<table>
<thead>
<tr>
<th>Name of External Examiner</th>
<th>Dr N L Morgan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home institution and/or other</td>
<td>London Southbank</td>
</tr>
<tr>
<td>professional/institutional</td>
<td>University</td>
</tr>
<tr>
<td>affiliation of external examiner</td>
<td></td>
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<tr>
<td>Date of report</td>
<td>June 20123</td>
</tr>
<tr>
<td>Academic year</td>
<td>2012/13</td>
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<tr>
<td>Programme/Course/Module:</td>
<td></td>
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<tr>
<td>Home (✓ below if applicable)</td>
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<tr>
<td>Off-campus</td>
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<td>Please name all collaborative</td>
<td></td>
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<tr>
<td>partners encompassed by this</td>
<td></td>
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<tr>
<td>report:</td>
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<tr>
<td>MSc Medical &amp; Healthcare Devices</td>
<td>✓</td>
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For Quality Unit Use only:

| Date received in Quality Unit   | 28 06 13 |
| Date circulated                | 16 07 13 |
| URGENT PQEP item numbers       |          |
| PQEP item numbers              |          |
PART ONE : SUMMARY RESPONSE ON STANDARDS AND ASSESSMENT

If any matters raised here apply solely or particularly to any collaborative provision and/or programme(s) encompassed by this report please ensure that this is clear and that you **identify the partner organisations(s) and/or programme(s) involved.** Otherwise it will be assumed that all matters raised apply equally to all partner(s) and/or programme(s).

<table>
<thead>
<tr>
<th>‘In the view of the examiners, the standards set for the awards are appropriate for qualifications at this level, in this subject.’</th>
<th>Is the above statement correct? (Yes/No)</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If you have stated ‘no’, or if you wish to give additional information, please do so below.</td>
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</tbody>
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<thead>
<tr>
<th>‘In the view of the examiners, the standards of student performance are comparable with similar programmes or subjects in other UK institutions with which they are familiar.’</th>
<th>Is the above statement correct? (Yes/No)</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
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<td>If you have stated ‘no’, or if you wish to give additional information, please do so below.</td>
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</table>

<table>
<thead>
<tr>
<th>‘In the view of the examiners, the processes for assessment, examination and the determination of awards are sound and fairly conducted.’</th>
<th>Is the above statement correct? (Yes/No)</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If you have stated ‘no’, or if you wish to give additional information, please do so below.</td>
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</table>
PART TWO: QUALITY OF PROVISION

This section of the report will be used to give the Programme Team (including staff at any partner organisation) further feedback on the quality being achieved in the programme, the effectiveness of the assessment processes, the quality of the student learning experience and the quality of student achievement.

If any matters raised here apply solely or particularly to any collaborative provision and/or programme(s) encompassed by this report, please ensure that this is clear and that you identify the partner organisation(s) and/or programme(s) involved. Otherwise it will be assumed that all matters raised apply equally to all partner(s) and/or programme(s).

It would be useful if you could identify areas of good practice as well as issues for action.

A. Academic Quality

Please give your views on the quality being achieved in the curriculum and the quality of provision being delivered, particularly curriculum content and teaching and learning strategies. Please indicate any specific action that you believe could be taken to enhance quality. If you feel that quality is at risk in any respect, please comment on any specific action that could be taken to address this.

Please provide an overall rating of academic quality

<table>
<thead>
<tr>
<th>Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
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</tbody>
</table>

Please identify concisely below those major strengths and/or weaknesses (if any) in Academic Quality which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

**Significant Strengths**

1. The marking of the project – spot on.

**Significant Weaknesses**

1. Not many students on the course but that is not an academic quality problem.

Please use the space below for further explanatory comments and/or any additional points you wish to raise.
B. Assessment Processes

Please comment on the appropriateness of the assessments in assessing the learning outcomes of the units (including work-based learning where relevant), the reliability of internal marking procedures and the effectiveness of the moderation processes.

**PLEASE PROVIDE AN OVERALL RATING OF ASSESSMENT PROCESSES**

| Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory | Rating 1 |

Please identify concisely below those major strengths and/or weaknesses (if any) in Assessment Processes which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

**Significant Strengths**

1. Excellent – project titles are very good and in line with learning outcomes. Marking is very good. My marks were in agreement with the internal markers.
2. The organisation of the examination board. I specifically like the use of coloured papers to show – resits, supported mitigating circumstances etc. It makes life so much easier.

**Significant Weaknesses**

1. None

Please use the space below for further explanatory comments and/or any additional points you wish to raise.

C. Quality of Student Learning Experience

On the evidence available to you, please give your views on the quality of the students' learning experience, including provision of student support and guidance and teaching and learning resources, indicating whether you have had the opportunity to meet students.

**PLEASE PROVIDE AN OVERALL RATING OF STUDENT LEARNING EXPERIENCE**

| Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory | Rating 1 |

Please identify concisely below those major strengths and/or weaknesses (if any) in the Student Learning Experience which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

**Significant Strengths**

1. Excellent

**Significant Weaknesses**

1. None

Please use the space below for further explanatory comments and/or any additional points you wish to raise.
D. Student Achievement

Please comment on the overall quality of performance being achieved by students.

Please provide an overall rating of student achievement.

Key: 1=Excellent 2=Highly satisfactory 3=Acceptable 4=Unsatisfactory 5=Very unsatisfactory

Rating

Please identify concisely below those major strengths and/or weaknesses (if any) in Student Achievement which in your view are sufficiently significant to warrant explicit attention, action and tracking by the appropriate part(s) of the University.

Significant Strengths

1. Excellent

Significant Weaknesses

1. None

Please use the space below for further explanatory comments and/or any additional points you wish to raise.

E. Do you have any additional comments about programme quality (other than any covered previously in this report), including good practice, which you particularly wish to note?

Project titles were very good and the support the staff gave to the students.

F. Are you satisfied that any previous comments made by you as External Examiner have been noted and responded to?

YES  X  NO  N/A

Comments:

Good well run course

Before you submit this report, please confirm that you have completed all sections, giving ratings where requested, and that you have, where appropriate, identified any specific collaborative partners and/or individual programmes to which the issues you raise particularly or solely apply.

Confirmed: (type YES) Yes

Please return by e-mail to eereports@bolton.ac.uk
FOR THE ATTENTION OF THE PROGRAMME LEADER:

The issues and good practice raised in this report should be incorporated within the relevant Programme Quality Enhancement Plan (PQEP) and a copy of the plan sent to the External Examiner (with a covering letter) and (unless the PQEP is on QualTrack) to eereports@bolton.ac.uk by the end of November.