

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:	Department of Music
Subject(s):	
Programme(s) / Module(s):	MA Music and Management
Awards (e.g. BA/BSc/MSc etc):	MA Music and Management

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

There are no matters for urgent attention

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?

N/A

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

N/A

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.*

The Aims and ILO's for the programme are commensurate with a Masters level award. The structure and content of the programme facilitate the achievement of the aims and ILO's.
- 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 Aims and ILO's are comparable with those of related Masters programmes at other institutions and the Framework for HE Qualifications. They require a critical level engagement with the relevant material, and an integration of theory and practice.

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.*

A range of methods has been used in assessing students' achievement of the ILO's, and it is apparent that students have engaged enthusiastically with these. Arrangements for marking are appropriate. Teaching, assessment and marking is fair, consistent and in line with relevant benchmarks.

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.*

The cohort has grown significantly in size in the second year of the programme. Student performance is comparable with those on related Masters programmes at other institutions. Variation in the level of performance can clearly be observed, which indicates that the assessment methods have effectively discriminated between levels of achievement of the Aims and ILO's.

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.

It is also pleasing to note the greater level of engagement with theory in the Projects than in the previous year. Much effort by the Module Leader has been put in to facilitating this improvement, and this must be congratulated.

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 curriculum is informed by current research in the field, and incorporates an appropriate balance of research and practice. For example, the Music and Management Project requires students to integrate theory and practice.

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.

The guidance provided in the Handbook for External Examiners was helpful. The Education Services Officer and School Examinations Officer were efficient and effective in providing the relevant information in order to perform my duties as External Examiner.

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.

The appropriate documentation was received and in one 'package' (in response to my request for this in my previous examiners report).

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?

As award examiner, I was not provided with draft examination papers and/or assessments. However, all were available to me to view via the VLE

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 was required to look at the Music and Management Projects. Scripts were clearly marked and detailed feedback provided to students. I did note some variation amongst markers in the way in which the feedback sheets are filled out (i.e. some markers provided specific comments about each criteria, and others provided more general, overall comments). It would be good to see consistency in the nature and level of feedback given to students.

I was also able to observe the coursework submitted for other modules via the VLE, however, I was not able to view the feedback for this work in my role as award, rather than module, external examiner.

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?

Administrative arrangements and support have been more than satisfactory. I was able to attend the Board of Examiners which was conducted professionally and effectively.

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

School of Music

University of Leeds
Leeds LS2 9JT

T +44 (0)113
music@leeds.ac.uk



UNIVERSITY OF LEEDS

17 December 2015

Dear

Many thanks for your report on the 2014-15 session of the MA Music and Management programme, and for all of your encouragement and comments. We are pleased especially with your positive comments about improvements to the Projects module which have raised student engagement with theory. Regarding your comments relating to consistency of feedback, we are currently addressing this as part of our Teaching Enhancement Scheme. This year we are reviewing our assessment practices and processes across the School, with feedback to students being a priority strand of the review.

With best wishes,

Head of School

Examinations Officer

Director of Student Education