

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):	Health & Social Care
Programme(s) / Module(s):	<ol style="list-style-type: none"> 1. Support for Learning in Practice (SLIP) 2. for Assistant Healthcare Practitioners
Awards (e.g. BA/BSc/MSc etc):	<ol style="list-style-type: none"> 1. SLIP Single modules or part of the BSc (Hons) 2. Assistant Practitioner Certificate of Higher Education

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 thank you, paper copies as appropriate and access to Blackboard and opportunities to discuss with the Programme Leaders as needed

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 aims and learning outcomes are very appropriate for the level with the design of modules is good and fit for the award element / 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.*

Yes, these clearly meet the requirements of professional bodies and QAA and have been mapped against national benchmarks and the Framework for Higher Education, they are equivalent to the same modules delivered within 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 is very appropriate across all the work I examine.
Students are demonstrating their work is up-to-date and informed by best practice.
The quality of teaching and support remains consistently high.
God leadership is evident across the modules.*

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 standard continues to reflect the national picture.
Strategies are appropriate and enable students to demonstrate they are meeting the aims & intended outcomes.*

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

*Clinical practice is an important component of the modules and there is a clear link articulated between theory and practice with both components requiring a pass and reflects requirements of professional bodies.
Students received informative feedback on their practice.
The support of experienced practitioners in practice is on-going and the modules are delivered by an experienced team*

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 module team have continued to communicate with me throughout the year and I have met with the Programme Leader for SLIP to discuss in detail the modules and development; sharing good practice.
Inter-professional teaching & learning remains a key feature.*

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.

Research and evidence based teaching remain essential components of all the modules.

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

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, thank you

- 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, thank you

- 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, thank you, the arrangements by the Support Team and communications with the Academic Team are very good.

- 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, I have sufficient work to review, scripts are clearly annotated and I can see a more informed view of a whole cohort via Blackboard; I have no concerns.

- 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?**

*Yes, thank you.
There is a very good Support and Academic team with good communications
The Board of Examiners and arrangements for delivery and return of student work remain very good.
The policies and procedures for examination boards continue to be carried out according to policy and procedures.
My contributions were received well and I have been satisfied with the recommendations made*

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

Yes, policy is followed

Other comments

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

I would like to thank the whole team for their communications and support for me in my role during this academic year. Significant effort is put into ensuring the Assistant Practitioner Certificate & SLIP Modules are of the highest standard

School of Healthcare

Baines Wing
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UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:

21 September 2015

Dear

Re: External Examiner's Report 2014/2015 – Certificate of Higher Education for Assistant Healthcare Practitioners and Support for Learning in Practice Modules

I should like to thank you, on behalf of the programme and module management teams, for your very positive report for the 2014/2015 session. I am pleased that you have continued to enjoy good working relationship with the teams and that you regard the staff as professional and efficient.

It is pleasing to note that you consider the delivery and assessment of teaching to be of a high standard and that you had the opportunity to engage successfully with our electronic marking process.

As you are aware the Certificate of Higher Education for Assistant Healthcare Practitioners programme is to be developed as a Foundation Degree programme and will be delivered by the Life Long Learning Centre from the next academic session. The Programme Team would like to thank you for your support of this programme during its evolution and delivery in the School.

Given that this is your final year as an external examiner with the School, I should like to thank you for your input into and support of our provision over the last 4 years. Your contribution has been greatly valued by all the teams with whom you have worked and who wish to join me in conveying our very best wishes to you for the future.

With kind regards,

Yours sincerely

Head of School of Healthcare

