

G1) I have seen evidence that Apprentices have the opportunity to practice the assessment methods that will be used at End Point Assessment before undertaking the End Point Assessment.

G2) If you examine integrated apprenticeship provision, please provide specific comments on the suitability and content of End Point Assessment:

G3) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Where applicable, a copy of your report will be shared with the Chief External Examiner who is appointed to provide oversight of related modules and/or courses.

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## Final Comments

Are there any other final comments you would like to make in relation to your role as External Examiner?

It was unfortunate that much of my tenure was held remotely as understanding the development of the learning environment seemed to me to be integral to the development of the course in its new iteration. However, I was highly impressed with the CD and teams response to the challenges of the Pandemic, and had many good discussions with them regarding the impact (both positive and negative) of Covid19 on student filmmaker.

At all times the academic team, both Course Directors and the administration have been transparent and open in our discussions. I'd like to thank them all for making my visits, both virtual and physical and absolute pleasure. I wish them all the very best in the future.

## End of Tenure Report

If you are at the end of your tenure as External Examiner, please provide an overview of the development of the programme during your term of office. This overview will be of value to the University, the programme team and to the incoming External Examiner.

Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment:

*This Section is only to be completed by external examiners at the end of their tenure.*

As previously stated I joined as Level 5 EE at a time of huge change for the Northern Film School. A new and excellent Course Director, with a clear vision for the course has been able to drive the team through this period of such huge change. From dealing with the pandemic and ensuring high quality learning, teaching and support, through the move to a new purpose build resource finally to the implementation of a new contemporary facing vision for the curriculum, I have seen Jools and his team perform to a high standard. Crucially, the academic standards have been maintained, and it clear that students are thriving in this new environment. I always expect to see very high quality work at NFS, and I have never been disappointed. I would suggest that the work in Level 5 has gone from strength to strength. I wish the new EE all the best and look forward to working with them as they start the role.

Email Address (required)

Date (required)

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