

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 27/11/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Sociology and Social Policy

Subject(s):

Programme(s) / Module(s):

Gender MA Programmes

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.

Thank you to the administrators and in particular, to _____ for their efficiency, timeliness and clarity of communication.

I would like to note the very high levels of marking and feedback offered by the faculty in respect of student work.

I examined the following Courses:

1. Que(e)rying Sexualities 5106M

2. Theorising Gender 1

3. Theorising Gender 2 GEND5102M

4. Contested Bodies—5108M

6. Dissertations

General Comments.

Overall, I found the work done by the students very interesting and stimulating and also the marking to be of a very high standard. I found the teaching materials in line with a postgraduate degree in gender studies. I agreed with all the marks. I also wanted to note the interesting range of assessments. In particular, I enjoyed reading the essays on 'theorising gender'—which asked students to work with a particular theorist and examine how they've examined the problem/questions of gender.

But I would like to encourage to also be more transnational along with being attentive to questions of diversity. Two of the six dissertations I read, for instance, were written on China. And, so clearly, the students have been encouraged to apply their readings/theoretical and conceptual matter, but perhaps, they could be encouraged some more in this direction, and more transnational readings would be helpful to them.

And, I also couldn't help thinking if some methodological readings on representation, power, reflexivity, location would also be helpful in attempting 'cross cultural' analyses—and what might be at stake at studying/applying theoretical materials developed in a particular social context to another.

I also want to just remark that there is a lot of labour involved in diversifying and making the curriculum transnational-and gender studies departments are mostly punching so much above their weight on most things, and perhaps, institutions need to provide support for these initiatives, rather than leave departments to deal with this in a private way.

Enhancements made from the previous year

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

Last year I had explicitly asked in my report for the curriculum to be more transnational. This year, I'm pleased to report that I found the curriculum on all courses to include a much more diverse set of readings, and in particularly, 'Theorising Gender' 1 and 2. And, therefore, it was not surprising that this was reflected in student work too. Much of the work I looked at took into account that we are in the world intersectionally and experience it in that way. I want to congratulate my colleagues on their efforts to diversify the curriculum.

Having said this, along with efforts to take into account diversity, I would like to encourage the curriculum to take on a more transnational direction. Two of the six dissertations I read, for instance, were written on China. And, so clearly, the students have been encouraged to apply their readings/theoretical and conceptual matter, but perhaps, they could be encouraged some more in this direction, and more transnational readings would be helpful to them. And, I also couldn't help thinking if some methodological readings on representation, power, reflexivity, location would also be helpful in attempting 'cross cultural' analyses—and what might be at stake at studying/applying theoretical materials developed in a particular social context to another.

I also want to just remark that there is a lot of labour involved in diversifying and making the curriculum transnational, and gender studies departments are punching so much above their weight on most things, and perhaps, institutions need to provide support for these initiatives, rather than leave individual departments and/or faculty to deal with this in a private way.

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 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
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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.

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?	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
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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.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
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19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<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>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</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?	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?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
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
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

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):

Gender Studies

Programme(s) / Module(s):

Gender Studies
SLSP5313M Theorising Gender 2; SLSP5302M Contested Bodies; SLsP5304M Queering Sexualities

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

MA

Title and Name of Responder:

Position*:

MA Gender Studies Programme Leader and MA Tutor

Faculty / School of:

School of Sociology and Social Policy

Address for communication:

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. 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 report is very positive overall, including specific comments on the high standard of the marking and feedback; the strong performance of the students; and the diversity of assessment methods.

Response to Enhancements made from the previous year

In response to the previous year's reports, significant effort had been invested by the previous convenors of the Theorising Gender modules into diversifying the curriculum and increasing its transnational engagement. The report notes that this is evident from the module materials and in the students' work, which demonstrated an increased willingness and ability to work intersectionally.

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 matters for urgent attention were identified. However, the report urges further diversification of the curriculum to expand its transnational scope. It was not possible to implement this during the current session due to workload constraints, but particularly for Theorising Gender 1 and 2, this will be a priority for the development of the curriculum before the 2019-20 session.

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:

No specific points were raised.

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:

No specific points were raised.

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:

No specific points were raised.

Other comments

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

No further comments were made.