

**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 Health Care
Subject(s):	Audiology
Programme(s) / Module(s):	BSc in Healthcare Science (Audiology)
Awards (e.g. BA/BSc/MSc etc):	B Sc

**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](mailto: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?*

N/A

**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*

I believe this is my last year as External examiner and I have noticed a commitment from the team over the last three years to reflect and build on constructive alignment and clarity in assessment. The change to the BSc Healthcare science has brought challenges and the team have managed to take students through the process efficiently and empathically.

## 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.*

I believe the learning outcome are commensurate with the level of the award and quality control applied throughout the programme ensured these LO were consistently achieved.
  
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
  
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.*

There was a good range of assessments designed to cover all aspects of the Learning outcomes. Although student performance dipped in the last year I think this is a reflection of the move to the PTP programme rather than the quality of teaching
  
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, I think the last cohort were weaker than past cohorts in terms of writing and critical skills, but the team worked hard to help the students to develop these skills
  
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 clinical practice components were well organised and assessed.
  
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.*

As stated previously the team had to move from a B Sc in Audiology to the PTP programme. This led to several challenges and the team has been concentration on making the transition as seamless as possible . They should be commended for the work involved in supporting students through this.
  
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.*

It is clear from the dissertations undertaken that the team's research interests inform the curriculum appropriately
  
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.*

Yes I felt supported throughout the whole period by the administrative and academic teams

- 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 received these in a timely fashion. Any comments I made were more concerned with improving clarity rather than challenging the scope or appropriateness of the questions and my suggestions were positively received and acted upon where appropriate

- 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, the scripts were supplied with a copy of the marking scheme and markers comments so I was able to judge that marking was fair and equitable

- 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?**

The administrative staff are excellent. Very proficient and extremely approachable. I did attend a board meeting and was impressed with the rigour applied to decisions

- 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

School of Healthcare

Baines Wing  
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Leeds LS2 9JT



UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:

21 September 2015

Dear

**Re: External Examiner's Report –2014/2015**

Many thanks for your continued support and valuable input in your third year as the external examiner for the two undergraduate Audiology programmes; BSc (Hons) Audiology and BSc (Hons) Healthcare Science (Audiology). The team is grateful for your hard work and efficiency and I am pleased you are able to continue until the end of your appointment (31<sup>st</sup> October 2016).

The new BSc (Hons) Healthcare Science (Audiology) programme has now run for three years with our first cohort graduating this year. Delivery of the four year programme has finished with the final cohort also graduating this year. Hopefully, as mentioned last year, familiarisation with all years of the new programme, and completion of the four year programme, will simplify the administrative processes somewhat for the coming year.

Thank you for your very positive report. I have passed on your comments to the team. We are appreciative of your recognition of the hard work involved in ensuring the smooth transition and successful delivery of the new programme. You commented on the commitment of the team to reflect and build on constructive alignment and clarity in assessment, and to guide our students efficiently and empathetically through the changes which have occurred. This is acknowledged and appreciated.

It is reassuring that you consider the programmes to comprise varied and appropriate assessment strategies and that the assessments cover all aspects of the module learning outcomes. I am also re-assured that you consider the clinical placements, a large and important component of the programme, to be well organised and assessed.

You have highlighted that there has been a dip in student performance over the last year but that you feel this is a reflection of the move to the PTP programme rather than the quality of teaching. Indeed, you comment that you feel the team has worked hard to help the students develop their written and critical skills. To further address this drop in performance, we are implementing a different model for providing academic supervision. This involves provision of a basic level of supervision for all assignments (group tutorial, feedback on a draft, and a face-to-face supervision meeting) and then additional supervision on a needs basis. It is hoped that this will be beneficial to our students.

continued/

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21 September 2015

For the next academic year we will be only be delivering the Healthcare Science (Audiology) programme. An additional change to note is that the programmes/team are now based within the School of Medicine following the transition from the School of Healthcare. Whilst this may mean some changes with regards to administrative processes, the team will aim to keep these as clear and timely as you have found so far.

Many thanks again for your continued support.

Yours sincerely