

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2017-18

QAT Received 01/08/2018

**Part A: General Information**

**Subject area and awards being examined**

*Title and Name of Examiner:*

*Faculty / School of:*

Lifelong Learning Centre

*Subject(s):*

Arts & Humanities Foundation Year

*Programme(s) / Module(s):*

LLLC0121 Image, Music & Test  
LLLC0122 Modernity and Post-Modernity  
LLLC0123 Religion, Politics & Society  
LLLC0124 The Renaissance  
LLLC0143 Communications

*Awards (e.g. BA/BSc/MSc etc):*

BA Arts & Humanities with Foundation Year

**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.*

Assessments and descriptors are appropriate for the level, with a clear emphasis on criticality and independent study which is personalised so that students are able to pursue topics that are relevant to their progression route. There is an interesting range of creative assessment types providing ample scope for students to engage with material in a variety of ways and to demonstrate a wide range of skills required for successful study in HE. On-line marking seems to be working well, with individual feedback which is in-depth and thoughtful, and we all as general notes so that students are clear about the expectations of the course and how marks are awarded. Process for moderation is robust and thorough. Information to students about assessments is clear and concise, in particular the high quality of feedback, which is both timely (i.e. returned within 15 days) and detailed in order to enable to students to make progress with their learning. The availability of discovery modules is exciting and provides opportunities for students to engage with subjects outside their discipline area, as well as encountering expectations of degree level study whilst still accessing the support available during the foundation year as a means of supporting successful transition to HE.

**Enhancements made from the previous year**

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

The previous examiner's report highlights several examples of good practice and these continue to be observed.

**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 noted

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

1.	Were you provided with an External Examiner Handbook?	Y / N
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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 an 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.		Y / N
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N

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

The programme is well-considered and engaging, with examples of innovative teaching methods and assessments (e.g. the critical commentary, annotated bibliography, and creative portfolio assessments). Learning outcomes are clear and measurable, and will provide the foundation of knowledge and skills required for students to progress to a range of degree programmes in the Arts and Humanities.

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

Students are undertaking their own research in several assessments, and up to date research in the subjects is being delivered through the content of modules.

14.	Does the programme form part of an Integrated PhD?	Y / N
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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?	Y / N
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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)?	Y / N
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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 / N
<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 range of marks awarded is appropriate, and I was impressed that marks are calculated in two ways in order to provide students with the best opportunity of progression (additional weighting given to the second teaching block in order to take into consideration the journey for mature students). Marking and moderation processes are robust, as are assessment practices. The creative, engaging and individualised nature of the programme has already been highlighted but again the marks awarded reflect this as students were clearly able to make progress in their learning. This is also evidenced in the increasing quality of work that students produce throughout the course.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<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>Submissions were very strong and there was evidence of student development as the course progressed. Students transitioning from this programme to degree level study will be well prepared to cope.</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>I would like to note the high quality of feedback for special commendation.</p>		

## 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 / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N
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 / N
29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y / N
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 / N
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 / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>I am satisfied that the processes for marking, feedback, assessment and progression are well-monitored and robust.</p>		

#### Other comments

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

The programme is thoroughly engaging and takes the needs of mature learners re-entering education into careful consideration. The high quality of feedback is especially useful for this student cohort.

## Part C: School Response to External Examiner Report

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

*Title and Name of Examiner:*

*Subject(s):*

*Arts and Humanities*

*Programme(s) / Module(s):*

Arts and Humanities Foundation Year

*Awards (e.g. BA/BSc/MSc etc):*

BA Arts and Humanities with Foundation Year

*Title and Name of Responder:*

*Position\*:*

Programme Leader

*Faculty / School of:*

*Lifelong Learning Centre*

*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](mailto: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**

The External Examiner has noted an emphasis on criticality, independence and personalised study. This observation is especially welcomed as these are all areas of ongoing focus within the delivery of the course and the way in which it facilitates a balance between interdisciplinarity and bespoke learning. The use of creative assessment types and timely feedback is also recognised as a strength. The broadening of creative outputs was a particular focus during the 2017-18 academic year through the implementation of a wider range of creative assessment outcomes within the LLLC0121 Image, Music and Text module. The introduction of new options, such as a photo-journal, Podcast, digital story, website and comic, expanded the assessment possibilities for all learners, whilst enhancing bespoke learning for students going into practice-based progression routes in Fine Art, Design, Media and Communications, Music and PCI.

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

The Programme Team welcomes the observation that areas of good practice continue to be maintained.

#### **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:*

#### **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:*

## 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 report identifies innovative teaching methods and assessments as a strength, as well as clear and measurable outcomes underpinning learning that supports progression to a diverse range of areas. A focus on enhancing how the programme engages learners with an array of personal interests continues to shape module content. The External Examiner notes that research influences the programme via module content and student learning. An emphasis on research continues to be central to the course with a focus on linking to new research within modules each time they are delivered and supporting foundation year learners to build confidence in research skills incrementally within their Level 0 learning. The programme also aims to engage learners with research through the ongoing inclusion of guest lectures/presentations, as well as field trips to archives, museums, galleries and Special Collections at the University.

## 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:*

The External Examiner's reflections on the increasing quality of student work as they progress through the foundation year is greatly appreciated. This mirrors the sense of growing confidence and skills development amongst learners on the programme as they progress through their foundation year learning journey observed by the Programme Team. It is stated that the marking and moderation processes are robust and an appropriate range of marks awarded with special commendation of feedback quality. In addition, it is highlighted that work submitted by students is very strong and their achievement on the course reflects a preparedness for undergraduate study. The Programme Team welcome these observations and feel that this is represented in the achievement of successive cohorts as they move from the Foundation Year to graduation.

## 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:*

The core areas of marking, feedback, assessment and the progression process continue to be a focus within the ongoing review of the programme.

## Other comments

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

The Programme Team will continue to focus on how the functionality of Turnitin can be utilised to provide useful feedback to learners during the 2018-19 academic year. The teaching team will continue to reflect on how the needs of a diverse group of learners can be supported in partnership with the wider support network of the LLC.