

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):
Programme(s) / Module(s): MA Deaf Education	awards: (e.g. BA/BSc/MSc etc.)

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?

YES

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 students continue to be given clear feedback on all their written and practical work allowing them to progress further and reach the required levels for study at M level study. The tutor's feedback also clearly points out the accuracy of the content ensuring that the students are competent practitioners on completion of the course. There are high standards expected of the students in the areas of criticality and analysis. Critical writing is well supported and the assignments are designed to encourage the development of reflective practitioners.

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.*

This programme remains at a comparable standard to other similar programmes. It meets the national standards for the mandatory qualification of 'teacher of the deaf.'

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 design of the course provides a very effective way of enabling students to work and study at the same time. Student feedback was very positive and one student reported feeling that her study needs when off campus, were very well met by the provision of regional tutors and a virtual network of other students. The standard of (assessed work remains high

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 academic standards of the students are comparable to students on similar programmes. It remains a challenge on all similar professional courses to ensure the students have sufficient opportunity to improve their reflection and criticality on a type of course which can become very skill focussed. This is however an area which the programme director remains focussed on and <<>> gives clear guidance to the students in this area of their work. <<>> is willing to tolerate resistance to the development of reflective practice in some students, trusting that persevering with this will enable them to be more effective practitioners who will continue to add to expertise in this field of education.. The skills and knowledge that the students bring to the course is acknowledged and used by encouraging the exchange of expertise and ideas. The tutor seeks to work collaboratively with the students

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.

N/A

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 programme director is a respected researcher in the field of Deaf Education. <<>> research and the current research of colleagues in this field, inform the course content. At present the programme director continues to lead research in the field of reflective practice in the training of Teachers of the Deaf and other projects concerned with improving the educational standards of deaf pupils. 'Reading for Meaning'.

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.

N/A

Other Comments

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

This programme continues to be successful in delivering both the practical and academic input necessary for becoming an effective Teacher of the Deaf. The course content is up to date and relevant to ensure that newly qualified teachers of the deaf are aware of current issues in this field and are equipped to deal with them. Feedback is very personalised and encourages appropriate academic skills in reflection and critical analysis. The tutor recognises the importance of utilising the knowledge, gifts and talents that the students bring to this specialised field of education. <<>> encourages the support of learning and collaborative working with students and colleagues in deaf education.

University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

9 February 2012

Dear

Thank you very much for your External Examiner's report on the MA Deaf Education/ToD. We are very pleased with your comments and detailed feedback about the programme. It is especially helpful to receive your confirmation of the appropriateness of the academic standards of the programme and that you agree with the high standards expected of the students in the areas of criticality and analysis. We identify critical writing as a difficult area for students and so this aspect of the programme is well supported. Assignments are designed to encourage the development of reflective practitioners. It is also encouraging that you recognise our teaching innovations to develop students' critical and reflective practices alongside the required TDA skills. We are also pleased that the student support we provide for a distance online programme course such as this is deemed to be appropriate and comprehensive.

Thank you very much for the time you have given to providing such detailed attention in reflecting upon these programme issues. We found your external examiner's comments and our on-going dialogue with you useful and constructive.

Yours sincerely

Head of School