

## 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:	School of Health care
Subject(s):	<i>Audiology</i>
Programme(s) / Module(s):	B Sc Hons Audiology/ Healthcare Science
Awards (e.g. BA/BSc/MSc etc):	B SC

**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](mailto: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.*

I have found the learning outcomes for all modules are appropriate and the standard of teaching and assessment 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.*

This programme is comparable to other programmes at other institutions.

**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 rigour and aligned to the Learning outcomes.

Marking is fair and equitable across markers and a staff are committed to providing a high standard of feedback. This is one of the strengths of the programme and staff should be commended on this .

**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.*

Yes, the range of assessments allowed students to demonstrate their achievements. Significant feedback to weaker students helped them improve performance

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

I had the opportunity to examine portfolios and assessment on placement was robust and equitable.

**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.*

The feedback give to students is particularly good. The forms used to record feedback and comments are very useful to an EE

**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.*

The influence of research were evident in both the assessments and choice of dissertation. These were relevant to the discipline.

**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

N/A

## 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 the academic and administrative staff have been excellent. Information is comprehensive and timely and responses to requests have been immediate !

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

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?

Yes

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

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

Yes

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?

Yes

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

School of Healthcare

Baines Wing  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

6 February 2015

Dear

**Re: External Examiner's Report –2013/2014**

I should like, on behalf of the team, to thank you for your continued support as the external examiner for the 2 undergraduate Audiology programmes. The team is grateful for all your hard work, especially given your sabbatical from work last year and particularly as the new programme continues to establish itself. The 4 year programme will come to a close in 2015, which will simplify the administrative processes.

It is reassuring to note that you consider the programmes to have a varied and appropriate assessment strategy and that the module learning outcomes are appropriately assessed.

I am also re-assured that you consider feedback to students to be of a high standard with the aim of supporting them to achieve better grades; the team works hard to ensure that the feedback it provides is focused, constructive and developmental. I am also pleased to learn that your examination of the practice portfolios demonstrated that our processes are robust and equitable.

During 2014/2014 session the team will be delivering Years 1, 2 and 3 of the BSc (Hons) Healthcare Science (Audiology) programme and the fourth year of the BSc (Hons) Audiology programme. This will mean there will be 2 final year cohorts of students within the same academic year. The team is hoping that it will be possible to keep the administrative processes as clear and timely as you have found so far.

Yours sincerely