

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

ACADEMIC YEAR: 2011– 2012

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

Faculty / School of:	School of English, Faculty of Arts
Subject(s):	<i>Drama</i>
Programme(s) / Module(s):	<b>Theatre Studies (and combined degrees)</b>
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](mailto: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*

None.

***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?*

These were made available to me.

***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 standards of student work on this programme are appropriate for the degree offered and compare well with other programmes with which I am familiar.

**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.*

Yes

**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.*

There was a good range of assessment methods and the marking and feedback was scrupulous, the processes of arriving at marks very rigorous. Insofar as student performance is a measure of teaching quality, which I doubt, the students' work suggest the students have been appropriately challenged and inspired.

**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.*

Yes, there is a good range of different opportunities for students to demonstrate their work. As a cohort the students demonstrated an appropriate range of practices and levels of achievement with some excellent, thoughtful and creative work on show.

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

The students showed initiative and courage in the range of work they produced. That it did not all come off is a sign of the genuine intellectual and creative risks they took. The assessment of practice that I saw was scrupulous and fair.

**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.*

N/A

**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.*

The courses I assessed showed evidence of research-led teaching and this was very much to their benefit. The handling of practice in the curriculum, both in its academic framing and assessment, draws clearly on fifteen years of debate and thought about practice-as-research in the discipline.

## 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.*

Yes

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 on the whole. There were one or two missing module handbooks, but I've mentioned this to the staff already.

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?

N/A

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?

Yes

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

Yes

## Other comments

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

I also attach my comments on individual courses. (N.B. Not attached)

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School of English  
The University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

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30 November 2012

Dear <>,

Thank you for your very helpful report as External Examiner on our BA English Literature and Theatre Studies programme 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.

We are pleased to read your observations that the students take 'creative risks' in their work and that our 'assessment of practice' is 'scrupulous and fair'. There are also a good number of more positive comments on individual modules for which we are grateful.

Across your more detailed commentaries on individual modules, you express with some regularity your wish to see the documentation for the given modules in the form of a handbook and you also imply the need for some standardization in the availability of these resources. We note this.

We note also your question as to other kinds of information, such as a schedule of visits for 'Issues in Contemporary Theatre', and the desirability of having access to performances for other modules, as well as clarification as to the role of the reflective journal for 'Surrealism and the French Stage'.

Questions about comparability and parity also arise in your comments and we have taken these on board.

You do mention an individual student by name at the end of your report and I would politely ask that you refrain from mentioning any such in future documentation.

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

Yours sincerely,

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Head of School