

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

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

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.*

The standards and learning outcomes set for the awards are appropriate and the standards demonstrated by the students and their performance are broadly in line with those seen 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 are in line 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.*

Students are required to complete written assignments for all modules on the programme. The arrangements for assessment and awards are conducted in an entirely sound and fair way. The assessment load continues to be consistent across different modules. There is evidence that the quality of many students' course work improves throughout the year – which suggests that their learning is well supported on this MA programme.

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 provision of support is well structured and organised, and this is well communicated to the students. There is clear evidence that most students are totally engaged.

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.*

Tutors involved in the programme are research active. This means that students' learning is able to benefit from their research expertise and publications.

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

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.

Yes

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 have always been well informed of the development of the MA programme. The programme specifications, module handbooks and assessment materials are extremely well written, informative and accessible to students.

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?

N/A

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 continue to be extremely impressed with the high quality feedback that markers have provided for the students. They have clearly invested a tremendous amount of time and effort to support their students and I commend them on this!

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

Yes.

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. The quality of administrative support has been consistently high.

16. 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

Across the MA team, almost all tutors have provided detailed, encouraging and highly constructive feedback on students' assignments and dissertations. This would have enabled students to identify the strengths and weaknesses of their work and would have been most helpful for their learning. In addition, the quality of marking is consistent across the team.

There is also clear evidence that the course team and the Course Leader in particular, have invested a substantial amount of time to ensure that students' learning is well supported on this MA programme.

25 March 2015

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Dear <>

Thank you for your detailed and constructive written feedback on the quality of the MA (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 'there is clear evidence that most students are totally engaged'. Thank you for identifying a number of key strengths including the programme structure and organisation and its effective communication to students. It is also encouraging that students' learning benefits from the 'research and expertise' of the IEM team, consistency in marking, and the quality of assignment feedback which helps students to identify their strengths and weaknesses.

I know that the IEM team greatly welcomes your feedback and has found 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