

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:

School of Health Sciences

Subject(s):

Programme(s) / Module(s):

IOFN 5004M Research Methods
HECS 5240M Dissertation Upgrade
HECS 1004
HECS 3001 Research Strategies
HECS 2020MSc Clinical Research
DProf

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

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?

N/A

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

N/A

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.*

Within the sample of work sent to the external examiner, the module LO and assessment strategy were cohesive.

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.*

Yes, the AIMS and ILO were in keeping with those expected at that level within the FHEQ frameworks, and with those I have encountered at other HEIs.

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 assessment strategies are in keeping with module design and delivery. Module marking, internal moderation and administrative issues are handled correctly. There is good dialogue with module, administrative teams.

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. A range of academic achievement has been demonstrated this year. Some students clearly prepare thoroughly and undertake wide reading and planning. For some students, assessment topic choice is linked to their professional practice areas. Other students have struggled sometimes with critical thinking and writing, however where this has been the case feedback and ongoing support has been in place. Overall standards are very good.

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

N/A

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.

I have had opportunity to be involved fully in changes to assessment strategy.

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.

Research and evidence based practice is applied to the student's professional or future professional discipline. Students have the opportunity to appraise and/or develop research commensurate with their clinical or future clinical role. Students have a good grounding in research processes, relating to systematic literature review and synthesis for example.

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, the information I have required has always been provided.

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

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

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?

Yes

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

Module and administrative teams make the process of being external examiner efficient and enjoyable. This is greatly appreciated given the increasing demands on time and resources. I have enjoyed this year as external examiner.

School of Healthcare

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

6 February 2014

Dear

Re: External Examiner's Report –2012/2013

Thank you for your external examiner's report for the 2012-2013 session.

The teams greatly value your positive comments. Your appreciation of the support provided by the administrative staff has been forwarded to them.

The module team for IOFN 5004M – Research Methods particularly welcomed your support as the new assessment strategy for this module was implemented. This has been a challenging process but the team is very pleased with the outcome. The new approach clearly meets the students' needs, and has been well received by them, with encouraging assessment results.

Your continued attention to detail throughout all aspects of the assessment process is appreciated and the teams continue to benefit from your experience and insight.

The teams have very much enjoyed working with you in the last year and look forward to continuing their positive relationship with you in the present academic session.

Yours sincerely