

Academic Registry Use Only	
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## External Examiner Annual Report Form

The following template report is intended to support you to provide the information required to help the University to monitor the standards of its provision. In particular, you are asked to indicate your degree of agreement or disagreement to a series of statements by selecting the closest answer on the relevant *Likert scale*. Where the statement does not apply to your particular situation, please select NIA or (Not Applicable). Some questions are in the form of Yes / No / Not applicable.

We would be grateful if you would **also complete the subsequent comment box for each question** in sufficient detail to enable the course team to develop the programme or subject area where you feel this is appropriate. You are also asked to identify any areas of good practice or enhancement as well as issues for action

The report will be made available to students so please do not make comments on or name individual students or members of staff. Should you prefer, you may submit a confidential report directly to the Vice Chancellor.

If any of the courses / modules you have examined are delivered at both the University and within a collaborative partnership, we would welcome comments relating to both providers on each section of the report.

The completed report should be signed and emailed to [external.examiners@bucks.ac.uk](mailto:external.examiners@bucks.ac.uk). For most courses, you are asked to return your report by no later than 1 August annually.

**Academic year or timeframe under consideration (e.g. 2015-2016):**

**2016-2017**

**External Examiner Name (first name and surname) and name of home institution:**

**Michael Fry, University of Essex**

**Course Title(s) or Subject Area under consideration:**

**BA (Hons) Acting**

**Academic School and / or Department:**

**Department of Performance & Dance**

**Partner Institution (where applicable):**

**Court Training Theatre Company**

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## Standards set and achieved

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### Setting Coursework Assignments

**1. Consultation with the Course Team regarding the appropriateness of the assessment was satisfactory.**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

Current assessment is relevant to the course and its vocational opportunities.

**2. Assessments were appropriate to the intended outcomes of the module and students were able to demonstrate achievement of those outcomes**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

Learning outcomes are relevant, considered and appropriate.

**3. The nature and level of the assessment tasks I have seen are equivalent to those I have seen at other comparable institutions.**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

The assessment tasks are sensible and meet benchmark standards.

**4. Assessment tasks demonstrated that the Course Team has taken into account published subject benchmarks and other recognised national or academic standards as appropriate.**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

It would be helpful to the course team to explore and research comparable institutions (which the current Head of Acting is already doing) and their assessment tasks, but current tasks are appropriate.

**FOR BUCKS USE ONLY:**

**Course team response to issues and suggestions raised in this section as a whole (questions 1-4)**

**Responses by CTTC Director of Studies and Quality Manager, Aug 2017:**

We are pleased with the positive comments in this section.

Point 1.

We agree with this assessment and constantly review the appropriateness of assessments in conjunction with BNU and the external examiner.

Point 2 . We agree with the above

Point 3 .

We are pleased with this comparable assessment by the external examiner

Point 4 .

The Director of Studies has connections with other providers of drama programmes, and teaches on another BA Drama programme, and regularly seeks to ensure that assessments are comparable or looks for opportunities to implement new ideas.

**Marking and Feedback**

**5. I consider that the marking of the assessments was fair, consistent and of an appropriate standard.**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

Yes, if very slightly over-marked as a whole. They were however, consistent.

**6. I examined students in more than one cohort or location and found the achievements of students in the different groups equivalent. (if you only dealt with a single student cohort please tick not applicable)**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

N/A

**7. Lecturers gave the students clear and supportive feedback on their work, clearly related to the assessment criteria.**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

Clear and reasonably copious feedback, which certainly relates to the assessment criteria.

**8. The achievement of students in the modules I examined is broadly equivalent to the achievements of similar students at comparable institutions.**

Strongly agree     Agree     Disagree     Strongly disagree     N/A

Please provide detailed comment to support your judgement above. Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

The calibre is currently more mixed ability than some other institutions, but the achievements are satisfactory

**FOR BUCKS USE ONLY:**

**Course team response to issues and suggestions raised in this section as a whole (questions 5-8)**

**Responses by CTTC Director of Studies and Quality Manager, Aug 2017:**

Point 5 .

We have identified where over-marking has occurred and are addressing this by holding staff training session on marking at the beginning of the next academic year. We will also be providing external directors with a clearer induction to the marking process

Point . 6 N/A

Point 7.

We have had discussions with teaching staff about improving the timing and relevance of feedback, and linking it as closely as possible to the learning outcomes. We will also be reviewing feedback practices at the staff training day in September.

Point 8 .

For the academic year 2016-17 we introduced some training on academic writing skills and our BNU link tutor

has commented that the quality of written work has improved. We plan to develop this further for the academic year 2017-18 by introducing enhanced academic skills training and more individual tutorial support

**Decision making with respect to student progression and achievement**

*Please note: Not all External Examiners are invited to attend every Board because in some areas a team of examiners is appointed. If you did not attend the Board referred to in one of the following statements, please tick "I did not attend".*

**9. The decisions made at the Module Board I attended were fair, consistent and in accordance with the University's regulations.**

- Strongly agree     Agree     Disagree     Strongly disagree     I did not attend

**10. The decisions made at the Assessment Board (Progression or Award) I attended were fair, consistent and in accordance with the University's regulations.**

- Strongly agree     Agree     Disagree     Strongly disagree     I did not attend

Please provide detailed comment to support your judgement above (questions 9 and 10). Where you have selected "Disagree" or "Strongly disagree" please indicate the severity of the issue and any suggested changes. Please also identify any suggestions for further development in this area.

**FOR BUCKS USE ONLY:**

**Course team response to issues and suggestions raised in this section as a whole (qu. 9 and 10)**

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## Report of Practice (where this is a PSRB requirement)

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*Please note: External Examiners for some courses accredited by a Professional, Statutory or Regulatory Body (PSRB), e.g. Nursing programmes, are also required to visit and report on students in practice placements. If this does not apply to you please enter "Not applicable" against the name of PSRB below and go to the next section.*

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**Name of PSRB(s) (if applicable):** n/a

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Were you given the opportunity to visit a relevant practice area?  Yes  No

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Were you given the opportunity to speak to students in this area?  Yes  No

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Were you given the opportunity to speak to mentors, practice teachers and/or practice educators in this area?  Yes  No

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Were you given the opportunity to review relevant Practice Assessment Documents?  Yes  No

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Have you had the opportunity to provide feedback to the Course Team?  Yes  No

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Please provide detailed comment to support your answers above and identify specific issues raised and any areas that require further action. Please also identify any suggestions for further development in this area.

**FOR BUCKS USE ONLY:**

**Course team response to issues and suggestions raised in this section as a whole**

N/A

## Faculty support and organisation

### Programme materials

Did you receive or have access to the following materials, via either hard or electronic copy?

Programme Handbook(s)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Programme Specification	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Module Descriptors	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

### Approval of assessment materials

Did you receive marking criteria?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Did you receive all required assessment drafts?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Did you receive all required draft examination papers?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Were the tasks / questions set appropriate?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

### Marking examination scripts

Did you receive a sufficient number of scripts?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Was the sample selection satisfactory?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Was the general standard and consistency of marking appropriate?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Were the scripts marked in such a way as to enable you to see the reasons for the marks awarded?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

### Dissertations / Project Reports

Was the choice of subjects for dissertations / projects appropriate?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Was the method and standard of assessments appropriate?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

### Coursework / continually assessed work

Was sufficient coursework made available to you?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
Was the method and general standard and consistency of marking appropriate?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A

### Response to comments / concerns

Did you receive a response from the Faculty to comments made or concerns raised on any of the above throughout the year?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> N/A
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### Faculty support for your role as External Examiner

The Faculty supports you in your role as External Examiner

Strongly agree     Agree     Disagree     Strongly disagree     N/A



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## Faculty support and organization (continued)

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### Interim Visit

Did you make an interim visit to the University during the course of this academic year?  Yes  No

#### I found the visit useful

Strongly agree  Agree  Disagree  Strongly disagree  I did not attend

Please make any further comments arising from your interim visit as relevant:

#### FOR BUCKS USE ONLY:

Course team response to issues and suggestions raised in this section

### Response to comments / concerns

Did you receive a formal written response to the previous External Examiner Annual Report?  Yes  No  N/A

#### The response was appropriate and addressed my comments

Strongly agree  Agree  Disagree  Strongly disagree  N/A

Please make any further comments in relation to last year's report and any response you received:

#### FOR BUCKS USE ONLY:

Course team response to issues and suggestions raised in this section

#### Responses by CTTC Director of Studies and Quality Manager, Aug 2017:

A CTTC response to the external examiner was sent and the BNU link tutor has acknowledged that, due to an internal error at BNU, this was not forwarded on to him. We highly value the comments from the external examiner and action them at our internal management meetings.

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## Key Comments and Recommendations

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Please provide an overview of your assessment of the programme / modules for which you are responsible as External Examiner. Please highlight the characteristics that are significant in terms of academic standards, including distinctive and innovative features, notable strengths and any aspects which should be addressed in order to maintain confidence in standards.

The two-year course covers most relevant aspects needed for the acting profession and the balance of modules on the curriculum is appropriate. The screen acting work is particularly good. The stage acting work has improved since the appointment of the new head of acting.

Examples of Good Practice noted

The end of year Showcase is an essential, vocational tool.

Examples of enhanced student learning opportunities noted

The collaboration with the Courtyard Theatre and the visiting companies is especially useful.

## Suggested Action Points

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Please use this section to identify Action Points that the team may wish to address. You are asked to categorise each Action as to whether it is "Essential", "Advisable" or "Desirable". Please use a separate line for each action identified.

### Essential Actions

In order for the course to run efficiently and to maximise student learning (and satisfaction) it is imperative that the school appoint a second, full-time (and generously part-time) post. The Head of Acting role should be increased to full-time.

### Advisable Actions

Re-evaluate the current visiting tutors to establish whether they are still fulfilling appropriate pedagogy or should be updated.

### Desirable Actions

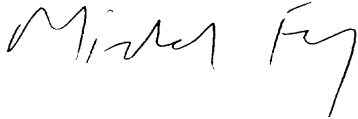
Consider holding the final Showcase in Central London (for agent access).

Consider more collaboration in High Wycombe for projects and production showings.

## External Examiner Sign Off

Please sign and date this form in the box below:

### External Examiner Signature



Once you have signed, please email the form to [external.examiners@bucks.ac.uk](mailto:external.examiners@bucks.ac.uk) where it will be passed to the relevant academic department. The Course Team will also be asked to complete the Faculty response sections and send this to you.

Q1: Appropriateness of assessment	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Q2: Students able to demonstrate achievement of outcomes	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Q3: Assessment tasks equivalent to other institutions	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Q4: Assessment tasks take into account subject benchmarks	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Q5: Marking of assessments was fair	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Q6: Achievement of students consistent across location/cohort	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input type="checkbox"/> GREEN
Q7: Lecturers gave students clear and supportive feedback	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Q8: Achievement of students is equivalent to other institutions	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Q9/Q10: Decisions were fair, consistent and as regulations	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
Report on Practice	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input type="checkbox"/> GREEN
Faculty Support and Organisation	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input checked="" type="checkbox"/> AMBER	<input type="checkbox"/> GREEN
Key Comments and Recommendations	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN
<b>Report Overall Rating</b>	<input type="checkbox"/> N/A	<input type="checkbox"/> RED	<input type="checkbox"/> AMBER	<input checked="" type="checkbox"/> GREEN

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## Faculty Response

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The Course Team are asked to review each section and respond accordingly in the area indicated. All responses must be included within this form so that the University has a full audit record. Where comments are of a more general nature and do not refer to any of the specific sections of the form these may be included in the section below.

Once a provisional response has been prepared this should be reviewed and agreed by the Head of Academic Department (HoAD). HoADs should ensure that the response is sufficiently detailed and addresses all comments raised in the report. Where responses are insufficient, HoADs should return the report to the course team for additional detail to be included. Otherwise, the HoAD should sign the form in the section below and ensure that the report is sent to the external examiner and copied to AQD for access and storage.

### Course Team Additional Response Section (Optional)

#### Responses by CTTC Director of Studies and Quality Manager, Aug 2017:

##### Essential Actions:

The Head of Acting will be moving from three days a week to a minimum of four days a week from September 2017. Steps are being made to recruit a second member of staff to support the Head of Acting.

##### Advisable Actions:

The visiting directors will be supported with in-house training where appropriate and the Director of Studies will induct all new external directors in marking processes and marking criteria to ensure marking consistency. Furthermore all part-time tutors have been invited to attend a staff training day at the beginning of September to provide pedagogy updates including marking and feedback review.

##### Desirable Actions:

Following the suggestion from the External Examiner we have researched the success rates of final showcases held in central London. Various agents told us that nowadays they prefer to receive digital content. Therefore we are focussing on enabling students to produce USB keys with their showcases (both video and aural) that can be sent out to agents. Agents can also easily attend the showcases at the Courtyard Theatre due to its central location and, in fact, other providers including Mountview and East15 drama schools have held their own showcases here in the past.

From 2018 we are planning to establish our own theatrical agency that will offer students a six month period of representation, as well as careers advice, helping them adjust from study to the workplace.

The Link Tutor from BNU and the Director of Studies have had discussions about increasing collaboration between BNU and CTTC students. The Bucks students already perform a showcase at the Courtyard and we are looking at ways to further inter-action between the two groups. We are also exploring the possibility of CTTC students applying for small project grants from BNU as highlighted by the link tutor.

**Comment from Partnership Tutor Dr Nic Fryer, August 2017 :** The course continues to develop and the increased permanent staffing is essential in enabling the course to retain rigour and allow the existing staff to develop their own teaching and practice. Briefs are increasingly clear and marking increasingly transparent. Other new appointments in administrative areas are very helpful in supporting the Director of Studies.

#### Head of Academic Department Signature

Once you have signed, the Head of Academic Department should forward the final report to the External Examiner and upload the report to the Bucks Drive. Please notify AQD when you have uploaded the file by emailing [external.examiners@bucks.ac.uk](mailto:external.examiners@bucks.ac.uk) so that AQD can log receipt of your response.

All responses should be finalised and uploaded to the Bucks Drive by the start of the Academic Year. This will enable the report to be considered as part of the Programme Review and Enhancement process (PRE), for

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the Institutional External Examiner Report prepared for Senate, as well as by other stakeholders within the University.