

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

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

School of: Education	Subject(s): TESOL
Programme(s) / Module(s): Free standing TESOL modules <b>EDUC 1040, 1050, 2080, 2090, 3007 and 3030</b>	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.*

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.*

## 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 free standing TESOL module content and the learning outcome are appropriate to the undergraduate level.

**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 quality of the TESOL modules are compatible to similar modules offered elsewhere in the UK.

**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.*

The modules offered a variety of assessment tasks, including, portfolios, projects and essays. The level and variety of tasks set and the responses provided by more conscientious students reflect the high level of rigour and creativeness of the teaching materials and approaches.

**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.*

The way assignments are set, they allow students to deal with an excellent range and level of analytical tasks and to relate them to theory, concepts and wider literature and students' own experiences and their future teaching needs.

**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.*

Satisfactory

**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 content of the modules and the assignments as well as the responses by better students show that the staff is familiar and use as a resource the current research in the field of TESOL.

## **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.*

Yes

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

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

Yes

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

Yes

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

Yes

### ***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.*

*Impressed by the quality of the modules taught, teaching and assessment approaches and students' responses. The quality is compatible with the modules offered in similar top level courses elsewhere.*



1 December 2011

Dear

Thank you for the effort that you put into external examining the six free standing TESOL modules and for the report which outlines your observations of our standards and processes. We are very pleased that your overall evaluation is favourable and that you find the quality of teaching and assessment high.

As you know the modules are offered by the School of Education as elective modules to students in the University and as from this year (2011-12) they are also core modules in the BA English, Language and Education degree programme that you have kindly agreed to examine. Although you have not identified any specific points for immediate action we thought that you would be interested to know that we are closely monitoring students' progress and responses to these modules this year, with a view to reviewing and modifying them, where necessary, to achieve an even higher level of student achievement.

Yours sincerely

Head of School