

Form 'External Examiners - School of Health' for External Examiners - School of Health

There is **1** other submission attached or associated with this student for this form. ([click for more info](#))

Submitted By	
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Actions	<p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p>

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Introduction

School of Health

Postgraduate

- MSABR MSC APPLIED BIOMEDICAL RES FT(TP)
- MSBIS MSBIS Inter Mstr Frmwk Route(TP)
- MSMBC MSMBC Inter Mstr Frmwk Route(TP)
- MSMBL MSMBL Inter Mstr Frmwk Route(TP)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

16 Nov 2023

Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course annual monitoring activity. A record of the University's responses to examiners' reports also forms part of the documentation for this activity. It is also used in compiling our annual report on external examining.

Your report will be widely circulated and shared with Students and therefore we ask you not to refer to anyone by name or in a way that allows identification of an individual.

Please complete all sections of the report unless they are not relevant (such as you do not examine Collaborative or Degree Apprenticeship Provision). This report must be **submitted within 28 days of the main Progression and Award Board** and failure to submit within the required timescale may result in termination of your tenure as an external examiner without good reason.

NO EXAMINING FEES WILL BE PAID IF YOU FAIL TO SUBMIT YOUR ANNUAL REPORT.

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Section A

External Examiner's Report Summary

Please indicate below whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the [Framework for Higher Education Qualifications](#) applicable Subject Benchmark Statements / Qualification Characteristic Statements and [Leeds Beckett University regulations](#)

If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

[HK1] Added Reference to correct section of Regulations in here.

Standards set

A1) "Threshold academic standards set for the modules/courses meet the applicable national academic standards." (required)

See 14.3.6a of regulations

Yes

Student achievement

A2) "Students who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." (required)

14.3.6b of regulations

Yes

A2b) Please provide any further comment on the comparability of any associated collaborative provision:

Conduct of processes

A3) "Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (required)

see 14.3.6c of regulations

No

A3a) Please provide a brief statement (bullet points) of the respect(s) in which they fall short: (required)

Processes are reliable, rigorous and conducted in line with the regulations most of the times. However there is one exception where regulations were not strictly adhered to. During one of the boards, I raised concerns about the Epidemiology module as there was no evidence of internal monitoring and I was not happy for the marks to be ratified until this had been evidenced. No evidence of internal monitoring was provided and the results were ratified. This was however addressed and the results were re-ratified at the subsequent board.

Professional Body Requirements

A4) Do the learning outcomes and assessment of the courses allow successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (required)

see 14.3.6a of regulations

Yes

Actions from last year's report

A5) In respect of your feedback, has any required action from last year's report been satisfactorily responded to? (required)

N/A

Issues/point for clarity during the year

A6) Did you raise any issues/point for clarity throughout the year? (required)

Yes

A6a) Please expand below how they were/were not addressed: (required)

I asked for a number of points of clarity throughout the year, mainly due to this being my first year in role. The Course Director and Course Administrator were both prompt in responding to my queries and clarification was provided on these matters.

I did raise issues for the September board regarding the Extended Lab Week module, including lack of sample submissions, no evidence of monitoring, academic conduct issues and a lack of module evaluation. The module was not presented at the September board and were instead postponed until the November board. There were however still issues with the module at this point, marks were not awarded fairly and there was limited feedback for students and inconsistencies in the level of feedback. This was dealt with promptly by the Course Director and all work was re-marked. The Course Director was in contact regarding these issues and all issues were resolved before the marks were confirmed at the board.

Areas of good practice/commendation

A7) Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

The programme leader has developed a 'MSc Community Page' with induction content and useful resources which provides support for students beyond their academic modules studied.

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Section B

Academic Standards

Please advise on the Academic Standards for the Programme:

B1) Do the Courses and its modules continue to be coherent and generally up-to-date and at an appropriate level to enable students to meet the relevant aims and learning outcomes? (required)

Yes

B2) What do you believe were the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills? (required)

Students generally show strength in understanding the scientific topic and appear to have grasped concepts well. Students on the whole demonstrated good research skills and were able to apply these skills to their individual research projects. Communication skills were often weaker but this may be due to the large number of international students in the current cohort.

B3) Are the marking/grading criteria or marking schemes set at the appropriate level of study and have they been consistently applied including internal moderation processes? (required)

Yes

B4) Did students receive adequate and helpful feedback to inform their future learning? (required)

Yes

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study? (required)

0= not at all, 10= fully

B6) Please provide any further comments to indicate how the course could better prepare students for progression to managerial or professional employment or further study (if applicable)

I have seen limited evidence of the programme preparing students for progression to managerial or professional employment but this may be due to the lack of emphasis on this in the suite of modules that I am responsible for on the programme.

B7) Have you had the opportunity to comment on or contribute to a review of the course including any proposed modifications or enhancements to provision? (required)

B8) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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Section C

Assessment

Please advise on the Assessment Process for the Programme:

C1) The internal assessment / examination procedures are comparable with similar awards in the UK. (required)

C2) Procedures for the Exam Boards were fairly and rigorously conducted (including procedures governing extenuating circumstances, academic misconduct and borderline performance), and in accordance with the University's Academic Regulations. (required)

C3) The design and structure of the assessment methods used were appropriate; there was comparability within and across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes. (required)

C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).

C5) The moderation process is rigorous and there is consistency in marking standards. (required)

C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate. (required)

C7) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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Section D

Organisation and Arrangements

Please advise on the organisation and arrangements for you undertaking this role:

D1) I was new in post this academic year. (required)

Yes

D2) The University has helped me to undertake my role effectively. (required)

Yes

D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level. (required)

Yes

D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation. (required)

Yes

D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's Regulations/Procedures concerning assessment.

Newly appointed External Examiners only

Yes

D6) I am satisfied with the level of support received from my mentor.

External Examiners new to the role only

Yes

D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself. (required)

Yes

D8) Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

As I was new in role this year, I initially found it difficult to familiarise myself with what was required, and when, particularly in relation to which modules I was reviewing for specific boards. However over the year I have experienced improved communication ahead of boards and feel more supported in undertaking the appropriate activities at the right time.

D9) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

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Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

No

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Section F

Degree Apprenticeships

F1) Were you involved in the examination of Apprenticeship Provision?

No

Open comments

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Section G

End Point Assessment

G1) I have seen evidence that Apprentices have the opportunity to practice the assessment methods that will be used at End Point Assessment before undertaking the End Point Assessment.

G2) If you examine integrated apprenticeship provision, please provide specific comments on the suitability and content of End Point Assessment:

G3) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Where applicable, a copy of your report will be shared with the Chief External Examiner who is appointed to provide oversight of related modules and/or courses.

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Final Comments

Are there any other final comments you would like to make in relation to your role as External Examiner?

I would like to thank the Course Director, Course Administrator and my mentor, for the support provided in my first year in role as External Examiner. The standards of the programme are in line with other institutions and the standards for an IBMS-accredited course are adhered to. It is pleasing to see a range of different assessments across the modules I review. It is clear that despite quite high student numbers, the programme team work hard to support students with their learning and assessments. I was particularly pleased to see the range of dissertation projects offered to students, and the students appear to have been well-supported by their supervisors.

End of Tenure Report

If you are at the end of your tenure as External Examiner, please provide an overview of the development of the programme during your term of office. This overview will be of value to the University, the programme team and to the incoming External Examiner.

Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment:

This Section is only to be completed by external examiners at the end of their tenure.

Email Address (required)

Date (required)

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