

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Healthcare	Subject(s): Mental Health nursing
Programme(s) / Module(s): HECS 1087, 1089, 1092, 2117, 2130, 2131, 2132, 2136, 3174, 3175, 3189.	awards: (e.g. BA/BSc/MSc etc.) Advanced Diploma, Mental Health BSc (Hons) Nursing (Mental Health)
DONE 5011M	

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to:

Head of Academic Quality and Standards,
Academic Quality and Standards Team,
Room 12:81, EC Stoner Building,
The University of Leeds, Leeds LS2 9JT

PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS***Matters for Urgent Attention***

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box.

None

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

Yes

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School.

N/A

Standards

1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?

- *The appropriateness of the intended learning outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

I have been very impressed with the overall work reviewed. The learning outcomes, programme structure and content are all appropriate. I also believe the standards are fully appropriate for the level.

2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

All comparable.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs?

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The programmes have a variety of assessment methods which test the students fully and they are appropriate to meet the ILOs. The arrangements in place for marking are very good. All work is internally moderated and copies of the internal moderator are always available. The overall success of the modules suggests the teaching is appropriate.

4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Students are comparable with students on other programmes within other HEIs. Generally students perform well, those with weaker marks or referrals have generally failed to address the learning outcomes or only just done so. A few students have poor academic technique, but again this is comparable with other programmes.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

The programmes address both assessment of theory and practice well.

6. The nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

The level, appropriateness and quality of the feedback students received should be noted, I particularly like the use of annotated comments, which our own students value highly.

7. The influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

The programmes appear to integrate research into the delivery of the programme and students apply research findings in their assessments.

The Examination Process

8. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner?**

- *Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Having been an external examiner at other universities in the past, I am familiar with the general roles and responsibilities. However, I found the materials especially easy to access and were very user friendly

9. **Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Very much so and if I needed anything additional both academics and administrators were prompt in replying and supplying the material.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes without exception

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

I cannot praise them highly enough. Very helpful and very clear

12. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

Yes

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

Please use this box if you wish to make any further comments not covered elsewhere on the form.

I have found my first year of being an external examiner very enjoyable. Both academic and administrative staff were very welcoming and accommodating.

School of Healthcare

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

10 May 2012

Dear

Re: External Examiner's Report 2010/2011

Thank you for your report regarding the Mental Health programmes. The team greatly appreciates your supportive and instructive comments about the structure of the programmes, the level of assessment and the marking/moderating processes.

As you are aware the Advanced Diploma in Nursing (Mental Health) and associate Diploma of Higher Education in Nursing (Mental Health) programmes are in transition and consequently some modules will not run again. The team will keep you informed of the new assessment details and module information as the transition progresses.

Thank you again for your supportive and constructive work with the programme teams, who look forward to working with you throughout the 2011/2012 session.

With best wishes,

Yours sincerely