

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

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Actions	Edit submission Print submission Delete submission

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Introduction

Leeds School Of Arts

Undergraduate

- BAMIM Music Industries Management(UG)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

19-Jun-2023

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)

N/A

Issues/point for clarity during the year

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

Yes

A6a) Please expand below how they were/were not addressed: (required)

There was a lack of clarity around how the contingency plans were being put in place at the progression and award board, as the policy was not shared with external examiners (or, it seems, module leaders) ahead of time. I requested additional clarity on how the marks had been achieved which was responded to adequately.

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:

Students have a varied diet of assessment on this course, with presentations, video documentaries, and events used as modes of assessment alongside traditional written essays/reports.
Rubrics are used effectively across assignments, giving students transparency about how their mark was arrived at and how they can improve in the future.
At both boards, there has been a high level of students with mitigation (which is a trend that we are also seeing at our university). It is evident from conversations at the board that module/course leaders are aware of the specifics of many students' situations, suggesting a high level of support and contact between staff and students.
The use of focus groups to gather student feedback on a module seems to yield more useful results than a student survey, and is something I have suggested adopting at my own institution.
There were some examples of incredibly good student work across the modules and particularly in the Major Independent Project, where students really seem to have taken the idea of research and run with it. These are fantastic projects, and the high mark profile reflects what is clearly a strong cohort (amongst those who passed).

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)

I felt there was a clear improvement between the winter Module Board and the summer Exam Board in the quality of students' work suggesting an ongoing development of skills. In particular, the nuances of the topics covered in Music, Politics and Society (L5) were somewhat lost in the assessments, and the referencing was problematic in L6 modules like Arts and Festivals Management. But students seem to have taken this feedback on board, because those issues really didn't present themselves in the summer board.

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

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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)

Music industries is such a tricky subject to teach because it's vast and students can't develop skills, knowledge and experience of every single part of the sector in just 3 years. However, this course does a fantastic job of introducing students to the operations of the industry as a whole,

giving them opportunities to develop employment skills that are relevant across many sectors, and having hands-on experience of working in music and putting on events. Keep up the good work!

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)

N/A

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:

Feedback to students on their assignments: there are some fantastic examples across the course, but the style, quantity and content of the feedback differs greatly between modules. The feedback is also written in different places in Blackboard and I found it incredibly hard to locate - for example, one module had comments on the essay itself in Turnitin, feedback written in the comments box, and then also referred to a document containing the rubric marks which had been sent to the student separately, and I couldn't find it anywhere. Blackboard assignment tool is not very intuitive at the best of times, so I think there needs to be a more standardised approach to how feedback is delivered. In the process of doing this, I would also recommend looking at models of good feedback in the sector, and how there can be more consistency of approach between modules, and whether it can be made clearer to students and EEs how/whether moderation has taken place.

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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:

While I have praised the varied diet of assessment, I do question whether students are given sufficient opportunity to develop all the skills needed to succeed in each type of assignment. Examples: Live Event Planning and Management is mostly assessed through a video documentary (70%) which necessitates videography skills and I haven't seen where students are taught how to produce an impactful film. Professional Practice 3 had an assessment which asked students to pull together a magazine spread, and those with more skill in graphic design seemed to do better here. I think it would be good to map out the assessments across the 3 years and ensure students are given opportunities to develop those skills prior to assessment. I also think there is danger of over-assessing verbal presentation skills, so perhaps swapping some of the presentations in L4 or L5 for video / graphic design assessments gives students a better chance of develop those skills and receive feedback.

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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)

Yes

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)

No

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

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

External Examiners new to the role only

Yes

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:

It's all been smooth and it was great to have an invite to visit and meet the team. I haven't needed my mentor much, but it was useful to know they were there and they have been proactive in checking in.

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:

D4) Contingency procedures to address MAB should have been shared with external examiners and staff ahead of the exam board to enable us to fully understand the policy, raise questions where needed, and to allow the board to run smoother (and quicker - since we ran over heavily). I don't think it was appropriate that those policies were not made available to board attendees ahead of time.

General comment - blackboard is really not an intuitive platform to navigate, especially the Grade Centre, so a bit more help on locating work etc would be useful. It's so much quicker when examples of work and feedback are put directly in the external examiner folder.

Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

No

Section F

Degree Apprenticeships

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

No

Open comments

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.

N/A

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.

Final Comments

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

Thanks to the team and Alex in particular for being so welcoming in my first year, and a massive congratulations for the excellent teaching practice going on in this course.

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.

Email Address (required)

Date (required)

10-Jul-2023

