

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

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

<b>School of:</b>	<b>Subject(s):</b>
<b>Programme(s) / Module(s):</b>	<b>awards: (e.g. BA/BSc/MSc etc.)</b>
<b>EDUC 2071/3060</b>	<b>BA</b>

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?*

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.*

N/A

## 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.*

In the case of both modules, the intended learning outcomes are appropriate and suitable for the programmes to which they contribute

- 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.*

My knowledge of similar modules at other institutions suggests that the learning outcomes are comparable, but there are no FHEQ benchmarks which are directly relevant to these modules.

- 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 assignments are well designed and reflect the aims of the module. The sample of scripts I saw reflects the good level of engagement of the students with the courses. I have raised concerns about the extent to which students can address topics in depth in some of the shorter assignments, but I am pleased to see that the lecturer has made a proposal to increase the length of the shorter assignments. This is a proposal I fully endorse.

- 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.*

In general, students were able to demonstrate their achievements, particularly given the wide choice available to them. The changes suggested in 3 will enhance this.

- 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.*

The modules continue to be well assessed, with good feedback, and indicative of good teaching.

- 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 students have the opportunity to engage with research papers and active researchers and this is visible in the work of, particularly, the better students.

## **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.*

I had access to sufficient material to make a judgement, with an admirable choice of a range of assignments sent to me.

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.*

I had access to all module guides and other documentation.

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 – the administration was excellent. As last year, the presence of such small modules in a large examination board does leave them rather swamped, but I see no need for a separate board or other administrative changes to address this. It may be a matter for the University to reflect upon if this is a common issue.

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.*

None

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**UNIVERSITY OF LEEDS**

21 July 2011

Dear

Thank you for your report for EDUC2071 and EDUC 3060 for 2010-2011. I am pleased to note that you find, for both modules "the intended learning outcomes are appropriate and suitable for the programmes to which they contribute", that the "assignments are well designed and reflect the aims of the module", that the "modules continue to be well assessed, with good feedback, and indicative of good teaching" and that "students have the opportunity to engage with research papers and active researchers".

I note your comment "I have raised concerns about the extent to which students can address topics in depth in some of the shorter assignments, but I am pleased to see that the lecturer has made a proposal to increase the length of the shorter assignments. This is a proposal I fully endorse." I believe this applies to EDUC2071 only and, subject to action by the Chair of the School's Learning and Teaching Committee, the changes will be in place for 2011-12.

I am also pleased that you were satisfied all aspects of the examination process and I am delighted, but not surprised, that you found "the administration was excellent".

Once again I thank you for your work as the external for these modules.

Yours sincerely

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Head of School