

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

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

Faculty / School of:	Modern Languages and Cultures
Subject(s):	<i>Film</i>
Programme(s) / Module(s):	MA World Cinema
Awards (e.g. BA/BSc/MSc etc):	MA

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

No urgent issues

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

This is a high-quality Masters programme with robust mechanisms of assessment and monitoring of quality in place. Over the period of my appointment, I was always given sufficient advice and had good communication both with the administrative and the academic staff at Leeds. I was kept up to date and informed about regulation and was given the appropriate documentation. My advice was always taken seriously and responded to. As the programme was pretty solid from the start, few changes were made to the structure. Standards achieved were generally commensurate to achievements on similar programmes elsewhere, and remained relatively constant across my tenure. Towards the end of my appointment, application numbers dropped considerably, and there were only two candidates to look at in my final year.

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.*

Yes, the aims and ILOs are commensurate with the level of award, and standards are appropriate as well.

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.*

n/a

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.*

As not much has been changed to assessment methods and arrangements for the marking modules and the classification of awards during my appointment, my comments from previous years still hold true, namely that these mechanisms and standards are adhered to rigorously. As for student performance as an indicator of learning, teaching, and assessment methods, this is difficult to answer for this year, given the low numbers.

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.*

See answer to 3 above. The low numbers in the current year prevent me from extrapolating any broader or general trends among this cohort.

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. 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.

I am not aware of any enhancements to the programme.

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.

Staff research expertise has always been crucial for this programme, and most of the modules integrate very specific areas of staff knowledge. This has resulted in very original, focussed and sophisticated student projects.

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

n/a

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, access was always sufficient.

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, I received ample information in the form of module handbooks, marking criteria etc.

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, I saw always sufficient amount of marked work, and the annotation was always legible and transparent.

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

Yes in both cases.

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, the administrative arrangements were satisfactory and I was entirely in agreement with the recommendations. I didn't attend the board, but was in telephone and email contact with the programme coordinator and the administrator.

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

School of Modern Languages and Cultures

FACULTY OF ARTS



UNIVERSITY OF LEEDS

18 March 2014

Ref.: Reply to External Examiner's Report 2012-2013

Dear

Thank you very much for your positive report on the 2012-13 performance of the MA in World Cinemas programme and its students. As you note in your report, given that the MA had been discontinued, the 2012-13 programme only required the consideration of two part-time students. Nonetheless, we are pleased to hear that in this year, and those previously, you have been satisfied with our programme design, and that you have found evidence of excellent teaching and results in our students' assessment portfolios. Equally as rewarding is your identification of robust film scholarship behind our research-led provision, and our transparent and professional marking procedures.

As there were no specific comments that require addressing I would like to take this opportunity to thank you on behalf of the World Cinemas team for your support, guidance and rigorous appraisal of the MA programme over the last 3 years. It has been a pleasure working with you.

Yours sincerely,

World Cinemas Subject Leader