

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>Independent and supplementary prescribing for nurses, midwives and pharmacists, postgraduate certificate in pharmacy practice.</i>
Programme(s) / Module(s):	
Awards (e.g. BA/BSc/MSc etc):	

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?

Yes, these were available.

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 programme is similar in structure to its counterparts in other institutions; the ILOS are appropriate for the level of 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.*

The programmes adhere to the national requirements for IP and SP and is accredited by the relevant organisations.

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.*

A range of styles are appropriately used such as MCQs, essays, presentations and evidence collection for a portfolio. Currently only type 1 MCQs are used, perhaps inclusion of type 2 and 3 MCQs would allow a greater depth of understanding an application to be assessed and replacement of the short answer questions with MCQs.

The processes for moderation of the more subjective assessments seem appropriate as upon request I was able to obtain the detailed comments of the assessor and moderator regarding presentations and portfolio.

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.*

I have been impressed by the performance of the students. I am able to comment on the performance of the pharmacists enrolled on the PG Cert in pharmacy practice relative to my organisation and it is comparable. I am particularly impressed by the standards set and achieved for the service development essay which are slightly higher than my institution in terms of adherence to accepted research standards for writing style,

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

This element of the curriculum adheres to national requirements in terms of work-based assessments and sign off by a designated medical practitioner.

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 quality of feedback provided to students is excellent; both detailed and supportive. As an external examiner I do not see the nature of feedback provided for formative assessments, however, I would assume that it would mirror that for the summative assessments. The merits of such detailed feedback for summative assessments is less clear, although one might argue that the more generic comments could translate into future practice.

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 a qualification to prepare practitioners for the clinical role of prescribing, the curriculum was appropriately informed by current practice in terms of national and local guidelines. Furthermore, the assessments such as CBDs and the service development essay, expressly require the student to place their learning in the context of current research evidence. I was also impressed that the assessment criteria encourage students to adhere to accepted standards in research writing such as referencing style.

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

No.

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.

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 I was provided with draft assessments and may suggestions for minor changes largely to enhance readability and reduce ambiguity which were effectively implemented. On occasion I recommended changing distractors for MCQs to make them more challenging.

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?

The choice and marking of essays was very good. Please see other comments regarding the high quality of service development essays.

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?

Administrative arrangements are fine. My preference would be for the scripts to be sent immediately prior to when sign off is required. The current process is for scripts to be sent once the assessment is completed and the sign off might be required several months later hence appropriate storage and organisation of the scripts is more challenging.

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

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

18 February 2015

Dear

Re: **External Examiner's Report –2013/2014**
MSc Pharmacy Practice and Independent and Supplementary Prescribing for
Pharmacists modules

I should like to thank you, on behalf of the aforementioned programme and module teams, for your very positive external examiner's report.

The teams very much appreciate your comments on the quality of feedback they provide to students and the standards of the service development assignment and CBD for the prescribing course.

The team notes your comments regarding the complexity of the assessment for the Independent and Supplementary Prescribing for Pharmacists postgraduate module. This arose due to the requirements of the NMC which approves the sister module for nurses and midwives. The current format of MCQs and short-answer questions has been our standard since 2003. The team will reflect on your comments and the possibility of including different types of MCQ and removing the short answer questions. This will, however, depending on the requirements of the professional bodies. The team will keep you informed of developments.

The teams will contact you to discuss future administration of the examination scripts to suit your needs.

The teams look forward to continuing to work with you during the present academic session and should like to thank you for your continued support and assistance.

Yours sincerely,