

The University of Leeds
EXTERNAL EXAMINER'S REPORT

QAT received 05/11/19

ACADEMIC YEAR: 2018-19

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Performance and Cultural Industries

Subject(s):

Arts Fundraising and Philanthropy

Programme(s) / Module(s):

Arts Fundraising and Leadership PECI5701M
 Professional Practice: Arts Fundraising and Philanthropy PECI5702M

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

PGCert

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.
 I had access to all the assessments and module handbooks in good time to read them for the externals meeting, and to a presentation given to students (PECI5702M) on reflective essay writing. A selection of assessments were chosen for me to review them.

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 only

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 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

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 /
<i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y /
<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>		
14.	Does the programme form part of an Integrated PhD?	N
<i>Please comment on the appropriateness of the programme as training for a PhD:</i>		
15.	Does the programme include clinical practice components?	/ N
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	/ N
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<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>		
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: The academic standard of the students whose coursework I have read is very high. This is why, see below, I would like to raise some of the marks given</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>Arts Fundraising and Leadership PECI5701M <i>Agree with all the marks; an excellent balance in the essay questions between practice and theory.</i></p> <p>Professional Practice: Arts Fundraising and Philanthropy PECI5702M <i>Even though the changes proposed are minimal and do not lead to a change in grade classification, they nonetheless are intended to indicate that at times the marking in one of the modules was slightly too low. I suggest the following amendments to the reflective piece:</i></p> <p style="padding-left: 40px;">from 70 to 73 from 73 to 75 from 64 to 66.</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 / N
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?	/ N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N

35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<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

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Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Arts Fundraising and Philanthropy

Programme(s) / Module(s):

Arts Fundraising and Leadership PECI5701M
Professional Practice: Arts Fundraising and Philanthropy PECI5702M

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

PGCert AFP

Title and Name of Responder:

Position*:

Head of School

Faculty / School of:

PCI in AHC

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) must be sent 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

I'm glad to hear that the external had good and timely access to the relevant materials.

Response to Enhancements made from the previous year

No comments were made by the external

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:

No responses were provided by the external

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:

It's reassuring to see that the external feels that standards are in line with good practice elsewhere and that the curriculum is infused with topical research.

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:

Although no comments were provided by the external it was again reassuring to see that feedback and assessment were perceived to be of an appropriate standard.

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:

Although no comments were provided by the external it was again reassuring to see that our progression and awards processes were perceived to be of an appropriate standard.

Other comments

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

No comments were made by the external