

## 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:	Modern Languages and Cultures
Subject(s):	<i>Intercultural studies (MAPLIS)</i>
Programme(s) / Module(s):	5012 and 5016 and dissertations
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](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*

N/A

**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*

## 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.*

ILOs and programme content are appropriate and standards are appropriate for the elements 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.*

Work is comparable with other institutions and commensurate with QAA M Level standards.

**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.*

Interesting assessment methods which offer a range of differing tasks. These are appropriate to the ILOs.

**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. In particular the 5012 logs allow students to consider their event not in terms of finite knowledge, but engage in deeper understanding, through considering their experiences in the light of scholarly 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**

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.*

The programme is developing a stronger focus on the research interests of staff involved in the programme, and developing essay questions to reflect this.

**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.*

See 6 above. I have raised the question of student research last year and recommended that closer consideration of implications for practice could strengthen both student experience and the quality of the work.

## 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, thank you.

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

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, marking, second marking and feedback to the student is excellent.

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

Yes and 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?

Yes

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

Issues had clearly been discussed in the pre-exam boards and discussed appropriately in the final exam board.

## 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

29 January 2013

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Dear <>

Thank you very much for providing us with your external examiner's report for academic year 2011-12. We are very pleased to note your overall satisfaction with the modules you have overseen and your positive response to changes that we have put in place on the basis of your previous reports. With regard to your comments regarding the closer integration of professional practice in the research project/dissertation modules, this academic year we have been actively encouraging students to choose topics that will be of relevance to their future careers, and the wording you suggested has been integrated into the assessment criteria for the 2012-13 cohort.

I have been reminded that your appointment as external examiner with us ends on 31 October 2013. We are allowed to extend that appointment for a fifth year if you are willing to continue in the role. Could I ask that you let me know whether you are happy to carry on with your duties for 2013-14 by the end of February 2013?

Yours sincerely,

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Co-programme manager for MA Professional Language and Intercultural Studies

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