

# BA Hons English Literature

## External Examiner's report summary

Please indicate in the relevant boxes below whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the course leader.

Standards set		
"In my view, the threshold academic standards set for the modules/awards are appropriate."	Yes	No
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student achievement			
"In my view, students' achievement is comparable with similar course(s) or subjects in other UK institutions with which I am familiar."  Please provide any further comment on the comparability of collaborative provision.	Yes	No	N/A *
* Not applicable – if you are a practitioner and are not in a position to assess this please indicate here.			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
"In my view, the processes for assessment, examination and the determination of awards are rigorous and fairly conducted."	Yes	No
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Areas of good practice
Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment.

## Main report

*In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.*

**Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.**

**If you are an external examiner for any of the University’s Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled “for External Examiners Associated with Pearson Licensed Centre Programmes.”**

Professional Body Requirements			
“In my view, the professional body requirements for this course have been met.	Yes	No	N/A *
<i>*Not applicable if the course is not a professional body course please indicate here.</i>	Yes		
<i>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			

(a) The operation and conduct of the Board of Examiners (and or Examination Committee meeting you may also have attended).
<b>Excellent.</b>

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)
<b>Yes.</b>

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.
<b>The best work compares favourably with the best work I have seen elsewhere. Students at every level of achievement are given excellent feedback on how to improve and develop their work.</b>

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.
<b>Students have a clear grounding in skills of close textual analysis, contextual understanding, contemporary debates regarding subjectivity, gender, race and class. I read a number of essays and dissertations that were truly outstanding. Where students</b>

**failed or gained comparatively low grades, the detailed feedback was constructive and clear.**

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

**The structure, organisation and design of all forms of assessment that I saw are meticulous. It is clear that a great deal of care, creativity and intelligence inform the whole assessment process for the BA Hons English Literature programme.**

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment.

**The curriculum is rich, diverse and dynamic. It is informed by cutting-edge research and generates some excellent work.**

(g) Comments on the use of X-stream (Virtual Learning Environment) within the course (if applicable).

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your Faculty to provide detailed comments on the modules that you examine.)

**As in previous years, I found the module guides to be invaluable and indicative of exciting and distinctive forms of teaching and assessment. The standard is consistently good and has been carefully thought through by colleagues.**

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

**The range of assessment forms is to be commended (including creative/critical exercises). Staff research interests inform the modules in distinctive ways and the modules have all the signs of being future-orientated in that they engage with contemporary debates rather than being limited by previous models. However, they retain key elements of best practice including appropriately rigorous skills of communication, argument and research.**

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

(k) <b>Collaborative Provision:</b> please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).
<b>N/A</b>

**External Examiners' Report Checklist**

**Please comment for all boxes**

<b>Course Materials</b>				
Did you receive?		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	Course Handbook(s)?	/		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?	/		
c.	Module specifications (these may be in the Course Handbook)?	/		
d.	Assessment briefs/marketing criteria?	/		

<b>Draft examination papers</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	(i) Did you receive all the draft papers?	/		
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the questions appropriate?	/		
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?	/		

<b>Draft coursework</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	(i) Did you receive all the draft coursework?		/	
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the coursework appropriate?	/		
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?	/		

Marking Examination Scripts				
		Yes	No	N/A
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative partner students?	/		
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p><b>Recommended sample sizes at Leeds Beckett University are as follows:</b></p> <p><b>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</b></p> <p><b>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</b></p> <p><b>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</b></p>				
b.	Was the general standard and consistency of marking appropriate?	/		
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?	/		

Dissertations/project reports				
		Yes	No	N/A
a.	Was the choice of subjects for dissertations appropriate?	/		
b.	Was the method and standard of assessment appropriate?	/		

Coursework/continuously assessed work				
		Yes	No	N/A
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative partner students?	/		
b.	Was the method and general standard of marking and consistency satisfactory?	/		

Orals/performances/recitals/appropriate professional placements				
		Yes	No	N/A
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			/

Examination Committee/Board of Examiners				
		Yes	No	N/A
a.	Were you able to attend the meetings?	/		
b.	Were the meetings conducted to your satisfaction?	/		
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?	/		

## Development and support of External Examiners

Please mark the appropriate boxes:

	<u>Yes</u>	<u>No</u>
Were you new in post in academic year 2016/17?	<input type="checkbox"/>	<input type="checkbox" value="/"/>

### If you were new:

(a) Did you attend a University external examiner development session during the 2016/17 academic year?	<input type="checkbox"/>	<input type="checkbox"/>
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If not, was there a particular reason?

(b) Did you access the on-line External Examiner Induction Module?	<input type="checkbox"/>	<input type="checkbox"/>
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If not, was there a particular reason?

(c) Did you receive any specific induction or other support from your School or Faculty?	<input type="checkbox"/>	<input type="checkbox"/>
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(d) Some inexperienced new examiners are formally mentored. Were you?	<input type="checkbox"/>	<input type="checkbox"/>
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(e) Did you find the mentoring you received helpful?	<input type="checkbox"/>	<input type="checkbox"/>
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Any general or specific comments on the development and support offered by the University, especially improvements you would like to see: