

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2013– 2014**

**Part A: General Information****Subject area and awards being examined**

Faculty / School of:

Music

Subject(s):

Music

Programme(s) / Module(s):

Dissertation; Composition (years 2 &amp; 3), Music Technology; Aesthetics &amp; Criticism; Analysing Music; Music Students in Schools; Music in Context A-D; Performance

Awards (e.g. BA/BSc/MSc etc):

**BA (Hons) Music**  
**BA (Hons) Music (year abroad)**  
**BA (Hons) Music (year in Industry)**  
**BMus (Hons) Music (Performance)**

**Name and home Institution / affiliation of Examiner****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 Quality Assurance**  
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*

No matters require 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*

During my term of appointment, the music team has implemented a new integrated structure for their music programmes. These changes have enabled staff to create a clear and transparent programme structure and allowed students to specialise at the later stages of their degrees and to make connections between different types of music. Moreover, staff research interests are reflected more clearly across all programmes and the quality of student work has definitely improved as a result of this.

The use of the VLE and shift to online submission and feedback system has been particularly welcome, and the quality of feedback and moderation has improved year on year.

**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 Intended Learning Outcomes were fully commensurate with the awards on offer. The structure and content of each programme is well balanced and standards are appropriate for the awards under consideration. Leeds music degrees compare favourably with other high quality university music programmes,

particularly in relation to the quality of written work and the relationship between teaching and staff research interests.

**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.*

Yes. The aims and ILOs clearly meet the expectations of national subject benchmark statements.

**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.*

Assessment methods are appropriate for the area of study. Previous issues with the bunching of grades for poster component of Music in Context appear to be resolved. However, this should continue to be monitored.

**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.*

Standards across the programme continue to remain high and students are provided with adequate opportunities to demonstrate their achievement. Standards in musicology were particularly high during this academic year.

**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 new final level structure for the programme has worked well. In particular, the compulsory Dissertation element produced some outstanding work. The new structure has also enabled students to focus on a collection of larger specialist modules and this has certainly produced a higher standard of work across the board.

**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.*

Research informs every part of the curriculum within the BA and BMus programmes and students clearly benefit from the range of subject expertise on offer.

**8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

n/a

**For Examiners involved in mentoring arrangements**

**9. 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

- 10. 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 received documentation relating to programmes and had access to marking criteria and student handbooks. I was provided with access to programme materials via the VLE. This material was sufficient for me to act effectively as an External Examiner.

- 11. 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. I was provided with appropriate documentation throughout my term of appointment.

- 12. 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. I was provided with draft examination papers and the level of questions was appropriate.

- 13. 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. I was provided with access to all assessed work and feedback. The quality of feedback was excellent and moderation processes appear to be working well.

- 14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

There was a suitable range of subjects for dissertations and some outstanding work produced. Methods of assessment were appropriate and feedback was informed and constructive.

- 15. 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. I attended the Board of Examiners meeting and was satisfied with the recommendations of the Board.

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

Yes. Mitigating Circumstances were recorded and considered where relevant.

Other comments

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

The new curriculum structure continues to work well and the range of subjects on offer continues to benefit students and improve the quality of work. The role of popular and world musics within the curriculum continues to enhance the quality and distinctiveness of the programme. It has been a pleasure to work with music colleagues on the modifications to the programmes over my term of appointment and to observe the quality of student work improving year on year.

School of Music

University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

30 June 2014

Dear

Thank you very much for your report on the examination processes for our undergraduate programmes. We would like to take this opportunity to thank you for your visit to Leeds in the 2013-14 session. As this is your last report, we would like to extend the gratitude of the School of Music for your constructive input over the period of your tenure. We are once again very appreciative of your positive response to the quality of our programme and our students, and to the management of the examination process.

With best wishes,

Head of School

Director of Student Education

Examinations Officer