

16 October 2017

Dear

External Examiner's Report for 2016-17

I am writing to thank you for your work over the last year as External Examiner for our Preparation for Higher Education programme. I know that and team are very appreciative of your observations on our work from an external perspective and welcome your assurance of the overall quality of this provision.

This year, the University has added further sections to the External Examiner's form to provide you with a structured response to your report from our programme team. Please find this completed form enclosed so that you can see the thoughts and plans that arise from our consideration of your comments.

With all good wishes,

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

QA Team received 13/07/2017

Part A: General Information

Subject area and awards being examined

<i>Faculty / School of:</i>	Lifelong Learning
<i>Subject(s):</i>	<i>Foundation</i>
<i>Programme(s) / Module(s):</i>	LLLC0146 People in Society LLLC0148 Understanding Child Development and Learning LLLC0119 Academic and Personal Development LLLC0144 Data Handling LLLC0145 Applied Information Literacy LLLC0149 Human Biology
<i>Awards (e.g. BA/BSc/MSc etc):</i>	

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

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

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	
3.	Were you provided with a External Examiner Mentor?	

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	Y / N

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	n/a
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The overall impression of the programme design and structure is impressive in range and depth. The aims and intended learning outcomes are entirely appropriate to the level of the programme.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i></p>		
14.	Does the programme form part of an Integrated PhD?	n/a
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i></p> <p>The design and structure of the assessments allows students to develop their academic literacy skills over the year. The assessments were entirely appropriate for the intended learning outcomes. Marking and second marking indicate to the student a robust and serious approach to their academic work and the marks allocated seemed fair across all modules. The exceptional quality of the teaching input is again reflected in the diversity and range of the student work.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>Please comment on 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:</i></p> <p>Academic standards demonstrated by the students underlines the high quality of teaching and learning provided by the programme. The student work is at a comparable level of my own institution. The student cohort showed a range of strengths and weaknesses as expected from such a large, diverse group of non-traditional entry students from a range of backgrounds.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

The piloting of audio feedback is a very interesting development and shows a commitment to innovation and a holistic approach to feedback, however I would recommend that additional workload and time required should be monitored.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	n/a
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	n/a
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	n/a
32.	Were the administrative arrangements satisfactory for the whole process, (including the operation of the Progression and Awards Board?)	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	n/a

Please use this box to provide any additional comments you would like to make on the questions above:

The Lifelong Learning Centre does not award degrees. I have provided answers to this section in response to the Board of Examiners' meeting I attended on 22nd June for the 6 modules listed.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)**

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Programme Leader, BA Interdisciplinary Studies with Foundation Year

Lifelong Learning Centre

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

N/A

Response to Enhancements made from the previous year

N/A

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A

Standards**Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are pleased to note the answers demonstrate the relevance of the programme.

Assessment and Feedback**Response to questions 17 to 19 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Thank you for supportive observations and comments. In particular, In relation to the examples of the audio feedback pilot and the assessment strategy across the programme. We will be taking forward audio

feedback into the next academic year and have also extended the learning journal availability across both semesters, taking into consideration concerns regarding workload, which we will monitor and carefully manage.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are pleased to note the process ran smoothly.

Other comments

Response to items included in the 'Other Comments' section of the report