

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

ACADEMIC YEAR: 2017-18      QAT Received 19/10/2018

**Part A: General Information**

**Subject area and awards being examined**

*Title and Name of Examiner:*

*Faculty / School of:*

Life Long Learning

*Subject(s):*

*Arabic, Middle Eastern and Islamic studies*

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

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  
LLC13730: introduction to Islamic history and Islamic civilization.  
LLLC1367: Introduction to Islam

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

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.* 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 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 an External Examiner Mentor?	Y / N
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**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
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
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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><b>All teachers used Blackboard to provide feedback to students. I felt that the feedback both summative and formative were thorough and comprehensive.</b></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
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?	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?	N/A

33.	Were you able to attend the Progression and Awards Board meeting? <i>I'm afraid I was seriously ill and was in hospital for 3 weeks during that time.</i>	N
34.	Were you satisfied with the recommendations of the Progression and Awards Board? <i>Having dealt with the Board in previous years, I have confidence in their recommendation.</i>	See above
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	See above
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p><i>I'm afraid I was seriously ill and was in hospital for 3 weeks during that time.</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 Examiner:

Subject(s):

Arabic, Middle Eastern and Islamic Studies

Programme(s) / Module(s):

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

Cert HE

Title and Name of Responder:

Position\*:

Head of School

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](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**

We will continue in sustaining the good practice commended by the External Examiner; using a wide range of assessment 'the assessment extremely well designed, particularly the workbook'. We will also carry on providing 'thorough and comprehensive feedback'. The Programme will continue evolving to keep the 'rich diversity of subjects'.

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

The External Examiner was provided with clear access to Minerva where the module handbooks can be found. was also emailed a list of the Arabic and content modules with their outline links, and their marking criteria.

**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:

None

**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 structure of the modules and the Programme standard are very encouraging 'the programme is similar to some of the level 3 and 4 teachings that I am involved in at Cardiff 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:*

Commending the teaching staff for their methods of teaching and feedback is very reassuring.

**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.

**Other comments**

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

None