

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016 QAT Received 05/03/2018

Part A: General Information

Subject area and awards being examined

Faculty / School of:	IDEA/CETL
Subject(s):	
Programme(s) / Module(s):	IDEA3301 Reasons, Virtues and Obligation IDEA3304 Conscience, Codes and Professional Issues IDEA3305 Autonomy, Rationality and Psychiatric Issues IDEA3306 Distributive Justice and Scarce Medical Resources IDEA3307 Current Developments in Health Care Ethics IDEA3312 Ethical Issues at the Beginning of Life IDEA3313 Ethical Issues at the End of Life
Awards (e.g. BA/BSc/MSc etc):	BA Biomedical Ethics

Name and home Institution / affiliation of Examiner

Title and Name of Examiner:

Institution:

Address for communication:

Email:

Telephone:

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?

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

The quality of the modules, the teaching and the assessment has been excellent throughout my time as an external examiner, and I have been impressed by the commitment shown by the staff. I think some of the procedures relating to accountability have improved over this time, in part as a result of conversations at exam boards and recommendations from me (e.g. procedures for recording the process by which marks were arrived at; procedures for providing the external examiner with the needed materials in good time, etc.

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.*

Highly appropriate for the degree

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 – comparable to similar programmes of which I have experience

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 is appropriate to the subject matter, and the arrangements for marking (and second marking) are more than adequate.

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.*

I believe that students were given good opportunities to demonstrate their achievement of Aims and ILOs. The performance of this cohort fell within the expected range.

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.

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.

This module is taught by academics who take a keen interest in the latest research in the relevant fields, and this has a highly beneficial effect on the teaching.

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.

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.

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?

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?

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

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?

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

Other comments

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