

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:	Education
Subject(s):	<i>Education</i>
Programme(s) / Module(s):	PGCert/Med Clinical Education
Awards (e.g. BA/BSc/MSc etc):	PGCert/Med (Clinical Education)

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

There are no areas requiring urgent attention. The programme has again provided high quality learning experiences for students and the high standards achieved have been maintained.

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

High standards in teaching and assessment have been maintained. The course team conducts regular evaluations and has introduced some creative evaluation techniques. New team members have been inducted into the teaching team and into the course programme, in supportive ways.

As well as teaching session revisions and improvements to the structuring and availability of tutorials, changes associated with the programme have included the development of a CPD module for dental technicians, in which students have generally achieved the required standards.

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 intended learning outcomes are appropriate for this programme. They range from in-depth knowledge of relevant literature to critical insight into the processes, practices, goals and outcomes of clinical education. The ILOs are consistent with the designated Levels of postgraduate study and appropriate for clinicians who are aiming to develop as 'education professionals' as well as 'professionals who educate', in the changing contexts of health care provision. Furthermore, the ILOs are appropriate for increasingly diverse inter-professional cohorts.

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 and ILOs are consistent with the Framework for Qualifications and equate to similar programmes at other universities.

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 assessment and the arrangements for marking and classification of awards are appropriate to the ILOs. Marking is rigorous and second marking is carried out assiduously.

The attention given to teaching assessments in the workplace is a distinguishing feature of the programme and important for the standing of the award. Students comment very favourably on this aspect of the programme.

A wider range of markers requires greater attention to given to consistency of grading and feedback. The course leader recognises this and is taking the appropriate steps to maximise consistency.

Overall, students receive a high degree of personalised attention and feedback, which is reflected in their performance and in the overall standards achieved in the assessed work. The course leader is ensuring that this continues with enlargement of the team.

The assignments stretch the students at distinction level, particularly in the ability to understand and integrate theory and practice.

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 programme and assessments are designed both to test and to stretch students' abilities in and across the range of ILOs. As previously and as in other programmes at this level, weaker students have difficulty in utilising theoretical constructs the processes of reflection in and on practice.

As noted previously, cohort indicators are difficult to use in this type of programme.

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 teaching assessments play a significant role in ensuring that the tutors maintain up-to-date insights into the wide range of practice environments in which clinical education teachers work, given the inter-professional nature of the course. The practice assessments are also identified by students as particularly valuable for their learning.

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.

Many of the enhancements have taken the form of redesign of teaching sessions and adjustments to scheduling of activities and feedback. Changes have taken student feedback into account. Teaching changes have reflected the team's commitment to enhancing the integration of the programme and student progression through its various stages. Particular attention has been given to improving access of students to structured tutorial support and to facilitation of non-standard entry candidates.

As previously, the dynamics of inter-professional learning are enriching the students learning experiences. The professional 'mix' in the programme is being sustained successfully. In academic writing, particular attention is given to academic literacy. Teaching sessions on how to learn from and through assessment feedback have been appreciated by students. This is an area of good practice worthy of wider dissemination.

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.

As previously, the course team is alert to recent research and publications, actively, encouraging students to review and critique new research as well as the established literature.

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

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

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?

N/A

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, to both questions.

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. There were valuable opportunities to meet students from different stages of the programme and also to discuss the course with tutors, including new team members.

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

This course is led by a highly committed and professional team. The graduating students are, in most cases, well prepared to proceed to doctoral level (EdD) studies and there is evidence that some are now taking this further opportunity for academic and professional development.

14 April 2014

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Dear <>

Thank you for your most recent report on the Clinical Education programmes. It is very pleasing to see your regard for the programme and to know that our provision is aligned with national standards.

The emphasis on authentic, work-based learning and assessment is a distinctive feature of the programme and, as you identify, much appreciated by students. It is good to know that you find this aspect of the work is being designed and delivered to a high standard. You make an interesting observation about how this aspect of the provision contributes to the professional development of the course team, ensuring that they, as well as students, are engaging in knowledge exchange and recontextualisation between academic and practice sites of learning, teaching and assessment.

You note the increasing diversity of roles and practice which characterise both the student body and the course team. This diversity has recently been enhanced by contact with the Dental Deanery, and you commented on the CPD module developed for them. The Deanery has subsequently contracted with us to provide all their Foundation Trainers, who supervise dentists (not dental technicians, as your report suggests) in their first year of practice, with the opportunity to gain the PG Certificate in Clinical Education. As dentists are often sole practitioners, this is a new dimension for the programme to engage with. It is pleasing to know that you felt the Learning Outcomes were robust and appropriate for our increasingly diverse cohort. The challenge of fair and reliable assessment in this context is increased, as you note, by the concomitant diversity across the Course Team and it is a testament to that team and its leadership that you find the assessment processes rigorous and challenging. It is also very good to know that our Student Education Office Team is performing well.

You commented on how highly students value the various initiatives to support their academic literacy and the feed-forward work on assessments. The course team are currently running a small research project, with student co-researchers, to explore and evaluate this work with a view to its wider dissemination. You also commented on student progression to the Ed.D and will be pleased to know that there are now 3 students commencing doctoral study.

Yours sincerely

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Head of School of Education

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2012-13

Part A: General Information**Subject area and awards being examined**

<i>Faculty / School of:</i>	<i>School of Education</i>
<i>Subject(s):</i>	Clinical Education
<i>Programme(s) / Module(s):</i>	PG Cert in Clinical Education, 2 modules for students which provides qualified nurses & midwives with a teacher qualification: EDUC 5300M Context Design & Principles of Learning & Teaching in Clinical Settings EDUC 5310M Assessment and Evaluation of Learning in Clinical Studies
<i>Awards (e.g. BA/BSc/MSc etc):</i>	<i>Med (and Post Graduate Certificate) in Clinical Education</i>

Completed report

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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 I have not identified any matters for urgent attention

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.*

The aims and learning outcomes are carefully designed and I have found the structure and content to be excellent, it is challenging and current and embedded in theory to practice.

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, these have been mapped to ensure they are meeting requirements of professional bodies and QAA requirements.

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 assessments are carefully designed and are very appropriate; importantly they link theory to practice. I have examined the work of students and the quality of teaching is demonstrated.

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.*

In my view I feel the standard is excellent and the strategies used within the modules enable students to demonstrate they are meeting the aims & intended outcomes.

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

These modules require evidence of application in practice and this is demonstrated through their written work which includes feedback from actual practice that I have found particularly helpful in gaining a more holistic view of the student in their practice context.

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 now had the opportunity to talk more with the team and with more students on the programme and I am very impressed by their feedback. It is very clear to me that the team who deliver this programme are very committed to the highest standard and are competent and skilled facilitators. The student's feedback was positive and they clearly conveyed the challenging approach to academic study and application of evidence based practice, as well as the excellent relationship that existed between them and their academic team.

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.

Current research and subject specialism clearly underpin these modules for the high calibre of students who undertake them.

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.

I have received all the information I need in order to carry out my role effectively. Where I have requested additional information this has been provided quickly.

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, thank you and access to the VLE is organised.

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, no problems.

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?

I have the opportunity to review the scripts for nurses and midwives who are students on the programme. I was able to see a clear picture of the standard of assessed work for the whole cohort. I have had no concerns over the assessed work and all were clearly marked with very informative annotation.

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

N/A

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, the support team have been very helpful and I am pleased with the support given to me and being made to feel welcomed. The policies and procedures for examination boards were carried out fully. I have been able to attend the Board of Examiners which I found particularly valuable; meeting with other Externals and sharing ideas and feedback to the team. I am satisfied with the recommendations made.

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

Yes, the policies are clear and adhered to, I have no concerns.

Other comments

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

I attended the School of Education in November 2013 and was warmly met by the Programme Leader who gave me an update on the team and student progression and achievement. I was pleased to be able to read some of the student module evaluations and have feedback on the Staff Student Committee, later I met with other team members.

As previously, I particularly enjoyed meeting some students from different healthcare backgrounds who were quite open and honest about their programme, it is clearly a time-consuming and challenging programme but a rewarding one. They clearly conveyed their appreciation of being supported by a very competent and credible team in the school and discussions with the team that followed showed this was reciprocal. There was clear evidence of effective peer working, peer support and gaining a more informed view of the multi-professional roles.

Students commented on the session 'Handling Feedback' which was delivered early in the programme and which they found to be a valuable one in helping them to manage their feedback effectively. Students stated they found feedback insightful and helpful. The programme clearly enables these professionals to focus on their professional development and I was happy to hear about how they were applying their learning in practice which is evidence / research based and current and enables them to demonstrate meeting the professional competencies in their practice role.

The opportunity to have more detailed discussions with the Chief Examiner and other externals prior to the Assessment Committee was very informative and stimulated much discussion; ideas generated were reported and received positively.

Thank you.

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9 December 2013

10 March 2014

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Dear <>

External Examiner: PG Cert in Clinical Education, 2 modules for students which provide qualified nurses & midwives with a teacher qualification:

EDUC 5300M Context Design & Principles of Learning & Teaching in Clinical Settings

EDUC 5310M Assessment and Evaluation of Learning in Clinical Studies

I am writing to thank you for, and respond to, your recent report on these modules. It is good to hear your positive endorsement of the programme design and the student experience, especially in relation to the integration of theory and practice; a topic that is so central to professional learning. The Clinical Education team work hard to ensure that students are both challenged and supported in their studies, especially in relation to incorporating educational research as part of the evidence-base for practice, so it is gratifying that you recognise and commend this aspect of the work. It is also reassuring to know that our provision meets professional benchmark standards.

Thank you for your positive feedback about the administrative arrangements to support your role. I am pleased that you were able to meet former and current students from the programme and members of the course team and that they felt able to discuss their experience with you fully and frankly. It is always useful for the team to know how students experience the provision and while our Student Staff Forum does enable us to work alongside students to review and amend provision it is always helpful for them to have the opportunity of talking in confidence to a knowledgeable, independent person.

Thank you again for your contribution to the quality of our programme. I look forward to welcoming you to the School again later this year. One small point – you refer to the Chief External Examiner in

your report and I just wanted to clarify that we do not have such a role. Clinical Education has two examiners, with each of you performing an equally valuable role; and that within the School as a whole we rotate the role of communicating the External Examiners' views to the meeting.

With best wishes

Yours sincerely

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Head of School of Education