

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):	<i>Healthcare Science / Clinical Physiology / Cardiology</i>
Programme(s) / Module(s):	BSc – Clinical Physiology BSc – Healthcare Science.
Awards (e.g. BA/BSc/MSc etc):	BSc

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

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

This is my third year as external examiner. I understand from the course leader I will be receiving an extension for the forthcoming academic year.

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.*

All learning objectives were met and appropriate to the modules.
These are predominately clinic degrees for which you have a very strong clinical academic team at Leeds.
- 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 programme meets and exceeds the expectations when reviewed against other similar programmes.
- 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.*

There was a wide range of assessment techniques employed by the academic team. All methods clearly challenged the students and ensured knowledge of the learning outcomes.
- 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.*

All students were given adequate opportunities demonstrate they had met the learning outcomes, this due in part to the excellent range of assessment methods chosen.
This was a very strong year, demonstrated at exam board by the conferring of some excellent degrees.
- 5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

All clinical practice components of the programme were covered and adequately assessed.
- 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 department grows with each year.
There is a good relationship between the teaching staff and students. I have seen really evidence of excellent constructive feedback being given to the students.
- 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 is going to expand with the move to the medical school.
- 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.

I was given all the support I required. The course literature was excellent. I access to the materials I needed to carry out my role.

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?

I always get to see draft papers, on rare occasions I have made comments which have been taken into account by the academic team

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?

I am given access to as much assessed / examined work as I need to make a judgement.

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

There was a good spread of dissertations looking at a wide range of subjects. Some of the students should be encouraged to publish their undergraduate research work.

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?

The administrative arrangements have been excellent.
I was able to attend the board. This was run very efficiently and professionally.

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

There were appropriate procedures in place to consider mitigating circumstances and medical evidence.

Other comments

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

This has been another strong year for team professionally head up by <>. There has been excellent communication between myself and the academic team. I am kept in the loop by the course leader.

There is one real star who should get recognition for his professional input to the programme. <> is already ready and willing and able to help me out as an external examiner. It's never a case of I'll get back to you, <> always has the answers or points me in the right direction. <> is a real pleasure to work with. <> approach complements the academic team perfectly. They are a real asset to the university.

The results this year have been excellent with a number of students obtaining 1st class honours degrees. When speaking to students they are always complimentary of support the university gives them.

It will be an honour to serve Leeds University as external examiner during the forthcoming academic year. I wish the entire team all the very best for their move and integration into the medical school.

School of Healthcare

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

18 February 2015

Dear

Re: External Examiner's Report –2013/2014 – BSc (Hons) Clinical Physiology (Cardiology) and BSc (Hons) Healthcare Science (Cardiac Physiology)

Thank you for your annual external examiner's report for the aforementioned programmes. It is very reassuring to note that you consider our programmes continue to be professionally run and administered and that they compare very favourably with those from other institutions.

The team appreciates your positive comments regarding our students' academic and professional abilities. The cohort completing in September 2014 were strong academically and the team is very pleased with their final classifications. The team does spend a lot of time providing academic support to students to ensure that they are able to maximise the opportunities available to them and the team is therefore grateful that you commented on the excellence of the feedback that they provide.

Your comments on the administrative support provided by _____ have been passed to _____; it is very rewarding when the excellent support he provides to both yourself and the team is formally recognised.

The team very much appreciates the support you have given to the team in all aspects of Cardiac Physiology, not just as part of the assessment process, and looks forward to working with you over the coming academic year.

With kind regards,

Yours sincerely