

**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:	Education
Subject(s):	<i>Education</i>
Programme(s) / Module(s):	Doctorate in Education
Awards (e.g. BA/BSc/MSc etc):	EdD

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

**Points of innovation and/or good practice**

*The programme provides a solid introduction and foundation for doctoral level study, including in the area of quantitative methods, which can often prove difficult for these types of programmes to carry off. The assessments are useful and creative.*

**Enhancements made from the previous year**

*New leadership of the programme has been praised by students. In addition, it seems that moving students and staff into the same building is anticipated to help the group feel greater coherence.*

**Matters for Urgent Attention**

NA

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiner Handbook?	Y / N
2.	Were you provided with copies of previous External Examiners' reports and the School's responses 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 an 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
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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
<i>I am not sure I am aware of national subject benchmarks for the EdD. However, the programme seems to be operating at or above a standard that is commensurate with expectations of similar programmes.</i>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<i>Because this is a taught doctorate, the aims are to help students to become high quality researchers. As such, the content of the modules I have reviewed seem to all incorporate the importance of research, through emphases on methods, methodology, proposals for research, etc.</i>		
14.	Does the programme form part of an Integrated PhD?	N
<i>This is a taught doctorate. As such, the training is helpful for EdD students.</i>		
15.	Does the programme include clinical practice components?	N
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		

### Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<i>The use of assessments that mirror and parallel the types of activities researchers could be expected to engage in helps students to see the elements of professional level research. They must present posters, write reflections, describe and explain statistics and write reports. All of these are useful for the students' journeys as research students and beyond.</i>		
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
<i>Students are given opportunities to use the types of knowledge they are gaining through the programme's teaching through the various assignments they need to submit. If they do not succeed in the first attempt, they are given useful feedback that should help them to pass at a resit. From speaking with some of the students, it is also clear that students can present their research at a student conference, which should help them to gain experience, confidence, and feedback on their work from peers.</i>		
<i>The feedback is usually of a standard that should help students to improve their work. Moderation of the marking is transparent.</i>		

### The Progression and Awards Process

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?	N
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 / N
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 / N
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 / N
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>I was not able to attend the November board meeting but I did attend in June. I was not sent draft assignment questions but this is not a problem as the assessments are of the appropriate standard. This EdD examination does not provide me with the opportunity to examine final projects as this is done in the way that is typical of doctoral examinations (with two external examiners to hold a viva voca with the candidate). At this time, I have not been asked to review this process.</i></p>		

#### Other comments

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

**Name of School and Head of School (or nominee)**

Title and Name of Responder:	
Position*:	Head of School
Faculty / School of:	<i>School of Education</i>
Address for communication:	Hillary Place University of Leeds Leeds LS2 9JT
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 [qat@leeds.ac.uk](mailto: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**

We welcome the positive feedback about the taught components of the EdD and the foundation that they provide for doctoral study.

**Response to Enhancements made from the previous year**

We welcome the positive feedback about the change in leadership and the moving of students from EC Stoner to Hillary Place. We are very glad that these changes have had a positive impact on the student experience.

**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:

There are no responses to questions 1-7.

**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 welcome the positive feedback with regard to programme standards.

**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 welcome the positive feedback about the range of assessments, the process of marking/moderation and the support given to students.

## 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 note that \_\_\_\_\_ should be sent EdD examination reports from both the transfer stage and the final viva. However, this can only happen when these examinations have take place and none (EdD) occurred during the period covered by this report. We will ask that leaders of research methods modules send assignment questions to \_\_\_\_\_.

## Other comments

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

We would like to thank \_\_\_\_\_ for the care and attention given to the external examining of the EdD programme.