

---

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

---

**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](mailto: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	Pete Goodwin
Academic Year (period covered by report)	2020-2021
Date report submitted to <a href="mailto:Externalexaminer@mdx.ac.uk">Externalexaminer@mdx.ac.uk</a>	26 <sup>th</sup> October 2021

Programme(s) reviewed	BA(Hons) Music Industry Management		
Apprenticeship standard (if applicable)	N/A		
Module(s) moderated	PB432 The Recording Industry PB435 Music Management PB436 Digital Music PB531 The Live Music Industry PB534 Music Branding & Promotion PB631 Business Setup & Management PB632 Professional Development for the Music Industry PB633 Music Futures PB634 Start-Up Lab – Personal Project		
Name of Programme Leader/ Module Leader	Lee Erinmez - Programme Leader		
Date(s) of subject assessment board(s) attended	16th Jul 2021		
Programmes/module delivery arrangements – tick all that are applicable	Apprenticeship		
	Hendon Campus		
	Dubai Campus		
	Malta Campus		
	Mauritius campus		
	Collaborative partner:	Yes/ No	Partner(s) name
	Franchise		
	Joint		
	Validated	✓	Point Blank Music School

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>	✓	

<b>2. In your view, are the standards of student performance equivalent to other UK institutions with which you are familiar?</b>	✓	
<b>Comments (if 'no' to any of the above):</b>		

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

## 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

The design of the BA(Hons) Music Industry Management programme is more than appropriate. Standards set are in line with national subject benchmarks and the Framework for Higher Education Qualifications (FHEQ). The curriculum, its aims, and content is appropriate to the subject requirements and foundations acquired at Level 4 and 5 converge, as can be seen with the first completing cohort, at Level 6 (July 2021).

**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 (e.g., overseas campuses, franchise programmes)

✓

*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.)

Standard of student performance on the BA(Hons) Music Industry Management programme is comparable to that of other such UK Higher Education programmes. A strong first completing cohort with mixed prior experiences who have successfully navigated the unprecedented circumstances caused by the global pandemic. Achievements awarded range and are accurate.

**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

✓

I saw evidence of internal moderation in the assessment process and confirm it was used effectively and consistently

✓

See evidence of adequate student feedback being provided to students?

✓

I saw samples of work from across all programme sites of delivery including overseas campuses and franchises where applicable	N/A	
<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>		
<p>The BA(Hons) Music Industry Management's assessment process is accurate, comparable of standards, and compliant with regulations. It measures student achievement rigorously and fairly against the learning outcomes. It also enables students to clearly demonstrate the achievement of those learning outcomes as well. Internal moderation processes have been conducted appropriately. Controls designed to assure accuracy, comparability and fairness of the assessment processes, operate extremely effectively. Feedback to students is accurate and constructive and, as applicable, linked to industry. Feedback also stresses the importance of primary research.</p>		
<b>Assessment Boards</b>	<b>Yes</b>	<b>No</b>
Did you attend the Subject Assessment Board (this could include attendance via Microsoft Teams)?	✓	
Did you receive relevant meeting, board, deadline dates and board paperwork in a timely manner?	✓	
<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>The assessment board was well organised and conducted efficiently and appropriately. Notification of the board was communicated in an effective and timely manner.</p>		
<p><b>Apprenticeship programmes (if applicable)</b> <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>		
N/A		
<b>Collaborative Programmes</b>		

Please add any comments relating to the links between the University and the collaborative institution.

Links between the University and Point Blank are strong and the team at Middlesex are extremely supportive of the work that the collaborative partner does.

**Recommendations**

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.

None

**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.

None

**Commendations / Good practice**

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

Commendations

- Programme design - the convergence of knowledge and skills gained at L4 and L5 at L6.
- Outstanding VLE – transparent, extremely well organised and effective with a wealth of resources. Also assisted in minimalizing the impact of Covid on the student experience.
- Assessor feedback - extremely constructive and as appropriate linked to industry
- Communication with programme team - transparent and extremely effective.
- Students positively embracing the challenges of the pandemic in terms of the spaces that it has created and the opportunities that it presents.
- Exceptional commitment from the Programme Leader and the team at Point Blank to both standards and the learner experience.

**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.

Type your text here