<table>
<thead>
<tr>
<th>Name of External Examiner</th>
<th>Prof Maureen Wayman, OBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home institution and/or other professional/institutional affiliation of external examiner</td>
<td>Previously: Manchester Metropolitan University</td>
</tr>
<tr>
<td>Date of report</td>
<td>September 2014</td>
</tr>
<tr>
<td>Academic year</td>
<td>2013/14</td>
</tr>
<tr>
<td>Programme/Course/Module:</td>
<td>Home (✓ below if applicable)</td>
</tr>
<tr>
<td>MA Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

For Standards and Enhancement Office  Use only:

| Date received in standards and Enhancement Office | 10 10 14 |
| Date circulated | 24 10 14 |
| URGENT PQEP item numbers | |
| PQEP item numbers | |
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>Statement</th>
<th>Is the above statement correct? (Yes/No)</th>
<th>If you have stated 'no', or if you wish to give additional information, please do so below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>'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.'</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>'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.'</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>'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.'</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>
PART TWO: QUALITY OF PROVISION

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

Please identify concisely below those major strengths and/or areas for improvement (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. The course is delivered over one calendar year with the final element taking place through the summer vacation period. The structure allows a full summative assessment to occur in May. Students are therefore well prepared to embark on the final stage of the course (delivered through the summer vacation) with a clear understanding of their strengths, weaknesses and a confirmed direction. The curriculum is appropriate to the standard of the qualification/award and is delivered through a very well organised set of modules.

2. The critical studies modules inform and underpin the student’s studio practice. Through these modules they grow to really understand and recognise the importance of the integration of theory with practice. Students identified this area of learning as the catalyst that lifted their thinking from one level of learning to the next. They could identify how serious, and at times intensely difficult, critical reflection and questioning had helped to steer and shape their ideas. Through the learning in these modules they moved from ‘having’ to write to ‘needing and wanting’ to write in order to more clearly articulate and record their thoughts and research, and to question their findings and hold on to their arguments.

3. The staff team responsible for delivering this course demonstrate their commitment to the students through the weekly tutorial system and feedback sessions. The size of the group, in this case four, meant that there was excellent peer interaction encouraged by the academic staff team.
4. The curriculum enabled students to link into, talk to and work with professional artists based in local studios. This is seen as really enriching the learning experience and should be regarded as exceptionally good practice.

Significant Areas for Improvement

N/A

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

The students on this course when asked about their time at the University and in the School described it as having been ‘a truly great, life changing experience’.

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.

PLEASE PROVIDE AN OVERALL RATING OF ASSESSMENT PROCESSES

Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory

Rating

1

Please identify concisely below those major strengths and/or areas for improvement (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. The assessment processes are appropriate to the subject and similar to those in place on other similar courses/programmes in the UK.
2. The assessment processes are applied rigorously and lead to fair and equitable outcomes for the students concerned.
3. Students fully understand the assessment processes and recognise assessment to be a vital part of their learning experience.
4. Students understand themselves to be participants in the assessment process.
5. Students receive clear feedback from assessment in both written and verbal forms.
6. The summative assessment template shows clear criteria matched to the specific learning outcomes and this helps students to identify their strengths and weaknesses.

Significant Areas for Improvement

N/A

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

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.

PLEASE PROVIDE AN OVERALL RATING OF STUDENT LEARNING EXPERIENCE

Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory

Rating

1

Please identify concisely below those major strengths and/or areas for improvement (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. Students had received an exceptionally good learning experience and all were positive about how they had been challenged and had responded to the need to work at a p/g level.

2. The students had been well supported by the staff team, both academic and technical. There had been a programme of weekly tutorials running throughout the year. They had received regular feedback and while welcoming clear written feedback they each placed a high value on what they described as ‘conversational’ feedback.

3. The four members of the student group had established an excellent working relationship and described themselves as a small community of practice, capable of helping and learning from each other. They therefore spoke to each other and discussed issues on a daily basis.

4. If needing to discuss specific needs or issues outside of the timetabled tutorial system they had found the staff to be accessible. Access to workshops and space had been managed very well throughout the year.

5. The opportunity to work in an external studio environment served to significantly enrich their learning experience and they identified this period in their course as helping them with the transition from student to professional.

**Significant Areas for Improvement**

N/A

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

It was a pleasure to meet with this student group on two occasions – the first at the interim stage when they were exhibiting at a ‘pop-up’ gallery in a large vacant shop in a town centre shopping mall. The second meeting was at the University during my final exhibition/examination visit in September. On each occasion I was able to spend time talking with them as a group and also on an individual basis.

Of particular note during conversations with the students was the reference to the external learning experience provided through the local group ‘Neo Artists’. This has to be seen as an element that defines and characterises the course. The group was established by former graduates from the Fine Arts Course at the University. The students saw the Neo Artists Studios as an extension to the University, offering them master-classes and critiques from visiting artists. Most importantly it provided them with an insight into the world of the professional artist from which they learned and benefited greatly.

The students were very keen to make it known how helpful all of the staff had been during their course. The final part of their course took place through the summer vacation at a time when technicians are usually undertaking maintenance programmes that can limit access to workshops and equipment. Access had not been a problem and the technical team ensured that these students had access to everything they required in terms of both facilities, knowledge and support. Similarly university buildings often operate on a shorter
working day during vacation periods and this too can limit access for students wishing to use specialist facilities and studios. Students were grateful to security staff who, without putting anything or anyone at risk, had also recognised their needs.

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

Please identify concisely below those major strengths and/or areas for improvement (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. The students presented an interestingly diverse set of projects covering a range of subjects, elements of which posed some difficult challenges in terms of the issues being considered. They had used a variety of media/materials in the translation of their ideas and showed themselves to be highly skilled in relation to the execution of both two and three dimensional work.

2. All of the students presented good underpinning research and each had recorded their findings, questions and thoughts through essays, journals and the final written pieces.

3. All of the students were able to articulate their ideas clearly and entered into discussions relating to their work and the course with confidence. They all demonstrated an impressive professionalism and were well prepared and ready to engage with examiners and other visitors to their exhibition.

4. The students appeared ready to move on to the next stage of their development and were certain that as a group they would maintain contact and, if the opportunity arose, would work together again in the future.

5. The final outcome in terms of range of marks was good. One of the students, a mature student and returner to education, had produced work of an excellent standard and hopefully he will remain in contact with the University as his work merits more time to undertake study at research degree level. The student at the lower end of the marking scale, another mature, returner to education, had struggled with the written elements but had nonetheless pursued the course with determination and commitment and achieved the required standard.

Significant Areas for Improvement

N/A

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

It was a privilege and pleasure to have been involved in the examination of this small student group. They are proud to have been associated with this University and will serve as great ambassadors in the future.
E. Do you have any comments about the management and administration of the assessment process?

It was unfortunate that the approved external examiner for this course was unable to complete his duties this year. As a consequence, as chief external examiner for the subject, I was asked to step in just prior to the interim stage visit in May. It wasn’t possible to appoint a new external examiner in the time then available and I was therefore invited back to conclude the examination process in September. The situation was handled very well by the team and the assessment/examination period therefore went ahead without issue.

As always I was provided with all of the necessary information to enable me to complete the task. I received reading in advance of the May visit and had access to all information relating to the course. The final examination board, at which I was present, was well managed with time given to discussing individual cases when necessary.

F. 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?

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

<table>
<thead>
<tr>
<th>Comments:</th>
<th>N/A</th>
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<tbody>
<tr>
<td>N/A</td>
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</table>

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

<table>
<thead>
<tr>
<th>Comments:</th>
<th>N/A</th>
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<tbody>
<tr>
<td>N/A</td>
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</table>

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

N/A
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</td>
<td>Programme Handbook(s)?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Programme regulations (these may be in the programme handbook)?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Module descriptions (these may be in the programme handbook)?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Assessment briefs/marking criteria?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Draft Examination Papers

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

### Marking Examination Scripts

<table>
<thead>
<tr>
<th>Marking Examination Scripts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a (i) Did you receive a sufficient number of scripts?</td>
<td>Y</td>
</tr>
<tr>
<td>(ii) If you did not receive all the scripts, was the method of selection satisfactory?</td>
<td>Y</td>
</tr>
<tr>
<td>b Was the general standard and consistency of marking appropriate?</td>
<td>Y</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>Y</td>
</tr>
</tbody>
</table>

### Dissertations/Project Reports

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

### Coursework/Continuously Assessed Work

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

### Orals/Performances/Recitals/Appropriate Professional Placements

<table>
<thead>
<tr>
<th>Orals/Performances/Recitals/Appropriate Professional Placements</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>Y</td>
</tr>
</tbody>
</table>

### Final Examiners' Meeting

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