

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT received 21/11/19

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

| | |
|-------------------------------|---|
| Faculty / School of: | School of Sociology and Social Policy |
| Subject(s): | <i>Social Policy, Social Theory, Public Administration</i> |
| Programme(s) / Module(s): | MA Social and Public Policy MPA Public Administration MA Social and Political Thought |
| Awards (e.g. BA/BSc/MSc etc): | MA, MPA |

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.

Written feedback provided to students was consistent and helpful, identifying the level at which the student is and providing adequate advice and information.

Enhancements made from the previous year

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

N/A: this was my first year as external Examiner

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

N/A

For Examiners in the first year of appointment only

| | | |
|----|--|---|
| 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? | Y |

For Examiners completing their term of appointment only

| | | |
|----|---|-------|
| 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

N/A

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 MAs are coherent and provide a solid foundation in social theory, social policy research and public administration at this level. The learning outcomes are achieved to a satisfactory level.

| | | |
|-----|---|---|
| 13. | Is the influence of research on the curriculum and learning and teaching clear? | Y |
|-----|---|---|

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 benefit from staff expertise and interests, and often relate these to current research projects. They are offered a wide range of training, and have a number of opportunities to pursue focused and empirically-based projects.

| | | |
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| 14. | Does the programme form part of an Integrated PhD? | N |
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Please comment on the appropriateness of the programme as training for a PhD:

Students might be taking these as preparation for a PhD but it is not part of a ESRC pathway as far as could understand

| | | |
|-----|--|---|
| 15. | Does the programme include clinical practice components? | N |
|-----|--|---|

Please comment on the learning and assessment of practice components of the curriculum here:

| | | |
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| 16. | Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)? | 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.

| | | |
|---|---|---|
| Assessment methods are aligned with learning outcomes, and assessment criteria are consistently applied. Students benefit from imaginative and supportive assessment feedback. As much detailed feedback is given generally to exceptional students as to those who need more support and guidance, the latter benefitting from generous provision of basic information such as how to use bibliographic databases. The assessment handbooks are well done and include useful information for students to complete their tasks to a high standard. | | |
| 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>Some of the work is of a very high standard, with evidence of staff supporting students work and research. Students are allowed to pursue their own interest and to make use of their abilities to achieve their goals. The dissertations in particular were an opportunity for students to demonstrate the overall learning in the programme.</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>N/A</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? | 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 |
| <p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> | | |

Other comments

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

N/A

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Programme(s) / Module(s):

MA Social and Public Policy, MPA Public Administration, MA Social and Political Thought

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

MA

Title and Name of Responder:

Position*:

Director of Student Education

Faculty / School of:

Sociology and Social Policy

Address for communication:

University of 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) must be sent 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

Thank you for recognising the hard work of my colleagues in the delivering of high quality feedback.

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:

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:

I am pleased in your assessment that all of the learning outcomes have been adequately achieved and the wide range of training that you note students benefit from.

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 recognising the quality of the handbooks provided on these modules and recognising the empirical work that is conducted in student dissertations.

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