

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:	Education
Subject(s):	<i>Educational Leadership</i>
Programme(s) / Module(s):	MA in International Educational Leadership
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

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?

Yes

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.*

The standards and learning outcomes set for the awards are appropriate and broadly in line with similar awards on comparable courses elsewhere.

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 learning outcomes align with relevant descriptors in the QAA FHEQ.

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.*

My observation is that the processes for assessment and awards are conducted in an entirely sound and fairly way. Students are required to complete written assignments for all modules on the programme. The assessment load is consistent across different modules.

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.*

Yes. The standard of student coursework is consistent with similar awards that I am familiar with in other 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. 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 students are very well supported on this programme. The provision of support is well structured and organised, and this is well communicated to the students.

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.

The programme team members are research active. Students' learning benefit from their research expertise and publications.

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

N/A

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.*

Yes

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.*

Yes. I am very pleased with the quality of the curriculum and assessment materials that were sent to me.

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?

N/A

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?

Yes. The quality of the feedback on students' scripts is overall excellent! Most comments are detailed and constructive which will be most helpful for students' learning.

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

Yes.

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?

Yes. I have been well supported by the administrative staff!

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

Yes

Other comments

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

This is a well-designed programme. Students are satisfied with the quality of provision of support on this programme, and see their international and multicultural backgrounds as a particular strength of this programme. The programme was 'an eye-opening' experience for them!

9 December 2013

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Dear <>

Thank you for attending a meeting with the MA (IEM) programme co-ordinator and a group of six IEM students. I am very grateful for your detailed and constructive written feedback on the quality of the IEM programme.

I would like to respond to the points made in your recent report to us by saying that it is encouraging to find that there are no matters that require urgent attention and that the students appear to be very satisfied with the programme. Thank you for identifying a number of key strengths including the programme structure, the pedagogical benefits of the research expertise and publications of the IEM team and the positive impact of the 'excellent' quality of the assessment feedback on student learning. It is particularly pleasing that through active participation the students see their own international and multicultural backgrounds as a particular strength in their learning experience.

I know that the IEM team has welcomed and benefited significantly from the feedback received from external examiners over the years. I am sure that they will find your report especially constructive and helpful.

Thank you once again for your assistance.

Yours sincerely

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Head of the School of Education