

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 Healthcare
Subject(s):	Health & Social Care
Programme(s) / Module(s):	<ol style="list-style-type: none"> 1. Support for Learning in Practice (SLIP) 2. for Assistant Healthcare Practitioners
Awards (e.g. BA/BSc/MSc etc):	<ol style="list-style-type: none"> 1. SLIP Single modules or part of the BSc (Hons) 2. Assistant Practitioner Certificate of Higher Education

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

There are no matters for urgent attention that I know of

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?

Yes for Assistant Practitioner Certificate of Higher Education and I had discussion with the Programme Lead

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.*

Yes, during this academic year I have examined sufficient marking of student work, and across levels for SLIP, to confirm that from my experience the aims and learning outcomes are very appropriate for the level. The design of modules is good and fit for the award element / 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.*

Yes, for SLIP, as required, full mapping has been undertaken by the module team which is transparent to meet professional bodies and QAA requirements fully. As an experienced academic in delivering the same modules in my own institution, and as a previous external examiner for the modules, I fully agree that they are equivalent to the same modules delivered within other institutions.

As an external previously for the Assistant Healthcare Practitioner this meets the standard of the programmes delivered within 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.*

Careful design of assessments is evident and very appropriate across all the work I examine. Students undertaking these modules have the opportunity to link theory to practice to ensure their work is well informed. Teaching quality and support remains high on all the modules and leadership is very good.

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.*

Reviewing the data available the standard continues to reflect the national picture. 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

The modules I review place emphasis on both theory and practice and both components must be passed. The assessment of practice and the requirements of professional bodies are made explicit. In practice students are supported and assessed by experienced mentors who have demonstrated they have met the professional standards required and maintained these. As required, the School of Healthcare can provide records as needed. The standard of assessment of practice is high and student feedback is particularly valuable; the team of staff responsible for delivering the modules are experienced / updated registered professionals.

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 continue to have the opportunity to communicate with the module teams who continue to implement very good practice; they are cognisant of any changing requirements from the professional bodies and promote inter-professional teaching & learning is strength.

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.

These modules continue to be underpinned by research and evidence based teaching that are essential components of all the modules and student resources clearly show these are up to date and relevant.

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, thank you I continue to be kept updated and have good communication regarding all aspects with the module leads and programme manager.

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, thank you

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?

Where appropriate I am consulted and my feedback appears appreciated and acted on.

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 have reviewed sufficient numbers of marked work that is moderated and provided me with a clear picture of the standard of assessed work. Scripts are clearly annotated.
I have had no concerns over the assessed work and have reviewed marking and moderation by different teams' members across levels.*

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

N/A

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?

*Thank you, the academic support team who continue to communicate and provide me with information about the Board of examiners and arrangements for delivery and return of student work.
The policies and procedures for examination boards continue to be carried out according to policy and procedures.
My contributions were received well and I have been satisfied with the recommendations made*

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

Yes, the policies are clear and adhered to.

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

Thank you for the continued support by the team in ensuring that I am welcomed and fully updated on changes, we continue to engage in discussion about SLIP and share good practice, my feedback is always valued and I have had no concerns this academic year. This module remains a demanding one and the team maintain a supportive approach to students promoting theory to practice and ensuring competency in mentorship.

As a new examiner to Certificate of Higher Education for Assistant Healthcare Practitioners I have been welcomed and informed thank you.

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

18 February 2015

Dear

Re: External Examiner's Report 2013/2014

Thank you for your external examiner's annual reports relating to the Individualised Programme Panel, the Certificate of Higher Education for Assistant Healthcare Practitioners programme and the Support for Learning in Practice (SLiP) modules.

On behalf of the Individualised Programme Panel, I would like to thank you for your continuing support of this committee. Your input is most welcome and your knowledge and experience a great help. I am pleased that you feel that you have a good relationship with the School of Healthcare and note your positive comments confirming the workings of this group. I am delighted that you feel fully involved with all matters concerning APL, credit transfer and non-standard entry. The panel members look forward to continuing to work with you on these matters in the current session.

The Support for Learning in Practice and the Certificate of Higher Education for Assistant Healthcare Practitioners teams are very grateful for your prompt and constructive comments and for your continued support and assistance. The teams look forward to continuing to work with you during the present academic session.

Yours sincerely