

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 Medicine
Subject(s):	<i>Stroke Care</i>
Programme(s) / Module(s):	Postgraduate Certificate Stroke Care (Distance Learning)
Awards (e.g. BA/BSc/MSc etc):	PG Certificate

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

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 structured appropriately for a distance learning course. Some minor changes were made this year regarding the module timelines and dates in response to student feedback. Standards 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.*

The aims and ILOs are comparable to similar 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.*

The design and structure of the assessments methods are appropriate for the programme. Guidelines for assignments are continually updated and formats adjusted (ELDC 5050) in response to student and external examiner's feedback. The learning resources are excellent as is the range of expertise available to teach on the programme. The assessment methods are varied, which allows students to demonstrate their knowledge and understanding. The poster assessment in particular will allow students to share their learning with their clinical peers and managers, which is an asset for this student population.

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.*

The quality of the student performance is generally good, with some excellent results. Most students continue to struggle with the higher demands of critical appraisal and development of arguments in their written assignments, but this is a problem on comparable courses and not a reflection on the teaching.

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

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.

Enhancements to the programme are continually made in response to student feedback, external examiner's comments and NHS changes. The team is reflective and innovative. Adobe Connect has been initiated this year and appears to be highly successful.

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.

I would find it difficult to provide specific examples which demonstrated the impact of research on the curriculum and teaching and learning. The assignments demonstrate integration of recent research evidence, policy and practice guidelines.

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

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

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.

All documents are provided in a timely manner with sufficient details regarding results, assignments and feedback provided. I was able to act effectively as external examiner. If unable to attend a meeting, a conference call was scheduled to ensure my involvement with the programme. I have recently requested access to the VLE which was acted upon immediately.

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.

Appropriate documentation was provided.

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?

N/A

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?

Sufficient assessed work was made available to have full confidence on the evaluation of the standard of the student work. Scripts were clearly marked and annotated. Feedback provided to the students was consistent, in excellent depth and detail, both constructive and supportive.

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?

See comment above. Arrangements are wholly satisfactory. I am satisfied with the recommendations of the board.

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

Considerations were made regarding extenuating circumstances.

Other comments

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

The programme lead is exploring the accreditation of the post graduate certificate by the UK Stroke Forum for Education and Training to enhance the marketability and possibly recruit an international audience. This seems an excellent strategy.

School of Medicine
Faculty of Medicine and Health
Worsley Building
Clarendon Way
Leeds
LS2 9NL
T: <>
F: <>



UNIVERSITY OF LEEDS

<>

22 December 2014

Dear <>

External Examiner's report for Stroke Care 2013-14

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the eighteen subjects offered at Master's level in 2013-14. Thank you for assembling your report for the programme in Stroke Care. I apologise for the delay in my response.

I note that there were no urgent matters for attention. You comment that the academic standards and content of student work are appropriate for the level of award. I was pleased to learn that the administration supported you in your role as External Examiner with prompt attention to requests.

Good practice

You report that the learning resources are excellent. You comment on the variety of the assessments and would allow students to share their learning with professional staff. In your report, you note that the education team are innovative and reflective. I too have recently used Adobe Connect and agree with you that it is a valuable and reliable educational tool.

Programme Leader's response

I have enclosed with this letter a response assembled by <>, Programme Leader. <> comments on the challenges of developing critical analytical skills.

Thank you so much for your report as External Examiner. Your contributions to the programme in Stroke Care are much valued.

Yours sincerely

<>

<>

Enc: <> 1 December 2014



<>
1st December 2014

Dear <>

Re: External Examiner's report- Post Graduate Certificate in Stroke Care

We are grateful to <> for <> continued support for the programme in <> role as External Examiner. We were pleased to receive the annual report for the session 2013-14 and to note the very positive overall comments about the programme and also the comments regarding the timely and appropriate provision of programme materials to facilitate the external moderation process. As a programme team we note the comments regarding the challenges in developing critical thinking skills in the students who are completing the programme, this is something we continue to address through the provision of targeted educational materials in the induction programme and individual feedback in the formative student feedback at the midpoint in each module. We also noted the comment regarding evidence of specific examples which demonstrated the impact of research on the curriculum and teaching and learning. This is an area where the programme team works to introduce students to the stroke focused research being conducted by members of the programme team and also those who contribute to the teaching in the modules which make up the programme. We are hopeful that providing <> with access to the VLE teaching materials and discussion board content will ensure some of this evidence is more easily identified. We will however continue to monitor and, where necessary, develop this aspect of the programme.

We have found <> feedback on the programme and on the student work submitted to be very helpful, we look forward to with <> during the 2014-15 session.

Yours sincerely

<>

Programme Leader (on behalf of the programme team).