

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

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

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| School of: Programme(s) / Module(s): Thai, Southeast Asian Studies, Asia Pacific Studies | Subject(s): South East Asia, Asia Pacific awards: (e.g. BA/BSc/MSc etc.) BA |
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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.

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?

No.

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 have no awareness of changes from previous years. My impression is that the programmes are running well and that there are no outstanding matters requiring resolution or urgent attention.

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.*

By comparison with similar or partly similar programmes taught at SOAS, I am convinced that these programmes are entirely appropriate to the ILOs and commensurate with the level of the awards 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.*

I am not familiar with national subject benchmarks for these subjects; rather I am comparing like with like as far as possible between Leeds and SOAS.

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.*

Meticulous assessment design and methods. I was particularly impressed by the attention paid to the provision of feedback for essays and assessed coursework.

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 – students were indeed able to demonstrate their achievement of aims and ILOs both in the form of assessed essays and coursework and written examinations.

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

Not applicable

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.

Not applicable (not known)

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.

Some competent long essays on aspects of Thai cultural studies by students which in some cases would have made good published papers.

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.*
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Yes – I could not have been more impressed by the organisation of the East Asia department's admin staff. All the required examination scripts and elements of assessed coursework were made available in a timely fashion. I had all the information I needed.

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 well informed and in regular contact with the department staff with responsibilities for examinations.

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 of it.

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

Certainly – the board of examiners was extremely well organised and well-attended. And any queries from myself and the other external examiners were taken seriously and dealt with promptly and helpfully.

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

Yes – *this was very 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.

Not applicable.

Other Comments

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

No comments – I am generally satisfied and impressed with the examination procedures in place and look forward to taking on this role in the next few years.

8 September 2011

Dear

I am writing to thank you for your excellent work as external examiner for our BA programmes in Thai, Southeast Asian Studies and Asia Pacific Studies in the 2010-11 academic year, and for submitting your comprehensive report.

I note that you were satisfied with the structure and content of the programmes, and the administrative procedures involved in the assessment process. I was particularly pleased to read that you were impressed with the assessment design and methods and by the attention paid to the provision of feedback for essays and assessed coursework.

We look forward to working with you again this year.

Kind regards,

Deputy Head of School

cc. ...