

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Faculty of Medicine and health / School of Health care
Subject(s):	<i>Audiology</i>
Programme(s) / Module(s):	BSc (Hons) Audiology 4 year (All level 2, 3 this year) BSc (Hons) Healthcare Science (Audiology) (Level 1 this year)
Awards (e.g. BA/BSc/MSc etc):	B Sc (Hons)

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Academic Quality and Standards**
Academic Quality and Standards Team
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards**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

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

No but I believe this is a new programme.

For Examiners completing their term of appointment

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

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The learning outcomes were appropriate and accurately examined across the programme.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The awards are of a similar standard to those awarded at other institutions.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *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.*

Staff provided a good range of assessment methods and students were given clear instructions. The assessments allowed students to demonstrate their knowledge in relation to the ILO.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *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.*

Yes I believe there was sufficient information and support in the way of timely feedback to ensure students demonstrated their abilities. Some students in the cohort demonstrate poor writing skills and lower marks were evident because of this

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

These were completed using a recognised IRCP.

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

N/A

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

The dissertations were well structured and there is evidence that staff have engaged with students in developing research skills in particular areas.

For Examiners involved in mentoring arrangements

8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

The Examination/Assessment Process

9. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

- *Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Yes I was given comprehensive information and ongoing support

10. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes I was given draft and asked to comment. Ample time was allocated for this.

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes I received good samples of assignments with feedback and marking sheets.

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Unfortunately I was not able to attend the Board of examiners meeting.

15. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes

Other comments

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

School of Healthcare

Baines Wing
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Leeds LS2 9JT



UNIVERSITY OF LEEDS

24 January 2014

Dear

Re: External Examiner's Report –2012/2013

I should like, on behalf of the audiology team, to thank you for the work you have undertaken during your first year as the external examiner for the undergraduate audiology programmes. The team is grateful for your input, particularly as the new programme establishes itself.

It is very reassuring to learn that you consider the programmes to have a varied and appropriate assessment strategy and that the module learning outcomes are sufficiently assessed.

Your observation of poor writing skills in a small number of students is in accordance with the team's own observations. This is an on-going issue which the team is attempting to address with tutorials supporting essay writing skills. The personal tutoring scheme used here at Leeds will provide an opportunity for students to discuss their year 1 achievements and reflect on areas in need of improvement. This together with the inclusion of timetabled sessions on academic writing will attempt to address this area as much as possible.

As you will be aware, the BSc (Hons) Audiology programme has 2 more years to run, which means for the 2014/2015 session we will have two final years to process as the final year of the 2 audiology programmes will coincide.

The team looks forward to continuing to work with you in the current academic session.

Yours sincerely