

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Lifelong Learning Centre
Subject(s):	
Programme(s) / Module(s):	BA in Contemporary and Professional Studies Modules: LLLC1379; LLLC1380; LLLC1382; LLLC1392; LLLC1202; LLLC2254; LLLC2255; LLLC2256; LLLC2257
Awards (e.g. BA/BSc/MSc etc):	BA

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

na

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

- 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.

I felt that the ILOs were appropriate to the programme in general and modules in particular and that the structure and content reflect these.

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.

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.*

There is a good range of assessment methods and the feedback provided to the students is generally of a high standard, I was impressed with the thorough, comprehensive and friendly feedback. The exception was LLLC2256 – I felt that the quality of the feedback provided in this module was not up to standard.

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 generally good. There was only one module (LLLC1202) where marks ranged between 46-59, consistently lower than performance in other modules (though this could be a coincidence).

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.

An area of good practice that stands out is the quality of the feedback given to students on their assessment performance.

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.

I do not have enough information to make a judgement on this.

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.

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.

I received module handbooks for some modules but seem to have missed some.

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.

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.

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.

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

I wonder whether rather than posting all the coursework to me, we could use a platform such as Dropbox, Google docs or similar where all the docs can be just saved and shared securely (much cheaper).

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Lifelong Learning Centre
Subject(s):	
Programme(s) / Module(s):	Arts and Humanities Foundation Year Modules: LLLC0121; LLLC0122; LLLC0123; LLLC0124; LLLC0143.
Awards (e.g. BA/BSc/MSc etc):	Foundation Year

Name and home Institution / affiliation of Examiner

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Standards

- 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.

I felt that the ILOs were appropriate to the programme in general and modules in particular and that the course structure and content reflect these.
- 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.
- 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.

There is a good range of assessment methods and the feedback provided to the students is excellent. I was impressed with the thorough, comprehensive and friendly feedback.

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 very good.

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.

An area of good practice that stands out is the quality of the feedback given to students on their assessment performance. The assignments offered are diverse, creative, and students seem to engage very well with them.

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.

I do not have enough information to make a judgement on this.

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The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

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<>

18th December 2015

Dear <>,

External Examiner's Report for 2014-15

Over the last few months we have been reviewing reports from our External Examiners along with feedback from students, including the results of the National Student Survey of finalists and the University's Programme Survey which covers those in other years of study. I am now writing to each Examiner both to respond to reports individually and to give an overview of the outcomes of this annual review.

Thank you for your reports on our Arts and Humanities Foundation Year and BA Contemporary and Professional Studies. Both suggest that you endorse the appropriateness of the learning outcomes and their articulation within the programmes; that you find standards to be comparable with those elsewhere and judge assessment processes to be satisfactory. You also note that both programmes offer "a good range of assessment methods" and commend, as an area of good practice, the "quality of feedback given to students on their assessment performance". We are particularly encouraged to read your observations on the Arts and Humanities Foundation Year where you comment that assignments "are diverse, creative and students seem to engage very well with them" and where you find yourself "impressed with the thorough, comprehensive and friendly feedback".

We shall look to build on these strengths in the coming year and also address the points that you raise in relation to two specific modules on the BA Contemporary and Professional Studies i.e. the lower quality of feedback on LLLC2256 and the weaker performance of students on LLLC1202. It is worth noting that LLLC2256 will be taught this year by a different tutor and that <>, our new Programme Manager for the degree, is giving priority to ensuring the consistency of good practice across all modules.

Finally, you suggest that we look at alternatives to posting assignments to you for review. This is certainly something that we shall pick up as we make greater use of online marking.

Alongside your own report, we have also received observations from our other External Examiners and feedback from students through the NSS and the University's Programme Survey. We are encouraged to see consistently positive messages from all of these sources and look, of course, both to build on good practice where this is identified and to address any issues that are raised. Please find attached, for your information, a summary of our external examiners' reports

along with our action plan for 2015-16 which captures our student scores and feedback and sets out the key developments that we are looking to take forward in the current year.

Thank you, once again, for your work on our behalf as External Examiner. We look forward to your continuing association with the LLC in the year ahead.

Yours sincerely,

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Director

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