

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): Nursing
Programme(s) / Module(s): BSc. (Hons) Healthcare Practice BSc. (Hons) Acute Healthcare Graduate certificate in Adult Cardiac Care Graduate certificate in Critically ill adult Graduate Certificate in Liver care Graduate certificate in renal care	awards: (e.g. BA/BSc/MSc etc.) BSc
Modules HECS 3220, 3221, 3218, 3053, 3217, 3056, 3091, 3222, 3056, 3058, 3223	

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.

No

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?

I received some previous external examiners reports, but no School response

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

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.*

The modules I have reviewed have appropriate aims and learning outcomes which relate well to the programme assessment strategies. I believe the standards are good and appropriate to the level of the award.

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.*

Aims and ILOs are equal to the standards of my own institution and most others I have experienced.

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.*
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A good variety of assessment methods are utilised and are appropriate to the content of the courses. Assessment strategies include essays, unseen examinations and seminars. Although the module content seems to be of a high level, the modules result in a good pass rate, indicating that the teaching is of a good standard and quality learning is achievable for the majority of students.

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.*

Overall, most students achieved creditable passes and the standards are in line with those of other institutions I have been involved with. Where students failed to meet the minimum criteria or were borderline, precise and constructive feedback has been provided by the markers and moderators, providing appropriate guidance for future attempts.

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

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.

As this is my first year as an external examiner at Leeds, I am not aware of any changes and therefore unable to comment.

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.

All modules demonstrate content based on current research, and the assessment strategies demonstrate confirmation of evidence-based teaching. There is evidence that module leaders are closely associated with clinical practice, providing the appropriate clinical expertise. The use of contemporary research by students is expected within their assignments, and this is reflected in the marking strategy.

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.*

I attended the induction day which provided me with the opportunity to meet both the academic and administration staff, as well as enabling me to understand the policies and procedures at Leeds. Any queries I have had have been swiftly addressed.

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.*

I was supplied with all the relevant module information and if I have needed clarification on anything, the information has been readily provided.

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

Yes. I have received all scripts from smaller cohorts and a representative sample from larger ones.

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

Yes

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

I have not had personal experience of this aspect, but it would appear from the course material that appropriate procedures are available to deal with such issues and students are made aware of these.

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.

I have received excellent mentor support with some very useful advice on how to manage the logistics of receiving and returning scripts.

Other Comments

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

I have very much enjoyed my first year as an external examiner at Leeds and would like to thank both the academic and administrative staff for making me feel so welcome. I have found everyone very supportive and I am impressed with the standards I have seen within all the modules. Feedback to students is supportive and constructive and I feel that appropriate consideration is given by both markers and moderators to borderline submissions to warrant my support in their final decision. There is evidence of good relationships within the academic team which I am sure benefits the delivery of the courses.

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 external examiner's report for 2010-2011.

On behalf of the BSc Healthcare Practice and Graduate Certificate programmes I am pleased that you have enjoyed your first year as external examiner and have felt well supported in your role.

The team is pleased to note your comments regarding the constructive and supportive nature of all feedback to. The team is also pleased to note that you consider that the aims and learning outcomes relate well to the assessment strategies and that teaching, learning and assessment are all informed by current research and evidence-based teaching.

It is reassuring to note your comments on the good standard of teaching and quality of learning along with the variety of assessment methods.

The team has valued your contribution to the programmes and the support you have given and looks forward to working with you over the next academic year.

With best wishes,

Yours sincerely