
External Examiners' report template (Subject Assessment Board) – Tier 1

Purpose of the External Examiner's report

Please read this section before writing your report

External Examiner reports are an integral part of the University's quality monitoring and enhancement process and play an important role in the programme review cycle. External Examiners are required to submit annual written reports.

Reports should be submitted within **four weeks** following the final Assessment Board. Report submission should not be delayed until re-sit boards have taken place.

The report should be linked with programme aims and outcomes, and the assessment criteria for each module, as described in the programme/module handbook(s). Reports should be objective and make positive criticism and/or recommendations where appropriate.

External Examiners' reports are the property of the University. The University will circulate reports as it sees fit, in accordance with legislative requirements. External Examiner reports are public documents, and are seen by students at Programme Voice Group meetings. **Please do not reference individual students and members of staff by name.**

Under the Freedom of Information Act, the University will provide copies of External Examiners' reports to third parties who have made a lawful request. Reports will normally retain External Examiners' names. The University will consider any reasonable request from External Examiners to anonymise their reports. Such a request should be made in writing and submitted with the report.

Full details of the procedures, and the use of the reports is outlined in [LQEH section 4](#).

Submission of the report

Please submit your report via email to the following email address:

externalexaminer@mdx.ac.uk

Your annual fee will be processed once we receive a copy of your annual report.

External Examiner Report – Subject Assessment Board

External Examiner name	Dr. Lawrie Hallett
Academic Year (period covered by report)	2020 - 2021
Date report submitted to Externalexaminer@mdx.ac.uk	17th November 2021

Programme(s) reviewed	Cert. HE, Radio Broadcasting - Academic Year: 2020 - 2021 (Delivered by Point Blank Music School, London).			
Apprenticeship standard (if applicable)	N/A			
Module(s) moderated	PB 421 (Level 4) Introduction to Radio Broadcasting PB 422 (Level 4) Station Identity and Branding PB 423 (Level 4) Radio - The Business PB 424 (Level 4) Radio Presenting PB 425 (Level 4) Radio Production PB 426 (Level 4) Future Trends in Radio			
Name of Programme Leader/ Module Leader	Ski Oakenfull (Head of Education & Development / Institutional Link Tutor)			
Date(s) of subject assessment board(s) attended	Point Blank Music School Tier II Board(s), viz: Meeting ONE: Thursday, 07th January 2021 (Term 1) (Attended via Teams) Meeting TWO: Monday, 19th April 2021 (Term 2) (Did not attend - no radio students to assess) Meeting THREE: Friday, 16th July 2021 (Term 3) (Unable to attend – pre-booked annual leave) Meeting FOUR: Thursday, 14th October 2021 (Final) (Attended via Teams)			
Programmes/module delivery arrangements – tick all that are applicable	Apprenticeship	N/A		
	Hendon Campus	N/A		
	Dubai Campus	N/A		
	Malta Campus	N/A		
	Mauritius campus	N/A		
	Collaborative partner:	Yes/ No	Partner(s) name	
	Franchise	NO	N/A	
	Joint	NO	N/A	
	Validated	YES	Point Blank Music Academy	

To be completed by all external examiners by ticking the appropriate box:

OVERALL STANDARDS	Yes	No
1. In your view, are the standards set for the award(s) appropriate for the qualification(s)? <i>For apprenticeship programmes, consider whether they reflect the apprenticeship standard.</i>	<input type="checkbox"/>	
2. In your view, are the standards of student performance equivalent to other UK institutions with which you are familiar?	<input type="checkbox"/>	
Comments (if 'no' to any of the above): N/A		

Support for the role of External Examiner	Yes	No
<i>(For new external Examiners)</i> Did you find the induction arrangements effective in helping you understand your role and the University's expectations of you?	N/A	N/A
The Faculty and Programme Team communicated effectively with me throughout the year	<input type="checkbox"/>	
I was given sufficient information concerning my role as an External Examiner	<input type="checkbox"/>	
I was given sufficient information concerning the modules for which I am appointed to enable full consideration of delivery, including collaborative partner provision, franchises and overseas campuses, if applicable	<input type="checkbox"/>	
I was given sufficient time to approve draft examination papers (where appropriate), with assessment criteria for approval	<input type="checkbox"/>	
Did you receive formal written feedback on your report for the previous academic year? (N/A for EEs completing their first report)	<input type="checkbox"/>	
Were you satisfied with the response to the issues raised in your report for the previous academic year?	<input type="checkbox"/>	
Comments (if 'no' to any of the above): N/A		

Report

Please use the following headings and guidance notes:

Programme/ Subject design, content and standards

Please comment on;

- the extent to which standards (apprenticeship standards; PSRB requirements; Professional benchmark statements) are appropriate to the qualification, or qualification element under consideration on comparable UK Higher Education programmes
- the curriculum, its aims, content, and development
- Does the course content remain relevant and up to date?
- please comment only on those modules that have strengths, weaknesses or areas of good practice that you would wish to highlight
- Where the programme has a vocational element or link, please comment on the content of the course in terms of preparing students for employment in that sector

This is my fifth and final year as the External Examiner for Radio Teaching at Point Blank Music School. I continue to be of the opinion that the standards of teaching and learning remain appropriate for a course of this level (CERT HE Radio Broadcasting).

The various radio-related assessments are pitched at an appropriate academic level for the course and it remains the case that the assessments set appear relevant to the course curriculum, its aims, delivery and content.

The various units include content and assessment deliverables that are appropriate for preparing students who are likely to seek employment in the broadcast / audio content and programming making sectors.

In terms of rigour and the level of academic challenge involved, the course (and, by extension, its component modules) is comparable to equivalent UK Higher Education Programmes delivered by other academic institutions.

Student achievement (please avoid reference by name to individual students)	Yes	No
Are you satisfied that the level of student achievement is comparable across all locations of programme delivery (eg. overseas campuses, franchise programmes).	N/A	N/A

Please comment on:

- standards achieved by students
- student performance in relation to their peers on comparable courses
- student performance in modules taught at overseas campuses (Dubai, Mauritius) and modules on franchised and joint validated programmes at UK and overseas sites
- student performance in relation to clinical/professional practice (if applicable)
- student performance in relation to PSRB requirements (if applicable)
- the effectiveness of employer engagement (if applicable)
- foundation degrees: Are there sufficient and effective opportunities for work based learning and work related learning?
- strengths and weaknesses of the cohort
- factors that the External Examiner is aware of that have positively or negatively affected

student performance (e.g. resources, field trips etc.)

The number of students assessed in the academic year 2020 / 2021 remained relatively low, albeit a little higher than in the previous year, when the number was <10. As a result, there was only a minimal amount of student work for me to assess at individual Academic Boards during the year in question.

My considered opinion that marking and student performance remain of a suitable standard is based on an assessment of the various assignments submitted. At a more general level this view also reflects my understanding of established practice at Point Blank and results from discussions held in and around the various Academic Boards attended and from correspondence and conversations at other times during the year.

Assessments: structure, design and marking	Yes	No
I was given the opportunity to see samples of marked work (including written assignments and examination scripts) covering the full range of marks	<input type="checkbox"/>	
I saw evidence of internal moderation in the assessment process and confirm it was used effectively and consistently	<input type="checkbox"/>	
See evidence of adequate student feedback being provided to students?	<input type="checkbox"/>	
I saw samples of work from across all programme sites of delivery including overseas campuses and franchises where applicable	N/A	N/A

Please comment on:

- *appropriateness of assessment for measuring achievement of standards*
- *The appropriateness and rigour of the course assessment strategy and methods of assessment;*
- *standards of marking and moderation (please comment on all overseas campuses and sites)*
- *procedures for assessment and examination.*
- *effectiveness and quality of feedback to students*
- *Are the processes for assessment, examination sound and fairly conducted in line with the University's/ Collaborative partner's (where applicable) regulations?*

I continue to hold the view that the types and range of assessments used in relation to the various units under consideration remain appropriate, allowing, as they do, for appropriate measurement of the specific learning outcomes as defined for each module.

Many of the academics involved have acquired considerable experience of delivering these units. They provide good evidence of marking / second marking and provide strong and often helpfully detailed feedback to students

I consider that marking process to be based on sound principles of fairness, which are effectively delivered against and that are in-line with academic regulations . None of the modules under examination included formal exam assessments.

Assessment Boards	Yes	No
Did you attend the Subject Assessment Board (this could include attendance via Microsoft Teams)?	<input type="checkbox"/>	
Did you receive relevant meeting, board, deadline dates and board paperwork in a timely manner?	<input type="checkbox"/>	
<p><i>Please comment on:</i></p> <ul style="list-style-type: none"> <i>The organisation and conduct of Assessment Boards and, in the event of non-attendance, whether you were fully involved in the assessment process..</i> 		
<p>As was the case in relation to the previous Academic Year (2019 / 2020), I continue to be very happy with the organisation and conduct of the Assessment Boards. Required information was always provided in a timely and organised manner and in the case of the summer board, (which I was unable to attend due to pre-booked annual leave), I was able to liaise with Point Blank staff to ensure that proper oversight was possible.</p> <p>I was pleased to be able to take part in handover discussions with the new External Examiner for this course and, as ever, it should be noted that the administrative and academic staff remained extremely helpful when it came to the provision of technical information in relation to the Point Blank Virtual Learning Environment (recent / current version) and that they have all responded very promptly to various contacts and enquiries made.</p>		
<p>Apprenticeship programmes (if applicable) <i>Please consider and comment on:</i></p> <ul style="list-style-type: none"> <i>Do the programme and module learning outcomes mirror the knowledge, skills and behaviours (KSBs) set out in the apprenticeship standard and prepare apprentices for end-point assessment (EPA)?</i> <i>Is teaching and learning delivered in the context of on-the-job and off-the-job training?</i> <i>Are apprentices receiving a good level of support from the University?</i> <i>Does the partner work collaboratively with the apprentices' employers?</i> <i>Does the apprenticeship include an integrated or non-integrated degree?</i> 		
N/A		
<p>Collaborative Programmes <i>Please add any comments relating to the links between the University and the collaborative institution.</i></p>		
<p>The professional working relationship between Point Blank and Middlesex University continues to work well. This is clear from the various interactions between Point Blank staff and representatives of Middlesex University at the academic boards I have attended this year.</p>		
<p>Recommendations <i>Please use this section to provide the programme team with suggestions that you would like them to consider, arising from the comments within your report matters where, in your opinion, there is potential for enhancement.</i></p>		
<p>I continue to be of the opinion that the standards of teaching and learning as delivered by Point Blank Music School in relation to its Cert HE in Radio Broadcasting remain of a satisfactorily high standard and relevant to professional industry practice.</p> <p>There was not a great deal in the way of student work to consider this year and so I have no specific final recommendations to make here.</p>		

Actions

Please use this section if you require the programme team to take further action relating to issues which have a serious impact on academic standards or academic quality.

N/A

Commendations / Good practice

Please comment here on any particular strengths, distinctive or innovative features of the programme(s)/ modules

The key strength of the Cert HE Radio Broadcasting Course is to be found in comprehensive and relevant nature of its curriculum. Not only does the course provide an introductory "grounding" in radio broadcasting (PB 421 Introduction to Radio Broadcasting) along with practical professional skills training (PB 424 Radio Presenting & PB 425 Radio Production), but it also gives students an insight into wider professional structures (PB 423 Radio - The Business) and practice (PB 422 Station Identity and Branding) as well as into the future direction of travel (PB 426 Future Trends in Radio) for this ever-changing sector of the media. The nature of these various units is such that they are flexible enough to adapt to professional change as and when this occurs.

I continue to remain impressed by the way in which the administration at Point Blank works in the best interests of students (and indeed External Examiners). Once again, this year, the organisation has coped well in dealing with the impacts of the Covid-19 public health emergency.

Final Report – only applicable if you are completing your term as an External Examiner

Please consider and comment on:

- *Your overall experience of being an external examiner*
- *The overall development of the Programme/Modules during this time.*


In my role as External Examiner for the Cert. H.E. Radio Broadcasting Course, it has been a pleasure to work with the team at Point Blank Music School (and their colleagues at Middlesex University), since just before the start of the academic year of 2016 - 2017. Over the five years that I have collaborated with Point Blank, I have always found the staff there to be well organised, professional, and helpful in their dealings with me. Above all their continued primary focus on the needs of students is to be commended.

Specifically considering the Cert. HE in Radio Broadcasting, I have been impressed by both the content of this course and its delivery. Radio (in its various forms, including podcasts) continues to evolve and the Point Blank course has the flexibility to reflect changes in professional practice.

Over the period concerned, it is clear that the both the administrative and student-facing systems at Point Blank have enjoyed a period of steady improvement. Things worked well when I first arrived, however, in terms of the in-house, online student teaching and learning platform (VLE) in particular, this has become considerably more flexible and "user-friendly" over the intervening years. As a result the assessment and Assessment Board processes have become easier for staff and external examiners alike.

It has been a pleasure working with the team at Point Blank Music School and I wish them and their courses all the very best for the future.

External Examiner Confirmation:

Report Submission Date (Sent to External Examiner Mailbox externalexaminer@mdx.ac.uk)	Wednesday 17th November 2021
Signed (Electronic Typed Signature is acceptable)	
Print Name:	Dr. Lawrie Hallett

==ENDS==