

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

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

|   |   |
|---|---|
| School of: <b>Medicine</b>  | Subject(s): <b>Clinical Sciences</b>      |
| Programme(s) / Module(s):<br><b>PATH3050, PATH3090, PATH3210,<br/>PATH3140, PATH3130, PATH3160,<br/>PATH3190,</b> | awards: (e.g. BA/BSc/MSc etc.) <b>BSc</b> |

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.*

No

***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.*

The curriculum is very good and has maintained a very good level of quality over the previous 4 years. In general, the strengths and weaknesses of the students as a cohort were similar to those elsewhere in UK medical schools at this stage of their education. Over the past 4 years, I have seen the overall quality of teaching, learning, learning experience and student achievement either maintained or improved and these standards are at least comparable with and in some cases significantly better than, the standards of similar programmes in Clinical Sciences and Pathology in other UK higher education institutions (equivalent medical school courses and examinations at University of Southampton, University of Cambridge, University of Edinburgh, University of Bristol, University College London, and University of St Andrews), <<<>>>.

## 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 aims, intended learning outcomes, structure, content and academic standards of the programme are appropriate for the awards with reference to other similar / equivalent academic standards in Pathology and Clinical Sciences nationally. The quality of teaching, learning and assessment methods were appropriately indicated by student performance.

**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 aims, ILOs and standards of student performance in programmes examined are comparable with the standards of similar programmes in Clinical Sciences and Pathology in other UK higher education institutions (equivalent medical school courses and examinations at University of Southampton, University of Cambridge, University of Edinburgh, University of Bristol, University College London, and St Andrews University) <<<>>. The strengths and weaknesses of the students as a cohort were similar to those elsewhere.

**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 design and structure of the University's processes for assessment / examination and the determination of awards are sound and are fairly conducted. The student performance indicated a good or very good level of teaching, learning and assessment methods.

**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 students were given adequate opportunity to demonstrate their achievement of the aims and ILOs and their strengths and weaknesses were comparable to those seen elsewhere.

**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.*

The nature and effectiveness of the relatively minor enhancements to the programme and modules were appropriate. There was a change from two external examiners (in previous years) to one external examiner (for the last two years of my external examiner appointment), which increased the number of student presentations attended and assessed by the external examiner, but an efficient timetable was drawn up and this worked effectively.

The two key characteristics of the examination that represent notable areas of good practice include: (1) the research projects and reports which test the candidates scientific abilities at high level in the appropriate laboratory or clinical context and this is very well done or in some cases excellent at Leeds University; (2) the extensive nature of the written examinations to test the candidates' understanding and knowledge are also very good or excellent at Leeds University.

**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.*

N/A

***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.*

I had sufficient access to the material needed to make the required judgements and was encouraged to request additional information.

**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. Sufficient documentation was provided. The coherence of the policies and procedures relating to the external examiner were appropriate and matched the explicit roles expected.

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

Yes. Sufficient assessed/examination work and project reports were made available to me to enable me to have confidence in my evaluation of the standard of student work.

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

The administrative arrangements were satisfactory for the whole process, including the operation of the Board of Examiners.

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

Appropriate procedures were in place to give due consideration to mitigating circumstances and medical evidence.

**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.*

N/A

**Other Comments**

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

The responses of Leeds University to my previous suggestions were very good and have improved the examinations system. Examples of best practice include (1) the research projects themselves as well as the reports / dissertations which test the candidates scientific abilities at high level in the appropriate laboratory or clinical context; (2) the extensive nature of the written examinations to test the candidates' understanding and knowledge across all parts of the course. I was provided with sufficient opportunity to offer advice on all aspects of module and programme approval, approval of draft examination papers, design and content of the programme and constituent modules, the learning and teaching methods and the assessment practices. The course organisers are to be congratulated on an excellent course!



**UNIVERSITY OF LEEDS**

22<sup>nd</sup> August 2012

Dear

**CLINICAL SCIENCES: EXTERNAL EXAMINER REPORT 2010/2011**

I am writing to thank you for your 2010/2011 external examiner report for the Intercolated BSc Clinical Sciences programme.

The programme management team have asked me to thank you for your overall positive and encouraging comments on the quality of the course and your support over the last four years. I am particularly pleased to note your observations that student performance indicated a good or very good level of teaching, learning and assessment method on this programme. Furthermore I am please that you observed areas of good practice and that the standards are comparable to other institutions.

Finally, please accept my personal thanks for your involvement with the programme during academic session 2010/2011 and in previous years.

Yours Sincerely

Director of Intercolated Studies, School of Medicine