

**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:	Education
Subject(s):	Education
Programme(s) / Module(s):	MA SEN
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](mailto: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?*

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*

This Award has been a pleasure to examine. The team are extremely knowledgeable, enthusiastic and clearly offer learning opportunities of the highest standard.

Liaison and communication with the team, and administrators, has been efficient and I would like to send everyone involved my best wishes for their future endeavours.

## 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 ILOs for this programme are well aligned with the requirements for Level 7 work. The curriculum is coherent and current and the range of assignment foci were clearly appreciated by the students that I met.

**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.*

Based on my experience of other institutions, standards are comparable with other UK HEIs. The outcomes of the programme and component modules are well-aligned with the relevant FHEQ descriptors and applicable subject benchmark statements.

**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 types of assessment are appropriate for the subject, the students (taking proper account of the diversity of the student body), the respective level of study and the expected outcomes. The marking scheme/grading criteria have been properly and consistently applied such that internal marking is of an appropriate standard, fair and reliable. The quality and quantity of written feedback to students on their assessed work is consistent and appropriate. Standards and student achievement are comparable across the modules within my remit.

**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 range of assessments viewed fully meets the programme assessment aims and students were encouraged to demonstrate M level standards in a range of ways. For example, by addressing issues around equality and empowerment, this award encourages the students to apply theoretical models to real world contexts; the students that I have met were very positive about this.

**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.*

**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 clearly underpinned by relevant research in the field and this was commented upon by the students that I have met, and evidenced in their assignments.

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

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?

I was provided with at least 15% of the coursework for each module.

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?

Administrative arrangements were excellent, particularly when I was unable to make Board meetings.

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 saw a really interesting range of assignments, which clearly enables a diverse student body to maximise their strengths and develop a range of additional skills. Annotated comments were detailed and offered clear direction for development.

School of Education

Leeds LS2 9JT

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UNIVERSITY OF LEEDS

12 January 2017

Dear

Thank you for your positive and encouraging report and for the help and support you have given to us in your role as external examiner. We are delighted that your experience of examining the MA SEN programme has been a pleasurable one and we are pleased that everything has run smoothly with regards to communication and administration associated with this role. Your comments will be circulated to the teaching team who will take them on board as we move forward with the programme.

Since October 2016 we have experienced some key changes in the staffing of the MA SEN programme with the retirement of [redacted] and [redacted] they have been an excellent support to the team during this transition period and their expertise will likely continue to influence the programme for years to come. We have made new appointments and are confident that we will be able to continue to provide a high standard of teaching and assessment and an outstanding student experience. We have recruited a larger than typical group this academic year and the cohort is diverse, vibrant and engaged; we look forward to seeing how their work progresses over the coming year.

We are encouraged by your comments relating to the curriculum offered on the MA SEN and continue to revise the content to ensure that it is current and presents extensive opportunity to link theory, research and practice. We continue to run visits to local education settings and these have proven to be a very popular way of examining some of the key issues and debates in the context of real world current practice.

We greatly appreciate the time, effort and consideration that you have given to your external

examiner responsibilities and feel fortunate to have had the opportunity to benefit from your insights and reflections.

With sincere thanks and best wishes

Yours sincerely

Head of School of Education