

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

Submitted By	
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**LEEDS
BECKETT
UNIVERSITY**

Introduction

Leeds School Of Arts

Undergraduate

- BHMSP Music Production(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:

Assessment grades are comparable to the standards of my own and other HEIs. The team continue to develop a provision that is the envy of many HE institutions, not just because of their fantastic resources but the support for students from staff as well. The core team seem to balance running a large-scale HE programme with the ability to respond to students in a friendly approachable way more commonly found in smaller institutions.

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:

The teaching, assessment and course leadership team are a credit to your institution. They have developed a successful and relevant programme of study that continues to be popular and well-regarded. The facilities are some of the best I have seen, which again is a credit to the team's desire to strive for the very best provision and experience for their students. I have little or no recommendations for this team. They are doing an excellent job and this is reflected in student work and recruitment levels. I was impressed by the Studio Workbook and the Production Analysis resources - the workbook in particular was especially comprehensive and user friendly. Tom continues to be a supportive and caring member of the crew, taking a fastidious role in the pastoral care of students. He is extremely capable and particularly organised making communication and my general duties easy to complete. I really like the transparent approach in terms of access to all work submitted. This is what I have done with my EEs before which serves the purpose of evidencing confidence in all assessments (not just the ones that go away to be seen) and works to encourage the wider staff to be diligent and thoughtful when marking and assessing.

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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)

Practical work is generally strong and written work seems to lag behind a little in terms of mastery. This is typical of what I see in my institution and others I examine. Tutors frequently make reference to academic standards and conventions in feedback, which is good to see, particularly highlighting the lack of adequate referencing. Again, this is something I see in my own practice and it is nice to see that the team are addressing this head-on, hopefully preventing slips in academic standards. Presentation of written work was again good, with students using correct fonts, sizes and generally presenting to a reasonably professional standard. The team allowed me full and unfettered access to all student work, which was helpful and confirms the team's transparency in the assessment process. Feedback is supportive and friendly and should allow students to develop future practice. The programme of study is varied and allows students to really come to grips with their specialism. Students are very fortunate to have a great choice of pathways to select and therefore tailor their experience and hone their craft in exactly the way they want to, programme permitting.

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)

I am unaware of any systems or programmes that supplement the core modules of the programme that prepare students for professional employment. Perhaps graduate fairs and/or Level 6 advice and guidance from a central progression team on Level 7 courses such as teaching would be beneficial (if not already in place), as would helping with applying to graduate-role jobs that align with the transferable skill set developed as part of graduating with a degree in music production/performance. I would like to highlight that these are not gaps in provision I have seen, as the team may already implement such advice and guidance

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)

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)

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)

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)

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

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

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

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)

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

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

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

Yes

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:

One minor point. I did not receive access to the work in good time for the mid-board, however I have since reviewed work and I am satisfied. I believe this is more an administrative oversight, rather than the team itself. I highlighted this to the team at the time and they assisted me.

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?

No

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Section F

Degree Apprenticeships

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

No

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?

To reiterate my points before. A very successful and well-organised programme led by an extremely knowledgeable and experienced leader. General staff are excellent practitioners in their own field and students are fortunate to have a wide and varied access to these academics. Feedback is generally very supportive and should allow students to improve and develop. Moderation is made very easy due to the experience and organisation of key staff. Very pleased with the work and look forward to seeing the course continue to develop and flourish in 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.

Email Address (required)

Date (required)

19-Jun-2023

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