

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):	APL: Accreditation of Prior Learning
Programme(s) / Module(s):	Individualised Programme Panel [IPP]
Awards (e.g. BA/BSc/MSc etc):	Entry and / or credit to programmes within the School of Healthcare

Name and home Institution / affiliation of Examiner

Title and Name of Examiner:	Margaret Maureen McMahon
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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

No

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

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 Individualised Programme Panel continues to maintain high standards of assessment for accreditation of prior learning entry and /or credit, as required within the Code Practice
The terms of reference, university policy and procedures are explicit and implemented.
Applications are considered individually against the learning outcomes and level.

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.*

The assessment of individual claims are carefully designed and very appropriate, each is considered by the panel

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

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.

The Individualised Programme Panel continues to demonstrate a very high standard in relation to applications for APL

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 panel is made of various academic members of staff who are up-to-date and clearly informed about programmes that the School of Healthcare offers.

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 I have been sent all the necessary information for me to undertake my role and take the opportunity to examine work in more detail prior to each panel

- 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.

- 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, for each Individualised Programme Panel and I have a clear picture of the standard of assessed work and profile of the applicant / student. The assessors feedback on evidence is informative and appropriate, fairness and equity is evident

- 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 I have been well informed by the Support Staff who maintain good communications. The Chair of the Individualised Programme Panel ensures that I am made aware of panel dates etc. I remain very satisfied with the assessments made by the Individualised Programme Panel.

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

N/A

Other comments

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

As with my previous reports I am very well supported by the whole team and feel that my comments are always welcomed. The Individualised programme Panel continue to be very well organised and maintains a high standard. Thank you

School of Healthcare

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UNIVERSITY OF LEEDS

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4 November 2015

Dear

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

Thank you for your external examiner's report for the 2014-2015 academic session.

I would like, on behalf of the Individualised Programmes Panel, to thank you for your continuing support of this committee. I am delighted that you have continued to have a good relationship with staff in the School of Healthcare and would like to thank you for your positive comments confirming the workings of this group. It is very pleasing to note that you felt fully involved with all matters concerning APL, credit transfer and non-standard entry. The Panel has greatly valued your input to its work and has benefitted from your experience and knowledge.

I should like, on behalf of the Panel, to wish you all the best for the future.

Yours sincerely

Head of School of Healthcare

