

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

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

Faculty / School of:	Healthcare
Subject(s):	
Programme(s) / Module(s):	Pharmaceutical Technology and Quality Assurance (PTQA)
Awards (e.g. BA/BSc/MSc etc):	MSc

Name and home Institution / affiliation of Examiner**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 Quality Assurance**
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?

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.*

As in previous years, the aims and ILOs were appropriate for the level of knowledge required in postgraduate study. Standards have remained equitable within and across compulsory and optional modules.

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 of the programme continue to be at the appropriate level.

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.*

Assessments are well designed and implemented. They are relevant to practice and well aligned with the ILOs. Student performance (and feedback I have seen) indicate that the teaching is high quality.

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 assignment documentation is clear and allows students to demonstrate the aims and LOs. The calibre of work is generally very high. Those assignments that have been failed have failed because LOs were not demonstrated. Subsequent feedback to students has been well tailored to help the student demonstrate the LOs.

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. 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 not noticed any significant changes, but as PTQA is in its last cycle, I would not expect to. The high standards that I have come to expect of this course have been maintained.

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.

This course is practice orientated and as such current practice influences it more. The influence of research filters down through the expert staff.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

n/a

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

I was asked to act as mentor for a new external examiner. I was happy to oblige as I benefitted from the support myself as a new external. I think it was helpful that we were both working with the School of Healthcare, I don't know that I could have contributed to someone at a different School.

The Examination/Assessment Process

10. 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 and it was helpful. I appreciated the webpages. They were informative and easy to navigate.

11. 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, everything was provided without my having to ask.

12. 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?

I received them all. In most cases nature and level were appropriate when I received them. Any comments I have made have been considered and adjustments made where necessary.

13. 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. Mark sheets and feedback were clear and thorough. Unfortunately not all scripts were annotated, having a global mark instead (I think this tended to be an issue with some of the external markers). This made marking of such papers difficult to review.

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

Yes, they were practice orientated while remaining sufficient academic. Assessment was appropriate.

15. 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?

Everything was satisfactory.

16. 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

The programme is well organised, both administratively and academically. Thank you to the team for their efforts.

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

11 February 2015

Dear

Re External Examiner's Report 2013-2014

I should like, on behalf of the programme team, to thank you for your very positive comments regarding the Pharmaceutical Technology and Quality Assurance programme. It is reassuring to know that you consider the standard of teaching and level of student performance to be high and found our processes to be rigorous and robust. Your comments were much appreciated by the team.

The team has greatly valued your contribution to the development of the programme and welcomed the advice that you have given over the last 3 years. The final students are now completing their dissertation and your comments will be gratefully received by the team.

With kind regards,

Yours sincerely