

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: | Medicine and Health / Medicine / Leeds Institute of Health Sciences |
| Subject(s): | <i>Primary Care and Public Health</i> |
| Programme(s) / Module(s): | Intercalated BSc Applied Health Suite |
| Awards (e.g. BA/BSc/MSc etc): | BSc |

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

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

There are two areas I would specifically highlight as examples of good practice within this programme:

1. I have seen several illustrations of the collective commitment, collegiality and team effort brought to bear on this course by the faculty concerned over the last academic year. I have also had this commented on positively to me by some of the students on the programme during face to face conversations at the Programme Presentation Day. I commend the entire programme team for creating this approach.
2. The quality of feedback merits specific comment. I have reviewed 21 assignments, seven observations of feedback and eight presentations over the last academic year and I have found the feedback to be accurate, nurturing, constructive and thoughtful irrespective of the standard of the element being commented upon. To do this with such consistency across multiple assessors and multiple modules is not easy and again this emphasises the positive cooperation and team work of the faculty members involved.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

No specific comments

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

A formal procedure is needed to clarify the process to be followed when Faculty become aware of any patient safety issues whilst observing video recordings of student consultations with patients during The Consultation Module (GPPH3002). I have already made the Course Management Team aware of this and I have been assured that it is being addressed.

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 an 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 / N |
| 5. | Has the school responded to comments and recommendations you have made? | Y / N |
| 6. | Where recommendations have not been implemented, did the school provide clear reasons for this? | Y / N |
| 7. | Have you acted as an External Examiner Mentor? | Y /N |

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

| | | |
|-----|---|---|
| 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 |

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

The programme is set and executed at a level which is consistent with similar programmes at other institutions and the intended level of the Framework for Higher Education Qualifications.

The published principles and practices of medical education have been constructively applied in the design and delivery of this programme.

Assessment methods are appropriate and are utilised in well thought through ways. They demonstrate good constructive alignment with the educational programme in general and the ILOs in particular.

| | | |
|-----|---|---|
| 13. | Is the influence of research on the curriculum and learning and teaching clear? | Y |
|-----|---|---|

Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)

Where appropriate course faculty revise the various assessment briefs to ensure they remain valid, have currency within the relevant discipline and, where sensible, are topical.

Students are also reminded of more current evidence when they cite somewhat outdated evidence in assignments.

| | | |
|-----|--|---|
| 14. | Does the programme form part of an Integrated PhD? | N |
|-----|--|---|

Please comment on the appropriateness of the programme as training for a PhD:

This course would serve as an introduction to some of the basic research skills and academic rigour necessary for any future PhD but in if that were to become a specific objective of the course some revision and redesign would be necessary.

| | | |
|-----|--|---|
| 15. | Does the programme include clinical practice components? | Y |
|-----|--|---|

Please comment on the learning and assessment of practice components of the curriculum here:

One module focuses on individual student clinical consultations with patients. Other modules encourage critical appraisal of various aspects of healthcare.

| | | |
|-----|--|---|
| 16. | Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)? | N |
|-----|--|---|

Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

Whilst the programme is not directly accredited by a Professional or Statutory Regulatory Body it is of additional professional value to the students who successfully complete it as students receive additional ranking points from the UK Foundation Programme for Foundation Year job allocation ranking for their BSc.

Assessment and Feedback

| | | |
|-----|---|---|
| 17. | Does the programme design clearly align intended learning outcomes with assessment? | Y |
|-----|---|---|

Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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 alignment of ILOs and assessment methods is carefully considered by the programme faculty team. I have personally witnessed constructive discussion and group reflection on this precise topic which highlighted to me the thoughtful approach to continuous improvement adopted by this programme team.

| | | |
|-----|--|---|
| 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 |
|-----|---|---|

Please comment on 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:

With the exception of the students' presentation skills, the students' overall performance was comparable to that of students in similar programmes in other institutions I have witnessed. In overview, I consider the students' presentation skills on this programme to be at a slightly higher level than I would expect at this stage in their careers, and in specific instances one or two students really impressed me with the standard of their critical appraisal skills.

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

See earlier comments.

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? | Y |
| 31. | Was the method and standard of assessment appropriate for the final year projects and/or dissertations? | Y |
| 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? | Y |
| 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 |
| <p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>Nothing to add.</p> | | |

Other comments

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

In the last academic year, I reviewed 28 scripts from the 77 available from four modules (Learning and Teaching; The Consultation; Population Health; Research Methods). I also attended the Presentation day on 8th June. In each case I read the script, reviewed the mark and examined the feedback given. I found the marks awarded to be appropriate and the feedback given to be thoughtful and pertinent (See earlier comments also). In each case, an interim external examiner report with detailed, specific comments was submitted to the programme leader. I would like to conclude by once again this year highlighting that the programme administration within the Intercalated BSc Applied Health Suite from my perspective has been supportive and well organised.

Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)***Title and Name of Responder:**Position*:**Faculty / School of:**Address for communication:**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 gat@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

Many thanks to _____ for positive comments regarding collegiality and collective commitment across the three programmes constituting the Applied Health Suite. This is an area that the other programme leaders and I have made a conscious effort to address and develop since I took on the role of Course Director, and I am heartened that this is translating into a high quality student experience. In addition I am pleased to hear that the quality of written feedback to students is of a high standard and that this is consistent across the modules and programmes of the Suite.

Response to Enhancements made from the previous year

No specific comments were made

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:

A written protocol for dealing with patient safety issues has been developed in response to the feedback regarding the identification of these as part of The Consultation module (GPPH3002). In the first instance, markers must alert the module leader (currently CN) to any concerns around patient safety. The module leader will subsequently contact the practice concerned, both verbally and in writing, to ensure that any concerns are clearly communicated to the clinician(s) involved. The same protocol will be applied to The Clinical Placement Module (GPPH3006) as there is the potential for patient safety concerns to arise through the written information contained within the student e-diary.

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:

n/a

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:

has commented positively on the strong alignment between the intended learning outcomes of the course and its assessment methods. states that the principles of medical education are consistently well applied. We thank for recognition and examples of research-led teaching and learning. states in report that the course may provide good grounding in research methods, sufficient for students interested in pursuing higher level qualifications (PhD).

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:

As previously stated, has commented on the alignment between the course ILOs and its assessment methods, he has recognised that this is an area that has been discussed and reflected upon in course management team meetings. I would agree that the course team are committed to ensuring commitment to this educational principle. The academic performance of students on the Applied Health Suite was noted to be similar to students at the same level in other institutions, but I was pleased to hear that the presentation skills and skills in critical appraisal were, in some cases, at a higher level than expected for the stage in training. These are two key transferable skills that we aim to foster as part of this set of programmes.

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:

Positive responses were given for each question, with no concerns highlighted.

Other comments

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

We are also highly appreciative of the level of administrative support given to the programme by our SES staff. This has been invaluable in enabling us to deliver a coherent programme series, as part of a 'suite' and has positively impacted the quality of experience for our students.