



The
University
Of
Sheffield.

Examiner's Report for a taught programme of study

SESSION: 2019-2020					
YOUR NAME AND TITLE	Professor Olaf Heidenreich				
YOUR EMPLOYER <i>eg, University of Lancaster or AGSF Chartered Surveyor</i>	Princess Maxima Center for Pediatric Oncology Utrecht, The Netherlands				
LEAD DEPARTMENT OWNING THE PROGRAMME OF STUDY	Medical School				
DEGREE AND PROGRAMME(S) EXAMINED <i>eg, BSc Geography Report on Undergraduate and Postgraduate degrees on separate reporting templates.</i>	MSC Molecular Medicine	PROGRAMME CODES EXAMINED (Please list all codes examined as outlined in your appointment letter)	MEDT01	MEDT02	MEDT04
			MEDT05	MEDT06	MEDT16
			MEDT25	MEDT26	
SUBJECT(S) EXAMINED: <i>Specific area eg, Human Geography</i>	Biomedical Sciences				
Are you the Programme External Examiner examining standards and quality of the programme of study as a whole?	Yes				
YEAR OF APPOINTMENT: <i>(please circle appropriate year)</i>	FIRST	SECOND	THIRD	FOURTH	OTHER

A separate report is required for Undergraduate and Postgraduate programmes.

To complete the External Examiners' report please:

- tick the appropriate boxes throughout and provide **detailed comments** including any remarks which might have been made previously at Departmental Examiners' meetings.
- elaborate where arrangements were not satisfactory or where further action should be taken.
- highlight areas of good practice in each of the sections as appropriate
- refer, where appropriate, to the QAA Framework for Higher Education Qualifications, available from the QAA Subject Benchmark Statements. These can be found at the following address:
<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- **do not** report on individual students or use individual student names in the written report.
- Use the space at the end of the Report should you wish to raise any confidential matters
- attach a separate sheet and sign it if you wish to report at greater length than the form permits on any matter

Once the Report is complete

- submit, as soon as possible and **not more than four weeks** after completion of your duties for the current session / after the meeting of the Examination Board to Examiners@sheffield.ac.uk. If you have any difficulties in returning the report electronically please contact Rebecca Swift or Eve Grant (0114 22 21364/20416)
- Payment in regard of your examining duties will be issued on satisfactory receipt of this report and a completed, signed Claim Form.
- APO will ensure that the report is considered by the appropriate Head(s) of Department and Faculty Officer(s) Any action points which cannot be addressed at Departmental level will be referred to the appropriate Faculty Committee or the Pro-Vice-Chancellor for Learning and Teaching.
- **The report will be shared with students in the appropriate Department or School as part of a transparent system of quality assurance..**

***Please complete and sign a Claim Form to submit with this Report
and attach scanned receipts – send to examiners@sheffield.ac.uk.***

A1 PROCESSES FOR EXAMINATIONS AND ASSESSMENT

1a.	Please indicate whether satisfactory arrangements were made in respect of the following: moderation and approval of draft question papers	YES
	opportunity to see completed scripts course work, essays, projects, dissertations or other work that contributed to the assessment of candidates in advance of the meeting of the Board of Examiners	YES
	the conduct of practical or clinical examinations	NA
	for approval of the results of examinations or other assessments conducted in the Autumn Semester	YES
1b.	Please comment on all these arrangements: I have plenty of praise for providing timely availability of all required documents. I received all module documents (exam questions, model answers, marking schemes) and well in advance. Similarly, I was able to access dissertations well in advance of the board meeting.	

2a.	Were you satisfied with the department's response to your comments on the draft question papers?	YES
2b.	Please comment on these responses: My comments and questions regarding assignments were always promptly and satisfactorily addressed.	

3a.	In accordance with University guidelines <i>viva voce</i> examinations "will not normally be held", except in disciplines where practice is required to be different (for example for professional reasons). If <i>viva voce</i> examinations were a requirement, what arrangements were made for the conduct of these examinations and for the selection of candidates?	
	Were these arrangements satisfactory?	YES

4a.	Were you satisfied with the arrangements for meetings of the Board of Examiners and procedures at these meetings?	YES
4b.	Were you present at the meeting of the Board of Examiners?	Yes (online)
4c.	If you were not present at any such meeting, please outline the alternative arrangements made for you to approve results and indicate whether you found these to be satisfactory: NA	

A2 PROCESSES FOR DETERMINATION OF AWARDS

1	<p>What advance information was provided to you by the Department about the place of the examinations in the programme/s of study and on the organisation of the curriculum?</p> <p>Schedules for all meetings and information about course structure and assessment modes were provided in advance of my virtual appointments.</p> <p>In addition, I had an 1 hour meeting with the course convenor Dr Martin Nicklin, where he discussed with me the recent developments in teaching team composition, course structure and issues arising with the course.</p>
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2a.	<p>Are you satisfied that:</p> <ul style="list-style-type: none"> - the assessment methods are fair and operate equitably? YES
2b.	<ul style="list-style-type: none"> - the internal examiners applied appropriate standards and that they did so consistently and impartially? YES
2c.	<ul style="list-style-type: none"> - the students' final class, grades or marks are a fair reflection of their performance across the units (modules) studied? YES
2d.	<p>Please comment on the determination of awards:</p> <p>Awards were given according to clear guidelines by the board. Marks and achievements were explained by the convenor followed by in fair and open discussions within the board. All awards were given unanimously by the board.</p>

B	STANDARDS, BENCHMARKING AND PROGRAMME SPECIFICATIONS
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1	<p>What opportunity have you been given to discuss the structure and content of the modules/programme(s), the teaching methods and the assessment procedures with the department(s)?</p> <p>As mentioned above, I had a one hour online meeting with the convenor where we discussed these matters. In addition, I attended a meeting of the board where I provided both my own feedback and that I received from my meeting with student representatives.</p>
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2	<p>With reference to the QAAHE Framework for HE Qualifications and the Subject Benchmark statements as appropriate; are the:</p> <ul style="list-style-type: none"> - objectives of the programme(s) or modules adequately defined and appropriate to the level of the degree, the subject matter and the students? YES
3a.	<p>Given the objectives of the programme(s) are the:</p> <ul style="list-style-type: none"> - structure and content appropriate? YES
3b.	<ul style="list-style-type: none"> - methods of assessment appropriate? YES
3c.	<ul style="list-style-type: none"> - standards of assessment appropriate? YES

Please comment on these responses:

As in the previous years, I found the course being very stimulative by providing in depth training and education in a wide range of topics in molecular medicine. This demanding programme ("learned a lot") was flanked by excellent pastoral care and support, a circumstance that was very highly regarded and mentioned by the student representatives. Student representatives shared with me the impression that in general marking was fair, consistent and of high standard (sometimes even a bit conservative).

However, although generally adequate to excellent, feedback was heterogeneous with an occasional lack of clarity. A potential problem for foreign students can be to link a rather positive sounding (at least to their ears) feedback to a not so positive mark. Students were very positive about commented assignments (using Word processor), but also clearly structured written feedback. Nevertheless, handwritten comments were sometimes hard to read; in one case feedback was not constructive.

Inclusion of external lectures was highly appreciated by students.

C STANDARDS IN THE UK HIGHER EDUCATION CONTEXT

1 Are you satisfied that the following are equivalent in standard to those awarded in similar subjects at that level by comparable Universities in the United Kingdom:

- | | |
|--------------------------------------|-----|
| - grades awarded to units (modules)? | YES |
| - the degrees awarded? | YES |

Please give further explanation on these responses and any recommendations:

The standards of awarding grades and degrees are of high standard and compares very favourably with standards applied at other leading Universities.

D. PROGRAMME OVERSIGHT – FOR PROGRAMME EXTERNAL EXAMINERS							
1	<p>Have you been given sufficient information to gain an overall impression of the following:</p> <table border="0"> <tr> <td>Programme coherence</td> <td>YES</td> </tr> <tr> <td>Appropriateness of the QAA FHEQ level assigned to the programme</td> <td>YES</td> </tr> <tr> <td>Appropriateness of the assessment methods</td> <td>YES</td> </tr> </table>	Programme coherence	YES	Appropriateness of the QAA FHEQ level assigned to the programme	YES	Appropriateness of the assessment methods	YES
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Appropriateness of the assessment methods	YES						
	<p>If the answer to any of the above is no, what further information would you need?</p> <p>na</p>						

2	<p>Do you consider that the programme(s) you have been appointed to oversee are appropriate in terms of the following:</p> <table border="0"> <tr> <td>Programme coherence</td> <td>YES</td> </tr> <tr> <td>QAA FHEQ level assigned to the programme</td> <td>YES</td> </tr> <tr> <td>Assessment methods</td> <td>YES</td> </tr> </table>	Programme coherence	YES	QAA FHEQ level assigned to the programme	YES	Assessment methods	YES
Programme coherence	YES						
QAA FHEQ level assigned to the programme	YES						
Assessment methods	YES						
	<p>Please provide further comment on your answers, particularly if you have answered no to any of the above or if you have examples of good practice:</p> <p>This is a well composed course providing an comprehensive training spanning a wide field of molecular medicine.</p>						

E. REPORTS AND OTHER MATTERS	
1	<p>Previous report. Please use this space to comment on any recommendations made in previous reports (where applicable) and your level of satisfaction with the follow up action taken in response:</p> <p>I have not followed up my recommendation regarding oral presentations. However, unlike the previous year, this was not raised by the student representatives.</p>

2 **Current report.** Please indicate any action points / recommendations arising from your report in connection with any aspect of the responses provided in this report. This should include any recommendations that should be considered by the Faculty or University. Please also include comments made at the Examination Board.

A major issue raised by the students were problems in chemical and biochemical calculations. A significant fraction of students had problems with basic maths such as rule of three. Students suggested here compulsory exercises to be included.

Rules of plagiarism were not always clear to students and need to be communicated better under consideration of the needs of non-native English speakers.

Handwritten feedback should be discouraged and replaced by typed feedback.

3 **Good practice.** Please indicate any good or innovative practice that you would like to highlight /commend in relations to the standards of modules/programmes, learning teaching and assessment or the student learning experience.

Given the very challenging and unusual circumstances, I can only repeat my statements of last year. I would like to congratulate the convenor and all module leaders to their excellent teaching and support. In this context I would like to highlight the praise given to Dr Franco for his demanding and stimulating lectures and the inclusion of external speakers.

As in previous years, the support and care in particular by Ms Jane Shields and Dr Martin Nicklin received plenty of praise by the student representatives.

F. SECTION FOR REPORTS ON JOINTLY DELIVERED PROGRAMMES WITH A PARTNER INSTITUTION

Please use this space to include any further, relevant information concerning the delivery of the programme at the partner institution. It would be helpful if this included confirmation of the processes for examinations, assessment and the determination of awards, standards, benchmarking and programme specifications within the standards of the UK Higher Education context.

Nothing to add

G. MATTERS FOR CONFIDENTIAL REPORT

The contents of External Examiners reports are shared with students, usually via Student –Staff Committee. Whilst the University prefers to share the whole of the reports with students, this section can be used for confidential information, which would not be shared with students, on the understanding that this section is used only occasionally where necessary

1 Please use this space to include issues not raised in the remainder of the report, which for reasons of confidentiality cannot be shared with students. You are reminded that student names should not be included in this or other sections

Nothing to raise