

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

PART A: GENERAL INFORMATION

Subject area and awards being examined:

School of: Healthcare	Subject(s):
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.)
Pharmacy Practice Programme	PG MSc
Supplementary and Independent Prescribing Course	

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.

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?

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.

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, structure and content of the postgraduate course are very appropriate. Standards and expectations of the students are high. Standards are appropriate 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.*

N/A

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 postgraduate programme is mainly assessed by reflective essays and critical appraisal of patient care plans, which is appropriate at this level, allowing students to reflect on their development as a practitioner and demonstrate application of evidence based knowledge.

The prescribing programme uses written exam papers, OSCEs and portfolios which are appropriate and allow students to demonstrate application of knowledge and competence in the work place.

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.*

On both programmes students are generally of a high standard. Students rarely fail assessments, this is as expected for a programme designed for professionals in practice.

On the postgraduate programme students often find reflective writing and critical appraisal of patient care, difficult at the beginning of the course and it is nice to see how these students improve over successive assessments.

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

The assessment of clinical practice is via OSCE and entirely appropriate

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 postgraduate programme has undergone some changes in the last year, mainly timetabling and order of modules studied which are appropriate.

Detailed feedback is given to students on their written assessments.

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.

The postgraduate programme is at master's level and thus the curriculum is informed by current research in pharmacy practice. All assessed coursework at certificate and diploma level requires reference to primary reference sources and is consequently based on current evidence base

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.*

Adequate guidance has been provided

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.*

All requested documentation has been sent to me.

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?**

I have only attended one Board of Examiners, but the administrative arrangements were good.

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

N/A

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.

School of Healthcare

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

30 April 2012

Dear

Re: External Examiner's Report 2010-2011

I should like on behalf of the programme and module teams to thank you for your positive comments about both the MSc and Postgraduate Diploma in Pharmacy Practice programmes and the Independent and Supplementary Prescribing for Pharmacists modules.

Your continued support for the programmes and modules is greatly appreciated by the teams, who look forward to working with you throughout the new session and to welcoming you at a future School Board of Examiners.

With best wishes,

Yours sincerely