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**External Examiners' report template (Subject Assessment Board)**

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**Purpose of the External Examiner's report**

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**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](mailto:externalexaminer@mdx.ac.uk)

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

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External Examiner Report – Subject Assessment Board

<b>External Examiner name</b>	Nino Auricchio
<b>Academic Year (period covered by report)</b>	2020/2021
<b>Date report submitted to</b> <a href="mailto:Externalexaminer@mdx.ac.uk">Externalexaminer@mdx.ac.uk</a>	07/09/21

<b>Programme(s) reviewed</b>	BA (Hons) Music Production and DJ Practice		
<b>Apprenticeship standard (if applicable)</b>	N/A		
<b>Module(s) moderated</b>	Native Instruments Maschine Production Analysis Record Deal & Branding Creative Production & Remix Electronic Music Performance Creative DJ Skills Advanced Composition Advanced DJ Skills Music Entrepreneur Advanced Sound Design The Art of VJing Production Portfolio		
<b>Name of Programme Leader/ Module Leader</b>	Ski Oakenfull		
<b>Date(s) of subject assessment board(s) attended</b>	19/04/21 16/07/21		
<b>Programmes/module delivery arrangements – tick all that are applicable</b>	<b>Apprenticeship</b>		
	<b>Hendon Campus</b>		
	<b>Dubai Campus</b>		
	<b>Malta Campus</b>		
	<b>Mauritius campus</b>		
	<b>Collaborative partner:</b>	<b>Yes/ No</b>	<b>Partner(s) name</b>
	<b>Franchise</b>		
	<b>Joint</b>		
	<b>Validated</b>	<b>X</b>	Point Blank Music School - London

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>	X	
2. In your view, are the standards of student performance equivalent to other UK institutions with which you are familiar?	X	

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?	-	-
The Faculty and Programme Team communicated effectively with me throughout the year	X	
I was given sufficient information concerning my role as an External Examiner	X	
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	X	
I was given sufficient time to approve draft examination papers (where appropriate), with assessment criteria for approval	X	
Did you receive formal written feedback on your report for the previous academic year? (N/A for EEs completing their first report)	X	
Were you satisfied with the response to the issues raised in your report for the previous academic year?	X	
<b>Comments (if 'no' to any of the above):</b>   		

**Report**

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Please use the following headings and guidance notes:

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**Programme/ Subject design, content and standards**

*Please comment on;*

<ul style="list-style-type: none"> <li>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</li> <li>the curriculum, its aims, content, and development</li> <li>Does the course content remain relevant and up to date?</li> <li>please comment only on those modules that have strengths, weaknesses or areas of good practice that you would wish to highlight</li> <li>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</li> </ul>		
<ul style="list-style-type: none"> <li>The changes to assessments as a result of Covid were clearly communicated.</li> <li>Links with industry are excellent.</li> </ul>		
<b>Student achievement (please avoid reference by name to individual students)</b>	<b>Yes</b>	<b>No</b>
	X	
<p>Please comment on:</p> <ul style="list-style-type: none"> <li>standards achieved by students</li> <li>student performance in relation to their peers on comparable courses</li> <li>student performance in modules taught at overseas campuses (Dubai, Mauritius) and modules on franchised and joint validated programmes at UK and overseas sites</li> <li>student performance in relation to clinical/professional practice (if applicable)</li> <li>student performance in relation to PSRB requirements (if applicable)</li> <li>the effectiveness of employer engagement (if applicable)</li> <li>foundation degrees: Are there sufficient and effective opportunities for work based learning and work related learning?</li> <li>strengths and weaknesses of the cohort</li> <li>factors that the External Examiner is aware of that have positively or negatively affected student performance (e.g. resources, field trips etc.)</li> </ul>		
<ul style="list-style-type: none"> <li>The course overall seems cohesive, well focussed and well balanced between academic and career facing learning and assessment strategies. This is exemplified in aspect of level 6 where students are encouraged to develop with own artistic voice but in a structured and systematic manner. Productive, active.</li> <li>There has been some improvement in the research skills demonstrated in student work in comparison to last year. Applying correct referencing techniques still need to be encouraged.</li> </ul>		
<b>Assessments: structure, design and marking</b>	<b>Yes</b>	<b>No</b>
I was given the opportunity to see samples of marked work (including written assignments and examination scripts) covering the full range of marks	X	
I saw evidence of internal moderation in the assessment process and confirm it was used effectively and consistently	X	
See evidence of adequate student feedback being provided to students?	X	

I saw samples of work from across all programme sites of delivery including overseas campuses and franchises where applicable	X	
<p><i>Please comment on:</i></p> <ul style="list-style-type: none"> <li>• <i>appropriateness of assessment for measuring achievement of standards</i></li> <li>• <i>The appropriateness and rigour of the course assessment strategy and methods of assessment;</i></li> <li>• <i>standards of marking and moderation (please comment on all overseas campuses and sites)</i></li> <li>• <i>procedures for assessment and examination.</i></li> <li>• <i>effectiveness and quality of feedback to students</i></li> <li>• <i>Are the processes for assessment, examination sound and fairly conducted in line with the University's/ Collaborative partner's (where applicable) regulations?</i></li> </ul>		
<ul style="list-style-type: none"> <li>• There is good constructive feedback provided and the consistency in the manner feedback is provided in clear relation to the learning outcomes is good for the students to help them better understand the relevance of their feedback to the module more broadly.</li> <li>• The assessment decision moderation forms are clear and there are comments from the second marker to show a clear moderation process taking place.</li> <li>• The marks awarded across the modules are fair and consistent with the sector for each level.</li> <li>• The higher marks have been utilised but rarely goes above mid 70%. When marks in the low to mid 70% bracket have been awarded and feedback given is very positive but then in some cases needed to highlight what might have been improved further to push into 80-90%. There has been some very good work produced across the course.</li> </ul>		
<b>Assessment Boards</b>	<b>Yes</b>	<b>No</b>
Did you attend the Subject Assessment Board (this could include attendance via Microsoft Teams)?	X	
Did you receive relevant meeting, board, deadline dates and board paperwork in a timely manner?	X	
<p><i>Please comment on:</i></p> <ul style="list-style-type: none"> <li>• <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></li> </ul>		
<p><i>Type your text here</i></p>		
<p><b>Apprenticeship programmes (if applicable)</b></p>		
<p><i>Please consider and comment on:</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>Is teaching and learning delivered in the context of on-the-job and off-the-job training?</i></li> <li>• <i>Are apprentices receiving a good level of support from the University?</i></li> <li>• <i>Does the partner work collaboratively with the apprentices' employers?</i></li> <li>• <i>Does the apprenticeship include an integrated or non-integrated degree?</i></li> </ul>		
<ul style="list-style-type: none"> <li>• The information and documentation provided before the board was clear and easy to navigate.</li> <li>• Many thanks to Angela, Ski and the team for making me feel welcome and for the very organised way they have helped me become familiar with the course structure, modules and assessments.</li> </ul>		

<b>Collaborative Programmes</b> <i>Please add any comments relating to the links between the University and the collaborative institution.</i>
<ul style="list-style-type: none"><li>The University seems to support Point Blank in their administrative processes.</li></ul>
<b>Recommendations</b> <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>
<ul style="list-style-type: none"><li>Consider how the standard of academic writing with regard to embedding research can be developed.</li></ul>
<b>Actions</b> <i>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.</i>
<i>No action required.</i>
<b>Commendations / Good practice</b> <i>Please comment here on any particular strengths, distinctive or innovative features of the programme(s)/ modules</i>
<ul style="list-style-type: none"><li>The clear mapping of feedback to the learning outcomes is good for the students to help them better understand the relevance of their feedback to the module more broadly.</li><li>The online learning environment is extremely well designed and contains all the information for a module and the weekly material in a clear manner.</li><li>Academic and administrative staff are obviously fully engaged with their students and are in complete control of their curriculum to provide the best possible teaching and support to them.</li><li>Students were encouraged to take advantage of lockdown conditions for their performance modules and explore different conceptual ideas relating to it. This was excellent and the performance outcomes were fascinating to watch.</li></ul>
<b>Final Report – only applicable if you are completing your term as an External Examiner</b> <i>Please consider and comment on:</i> <ul style="list-style-type: none"><li>Your overall experience of being an external examiner</li><li>The overall development of the Programme/Modules during this time.</li></ul>
N/A