

External Examiner Annual Report 2019/20

Response ID	Start date	Completion date
607623-607614-62060885	26 Jun 2020, 11:56 (BST)	26 Jun 2020, 15:19 (BST)

1	In selecting the date below and submitting your report you are giving your consent to these conditions.	26/06/2020
2	Title	Ms
2.a	If you selected Other, please specify:	
3	Surname	Price
4	Forename(s)	Caitriona
5	Home Institution or other affiliation	Trinity Laban Conservatoire of Music and Dance
6	UWL School/College	London College of Music
7	UWL delivered course(s) (where applicable) (For Degree Apprenticeships, state whether the Degree is Integrated or Non-Integrated)	
8	UWL delivered modules (where applicable)	
9	Academic Partnership(s) (where applicable)	Ballet Theatre UK
10	Academic Partnership delivered course(s) (where applicable)	BA (Hons) Ballet Performance

11	Academic Partnership delivered module(s) (where applicable)	<p>Level 4</p> <ul style="list-style-type: none"> Technical Jazz Dance 1 Personal Conditioning for Dance Contemporary Dance Techniques 1 Classical Ballet Techniques 1 Choreography for Solo Performance Ballet Performance Studies <p>Level 5</p> <ul style="list-style-type: none"> Ballet Performance Studies Contemporary Dance Techniques 2 Choreography for Group Performances Technical Jazz Dance 2 Classical Ballet Techniques 2 Advanced Conditioning for Dance <p>Level 6</p> <ul style="list-style-type: none"> Skills in Neo-Classical Performance Employment Skills for the Working Dancer Classical Ballet Techniques 3 Advanced Independent Choreography BTUK: National Tour Experience
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12	Year of tenure	2
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13	External Examiner checklist	
13.1	1. Are the standards set appropriate for the awards, or award elements, with regard to the Framework for Higher Education Qualifications (FHEQ) or equivalent Framework?	Yes
13.2	2. Does the course comply with relevant sector recognised standards (i.e. Subject Benchmark Statements, PSRB requirements, Apprenticeship Standards)?	Yes
13.3	3. Is student performance assessed to a standard comparable to that of other institutions?	Yes
13.4	4. Is there evidence of appropriate links between teaching on the course and scholarship, research and professional practice?	Yes
13.5	5. Have you had the opportunity to review assessment briefs/examination questions?	Yes
13.6	6. Did you receive/have access to an appropriate amount and range of student work?	Yes
13.7	7. Did you receive/have access to student work in a timely manner?	Yes*
13.8	8. Does the design of the assessments ensure student achievement is reliably assessed?	Yes

13.9	9. Is the design of the assessments appropriate to the learning outcomes?	Yes
13.10	10. Are there clear assessment criteria and marking schemes?	Yes
13.11	11. Is the standard of marking appropriate?	Yes
13.12	12. Is there sufficient evidence of double-marking/moderation?	Yes
13.13	13. Is there evidence of useful feedback to students on their assessments?	Yes
13.14	14. Did you receive the Assessment Board dates in a timely manner?	Yes
13.15	15. Did you engage in Assessment Boards (e.g. in person, via Skype or written report)? If you answer No, please go to question 18.	Yes
13.16	16. Were Assessment Boards conducted according to UWL Academic Regulations and procedures?	Yes
13.17	17. Were you satisfied that the Assessment Board was conducted in a way which enabled you and the Board to carry out your duties effectively?	Yes
13.18	18. Did you receive your Annual Agreement, listing your responsibilities for the academic year?	Yes
13.19	19. Has the provision of supporting University and course information throughout the year been sufficient and timely?	Yes
13.20	20. Are you satisfied that your views and recommendations as an External Examiner have been considered and responded to? If this is your first year of tenure and not applicable, please leave this question blank.	Yes
13.21	21. Is it clear how the course team has taken account of student feedback in enhancing the course and student experience?	Yes
13.22	22. Have you engaged in any External Examiner induction/training delivered by UWL, your home institution or other organisation e.g. Advance HE? If this is not your first year of tenure and not applicable, please leave this question blank.	Yes
13.23	23. Were you well supported throughout the year in your role as External Examiner?	Yes

13.a	Comments (Use this section to expand on any Y* or No answers given above which are not addressed in Section 3).	Re: 7 In some modules access to the second marked samples of student work was delayed and thus the turnaround period for external examiner review and feedback was very tight. However, this is completely understandable as we are operating in unprecedented times due to Covid-19. The programme team is to be commended for ensuring that due process was undertaken in highly challenging circumstances.
14	Please comment on the appropriateness of the level of the assessed modules and award(s) in meeting the academic standards as they are described in the Framework for Higher Education Qualifications (FHEQ) and/or equivalent Framework, Subject Benchmark Statement, Apprenticeship standard or PSRB requirement.	The level of the assessed modules and award are appropriately aligned to the relevant FHEQ levels and reflect the subject benchmark statement (revised Dec 2019).
15	Please comment on the standard of student performance and achievement in comparison to students on similar courses in other institutions. If you examine for a course/module also delivered at an academic partner and/or more than one delivery site or mode, please comment on the comparability of standards and performance across the cohorts (e.g. how well are students able to meet the national threshold standards in comparison with students that you teach or examine in other UK contexts? How well are students able to meet the stretch and challenge in the assessment and curriculum?).	The standards of student performance and achievement are comparable with other specialist ballet performance courses in UK universities and conservatoires.
16	Please comment on the rigour and stretch of the curriculum and assessment methods, and the alignment to course/module learning outcomes.	The programme design is coherently structured with the learning, teaching and assessment strategies appropriately aligned to module learning outcomes as well as the overall course learning outcomes. The design and delivery strategies facilitate opportunities for research and scholarship to provide stretch and challenge.
17	Please comment on the design, structure and variety of assessments (e.g. how would you characterise the strengths and weakness of the type of work produced by students on the course? How 'authentic' are assessment methods?). For Degree Apprenticeships, please comment on whether the assessment considers the work-based learning nature of the apprenticeship.	There is a good variety of assessment modes. The assessment mode selection and specific assessment design in individual module components appropriately assess student achievement of the specified learning outcomes at the level of study. The assessment methods authentically relate to knowledge, skills, understanding and graduate attributes that are desirable in the professional dance ecology.

18	Please comment on the appropriateness of the marking and moderation process (e.g. were you satisfied that the marking and moderation process was carried out appropriately? Was there sufficient evidence of this process taking place?).	The marking and moderation process as evidenced in the range of samples provided is rigorous and robust.
19	Please comment on the appropriateness of student feedback, its value and usefulness to students.	This is a notable area of good practice. In the samples provided for review students received extensive highly detailed feedback that is specific as to rationale for outcome. Formative feedback is both verbal as well as written to ensure that it is received in a timely fashion. All feedback reviewed is constructive when identifying areas for development and clear as to how development can be achieved so that the student can apply in the next stage of their learning journey and this in turn supports the development of assessment literacy. Moreover, feedback is highly personalised and specific to each student's individual learning journey and graduate aspirations.
20	Please comment on the extent to which comments and recommendations made in your previous reports, comments made at assessment boards or other communication with the course team have been considered and responded to (e.g. were responses to your comments/recommendations sufficient and where actions were taken, were these well managed?).	All recommendations undertaken in person and via subsequent email correspondence prior to the 18/19 exam board as well as commentary in the 18/19 External Examiner report have been sufficiently addressed.
21	Please comment on any particular strengths or distinctive or innovative features of the course/module in relation to standards, assessment or other aspects.	<p>It is evident in the materials provided that there is a clear focus on facilitating the development of versatile dance artists who are actively encouraged to be reflective independent learners and thus be empowered to co-shape their learning journey and career trajectory.</p> <p>A particular distinctive strength of the course is the opportunity to gain invaluable professional dance world experience through participating in a national professional dance company tour with Ballet Theatre UK during Level 6 study.</p>
22	Any other comments	On a final note, the programme team and students should be commended for their admirable dedication and high standards of achievement during this challenging and unprecedented Covid-19 period with a rapid shift to remote learning, teaching and assessment in response to evolving government directives.
23	If this is your final year as an External Examiner with UWL, please comment on the development and progress of the course(s) and modules you have examined during your tenure.	NA