

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2008– 2009

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

School of: POLIS Programme(s) / Module(s): PIED: 5213M; 5503M; 5504M; 5561M; 5323M; 5410M; 5450M; 5510M; 5537M; 5756M	Subject(s): awards: (e.g. BA/BSc/MSc etc.) Masters
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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.

Nothing requires urgent attention

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.

It was a pleasure to serve as an external examiner, and I never had any significant complaints about any part of the process. Probably the most significant development was the transition to a system of moderation for "second markers" which was managed well.

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 aims and ILOs were wholly commensurate with the level of the award.

- 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.*

Aims and ILOs were comparable with those at other comparable institutions 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 assessment methods are traditional and effective, providing appropriate means for determining the extent to which students achieved 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.*

Students were given adequate opportunity via the assessment processes. They produced work that was wholly compatible with national standards. The spread of marks within the cohort is comparable with other cohorts of similar size and from similar institutions.

- 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.

See my point about moderation above

- 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.

There is clear evidence that curriculum design is informed by current research; the reading lists provided to students reflected contemporary issues in the areas concerned, and students were likewise undertaking projects that reflected such issues.

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 it was

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, this was all very well-produced material

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, these were all run very efficiently

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.

As is usual, my overall impression is that programmes are taught, assessed and administered to a high standard.

28 January 2013

Dear

MA External Examiner's Report 2011 – 2012

Thank you for your report on our MA in international relations. You conclude that it is taught, assessed and administered to a high standard, and state that the introduction of a system of moderation was managed well. You flag up nothing as requiring urgent attention. All this of course reflects well on the hard work and professionalism of our academic and support staff, as I am sure you recognise, and you can be sure that we will be striving to maintain these high standards in the future. Finally, can I thank you for your work and support as external examiner in POLIS.

Yours sincerely

Head of School