### External Examiner’s Report

<table>
<thead>
<tr>
<th>Name of External Examiner</th>
<th>Gerard Stephenson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home institution and/or other</td>
<td>Weston College</td>
</tr>
<tr>
<td>professional/institutional affiliation of external examiner</td>
<td></td>
</tr>
<tr>
<td>Date of report</td>
<td>July 2013</td>
</tr>
<tr>
<td>Academic year</td>
<td>2012/13</td>
</tr>
<tr>
<td>Programme/Course/Module:</td>
<td>Home (✓ below if applicable)</td>
</tr>
<tr>
<td>HND/C Performing Arts</td>
<td>Bury College</td>
</tr>
</tbody>
</table>

---

### For Standards and Enhancement Use only:

<table>
<thead>
<tr>
<th>Date received in SEO</th>
<th>17 06 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date circulated</td>
<td>28 06 13</td>
</tr>
<tr>
<td>URGENT PQEP item numbers</td>
<td></td>
</tr>
<tr>
<td>PQEP item numbers</td>
<td></td>
</tr>
</tbody>
</table>
PART ONE : SUMMARY RESPONSE ON STANDARDS AND ASSESSMENT

If any matters raised here apply solely or particularly to any collaborative provision and/or programme(s) encompassed by this report please ensure that this is clear and that you identify the partner organisations(s) and/or programme(s) involved. Otherwise it will be assumed that all matters raised apply equally to all partner(s) and/or programme(s).

<table>
<thead>
<tr>
<th>'In the view of the examiners, the University is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the above statement correct? (Yes/No)</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>If you have stated 'no', or if you wish to give additional information, please do so below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'In the view of the examiners, the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiner has experience.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the above statement correct? (Yes/No)</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>If you have stated 'no', or if you wish to give additional information, please do so below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'In the view of the examiners, the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University's policies and regulations.'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the above statement correct? (Yes/No)</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>If you have stated 'no', or if you wish to give additional information, please do so below.</td>
</tr>
</tbody>
</table>
This section of the report will be used to give the Programme Team (including staff at any partner organisation) further feedback on the quality being achieved in the programme, the effectiveness of the assessment processes, the quality of the student learning experience and the quality of student achievement.

If any matters raised here apply solely or particularly to any collaborative provision and/or programme(s) encompassed by this report, please ensure that this is clear and that you identify the partner organisations(s) and/or programme(s) involved. Otherwise it will be assumed that all matters raised apply equally to all partner(s) and/or programme(s).

It would be useful if you could identify areas of good practice as well as issues for action.

A. Academic Quality

Please give your views on the quality being achieved in the curriculum and the quality of provision being delivered, particularly curriculum content and teaching and learning strategies. Please indicate any specific action that you believe could be taken to enhance quality. If you feel that quality is at risk in any respect, please comment on any specific action that could be taken to address this.

Please provide an overall rating of academic quality

<table>
<thead>
<tr>
<th>Rating</th>
<th>Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Please identify concisely below those major strengths and/or weaknesses (if any) in Academic Quality which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

**Significant Strengths**
1. Mask unit: history & origins of: offered good reading suggestions and a very good list of descriptors.
2. Research unit: Details of what was required were clear and concise.
3. Small Business Management: evidence of inventive and valuable projects

**Significant Weaknesses**
1. Referencing: students need to be made aware of the significance of referencing (using the chosen house-style of Harvard).

Please use the space below for further explanatory comments and/or any additional points you wish to raise.
I’d recommend stating a minimum amount of references required for each written assignment. Do the students receive classes at the beginning of the year explaining how the Harvard system works?
B. Assessment Processes

Please comment on the appropriateness of the assessments in assessing the learning outcomes of the units (including work-based learning where relevant), the reliability of internal marking procedures and the effectiveness of the moderation processes.

<table>
<thead>
<tr>
<th>PLEASE PROVIDE AN OVERALL RATING OF ASSESSMENT PROCESSES</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory</td>
<td>2</td>
</tr>
</tbody>
</table>

Please identify concisely below those major strengths and/or weaknesses (if any) in Assessment Processes which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

**Significant Strengths**
1. Good, honest and instructive feedback is offered for most assignments.
2. Feedback highlights the positive aspects of the student work whilst suggesting ways to improve.
3. Grading is fair and relevant to L.O’s and criteria.

**Significant Weaknesses**
1.

Please use the space below for further explanatory comments and/or any additional points you wish to raise.

More specific guidance for the framing of work might be of use to the students (e.g. whether the work is to be done in pairs, groups, etc; what style/s can be used). Make sure L.O’s and criteria are correctly identified and students encouraged to refer to them during the process.

C. Quality of Student Learning Experience

On the evidence available to you, please give your views on the quality of the students' learning experience, including provision of student support and guidance and teaching and learning resources, indicating whether you have had the opportunity to meet students.

<table>
<thead>
<tr>
<th>PLEASE PROVIDE AN OVERALL RATING OF STUDENT LEARNING EXPERIENCE</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory</td>
<td>2</td>
</tr>
</tbody>
</table>

Please identify concisely below those major strengths and/or weaknesses (if any) in the Student Learning Experience which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

**Significant Strengths**
1. Contextualising the work in a professional environment (e.g. small scale touring)
2. Projects that emphasise the value of the arts to the local community.
3. Supportive and experienced staff.

**Significant Weaknesses**
1.

Please use the space below for further explanatory comments and/or any additional points you wish to raise.
D. Student Achievement

Please comment on the overall quality of performance being achieved by students.

<table>
<thead>
<tr>
<th>PLEASE PROVIDE AN OVERALL RATING OF STUDENT ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory</td>
</tr>
</tbody>
</table>

Rating 3

Please identify concisely below those major strengths and/or weaknesses (if any) in Student Achievement which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

**Significant Strengths**

1. In the sampling there was one outstanding project that clearly evidenced a strong commitment and understanding on behalf of the student.
2. Students seem to have a good level of ownership of their work.

**Significant Weaknesses**

1.

Please use the space below for further explanatory comments and/or any additional points you wish to raise.
A focus on verbatim theatre would seem to be a useful project, having watched some of the work the students have completed this and last year. It’s only a wild suggestion but I get the impression that it might be an area some of them would thrive in.

E. Do you have any additional comments about programme quality (other than any covered previously in this report), including good practice, which you particularly wish to note?

Staff are clearly dedicated and put in a huge amount of effort to ensure the quality of provision. There are some good examples of projects that relate to employability with students encouraged to recognise the values of their studies. The feedback by staff is always fair, honest and supportive.

F. Do you feel that any issues specifically required by the relevant professional body (where applicable) have been addressed?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N/A X</th>
</tr>
</thead>
</table>

Comments:
G. Are you satisfied that any previous comments made by you as External Examiner have been noted and responded to?

<table>
<thead>
<tr>
<th>YES X</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
</table>

Comments:

H. If this is your final report please give an overview of your term of office.

FOR THE ATTENTION OF THE PROGRAMME LEADER:

The issues and good practice raised in this report should be incorporated within the relevant Programme Quality Enhancement Plan (PQEP) and a copy of the plan sent to the External Examiner (with a covering letter) and (unless the PQEP is on QualTrack) to eereports@bolton.ac.uk by the end of November.

External Examiners should complete Appendix A overleaf to confirm that sufficient evidence was received to enable their role to be fulfilled. Where evidence was insufficient please provide details.
Appendix A: Sufficient Evidence Proforma
External Examiner’s Report Checklist

<table>
<thead>
<tr>
<th>Programme Materials</th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you receive:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Programme Handbook(s)?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Programme regulations (these may be in the programme handbook)?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Module descriptions (these may be in the programme handbook)?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Assessment briefs/markng criteria?</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Draft Examination Papers</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a (i) Did you receive all the draft papers?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) If not, was this at your request?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b (i) Was the nature and level of the questions appropriate?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) If not, were suitable arrangements made to consider your comments?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marking Examination Scripts</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a (i) Did you receive a sufficient number of scripts?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) If you did not receive all the scripts, was the method of selection satisfactory?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Was the general standard and consistency of marking appropriate?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertations/Project Reports</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a Was the choice of subjects for dissertations appropriate?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Was the method and standard of assessment appropriate?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coursework/Continuously Assessed Work</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a Was sufficient coursework made available to you for assessment?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Was the method and general standard of marking and consistency satisfactory?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orals/Performances/Recitals/Appropriate Professional Placements</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Examiners’ Meeting</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a Were you able to attend the meeting?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Was the meeting conducted to your satisfaction?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Were you satisfied with the recommendations of the Board of Examiners?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Before you submit this report, please confirm that you have completed all sections, giving ratings where requested, and that you have, where appropriate, identified any specific collaborative partners and/or individual programmes to which the issues you raise particularly or solely apply.

Confirmed: (type YES) YES

Please return by e-mail to eereports@bolton.ac.uk