

Open University Validation Partnerships

External Examiner report template

An electronic copy of this report should be sent to:

ouvp-external-examiners@open.ac.uk

Or, a signed hard copy sent to:

The Director, OUVP, The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.

You should also submit a copy of this report to the institution.

Section A: General information

Institution:	Education for Health
Programme:	BSc Hons/Dip HE in long term conditions
Subject examined:	Asthma, Diabetes, COPD, Heart Failure, Compulsory programme modules and generic LTC modules
Name of examiner:	Bernie St Aubyn
Address:	School of Nursing and Midwifery Faculty of Health, Education and Life Sciences Room Bevan 122 Birmingham City University Westbourne Road Edgbaston

	Birmingham B15 3TN
E-mail:	Bernie.st.aubyn@bcu.ac.uk
Current year of appointment	2019

Section B: External examiner's report

The reporting structure of this section is intended to help draw out issues which may require attention by the Institution or the University. It should not be seen as limiting in any way the range of issues which may be addressed or the level of detail given. The report will be considered as part of the annual evaluation process and, as such, external examiners are encouraged to be as frank and open as possible, but avoiding wherever possible references to individual staff or students. External examiners' attention is also drawn to 'The Guide for external examiners of OU validated awards', which should be forwarded by partner institutions to their external examiners.

Please comment as appropriate on:
1. The range of assessed material and information provided by the institution on which your report is based to include confirmation that sufficient evidence was received to enable your role to be fulfilled.
A wide range of material is available and easily accessible to enable me to make an informed report The students' work is provided on line and additional hard copies of the module guide, assignment brief and marker's feedback are available for scrutiny. The marks to be looked at are highlighted and these cover the grade span including a low, medium and high mark. During the exam board the EEs and the Education for Health team are able to discuss the marks, marking and moderation. The detail and quality of the feedback from the markers is also noted.
2. Whether the standards set are appropriate for the award, or award element, by reference to any agreed subject benchmarks, qualifications framework, programme specification or other relevant information.
The module descriptors demonstrate that the standard is appropriate for the award level. There is clear indication that the modules are delivered at the required levels and students receive comprehensive information about the standard required of them. The feedback from the markers is consistently high with achievements being recognised and support structures outlined. A standardised marking grid ensures that a fair and consistent approach is adopted by all
3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.
The range of student ability across the grade spectrum is noted. The majority of work scrutinised is of a high quality reflective of the high teaching standard from the knowledgeable practitioners. The use of research to underpin the students' work is from current research, Government and NICE guidelines indicating that students have been signposted to these up to date resources to underpin both their practice and their academic work. If the current guidelines are not used then this is always highlighted to the students involved
4. The strengths and weaknesses of the students
The standard and content of the students' work clearly show that those who have

mastered the skill of critical analysis substantiated with evidence from the literature achieve the higher marks. The weaker students present work that tends to be more descriptive in nature. This is a common trend in the educational institutes that I have worked as an external examiner
5. The quality of teaching and learning, as indicated by student performance
The majority of the students produce high quality work, reflective of the high quality teaching, mentoring and support they receive from up to date practitioners and clinicians. It must be remembered that the students on these programmes also have full time jobs to contend with as well as academic study
6. The quality of the curriculum, course materials and learning resources
The quality of the resources indicate that the students are offered relevant and well-designed courses that reflect the health environment in which they work. The proposed new modules for frailty, obesity and dementia indicate that the curriculum is organic and changes in response to practice. All the course material is of a high standard as would be expected from the quality staff employed
7. The quality and fairness of the assessments, in particular their:
(i) design and structure
The assessments are well designed and they reflect the learning outcomes of the modules they are associated with. There is scope for students of all abilities to learn relevant information and then have to demonstrate their knowledge to inform their practice
(ii) relation to stated objectives and learning outcomes of the programme
The stated objectives and learning outcomes of the programme are all reflected in the individual modules' learning objectives
(iii) marking to include comments on whether marking scheme / grading criteria has been consistently applied
The consistently high quality of marking at Education for Health needs to be noted. The quality of the feedback is excellent and the marks are awarded in a constructive and fair manner aligned to the marking grid. All students are provided with learning points for improvement and weaker students are given very explicit feedback to improve further marks or to help pass if they have failed. There is evidence of tutor support and help available
8. Where the programme has specific work-related learning outcomes (e.g. Apprenticeships and Foundation Degrees) please comment on the assessment and achievement of these outcomes, including employers' involvement where relevant.
N/A
9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.
The Boards are very efficiently run and all the necessary information is provided. Lap tops

give access to the marks and scripts for scrutiny. Markers' comments, the spread of marks and the evidence of moderation is also available	
10. Have all the issues identified in your previous report been addressed by the institution?	
YES	
If no, please comment	
11. Please confirm that the assessment and standards set for the programme as a whole, including all its pathways, modules or individual courses are consistent and appropriate, and that the processes for assessment and determination of awards are fair, reliable and transparent across the provision. <i><u>(For those with responsibility across the whole programme or for chief external examiners – if in doubt please check with the appointing institution)</u></i>	
12. Any other comments	
Please ensure that you sign and date below, if sending a hard copy of this report	
Signed:	A B St Aubyn
Date:	July 31 st 2019