

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Faculty of Medicine and Health, School of Healthcare
Subject(s):	<i>Clinical Education – Training the Trainers</i>
Programme(s) / Module(s):	HECS 5145M Programme Design and Delivery HECS 5122M Assessment and Evaluation for Supervisors of Pre-registration Pharmacy Training
Awards (e.g. BA/BSc/MSc etc):	Credits only; 15 credits per module

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

The assessments for the modules are routed in the student's practice so they are able to draw on their experience and show how their practice has developed. The assessments are practical as they are required to design assessments that are relevant to their teaching practice. Students are provided with extensive written feedback to allow them to develop their work and their practice.

Enhancements made from the previous year

N/A

Matters for Urgent Attention

There are no matters for urgent attention.

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y / N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y /N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N/A
7.	Have you acted as a External Examiner Mentor?	N

The marking and assessment procedures have remained thorough and consistent throughout my term or appointment, The level of feedback provided to the students has, on the whole, remained consistent. The students have performed consistently year on year with a range of marks being achieved each year.

Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p>The aims and ILOs are appropriate for the level of study. The structure and content of the modules is relevant to the aims and ILOs, and is useful and practical for the students. The module structure encourages students to put their learning into practice. The ILOs are appropriate for a Level 7 award and are comparable with those at my own institution. The assessments for the modules are designed to encourage the students to reflect on how they have put their learning in to practice. It is possible to see the development of the student's thinking and understanding of the subject as they work through the assessments. The assessments are designed to assess the learning outcomes. The marking and moderating process is excellent, especially the practice for both the marker and the moderator to provide feedback on the essays. There was consistency between these comments.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p>Educational research is used to underpin the module and this is evident in the students' assessments.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>See comment on previous page</i></p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>I examined 5 students on module 5122M this year. The students showed that they were forming the links between some of the educational theories presented on the module and linking these theories to their practice. A range of marks was achieved within the cohort with lower marks being achieved by students where it was evident they had not engaged as deeply with the learning material.</i></p>		

Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	N/A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	N/A
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y

Please use this box to provide any additional comments you would like to make on the questions above:

Other comments

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

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Name of School and Head of School (or nominee)

Title and Name of Responder:	
Position*:	Head of School
Faculty / School of:	School of Healthcare
Address for communication:	The University of Leeds Woodhouse Lane LEEDS LS2 9JT
Email:	
Telephone:	

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

We are pleased that you have commented that the assessment for the modules is routed in the student's practice enabling them to draw on their experience and show how their practice has developed. You also comment that the assessments are practical, we feel this is key to enable our students to design assessments that are relevant to their role as supervisors in the workplace. One of our primary aims is to provide developmental feedback to our students and you continue to acknowledge that our students are provided with extensive written feedback which allows them to develop their work and their practice. Thank you for your positive report.

Response to Enhancements made from the previous year

N/A

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Thank you for your considered comments relating to this section

Standards**Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Thank you for your comments about the module structure encouraging students to put their learning in to practice. We aim to develop the students' thinking and understanding of the subject and you comment favourably on this.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

For the majority of students on this module this is the first time they have come across educational theories and the social science literature. It is pleasing that you comment that our students are showing that they are forming links between some of the educational theories presented on the module and linking these theories to their practice.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

No issues were raised for this section

Other comments

Response to items included in the 'Other Comments' section of the report

We note that is also the final report for your term as examiner. The module lead and team would like to convey their appreciation of the support and constructive feedback you have provided throughout your period of time as examiner.