

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	School of Healthcare
Subject(s):	Clinical Research Methods Innovative Healthcare Research Modules
Programme(s) / Module(s):	MSc Clinical Research Methods MSc Innovative Healthcare Postgraduate Research Modules
Awards (e.g. BA/BSc/MSc etc):	MSc

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 some of the modules.

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.*

In all modules, learning outcomes are appropriate and are reflective of the awards.

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 quality of the programmes and students' performance is at the top end of programmes and student performance at other institutions I am familiar with.

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 assessments are appropriate, robust, challenging and appropriately assess the students' broad understanding of the subjects.

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 majority of the students demonstrated a good grasp of the requirements of the assessments. Overall, the performance of the students was very good. Overall, the quality of the students' performance is at the top end of students undertaking similar courses at other institutions.

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

N/A

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.

N/A

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.

Up-to-date sources are clearly cited in all the module documents.

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

I have been allocated a new external examiner to mentor but we have not been able to meet.

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 have access to all the materials and received adequate support.

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.

I received all the necessary paperwork for each of the modules.

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?

Yes

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?

Labelling of paperwork could be improved, using cohort / intakes could make referencing to paperwork much easier. This could also be improved by tagging the paperwork using 1st / 2nd / etc attempts to the labels.

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

This is not always clear on the paperwork.

Other comments

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

N/A

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UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:

25 November 2015

Dear

Re External Examiner's Report 2014-2015

I should like, on behalf of the postgraduate team, to thank you for your external examiner's report pertaining to the MSc in Clinical Research Methods and MSc in Innovative Healthcare programmes and the postgraduate research modules. I am pleased to note that you have established a good working relationship with the programme and module leaders in the School of Healthcare.

The postgraduate team is delighted to note your comments regarding the appropriateness of the assessment, the quality of the students' performance and quality of feedback provided. Moreover, your recognition that the aims and learning outcomes of specific research modules are well aligned to the assessment strategy is appreciated.

The team also values your comments regarding the labelling of the modular assessment board (MAB) report forms in terms of the cohort involved and attempt (1st or 2nd). This type of information is usually displayed on page one of the report for processing results but the team will give this request careful consideration.

The team looks forward to working with you throughout the forthcoming academic year.

Yours sincerely