

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

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

School of: IDEA CETL	Subject(s):
Programme(s) / Module(s): Intercalated BA Biomedical Ethics MA Health Care Ethics	awards: (e.g. BA/BSc/MSc etc.)

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.

There are 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.*

I continue to think be confident that these are very well designed courses: the aims and learning outcomes seem entirely appropriate of the level of 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.*

The programmes continue to compare very favourably with programmes 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.*

A variety of assessment methods continues to be used, some modules including a presentation element. There was a high level of achievement on the presentation module (3307). The feedback provided on essays is very good indeed.

- 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 had a high level of achievement overall: on the MA there was 100% achievement of a pass with merit. I did not feel this year, as last, that there was a lack of linkage between theory and practice.

- 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.

I am not aware of any changes since last year.

- 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.*

As last year I received sufficient guidance on my roles and responsibilities, and a clear steer on where advice was particularly needed.

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.*

I received all the documentation needed, including descriptions of modules and information about degree classification.

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

I was sent all the relevant material, and encouraged to sample from it. I read work from every module, and three out of four of the MA dissertations. I paid particular attention to marks at the top and bottom of the marking range, and to borderlines.

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

There was a slight hiccup in the transfer of materials to myself, but this was beyond the control of either party.

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

Special circumstances were taken into account as appropriate.

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.

From: [redacted]
To: [redacted]
Cc: [redacted]
Subject: External Examiners reports 09-10, 10-11
Date: 04 April 2012 21:08:04

Dear [redacted]

I am writing to acknowledge with thanks your examiner's reports for the sessions 09-10 and 10-11 for our MA (Healthcare Ethics) and BA (Biomedical Ethics). We are grateful for your work on these, and particularly for the kind remarks about the courses and the centre's teaching staff included within the reports.

Thank you also, once again, for your paper at the Ilkley colloquium. It was good to see you again there.

With all very best wishes,

[redacted]

[redacted]