

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18    QAT Received 04/07/2018

### Part A: General Information

#### Subject area and awards being examined

*Title and Name of Examiner:*

*Faculty / School of:*

Lifelong Learning

*Subject(s):*

*Foundation*

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

LLLC0146 People in Society  
 LLLC0148 Understanding Child Development and Learning  
 LLLC0119 Academic and Personal Development  
 LLLC0144 Data Handling  
 LLLC0145 Applied Information Literacy  
 LLLC0149 Human Biology

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

### 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.*  
 Introduction of audio feedback – student response has been positive.

#### Enhancements made from the previous year

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

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

#### 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)?	n/a
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The programme structure has a strong coherence for a year of study in Preparation for HE. The design of the programme places the student at its heart and tutors and staff build around this which is commendable. The aims of the programme are to prepare non-traditional entrants for higher education and the intended learning outcomes reflect this.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><i>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)</i></p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

## 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 students engage with a range of assessment methods which they will encounter throughout their learning career in higher education. Detailed feedback from marking and second marking are strengths which will give the students</p>		

confidence in a robust academic process. The range of marks is consistent with the programmes of other institutions that I am familiar with. The quality of the teaching is reflected in the high standard of student work and is commendable.		
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>This year saw a smaller cohort than previously progress through the programme. The standard of work produced by the students is comparable with the Pathways programme I run in my own institution and preparatory programmes I have seen in other institutions. The strength of the cohort lies in their enthusiasm which is nurtured by a dedicated staff. The weakness of non-traditional entrants is the barriers they have to overcome which the programme at Leeds seeks to minimise through strong support systems.</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>Feedback is detailed and will help the students develop their academic abilities.</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?	n/a
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	n/a
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?	Y
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

*Please use this box to provide any additional comments you would like to make on the questions above:*

The Lifelong Learning Centre does not award degrees. I have provided answers to this section in response to the Board of Examiners' meeting I attended on 24th June for the 6 modules listed.

**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 Examiner:

Subject(s):

*Foundation Year*

Programme(s) / Module(s):

LLLC0146 People in Society  
LLLC0148 Understanding Child Development and Learning  
LLLC0119 Academic and Personal Development  
LLLC0144 Data Handling  
LLLC0145 Applied Information Literacy  
LLLC0149 Human Biology

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

Interdisciplinary Foundation Year

Title and Name of Responder:

Position\*:

Programme Leader

Faculty / School of:

*Lifelong Learning*

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**

Students find audio feedback both reassuring and 'comforting' especially in the context of it being the first piece of assessment and grading many have received since school.

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

#### **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:*

No areas were identified for immediate attention.

#### **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:*

It is most reassuring that the External Examiner has commented on the 'fit for purpose' structure of the programme. I value observations as I know runs a similar programme.

## 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:*

## 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:*

Thank you for your positive comments around teaching quality, dedication and commitment, assignment design and curriculum. I will share this with the PHE Team at our next Team Meeting and suggest we reflect on particular areas of 'good practice' that could be shared across the Centre at the Learning Forum.

## 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:*

## Other comments

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