

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2012– 2013

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

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.

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

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

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.*

The assessments were fair and thorough. Much (commendable) care was taken at the Exam Board to ensure that the policy regarding borderline classifications was indeed reasonable and equitable. The implications of that discussion may require a future adjustment of the language now in place to govern such situations.

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 was a solid cohort, with a good range of results. A handful of students were outstanding and fully comparable to the best students in comparable programmes.

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.

Guidelines and standards continue to be revised as the shift to the new curriculum is now (fully) implemented. The descriptive documents are more transparent and clear. This work will have to be ongoing as new changes are implemented.

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.

Programme modules are clearly informed by current research in the relevant area. At least one dissertation was very accomplished and, in fact, well worth publication.

For Examiners involved in mentoring arrangements

8. 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

9. 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.

10. 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.

11. 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.

12. 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.

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

Yes. The dissertations were exceptionally interesting this year.

14. 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.

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

Yes. The department is exemplary in the care it takes in such matters.

Other comments

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

12th December 2013

Dear <>,

Many thanks for your helpful report, and our special thanks to you for your willingness to act as our external examiner for a further year. We appreciate as ever your comments at our exam board. Your comments regarding the question of borderline cases were especially appreciated: this is an excellent example of the value of having external examiners present at an examination board meeting. In light of that discussion, we have adjusted the wording in our COPA to better reflect the credit-structure of taught postgraduate programmes.

We look forward to seeing you again next year.

With best wishes,

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Head of School

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Examinations Officer

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Director of Student Education