

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:	Medicine and Health/ School of Medicine
Subject(s):	<i>GPPH</i>
Programme(s) / Module(s):	PG Certificate Education in Primary Care
Awards (e.g. BA/BSc/MSc etc):	PG Cert

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?

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 intended learning outcomes are appropriate for the module and are at the challenging end of the spectrum for this level of study

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 is comparable with other similar programmes at other institutions with which I am familiar.

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.*

The assessment is based on students' performance in the production of a traditional essay in each of the four modules. The rubric gives some useful word pictures of what to expect of an assignment at different levels. I am impressed by the detail and quality of feedback given to candidates on their assignments. By and large students are able to demonstrate high standards in the production of the assignments used to assess students learning which would indicate high standards in the quality of teaching, learning and assessment. Students who do not meet the standards for written work at this level are accurately and consistently identified against clear criteria. There were some issues with anonymisation of submitted work, which was variable in application in the different modules. There are also issues with students not following basic guidance on presentation such as line spacing, font etc.

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. By and large the students have demonstrated high academic standards. Strengths include the depth and breadth of literature used to support their work how they are able to evidence their depth of understanding of the literature. Weaknesses include some failure of some students to follow basic guidelines in the production of the written work and issues with referencing appropriately

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

Issues raised last year regarding balance of content to allow a more practical and less theoretical approach to the subject matter to ensure that participants are appropriately prepared for learners in their own setting have been successfully addressed

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.

Continued high quality, detailed and specific feedback, which is given to students on their written work. This is true at all levels from fail to excellent.

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 curriculum is informed by best practice in curriculum design and delivery.

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

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 and Yes. Scripts were annotated with high quality specific feedback throughout.

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

Yes

Yes

I was able to attend either in person or by video/telephone conference

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

Not involved in this aspect in this year

Other comments

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

This is my second year with the primary care education team. I have been impressed by the high quality academic and administrative working, which I believe to be reflected in the quality of the experience for students. Certainly in the assessments I have reviewed students continue to benefit from very high quality feedback on their work, which will help them to improve their academic and teaching performance.

**School of Medicine
Faculty of Medicine and Health**

University of Leeds
Worsley Building
Clarendon Way
Leeds LS2 9NL



UNIVERSITY OF LEEDS

20 February 2015

Dear

External Examiner's report for Education in Primary Care 2013-14

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the eighteen programmes offered in 2013-14. First, let me thank you for assembling the 2013-14 report for the Postgraduate Certificate in Education in Primary Care.

Good practice

I note that your report states that there are no matters requiring urgent attention. You comment, "I have been impressed by the high quality academic and administrative working, which I believe to be reflected in the quality of the experience for students. Certainly in the assessments I have reviewed students continue to benefit from very high quality feedback on their work, which will help them to improve their academic and teaching performance."

The School regards the Education in Primary Care as one of its flagship programmes and I was pleased to note that the academic provision is high quality.

Concerns

Your concern on the adherence to guidelines has been addressed by the Programme Leader in response, enclosed. I have every confidence that the Education in Primary Care team, under the leadership of will emphasise this to the participants.

Standards

You state in the standards section that the learning outcomes and programme content are appropriate for postgraduate study in Education in Primary Care. You note that the curriculum is informed by best practice in curriculum design and delivery.

continues

Director of Postgraduate Studies



Thank you so much for your report as External Examiner for the Education in Primary Care programme.

Yours sincerely

Enc: 17 February 2015



Quality Assurance Team

Received 26/02/2015

Tuesday 17th February 2015

Dear

We are incredibly grateful to [redacted] for another supportive year acting as the external examiner for PG Certificate Education in Primary Care. [redacted] continues to support us with reviewing assignment submissions and is an invaluable addition to our course management meetings where [redacted] continues to support the development of our programme.

We are pleased that he reports that as a team we have successfully addressed the concerns raised regarding rebalancing of the content and assessment to a more practical and less theoretical approach in one of the modules helping participants prepare for the arrival of learners in their own setting.

It is also encouraging to read that [redacted] continues to be impressed by the quality and quantity of the feedback that is given to students as well consistency of the marking against the clearly defined criteria. We will aim to continue to encourage our students to follow guidance in relation to submission of their assignments, including anonymisation.

Finally we would like to thank [redacted] for attending all of our meetings, for always being encouraging and supportive and challenging where required. It is really appreciated by all.

Best wishes,

Programme Leader

Postgraduate Programmes in Education in Primary Care