

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

QA Team received 03/07/2017

Part A: General Information

Subject area and awards being examined

<i>Faculty / School of:</i>	Life Long Learning
<i>Subject(s):</i>	<i>Arabic, Middle Eastern and Islamic studies</i>
<i>Programme(s) / Module(s):</i>	LLLC1321: Woman, Culture and Islam LLLC1389 Intro to Islamic Philosophy LLLC 1304: Islam in western societies LLLC1394: Political Islam: Past and present LLLC1356: principles of Islamic law LLLC1388: intermediate Arabic LLLC1398: Key texts in Middle Eastern religion LLLC1371: Arabic 1 LLLC13730: introduction to Islamic history and Islamic civilization. LLLC1367: Introduction to Islam
<i>Awards (e.g. BA/BSc/MSc etc):</i>	Certificate

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.

The programme has a rich diversity of subjects ranging from Arabic, to theology, and law and society. Any students taking this subject will have a solid foundation in Arabic and Islamic studies which will help them in their further studies.

I am very pleased with how staff members are using different methods of assessments and the use of VLE for marking scripts.

Enhancements made from the previous year

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

Although I did not observe any immediate enhancement to the programme, I found the team to be receptive of my comments and have appropriately actioned those.

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

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)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

The ILOs are appropriate for all the modules I've moderated. The structure of the modules is good. I particularly liked the fact that students had a range of questions to choose from in their assessment.

The standards are appropriate for the Certificate level award.

The Aims and the ILOs met the national standard benchmark for Theology and Religious Studies in the areas of knowledge and understanding, subject-specific and intellectual skill and generic skills. I can say that the programme is similar to some of the level 3 and 4 teachings that I am involved in at

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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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)

14.	Does the programme form part of an Integrated PhD? N/A	N/A
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	N/A
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Please comment on the learning and assessment of practice components of the curriculum here:

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N/A
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

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>I found the assessment method extremely well designed to meet the requirements of the ILOs. I particularly liked the workbook model and the choice and quality of questions available to students.</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>I was very impressed with the quality of answers provided by students; they've engaged with complicated theological, sociological and political ideas. This is to the merit of the lecturer.</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> <p>An overall quibble with the feedback is that some of the lecturers were not giving enough formative feedback on structural issues that the students can work upon. I would like to see an improvement in this.</p>		

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?	N
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?	Y
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?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i> Some of the paper works were not complete such as marking criteria were not provided. Some scripts were missing the second marker's comments and covering sheet. This really made it hard to moderate some modules.</p>		

Other comments

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

I have found the admin team () to be extremely helpful. They have always been prompt to answer questions and made my experience as smooth as possible. Thank you.

It can easily be seen that the lecturers are engaged in research-led teaching, in areas of women and Islam, political Islam etc. The choices of bibliography used by students demonstrate that they are aware of the well-established text books on a particular topic as well as more recent research.

From a pedagogical point of view, I clearly liked the workbook model of assessment. I think this is an added strength to the programme.

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 Manager, Arabic, Middle Eastern and Islamic Studies	
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 gat@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

We will continue in sustaining the good practice commended by the External Examiner.

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:

None

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:

The External Examiner's positive comments on the Programme structure and assessment are very encouraging 'the programme is similar to some of the level 3 and 4 teachings that I am involved in at _____'.

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:

We will keep working hard to sustain the high standard of teaching quality.

Tutors will be encouraged to provide more detailed comments in the overall feedback section to have consistency in the feedback students receive.

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:

Generally the External Examiner was pleased with the administrative arrangements and the process of the documentation and assessed work.

Q 24: The marking criteria is included in the module handbooks of the Arabic and content modules, these handbooks are available on the VLE. At the LLC, we use Assessment Criteria and Feedback Form for the content modules where the marking criteria is made part of the hard copy feedback form in order to make it more explicit to students to refer to (LLLC1321 form), and for the electronic version the marking criteria was available by clicking on the settings button (right hand corner) of the grading form. However, we will provide a copy of the marking criteria separately alongside the work.

Q 35: I am not sure about the following comment made by the External Examiner 'Some scripts were missing the second marker's comments and covering sheet'? At the LLC, programme teaching team moderates samples of the assessed work in order to ascertain consistency in marking. A Record of Moderation Form for each module is completed by the moderator. These forms were sent to the External Examiner with a clear record of the moderated samples.

Other comments

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

We are pleased with the External Examiner's Report endorsing the research-led teaching, the recommended reading lists, and particularly the workbook model of assessment 'From a pedagogical point of view, I clearly liked the workbook model of assessment. I think this is an added strength to the programme'.

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 CertHE in Arabic, Middle Eastern and Islamic Studies. 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,