

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 05/11/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Music

Subject(s):

Management

Programme(s) / Module(s):

Programme: MA Music and Management (inc. part time)
Modules: Professional Studies, Music and Management Project, Performing Arts Education Project, Live Music Management and Promotion

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

MA

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.

Good evidence of mapping learning outcomes with assessment.

Ample detailed feedback to students, including ways in which module performance could have improved.

Enhancements made from the previous year

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

This was my first year.

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
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y
3.	Were you provided with a External Examiner Mentor?	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
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
<p>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</p> <p>To an extent the MA Music and Management is a 'conversion programme', giving music students an introduction to management: however it does also inject the necessary critical reflection on theory that characterises study at masters level.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p>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)</p> <p>Detailed reading lists provided with the module handbooks</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p>Please comment on the appropriateness of the programme as training for a PhD:</p> <p>Probably not as the emphasis is on practical implementation rather than critical evaluation (see also answer 12 above)</p>		
15.	Does the programme include clinical practice components?	N
<p>Please comment on the learning and assessment of practice components of the curriculum here:</p> <p>Appropriate in terms of focus and approach. Possibly over-assessed in some areas (will comment on this in 2018-2019)</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here</p> <p>N/A</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: the design and structure of learning and assessment methods that may be indicated by student performance.</p> <p>There was evidence of double-marking. Extensive feedback. Some focus on critical reflection. Excellent hands-on project work providing sound employability skills. Consistent processes relating to award classifications, particularly borderline cases. Ample opportunity given to staff at the board to engage with and clarify the process. Clear demarcation of elements such as</p>		

mitigating circumstances and progression. Whole thing done efficiently and with good humour.		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
	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: Very comparable to performance on other masters programmes with which I am familiar. Difficult to comment on students as a cohort as other elements of assessment are outside the School of Music (eg within LUBS).</i></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>Assessment seems to show students engaging particularly well with implementation of theory. This achieves programme aspirations in terms of employability well: however it is more difficult in this sort of conversion degree (see above) to get past this into a critical evaluation of theory.</p>		

The Progression and Awards Process

19.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y
20.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
21.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
22.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
23.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
24.	Were you provided with all draft examination papers/assessments? [this was my first year]	N
25.	Was the nature and level of the assessment questions appropriate?	Y
26.	Were suitable arrangements made to consider your comments on assessment questions?	N
27.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work? [all available online]	Y
28.	Were the examination scripts clearly marked/annotated?	N/A
29.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
30.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
31.	Were you able to attend the Progression and Awards Board meeting?	Y
32.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
33.	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></p>		

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

A very efficiently managed process. Rigorous but also enjoyable. Very effective support provided by who went out of way to be helpful in the face of difficulties with IT.

MA Music and Management appears to be becoming a highly successful programme at Leeds and I look forward to working with and the team on creative future enhancements to the learning, teaching and assessment.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):	<i>Management</i>
Programme(s) / Module(s):	Programme: MA Music and Management (inc. part time) Modules: Professional Studies, Music and Management Project, Performing Arts Education Project, Live Music Management and Promotion
Awards (e.g. BA/BSc/MSc etc):	MA Music and Management

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Assessment Lead

*Music*School of Music
University of Leeds
LEEDS
LS2 9JT

*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

The examiner's highlighting of the detail and quality of feedback offered to students on the programme, and of the benefits of the ways in which this feedback provides suggestions for how students might improve their future performance, as exemplars of good practice resonates with comments made by external examiners for other programmes at both UG and TPG. Individually and collectively, this is a pleasing reflection of the efforts undertaken by colleagues in the School of Music to enhance and maintain high standards in terms of the feedback that we provide to students.

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:

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:

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:

N/A. However, the School of Music is looking at strategies to streamline the volume of assessment across its

programmes this year, which may speak into some of the comments about potential over-assessment that the examiner references looking at next year.

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:

It is particularly encouraging to receive the examiner's comments about the integration of theory in student work, which is something the School has prioritised in recent years in response to comments from the previous external examiner. The School is continuing to prioritise encouraging students to critically engage with this theoretical material beyond implementing it within their practical work.

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

The School of Music wishes to express thanks to _____ for _____ work across _____ first year in post. We are glad that the process has been rewarding and enjoyable, and look forward to working with _____ across the rest of _____ tenure.