



The
University
Of
Sheffield.

Examiner's Report for a taught programme of study

SESSION: 2018-2019					
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 MEDT41
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
- reflect on the extent to which the delivery of the programme reflects the requirements of the relevant 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 original receipts.

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.	<p>Please comment on all these arrangements:</p> <p>Module documents including exam questions, model answers and marking schemes were sent to me throughout the year by email in a timely and accessible manner. Furthermore, dissertations were made available to my well in advance of the board meeting.</p>
2a.	<p>Were you satisfied with the department's response to your comments on the draft question papers?</p> <p>YES</p>
2b.	<p>Please comment on these responses:</p> <p>My comments and suggestions were always addressed in a very timely manner.</p>
3a.	<p>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?</p> <p>Viva voce were held for candidates meeting criteria for higher grades and where project thesis marks could potentially be uplifted by maximally three points. Viva voce examinations were conducted during the days of the course examination with candidates attending in person. Seven candidates were examined. Viva voce were conducted by myself together with one of the two original dissertation markers who actively participated in the viva process and decision. The candidates' dissertations together with full project feedback and overall grades had been made available to me in good time to allow scrutiny beforehand.</p> <p>In all cases recommendation were derived in consultation between marker and myself and decisions were unanimous in all cases.</p> <p>Were these arrangements satisfactory? YES</p>
4a.	<p>Were you satisfied with the arrangements for meetings of the Board of Examiners and procedures at these meetings?</p> <p>YES</p>

4b.	Were you present at the meeting of the Board of Examiners?	YES
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>Timelines and arranged location were proposed in advance of the examination visit in addition to course structure and assessment modes.</p> <p>On both days, I had intensive discussions with the course convenor Dr Martin Nicklin and other members of the teaching team about general course structure, the placement of the course in the context of Faculty and University and issues arising with the course.</p>	
2a.	Are you satisfied that:	
	- the assessment methods are fair and operate equitably?	YES
2b.	- the internal examiners applied appropriate standards and that they did so consistently and impartially?	YES
2c.	- 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 and fair guidelines by the board after careful consideration of marks and achievements.</p>	

B STANDARDS, BENCHMARKING AND PROGRAMME SPECIFICATIONS

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>The course leader was available for discussion throughout my visit and I had plenty of opportunity to talk to module leaders. In particular I addressed on those occasions both positive feedback and criticisms raised by the student representative, with whom I had an informative and helpful four eye meeting.</p> <p>As already emphasised before, arrangements, availability of documents and response to my input were excellent and to my fullest satisfaction.</p>	
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2	With reference to the QAAHE Framework for HE Qualifications and the Subject Benchmark statements as appropriate; are the: <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.	Given the objectives of the programme(s) are the: <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
	<p>Please comment on these responses:</p> <p>As in the previous year, I was impressed by rounde challenging and stimulating structure of the course, which again was confirmed by the student representative. This course covers a wide area of biomedicine and includes interdisciplinary components such as biomathematics, network biology and molecular modelling as well as training in critical awareness and judgement of scientific approaches and methods. This combination strongly support the the development of intellectual attributes of critical thinking, problem definition and processing of information, skills that essential for a successful career towards any scientific and/or leadership position.</p>

C STANDARDS IN THE UK HIGHER EDUCATION CONTEXT	
1	<p>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:</p> <ul style="list-style-type: none"> - grades awarded to units (modules)? YES - the degrees awarded? YES <p>Please give further explanation on these responses and any recommendations:</p> <p>The standards of awarding grades and degrees are of high standard and compares very favourably with standards applied at other leading Universities.</p>

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

2	<p>Do you consider that the programme(s) you have been appointed to oversee are appropriate in terms of the following:</p> <p>Programme coherence YES</p> <p>QAA FHEQ level assigned to the programme YES</p> <p>Assessment methods YES</p> <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: This is an excellent course which provides a well rounded training of skills for students of biomedicine.</p>
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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>No action points raised in previous report</p>

2	<p>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.</p> <p>In general methods and standards of assessments were appropriate. The student representative raised several points, which have been discussed with the course leader and the corresponding module leader. One point to consider and which was also discussed at the Board of Examiners is a certain inconsistency in the marking of oral presentations. One main reason for this seems to be that in the current format a given marker only evaluates one presentation without having the opportunity of direct comparison of a group of student presenters. I would encourage to assign teams of two markers to whole sessions with at least 6-8 student presentations to improve consistency in marking. This suggestion has been discussed at the Board and will be implemented.</p>
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3	<p>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</p> <p>As stated severa times before (and also in my previous report), this course provides an excellent training in a wide area of biomedical sciences. This explicitly includes “soft skills” such as critical thinking and processing of information that equips its graduates with the tools for successful careers in both academic and non-academic environments. This was explicitly highlighted by the student representative.</p> <p>The course profits very much from the excellent leadership by Dr Nicklin and the outstanding support of his team, here namely Jane Shields.</p>
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F. SECTION FOR REPORTS ON JOINTLY DELIVERED PROGRAMMES WITH A PARTNER INSTITUTION	
	<p>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.</p> <p>na</p>

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	<p>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</p>
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Nothing to raise