

## EXTERNAL EXAMINER'S REPORT

<b>Name of External Examiner</b>	<b>M. Wilkinson</b>
<b>Report for Academic Year</b>	<b>2017/18</b>
<b>Campus</b>	<b>Health Education Kent Surrey and Sussex (HEKSS)</b>
<b>Study Level</b>	<b>Postgraduate</b>
<b>Programme of Study</b>	<b>PGCert Strategic Leadership and Multi-professional Education in Healthcare.</b>
<b>School</b>	<b>Centre for Professional Practice</b>
<b>Date of Examination Board</b>	<b>06/06/18</b>
<b>Home Institution of External Examiner</b>	<b>University of Birmingham</b>
<b>Date of Report</b>	<b>07/06/18</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:**

I was very impressed with the standards demonstrated.

- 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?**

Communication and information supplied was excellent and timely. Agenda ran to time with was more than sufficient for appropriate discussion. No concerns on the process or decision making.

## 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.**

Excellent documentation provided, more than adequate for the purposes.

### 4. Examiners participation

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

Samples of work sent in a timely manner with appropriate support in case of issues. Communication excellent. Welcomed to the meeting as an equal and valued participant and given time to contribute and ask questions. My comments and suggestions taken on board. All very professional and with appropriate rigour.

### 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.**

The students are peculiar in being distant from any academic learning and working in the NHS. Very real world feel with potential impact of patient care, well done. Excellent range of assignments. I was impressed by the quality of the work presented and engagement. Simple improvements could help the poorer students such as proof by someone other than the author. If a third party cannot understand or grasp the key points of the assignment then this does not bode well for any expectation from examiners. Students need to remember that the audience is someone not totally familiar to KSS, general practice and some of the local policies and procedures eg North Norfolk Rating Scales. There was a tendency to assume prior local knowledge by some students. Conclusions are an important part of the assignment. It is here that the author can reflect on the key take home messages and what this means in terms of what we know and the next steps plus any recommendations. A lot of thought takes place with introductions, background, method and results and far less so with the conclusion. The old problem of simply listing references in order to have a long list of references continues whilst having unjustified statements again reflecting rusty academic skills.

### 6. Learning Outcomes

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

The 3 modules (collaboration, supervision and Evidence informed practice) all very good and allowed a lot of reflection on practice, relating to the literature and

demonstration of learning outcomes. Evidence informed practice improved this year with greater understanding of the issues of EBM in GP with individuals through shared decision making in the context of multiple conditions. The better students observed and reflected on their own practice and then related this to the literature, poorer students failed to demonstrate what they have learnt in the class or reading by not relating this to their practice.

## 7. Marking

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

Very consistent and reliable. Excellent feedback with specific examples (pages, paragraphs and quotes) to illustrate issues. Lots of helpful advice on further improvements.

## 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.**

1. Detailed and specific feedback in a constructive manner giving advice on improvements. 2. Student preparation and support for rekindling latent academic skills and essay writing 3. Emphasis on real world issues for learning and reflecting on practice with positive impact on NHS patient care.

## 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.**

All assignments are work based learning

## 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.**

All assignments related to the students employed role in NHS clinical and educational practice.

## 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.**

All assignments use work based observations and experiences for reflection and relating this to the classroom modules and literature.

## 12. Professional Body Requirements

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

Meets or greater than that required by Health Education England and RCGP curriculum for medical education and leadership.

**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.**

In response to my comments last year I have seen evidence of: (1) Refined assignments (2) Improved reflection. (3) Better understanding of evidence informed practice

**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.**

(1) Great emphasis on proofreading especially by a third party. This would help the poorer students but is normal academic practice for publication. (2) Great emphasis by supervisors on the importance of the conclusion in assignments. Most input is given to the introduction, method and results and the conclusion neglected. This is a lost opportunity to summaries how the assignment fits in with what we know, next steps and recommendations plus an opportunity for the author to state what they learned from the experience.

**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****SECTION D: RESPONSES****19. Departmental Response**

If the departmental response has been rejected by the faculty office, the reason for that rejection is:

**20. University Response**