

The University of Leeds**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2011– 2012

Part A: General Information**Subject area and awards being examined**

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|-------------------------------|---|
| Faculty / School of: | English |
| Subject(s): | English |
| Programme(s) / Module(s): | English Language; English Language and Literature |
| Awards (e.g. BA/BSc/MSc etc): | BA |

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Academic Quality and Standards**
Academic Quality and Standards Team
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

Standards**1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award**

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The intended learning outcomes of both BA English Language and BA English Language and Literature were entirely appropriate to the structure and content of both programmes.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The programmes are comparable with those at <> University and similar institutions.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The design and structure of the assessment is rigorous and challenging to students, with a variety of assessment practices across both examinations and assessed coursework. The arrangement for marking modules are equally rigorous.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

The students were given ample opportunity to achieve academic excellence and some of the best work I saw was of Masters level work.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

Designing module content and especially assessments based on research is, to my mind, excellent practice.

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

It is clear that the undergraduate English Language curriculum at Leeds is underpinned by staff who are experts in their area with national and international reputations.

For Examiners involved in mentoring arrangements

8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

The Examination/Assessment Process

9. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

- *Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

I was given full access to all material; namely module descriptions, assessment briefs, copies of examination papers and additional material via the institution's VLE.

10. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes. Marking criteria is transparent, and written feedback very full and detailed.

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes.

- 12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

Yes.

- 13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

Yes

- 14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

I was unable to attend the Board of Examiners' meeting. This was due to the Board meeting on the same day as an unavoidable hospital appointment.

- 15. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

See 14 above.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

<>
School of English
The University of Leeds
Leeds LS2 9JT

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20 January 2013

Dear <>

Thank you for your report as External Examiner on our BA programmes for 2011-12.

Your report has now been considered by the School's Taught Student Education Committee and I have incorporated that committee's response into my comments here.

We are pleased that you consider our assessment to be 'rigorous and challenging' and it was reassuring to have our feedback in this area described as 'very full and detailed'. It was particularly pleasing to hear that you saw in our best student performances work which was in your opinion at Masters level in its quality.

Your commendation and reminder of the national and international standing of our colleagues in English Language was very welcome, particularly as it clearly feeds into the research-led aspect of our undergraduate teaching.

On behalf of the School, I would like thank for all your work for us over the last session.

Yours sincerely,

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