

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
ACADEMIC YEAR: 2010– 2011

**PART A: GENERAL INFORMATION***Subject area and awards being examined:*

<b>School of:</b> <b>Modern</b> <b>Languages</b> <b>and Cultures</b> <b>Programme(s) / Module(s):</b>	<b>Subject(s): Portuguese</b>  <b>awards: (e.g. BA/BSc/MSc etc.)</b>
---	--

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 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.*

There are no areas requiring urgent attention.

***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 courses programmed are very relevant and directly linked to instructor's research areas, providing students with the opportunity of acquiring a solid knowledge basis on both canonical elements and contemporary issues. Courses are well designed, reflect both Portuguese and Brazilian variants, questions are appropriate, possibility for critical thinking is stimulated. Readers' comments on scripts were appropriate and helpful, providing ample guidance for students. Marking was fair and consistent throughout.

### 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.*

Based on my knowledge of similar problems in the UK and Europe I find that the programme has high standards and compares well with other similar programmes. Courses are innovative and appealing to a variety of interests. The inclusion of film studies as part of the curriculum is especially attractive as is the attention given to diverse texts from a variety of Portuguese-speaking countries.

### 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.*

Courses were well structured. Essay and other questions were clear and provided students with a fair amount of choice. Student performance was adequate with a small number of excellent candidates and a majority of good to very good candidates. From the results it is clear that course materials had been well integrated and that students made good use of them. Especially noteworthy in a few selected cases was the ability to compare diverse materials and even go beyond theoretical frameworks provided in courses.

### 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.*

Indeed, judging by student performance it is obvious that materials provided in courses had been well assimilated. There were a few outstanding students and majority performed at good or very good level, which is satisfying. Language skills were of very good quality.

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

n/a

### 6. 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.*

The programme was not changed from previous year and with good reason as it is a very good programme, allowing students to acquire a sound base of knowledge on canonical issues, while at the same time introducing them to very contemporary materials.

### 7. 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.*

In a few of the courses, it is obvious that there is a direct link between research interests and course contents. But this was very well balanced and indeed could be seen as a model for other programmes.

## **The Examination Process**

8. **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.*

Full access to all materials was provided. Some cases were signalled out for special attention but this year there were almost no border line cases and marks from both readers were close without any noteworthy discrepancies. I certainly could carry out my function in full given the materials and the readiness of colleagues to answer all questions

9. **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?**

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

I received all pertinent documentation

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes, I had full access to all scripts.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

The administrative arrangements were very efficient and I was received with great cordiality. The final meeting is a model of efficiency and collegiality.

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

Several borderline cases, although none I was directly involved with, did call for a consideration of circumstances but the Department has sound, if a bit too strict, regulations and I am glad to say that these were invoked and adhered to after proper discussion of individual cases.

### **For Examiners involved in Mentoring Arrangements**

*If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.*

n/a

### **Other Comments**

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

The process of external examining is costly and above all time consuming and yet fundamental. The high level of efficiency demonstrated by the Department make it a joy to participate in the process and the level of collegiality also make it a very rewarding experience.

3

August 2011

Dear ,

Thank you for your generous comments with respect to the quality of the Portuguese and Brazilian courses, the high level of language skills achieved by the students, and the efficiency with which external examining and the external exam board were organised. You felt that our criteria for whether borderline students could be raised was a little strict and I will make sure that this is discussed by SPLAS's "steering committee" and also – along with the comments of the other external examiners – in a SPLAS section meeting. As you know, exams are to an important degree being centralised at School level from next academic year and I will also ensure that your comments feed into discussions regarding the role of external examiners and operation of the exam board,

Best wishes,

Head of Spanish, Portuguese and Latin American Studies.

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
ACADEMIC YEAR: 2010– 2011

**PART A: GENERAL INFORMATION***Subject area and awards being examined:*

<b>School of:</b> <b>Programme(s) / Module(s):</b> <b>Spanish &amp; Catalan</b> <b>SPPO 3360, SPPO 3094, SPPO 3540, SPPO 2630,</b> <b>SPPO 2631, SPPO 3280, SPPO 2640, SPPO 2620,</b> <b>SPPO 2621, SPPO 2391, SPPO 2390, SPPO 2590,</b> <b>SPPO 2591, and other in BA Spanish, Hispanic and</b> <b>Latin American Studies, MA Latin American and</b> <b>Iberian Cultural identities, and Catalan</b>	<b>Subject(s):</b> <b>awards: (e.g. BA/BSc/MSc etc.)</b> <b>BA</b>
---	--

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 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?

N/A

**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.

I am delighted to say that I found the organisation of exams of the highest order. <<<>> organised the whole process to perfection, being able to answer any question and acting promptly if any changes were needed. Conflictive cases were immediately addressed and solved. Method of assessment is transparent, consistent and accurate and reflects equitable and fair classification of candidates. The contribution of all concerned in the examination process throughout the year was of the highest order, and standard is consistent with peer institutions. I was kept well informed and well advised about the whole process of examination. All documents were sent on time. An appropriate range of ways of assessment is used and properly implemented. I was sent drafts of examination papers and my comments were taken into account. Difficult cases were pointed to me immediately for my examination and comment. During the board of examiners, conducted perfectly by <<<>>, anonymisation should be implemented more in depth, as it is during the examination process. This would be fairer to candidates, and making names available only in student advantage if needed. Anonymisation could cause some technical problems but I do not think they are not easy to solve.

I am delighted to comment that in its quality of teaching and examination Leeds rates alongside the best institutions in the country. The aims and objectives of the department are realised with precision, accuracy and the excellence in teaching and evaluation underlines the prominence of this institution in national terms.

## 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.*

Standards applied are entirely appropriate for the award. Aims, structure and content of courses are entirely satisfactory for the level of BA. Nevertheless, Percentages of coursework and exam vary from course to course. In my modest opinion, this should be unified and/or discussed at departmental level in order to keep a similar structure in all courses. Another minor problem is the application of moderation, and should be connected to the percentage assigned. Numbers in Spanish are high and marking demands could be excessive. I recommend that a very low percentage in coursework should not be moderated and only revised by another member of staff, excluding final year. Curriculum is very well balanced and covers a wide range of skills in Spanish and Catalan culture, history and language.

### 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. Only anonymisation seems to be in a minor discordance with other institutions. In spite of this, I have to say that the system is fair and does not influence board of examiners decisions.

### 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.*

Rigour of marking is consistent with the marking criteria, well awarded First and marking is consistent and transparent. Exam scripts come with a descriptive feed-back form that is very useful and informative. Some disparities appear between in a couple of modules between presentation/coursework and exam but this depends on the nature of the exercise probably. In other cases/modules very consistent marking between both components. Catalan modules spreadsheet could be simplified, big amount of minor components and excessive number of small percentages. Material very well prepared and planned in this subject. Year abroad component in last year should be revised and perhaps replaced by essays instead of the present practice that is very taxing in terms of time allocated by members of staff and only weights Pass or Fail and used in boundary cases.

### 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.*

Student performance was consistent with other UK institutions, and shows the high standards of teaching at Leeds. Department provides suitable feedback and advice to students to improve their skills during their period of study. Students are able to show their analytical skills and some of them even exceeding it.

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

N/A

### 6. 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.*

Catalan courses are perfectly prepared but require a lot of work. Interesting new approaches to teaching language. Year abroad should be revised. It is original in essence but does not reflect quality of candidates and is very time consuming for member of staff. Curriculum design, in general, as well as assessment methods and student performance provide clear evidence of highest quality of teaching.

**7. 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.*

Curriculum and course design connects with members of staff specialization, which encourage them to include ideas and class discussions in their own research that in the long run will benefit students. Wide range and originality of topics and approaches is interesting and provides the student with a very broad, as well as rigorous, perception of Hispanic world in several areas asuch as Literature, History, Gender Studies, Sociology, Cultural studies, etc...

***The Examination Process***

**8. 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.*

Sufficient material. Being able to have all scripts during my visit to Leeds works faster and is very good practice instead of sending samples over the mail for approval.

**9. 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?**

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

Yes. I was kept informed and well advised during the whole process of examination, receiving all explanatory documents on time.

**10. Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

I reviewed a large number of scripts, almost the totality of every module, and I am entirely satisfied about the evaluation process and the classifications awarded. I was always able to form a complete picture of the different parts of which I was responsible. That all material is collected in a single location is a very good practice, especially when room provided is of higher standards.

**11. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Board was perfectly conducted and I thank <<<>> and <<<>> for their impeccable organisation. Displaying and confirming results on screen works perfectly, especially when changes can be introduced to see other possibilities. Screen displaying is a very good practice and very environmentally friendly. I find a bit strange the fact that students names are made available during the board when in other institutions only candidates number are available encouraging anonymisation of the whole classification process.

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

Minutes were available and clear

***For Examiners involved in Mentoring Arrangements***

*If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.*

***Other Comments***

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

Dear

Thank you for your generous comments with respect to the quality of SPLAS Spanish and Catalan language programmes and “content” modules, the care taken with respect to marking, standards achieved by our students, and the organisation of the examination boards. I am also pleased that you prefer the system operated by SPLAS whereby external examiners are asked to come up to Leeds a day in advance, rather than being sent out a percentage of the scripts of each module. I also think it is a more effective system, which allows externals to concentrate more on borderline and other difficult cases.

If I have understood correctly, there are four areas in which you would like us to look out our procedures:

1. Full anonymisation of student identity during the final exam board.
2. Whether there should be variations between modules in the percentage of the final mark given to coursework and exams. In your opinion this should be standardised.
3. The operation of moderation when the percentage of the final mark attached to coursework is low. In these cases, given the heavy marking load, you feel that the coursework could be “reviewed” (that is to say, a second person would simply look at the overall set of marks to ensure consistency with other similar modules) rather than actually moderated.
4. The assessment of year abroad. Given the heavy workload this entails at present you suggest that we ask students to write an essay during the year abroad.

Your comments will be discussed by SPLAS’s “steering committee” and also – along with the comments of the other external examiners – in a SPLAS section meeting. As you know, exams are to an important degree being centralised at School level from next academic year and I will also make sure that your comments feed into discussions regarding the role of external examiners and operation of the exam board,

Best wishes,

Head of Spanish, Portuguese and Latin American Studies.



## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2010– 2011

**PART A: GENERAL INFORMATION***Subject area and awards being examined:***School of: Languages****Programme(s) / Module(s):**

Viva! Latin American Industries and the  
Marketing of Latin-Americanness  
Identity in Chicano Identity and film  
Spanish American Literature cross currents and  
reworkings  
Porfiriato and Revolution  
Latin American Poetry

**Subject(s): Hispanic Studies****awards: (e.g. BA/BSc/MSc  
etc.) BA**

*The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 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.*

***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.*

My experience as external examiner for the Hispanic Studies programme at the University of Leeds has been extremely positive. The standards of teaching reflected in the quality of work by the students, assessment, and moderation, has been of extremely high quality. The lecturers are all highly respected and well published in their fields of research and the students have benefitted from their expertise and guidance in all the modules offered. There is a good provision of modules in the areas of history, film and literature which has been greatly enhanced by the introduction of a new module in 2010/11: Viva! Latin American Industries and the Marketing of Latin-Americanness, an excellent unit which focuses principally on the film industry, financing strategies, and the role of festivals production context. A number of the other modules have not changed since my period as external examiner, in terms of content or assessment, and while they are strong courses, it would be good to see some forms of reflection and improvement take place. There are some creative forms of assessment in the Latin American Industriescourse (where there is a project, a presentation and a report in addition to essay), and other modules could perhaps consider offeringforms of assessment beyond essays and exams.

The feedback for all work is constructive and the marks and comments reflect well the quality of the work. The amount of feedback has varied over my time here, from module to module, and the best modules are those which provide students with the fullest feedback. I was impressed with the assessment feedback form that students are supposed to use to reflect on their own performance, although this does not seem to be completed for all modules.

In terms of the process, the information has become clearer over the years and it has been very helpful to have the handbooks or handouts, with all the relevant information that students receive.

## 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 programme aims and intended learning outcomes (ILOs) are entirely commensurate with the level of the award. The standards are impressive and also appropriate for the award or award element under consideration.

### 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 aims and ILOs all met the expectations of the national subject benchmark. The programme reflects the staff specialism, however, within this it compares favourably with similar programme(s) at other institutions and against national benchmarks.

### 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.*

See the first section of the report for my comments for suggestions regarding assessments. The arrangements for the marking of modules and the classification of awards appear efficient, accurate and fair. Nevertheless, the policy of the University to raise students with 68.5 to first class degrees is rather generous, and does differ from my institution. That said, I was consistently impressed by the high level of work by the students and their research skills.

### 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.*

Essays and exams do provide a good opportunity to demonstrate their research skills. The students could also be encouraged to do other forms of assessment such as presentations, reports and literature reviews in order to demonstrate different, but equally valuable skills.

Students at Leeds University are in the main of a high quality. There were a few examples of students who demonstrated some difficulties with their writing skills, but this is a problem that only affects a minority. Most consult with a wide range of appropriate sources and demonstrate a high level of intellectual engagement with these. Perhaps students could be encouraged to demonstrate more independent thinking and be prepared to challenge critical ideas.

**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. 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.*

See my comment to the first section for my answer to this question.

**7. 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 modules are very specialized and look at one period of history or a range of selected texts which have not changed in the time that I have been here. A research based curriculum has advantages in that it allows students to benefit from the expertise of their tutors, however in order to broaden their experience, staff may want to consider broadening out the courses to allow students the opportunities to engage with a wider range of texts/nations/historical periods. Students are clearly tutored in how to carry out research to degree level as I have said in my previous comments.

***The Examination Process***

**8. 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 appreciate viewing all the work while on site, and I am provided with all the student scripts, and given guidance on which to consult, although I am given the freedom to look at any of the work. Examiners need to be aware of the time that this requires and ensure that they plan enough time to do the moderating work required (I suggest 2 days). I have certainly been given all the material to allow me to perform my duties. The academic and support staff have been very helpful and efficient, and are usually on-hand to answer any questions. I recommend that each coordinator does meet my replacement and give her/him an overview of their module.

**9. 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?**

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

Yes, I received all the appropriate documentation relating to the programmes. The policies and procedures relating to external examiners are all coherent and match the roles we are asked to perform.

**10. Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes – all the assessed work appears to be available to us.

**11. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes, the administrative arrangements were excellent and I commend the exam's officer and the support staff, in particular <<<>>>

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

Yes, regulations were meticulously followed

***For Examiners involved in Mentoring Arrangements***

*If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.*

***Other Comments***

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

August 2011

Dear

Thank you for your generous comments with respect to the quality of Latin American “content” modules and the level of the feedback given to students. I am also pleased that you prefer the system operated by SPLAS whereby external examiners are asked to come up to Leeds in advance, rather than being sent out a percentage of the scripts of each module. I also think it is a more effective system, which allows externals to concentrate more on borderline and other difficult cases.

If I have understood correctly, there were four areas in which you either expressed some concern or felt that we should consider making changes:

1. You suggest that we should consider offering other forms of feedback beyond essays and exams.
2. You suggest that we should consider whether some of our courses should be broadened-out somewhat.
3. You suggest that we should ensure that external examiners have two full days in Leeds in order to carry out their duties as effectively as possible.
4. You expressed some concerns that students who achieve a mark of 68.5 are automatically raised to a First.

Your comments will be discussed by SPLAS’s “steering committee” and also – along with the comments of the other external examiners – in a SPLAS section meeting. As you know, exams are to an important degree being centralised at School level from next academic year and I will also make sure that your comments feed into discussions regarding the role of external examiners and operation of the exam board,

Best wishes,

Head of Spanish, Portuguese and Latin American Studies.