

## 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):	
Programme(s) / Module(s):	MA
Awards (e.g. BA/BSc/MSc etc):	MA

**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*

There are 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?*

**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*

In general the programme has grown in stature and quality. The course has been tweaked in various ways, so that the modules and structure are now much clearer; the inter-relationship with psychology is, in particular, much better managed. Students remain of good quality, with a few outstanding ones in each cohort. Feedback has become more systematic and the amount of detail is now commensurate with the work. Issues attending the assessment of degree class were resolved, and my sense now is of equity tempered by judgment.

## 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.*

Outcomes and standards are 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.*

The programme is fully comparable to similar programmes elsewhere and with national standards.

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.*

Assessments were fair and thorough, and the issues regarding borderline classification (which emerged in last year's meeting) have been resolved in a very satisfactory manner.

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.*

This year's cohort was somewhat smaller than the previous year's, and there were fewer outstanding students. On the other hand, there were also very few problematic ones. A very solid performance by the centre 50% of students would suggest that the cohort as a whole found the course responsive to their interests.

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. **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.*

As mentioned, troublesome issues about borderline classifications have been resolved; so also for the occasional clash between the music and the psychology concentrations.

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.*

As in years past, one dissertation (perhaps more) was of outstanding quality. As a whole, current research has been brought to bear in a constructive fashion

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

## 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

## The Examination/Assessment Process

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.*

The materials were excellent.

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.*

I received all relevant documents.

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?

All the material was available.

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?

There was an ample supply of work, well organised and annotated.

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

Yes. I continue to be impressed by the range of topics addressed.

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?

They were excellent.

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

Yes. The department remains exemplary in this regard.

## Other comments

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

I'd like to thank everyone for an enjoyable and informative tenure as external examiner, and I wish the department only the best in future.

School of Music

University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

27 November 2014

Dear

Many thanks for your report. Your positive comments regarding the range and quality of student work are especially appreciated. We greatly appreciate your contribution and advice during your tenure as External Examiner here at the University of Leeds, and wish you the best for the future.

With best wishes,

Head of School

Examinations Officer

Director of Student Education