

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
ACADEMIC YEAR: 2010– 2011

**PART A: GENERAL INFORMATION***Subject area and awards being examined:*

<p><b>School of:</b> School of Health Care</p> <p><b>Programme(s) / Module(s):</b> Professional Doctorate in Health and Social Care; (not HECS 5237M, HECS 5238M, HECS 5239M)</p> <p>For 2010/2011 also PgDip/MSc Health and Social Care, MSc Innovative Health Care – Research Modules</p> <p>UG Programmes Research Modules</p>	<p><b>Subject(s):</b> awards: (e.g. BA/BSc/MSc etc.)</p>
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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**

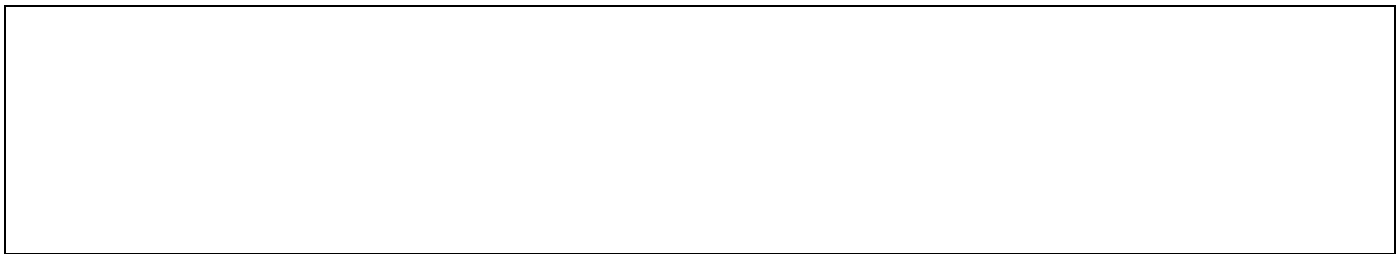
**PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS*****Matters for Urgent Attention***

From my role this year there are no matters requiring urgent attention in any of the modules I have looked at.

***Only applicable in first year of appointment***

No, I don't think so, I did receive University External Examiner Handbook, an invitation to training and information relating to the modules.

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



## 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 information relating to programmes/modules was suitable for the award.

**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

**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 suitable for the programmes/modules. Markers comments and feedback is consistent. Sometimes marks have been discussed and adjusted slightly.

**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 quality of the students' work is good overall. I thought students managed the examinations very well, addressing some complex research issues related to quantitative research and the research process.

**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. 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.*

**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.*

Within the UG research modules – I thought the use of the virtual learning environment to discuss a web based health/research resource was creative.

## **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

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

Yes

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

Yes – I attended one Examination Board

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

Yes, key issues were explored thoroughly

### ***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.*

### ***Other Comments***

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

The role has been a positive experience. Module leaders have communicated well regarding proposed assessments/examinations and have provided relevant documentation well in advance. The administrative staff have been excellent and ensured very smooth processes with delivery and return of scripts. I have attended one examination board and received an invitation to examination boards for the forthcoming year.

The only challenge has been the volume of scripts received – covering several modules at UG and PG level was a little difficult, and in negotiation with <<<>>>, this has been negotiated to include PG modules for 2011/2012.

I have not undertaken much work for the professional doctorate yet, but have been very pleased to receive information about the programme and to have discussions with the Programme Leader.

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**  
**MSc Innovative Healthcare & Professional Doctorate in Health & Social Care and**  
**Research Modules**

Thank you for your External Examiner's report for the 2010/2011 session and the helpful and supportive comments contained therein; these are greatly appreciated by the teams.

I note your comments regarding your workload in relation to processing scripts at both undergraduate and postgraduate level and understand that this issue has now been successfully resolved. The teams are very grateful for your feedback on those scripts that you reviewed in the last session.

You allude to the low level of work that you have received for the Professional Doctorate. Only 2 students enrolled on this programme in 2010-2011 (its first year); your role will become increasingly important as the students progress into their second and third years and additional students are registered on the programme.

I should like to thank you for your excellent support and constructive external scrutiny of our provision.

With best wishes,

Yours sincerely