

## EXTERNAL EXAMINER'S REPORT

<b>Name of External Examiner</b>	<b>J. Lyon-Maris</b>
<b>Report for Academic Year</b>	<b>2020/21</b>
<b>Study Level</b>	<b>Postgraduate</b>
<b>Programme of Study</b>	<b>SLAMEH PGCert;Dip;MSc</b>
<b>School</b>	<b>Centre for Professional Practice</b>
<b>Date of Examination Board</b>	<b>16/09/21</b>
<b>Home Institution of External Examiner</b>	<b>University of Southampton</b>
<b>Date of Report</b>	<b>18/11/21</b>

### SECTION A: QUESTIONS

#### 1. Academic Standards

- a. **Are the standards set for the awards appropriate for qualifications at this level and in this subject? YES or NO?**

Yes

**If you have stated no, please explain why below:**

- b. **Are the standards of student performance comparable with similar programmes or subjects in other UK institutions with which you are familiar? YES or NO?**

Yes

**If you have stated no, please explain why below:**

- c. **Any other comments on the standards set by the University for its awards in the subject area concerned in comparison with those of other institutions?**

#### 2. Assessment and Examination

- a. **Are the processes for assessment, examination and the determination of the awards sound and fairly conducted within institutional regulations and guidance? YES or NO?**

Yes

**If you have stated no, please explain why below:**

- b. **Any comments about the proceedings of the Board of Examiners?**

Comprehensive and thorough. Discussions around Merits and distinctions complete

### SECTION B: COMMENTARY

#### 3. Documentation provided

**The University would appreciate it if you would provide more detailed comments on the adequacy of documentation provided to you by the academic school or the partner delivering the programme(s) (as relevant to the provision). NB RECOMMENDATIONS should be entered in Sections 16 and 17.**

Completely adequate. Not overburdened paperwork

#### 4. Examiners participation

**The University would appreciate it if you would provide more detailed comment on your participation in the assessment process.**

2 agenda items for me to comment specifically and comments gratefully received

#### 5. Student Achievement

**The University would appreciate it if you would provide more detailed comments on Student Achievement for use by the academic school or the partner delivering the programme(s) (as relevant to the provision). NB RECOMMENDATIONS should be entered in Sections 16 and 17.**

Broad range from Excellent quality with original thinking and critique with reference to the literature. There was also a broad range of references. There was a clear discussion about the development of healthcare education in the best examples. It was good to see examples of the inclusion of supervision of the AARS/non-doctor roles and discussion about those. There were also examples of poorer/standard quality, which were descriptive with little critique of the processes and a narrow range of references which used the literature to support their methods rather than to have a wider discussion on how the methods could be developed.

#### 6. Learning Outcomes

**Please comment whether assessment enables achievement by students of the stated learning outcomes to be tested.**

There were also examples of poorer/standard quality, which were descriptive with little critique of the processes and a narrow range of references which used the literature to support their methods rather than to have a wider discussion on how the methods could be developed. Marking was consistent both longitudinally for a marker but also between markers – Poorer essays were marked lower and better assignments marked higher.

#### 7. Marking

**Please comment whether marking is undertaken rigorously and in accordance with assessment criteria.**

Marking was consistent both longitudinally for a marker but also between markers – Poorer essays were marked lower and better assignments marked higher.

#### 8. Good Practice

**Please note any good practice you have identified within the academic school or the partner delivering the programme(s) (as relevant to the provision) e.g. strengths or distinctive/innovative features in relation to standards and assessment processes.**

Feedback was clear – Universal use of the highlighter was really helpful to focus on the word pictures/descriptors. The feedback for development given by all markers, continues to be of a high standard and includes relevant development areas even in the best assignments. The feedback looked forward to the next assignment rather than dwelling on the current assignment.

#### 9. **Work based learning, placements**

**If applicable, please comment whether students are offered appropriate opportunity to realise learning outcomes through work based learning, placement and employment links and its associated assessment.**

Reflective assignments based in practice. Very topical and relevant assignments

#### 10. **Employer/work-related engagement**

**Please comment if applicable whether there is effective employer/work-related engagement and contribution in the curriculum to support the students' learning experience or if steps might be taken to enhance this.**

The candidates were working GPs in the NHS and all relevant to the current NHS and many pandemic issues covered.

#### 11. **Academic Study and Work-based learning**

**If applicable please comment on whether there is effective integration between academic study and work-based learning to enable students to have the opportunity to experience a holistic programme.**

#### 12. **Professional Body Requirements**

**If applicable please comment on any issues relating to the programme(s) that are raised by specific PSRB requirements.**

All relevant to GMC

#### 13. **External Examiner - not first year**

**If this is not your first year as external examiner, please comment on the extent to which comments raised in your previous reports have been considered and acted upon by the School/Partner Provider.**

Fully implemented

#### 14. **External Examiner - First Year**

**If this is your first year as an External Examiner for the University of Kent, please comment on the University's briefing arrangements for new examiners**

#### 15. **External Examiner - Final Year**

**If this is your final year as an External Examiner for the University of Kent, please provide an overview of your term of office.**

### **SECTION C: RECOMMENDATIONS**

**16. Do you have any recommendations to the School or the Partner Provider (including in particular, any steps which might be taken to enhance the experience of the students, the assessment process or the proceedings of the Board of Examiners)? If so, please elaborate.**

**17. Do you have any recommendations to the University as a whole? If so, please outline them e.g. in relation to aspects of institutional policy**

## 18. **Any Other Matters**

Thanks to Ellie for putting up with my inane questions and her excellent organisation and quick replies to my queries.

## **SECTION D: RESPONSES**

### 19. **Departmental Response**

If the School response has been rejected by the Faculties Support Office, the reason for that rejection is:

### 20. **University Response**