

EXTERNAL EXAMINER'S REPORT

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT received 13/10/19

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Healthcare

Subject(s):

Programme(s) / Module(s):

MSc Advanced Practice; Postgraduate Certificate in Clinical Assessment; BSc (Hons) Healthcare Practice; Graduate Certificate in Healthcare Practice
Modules: Advanced Practice Inquiry (HECS 5298), Interpreting Biochemistry and Haematology for Healthcare Practice (HECS 5167M, Clinical Examination (HECS 5235M), Management of Patients Clinical Conditions (HECS 5236M), ECG Interpretation (HECS 5301M), ECG Interpretation in Practice (HECS 5257), Assessment & Management of patients Clinical Condition (HECS 5236M), Research Dissertation (HECS 3254), Dissertation (HECS 5152M)

Awards (e.g. BA/BSc/MSc etc):

MSc, BSc (Hons), PGCert, Grad Cert

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.

The quality of feedback provided by lecturers is exemplary.

Enhancements made from the previous year

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

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

For Examiners in the first year of appointment only

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

For Examiners completing their term of appointment only

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?	Y
7.	Have you acted as an External Examiner Mentor?	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

The programme has become a product of its own success. It has a lot of students on it. As such I have seen the level of external examining increase.

Given the programme is mostly viewed through Minerva; it is a shame there is not a place to host the files that are sent to me as an external. As an academic, email is a busy route and at times it is easy to lose track of what is due back. An example is I just sent back 13 signed SPABS and 12 signed MABS/excel sheets. I don't know whether there is an easier way forward.

I can only offer praise to the dedication of the programme lead and team who provide an excellent course.

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.

Well designed and managed

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

Situated within current healthcare there is a strong emphasis on using evidence throughout assignments.

14.	Does the programme form part of an Integrated PhD?	N
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	Y
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Please comment on the learning and assessment of practice components of the curriculum here:

All the students work clinically.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>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.</i></p> <p>A range of assessments are used which is very appropriate to the programme ILOs. Students generally performed well and some exceptionally well. This suggests the module design, teaching and assessment is appropriate.</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>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:</i></p> <p>Nothing to add</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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?	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
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

Other comments

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

I was not always clear which board I was expected to attend. This part of the process was always a little vague. When I did attend they were over very quickly. I realise different University's do this differently.

The amount of papers coming through email is high for this programme. The department tried where they could to use one administrator so I was familiar with who was sending them through. Is there a chance of setting up a shared space to make it easier for future external examiners? I think it would improve efficiency for everyone concerned.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Programme(s) / Module(s):

Awards (e.g. BA/BSc/MSc etc):

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

MSc Advanced Practice; Postgraduate Certificate in Clinical Assessment
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MSc, PGCert,

Director of Student Education

Healthcare

School of Healthcare,
 Baines Wing
 University of Leeds

*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) must be sent 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

Thank you for your comment in which you offer "praise to the dedication of the programme lead and team who provide an excellent course", these were very much appreciated by those concerned. We are delighted that you feel that "the quality of feedback provided by lecturers is exemplary".

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:

No issues were identified.

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:

We regret that you have found accessing material difficult at times. The School's Student Education Support Service has reviewed our processes and has created a dedicated area for external examiners within Minerva in which relevant materials, including mark sheets, can be securely lodged, which hopefully will address the issue you refer to.

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 commenting that standards are high throughout and that students are encouraged to demonstrate a strong evidence base in their assessed work.

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 identified earlier, your comment that you feel that "the quality of feedback provided by lecturers is exemplary" is very well received.

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:

It is unfortunate that you were unable to attend assessment boards as planned, but thank you for confirming all student results through the Module Assessment Board reports and results sheets and for confirming that our processes are robust.

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

Please see above (section 1-7) for our response to your suggestion.

We should like to thank you for your support of these programmes during the tenure of your appointment and for the suggestions that you have made to enhance our processes.