

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:	Music
Subject(s):	<i>Music</i>
Programme(s) / Module(s):	Applied Psychology of Music
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
No issues require 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?

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

N/A

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 Aims and intended learning outcomes were clearly and concisely delineated in the relevant course documents and I am in no doubt that these objectives are commensurate with the level of award. The programme is well structured and the academic standards are entirely appropriate.

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 aims and ILOs are in keeping with the expectations of music degrees across the UK. All aspects of content, administration and assessment are comprehensive, robust and transparent and, in my experience of working as an external examiner across many UK universities, among the most impressive I have seen.

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 design and structure of assessment methods are entirely appropriate for the courses being taught. The marking criteria were clear and the marking consistent across all modules I assessed. I was most impressed with the breath and depth of learning that was evident in the exam scripts and coursework I viewed.

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.*

Students showed an excellent understanding of all areas in the curriculum. I was particularly impressed by the types of research questions used and also the broad range of qualitative and quantitative methods students utilised in their own research. The standards of student work was impressive and easily comparable with students on other courses across the UK and abroad. I saw no weaknesses.

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.

N/A

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.

Many of the essay questions and research topics and method employed by staff and students on the course are informed by relevant and contemporary issues currently being discussed within the international research community. For example, the role of preference, the effects of music listening, neurological issues and music health and wellbeing are all key issues for researchers in the area and were all covered with the course.

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 – I had sufficient access to the material needed to make the required judgements and I was encouraged to request additional information.

- 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

- 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 - all questions were appropriate for the level under examination and suitable arrangements were in place for my comments to be considered.

- 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 reviewed sufficient work and scripts were clearly, robustly and transparently marked and annotated.

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

Yes – very impressive and no problems at all.

- 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 administrative arrangements were all satisfactory and in particular the exam board was very efficiently organised and run. I attended the meeting and I was in agreement with all recommendations. I had one or problems getting a Leeds username and password and registering for VLE access. Partly my own tardiness in not responding quickly but the system for registering did seem convoluted.

- 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 was very impressed with all aspects of the course and everyone involved in its running is to be commended on delivering a first rate programme that is one of the best I have had the pleasure to externally examine.

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Quality Assurance Team
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UNIVERSITY OF LEEDS

5th February 2016

Dear

Many thanks for your report on the 2014-15 session of the taught postgraduate programme Applied Psychology of Music, and for all of your encouragement and comments about both the programme and the quality of student work.

With best wishes,

Head of School

Examinations Officer

Director of Student Education