

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2016 – 2017

Name and home Institution / affiliation of Examiner

Title and Name of Examiner:

Institution:

Address for communication:

Email:

Telephone:

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 Progression and Awards Board, to qat@leeds.ac.uk. **All reports should be submitted in Word format to allow the responses to be appended.**

Alternatively you can post your report to: **Head of Quality Assurance**
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Guidance to the External Examiner:

This standard report form is in several parts.

Part A summarises information about the programmes being examined. **Where individual modules are listed it is important to link these with a specific programme and award.**

Part B asks some specific questions and provides space for more detailed comments from Examiners. This External Examiner's Report is designed to ensure the University is in line with sector standards; however it is also used to support further enhancement of student education across the institution. It is therefore essential that where External Examiners have presented oral or written reports to the Assessment Board salient details are reiterated within this annual report.

Examiners may, if they wish, structure their report(s) in a different way; however, please address the matters identified in the prompts.

Examiners in the final year of their appointment are asked to give an overview of their opinion on the programme over their full period of acting as external examiner in the box provided, commenting in particular on aspects of development and enhancement.

The report will be considered by the School and the relevant Faculty Taught Student Education Board. It will also be made available to students, with appropriate redactions applied.

Part C provides a formal response to the External Examiner's Report.

Data Protection Act 1998

Comments in any part of the form relating to a named or identifiable student will become available to that student should (s)he submit a data subject access request under the Data Protection Act 1998. External Examiners are accordingly asked not to identify individual students in their reports. Examiners are also advised not to identify individual members of staff by name.

If, in addition to this report, you wish to send a confidential note to the Vice-Chancellor on any matter, please feel free to do so.

April 2017

The University of Leeds
EXTERNAL EXAMINER'S REPORT
 ACADEMIC YEAR: 2016-17

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 |

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.

There are examples of good practice in the support provided for students throughout the programme. Specifically the programme has been designed to develop both knowledge of the subject and skills for undertaking practical work in the area. The feedback provided to students is detailed, and highlights not only what was done well, but also areas for improvement.

Enhancements made from the previous year

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

There have been enhancements made to the programme over the past year, with regards to the scope of the Music and Management projects students can undertake. Previously, students generally ran and managed a performance, whereas in this current year, students have been encouraged to undertake projects on a range of topics related to the management of music, including online engagement and brand management.

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.

For Examiners in the first year of appointment

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

For Examiners completing their term of appointment

| | | |
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| 4. | Have you observed improvements in the programme(s) over the period of your appointment? | Y |
| 5. | Has the school responded to comments and recommendations you have made? | Y |

| | | |
|----|---|-----|
| 6. | Where recommendations have not been implemented, did the school provide clear reasons for this? | N/A |
| 7. | Have you acted as an External Examiner Mentor? | Y |

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

Staff of the School have been very responsive to any recommendations I have made during the time of my appointment as external examiner. Most of my recommendations have circulated around achieving better integration of critical thinking into assessments such as the Music and Management Project. Much effort has been put in by the programme team towards this end, and it has resulted in student projects that demonstrate not only practical skills, but also masters-level critical knowledge.

The external examining process is run well – access to assessments and feedback is reasonably well integrated via digital platforms, although it would be helpful if all of the relevant documentation was located in the one place. The exam board is efficient and effective.

Standards

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

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| 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)

The curriculum design is informed by current research in the subject, and staff bring their own research into the learning experience. Students are required to engage with current research in the area, as well as to undertake their own research where appropriate. In more practically oriented projects, students are encouraged to engage in industry best practice

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

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| 15. | Does the programme include clinical practice components? | N |
|-----|--|---|

Please comment on the learning and assessment of practice components of the curriculum here:

| | | |
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| 16. | Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)? | N |
|-----|--|---|

Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

Assessment and Feedback

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| 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 structure and content of the programme facilitate the achievement of the aims and intended learning outcomes. 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.</p> <p>Previous concerns about higher levels of achievement on the more practical elements of the assessment, have been addressed, and students achievement on the theoretical aspects of the programme are now aligned with the practical elements. 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.</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>Student performance is comparable with those on related Masters programmes at other institutions. There are some excellent pieces of work, where it is clear that students have engaged fully in the learning experience.</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 Progression and Awards Process

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|-----|---|---|
| 20. | Were you provided with guidance relating to the External Examiner's 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? | 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? | Y |
| 31. | Was the method and standard of assessment appropriate for the final year projects and/or dissertations? | Y |
| 32. | Were the administrative arrangements satisfactory for the whole process, including the operation of | Y |

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| | the Progression and Awards Board? | |
| 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 |
| <i>Please use this box to provide any additional comments you would like to make on the questions above:</i> | | |
| | | |

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:***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

It is particularly encouraging to note the examiner's comments about the quality of feedback provided on the programme. This comment resonates with those made by external examiners for our other programmes and reflects Teaching Enhancement Strand activity within the School in recent years, which has prioritised evaluating our feedback practices and sharing good practice amongst colleagues.

Response to Enhancements made from the previous year

This year was the first year that the optional 'Live Music Management and Promotion' module has run as part of the School of Music's taught postgraduate provision, and alongside the increased range of Music and Management projects that the examiner has commended, reflects the continued benefits that the programme is seeing following the School's employment of a subject specialist whose primary responsibility is the management and development of this programme.

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:

The examiner has highlighted the increased integration of critical thinking and theoretical material within students' work on the Music and Management Project module. During her tenure _____ had previously advised on the benefits of seeking to achieve a greater balance of such theoretical content alongside the evidence of the practical project development and outcomes in the written work on this module and noted a positive improvement in this area. The programme team have taken efforts to continue to stress the importance of using appropriate theoretical frameworks whilst in the development stages of the projects and when writing the reports, and it is pleasing to see the positive results of these efforts continuing to bear out in the students' work. The positive comments about the external examining process are gratefully received and the School Assessment team will look into the most efficient way of collating the relevant documents in a single shared folder for the external examiner to access in the future, to ease online access to our assessment materials.

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 emphasis on research-led teaching is a key way in which the programme was designed to correspond with the central principles of the Leeds Curriculum, which underpins all of the institution's taught provision, and which too

has been enhanced following the appointment of a subject-specialist who is currently researching in the field alongside his responsibilities for managing 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:

Higher scoring students produced some particularly ambitious Music and Management Projects this year and it is a testament to the quality of this work to see the examiner drawing particular attention to students' 'excellent' achievements and engagement with the learning process. The project reports that achieved particularly high component marks are those that demonstrated a clear level of engagement with theory, again reflecting the impact of the programme team's attempts to respond to the examiner's comments and emphasise the importance of a strong theoretical component to complement the practical work undertaken within this module.

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:

N/A

Other comments

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

N/A