

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2010– 2011

## PART A: GENERAL INFORMATION

*Subject area and awards being examined:***School of:****Programme(s) / Module(s):**

HECS 2140 Introduction to cancer care  
 HECS 3106 Assessment and management of the patient with advanced disease  
 HECS 3108 Reactions to loss  
 HECS 3225 Cancer treatments  
 HECS 3226 Cancer Biology and Oncology  
 HECS 3132 Children with cancer  
 HECS 3068 The care of the patient requiring chemotherapy  
 HECS 3088 Patient focused palliative care  
 DONE 3023 Library based project

**Subject(s):****awards: (e.g. BA/BSc/MSc etc.)**

**Grad Cert Care of the Child  
 with Cancer  
 Grad Cert Cancer Care  
 Grad Cert Palliative Care  
 BSc Hons Cancer Care**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto: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?*

Yes

***For Examiners completing their term of appointment***

~~HEALTH~~  
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.

Not applicable

**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.*

All the programmes examined this year were at degree level. Learning outcomes and programme /module structure/content were appropriate and consistent with contemporary developments in the subject area. Standards of assessment were entirely consistent with what would be appropriate for the awards concerned.

**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.*

Then programmes offered are similar to those delivered at my own and other institutions and are informed by national benchmarks in this subject area including the National End of Life Care Strategy and the National Cancer Programme.

**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.*

The level of assessment is entirely consistent with the awards being offered. Once again, a diverse and challenging range of assessment methods was used. There was very good evidence that the assessment exercises enhanced student learning. The assessment methods chosen resulted in a normal range of student performance levels, reflected in a generally normal distribution of grades in each module. The exact nature of some individual assessments resulted in higher than average scores being achieved. However when programme results were viewed as a whole, such effects tended to be “smoothed out”,

**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.*

The diverse range of assessment methods used enabled students to more-than-adequately demonstrate their achievement of aims and ILOs. The range of grades awarded was similar to that of other institutions. Students varied in terms of performance with the best-performing students achieving consistently high grades and the poorer ones doing less well. There were quite a lot of instances of individual students showing improving grades as their programme progressed.

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

Not applicable

**6. 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.*

The inclusion of a library-based project in the BSc Cancer Care programme enabled students to extend their learning into new and quite challenging areas.

The creation of a “Patient Information Pack” was an interesting and challenging task for the students undertaking HECS 3225 Cancer Treatments.

**7. 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.*

There is good evidence that teaching, learning and assessment are all informed by current research. Students are consistently reminded to include current research in their work.

## The Examination Process

8. **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.

9. **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?**

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

Yes. This is extremely important when dealing with several, complex programmes.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes. I also had the very valuable opportunity to attend a live assessment event for HECS 3108 Reactions to loss.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes

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

Yes

### ***For Examiners involved in Mentoring Arrangements***

*If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.*

I was responsible for the mentoring of one new external examiner this year. Arrangements for this process were clear and well-explained.

### ***Other Comments***

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

*Very efficient administrative support. Academic staff co-operative and accessible. I gained a definite impression of a programme team with strong links to the clinical areas, enabling teaching and learning to be relevant and up-to-date. This was particularly evident in the imaginative assessment strategies employed, enabling students to engage with a wide range of aspects of contemporary health care practice. I was also impressed by the constructive and supportive nature of all feedback to students. This trend was continued at Board of Examiners level with good attention to the development and welfare of all students.*

School of Healthcare

Baines Wing  
University of Leeds  
Leeds LS2 9JT



UNIVERSITY OF LEEDS

10 May 2012

Dear

**Re: External Examiner's Report – 2010/2011**

Thank you for your external examiner's report for 2010-2011 relating to the cancer and palliative care programmes.

The teams are pleased to note your comments regarding the constructive and supportive nature of all feedback to students and the attention to detail and welfare of students shown by the School Board of Examiners. The team is also pleased to note your comment regarding the diverse and challenging range of assessment methods used and the evidence that teaching, learning and assessment are all informed by current research.

The teams also note your comments that there are instances of individual students improving grades as their programme progressed; student development is always pleasing to observe and that demonstrated by students in the 2010/2011 session is an improvement from the previous session.

The teams have valued your comments and suggestions and the support you have given them and look forward to working with you over the next academic year.

May I also take this opportunity to thank you for mentoring during first year of office as a new external examiner; this was greatly appreciated by both who found your advise invaluable, and consequently by ourselves for helping to ensure that had a positive experience during her first year.

With best wishes,

Yours sincerely