

## The University of Leeds

### EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

#### Part A: General Information

##### Subject area and awards being examined

Faculty / School of:	Nursing
Subject(s):	<i>Mental Health Nursing</i>
Programme(s) / Module(s):	In this year: HECS 1092, 1098, 1099, 2125, 2131, 2157, 2159, 2161, 3175, 3189, 3245, 3246 & 5149M. In total 32 requests to review marking and mentoring new External
Awards (e.g. BA/BSc/MSc etc):	Adv Dip Mental Health BSc (Hons) Mental Health Nursing

##### Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto: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 this is a well managed programme with excellent feedback by markers

##### **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?*

N/A

##### **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.*

The learning outcomes are all appropriate and the structure is well thought out and implemented. Content is current.

**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.*

Yes

**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 assessments offer a variety and are appropriate for both the levels and make up of the programme. The organisation and arrangements for marking remain excellent. As before the teaching quality is judged against student performance and students continue to generally do very well. Those students who do less well appear to have a lack of poor writing/academic skills and analytic ability.

**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.*

I believe so, yes

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

Theory and practice are integral within assignments. I saw student placement reports at the Board last September and these were of a very good standard. There were a couple of occasions where they had been completed in pencil; this was drawn to the attention of the academics who have assured me this was dealt with. I am due to review similar documentation at the Board on the 23rd September 2013

**6. Please comment on 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 with previous years the feedback to all students, whether failed or high passes is excellent. Electronic marking of scripts has not reduced this. I would also once again like to congratulate the admin staff who are very well organised and helpful they have done excellent job again and I hope they are also congratulated.

**7. Please comment on 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.*

Integral to all modules

## For Examiners involved in mentoring arrangements

**8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements**

Although I was available this was never taken up.

## The Examination/Assessment Process

9. 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.

Yes

10. 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, marking criteria?

- The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes and asked for my approval/comments

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Absolutely

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

N/A

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes always of a very high standard. On the occasion where I needed help accessing on-line marking due to problems on my computer I was efficiently passed to the right person and had rapid and very useful help. Please pass on my thanks to all

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

Yes

## Other comments

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

N/A

Baines Wing  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

6 February 2014

Dear

**Re: External Examiner's Report 2012/2013**

Thank you for your very positive report regarding the Mental Health Nursing programmes.

As you are aware we have two programmes running at the moment and are therefore in a position of transition. Your forbearance in overseeing the different curricula and your support in managing the changes to the assessments has been greatly appreciated by the mental health team. Your comments on the assessment processes have been extremely helpful and insightful.

The mental health team would like to thank you for your work with individual module leaders in terms of the quick responses and feedback on student work and assessment strategies.

Your comments on the helpfulness of the support staff were very pleasing to note and have been forwarded to the relevant members of staff.

Thank you again for your supportive and constructive work with the programme team, who look forward to working with you throughout the 2013/2014 cycle.

With best wishes,

Yours sincerely