

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:	Health Care
Subject(s):	<i>Nursing</i>
Programme(s) / Module(s):	Pain Management Assistant Practitioner's Programme
Awards (e.g. BA/BSc/MSc etc):	15 credits at appropriate level

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.

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?

Not applicable

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

It was a pleasure to be an External Examiner for the University of Leeds. From the beginning there has been an excellent organisation, and staff were always very helpful and supportive. The introductory session was very valuable. All the necessary information was given, and staff were always very professional and efficient. I have now seen the move to more electronic marking, and it appears to me that having started this later than in my institution was very valuable, as it appears that many of the initial 'teething problems' that occur with electronic submissions appear to have been dealt with successfully.

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 modular Aims and Intended Learning Outcomes reflected well the level of achievement required for the individual modules.

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.*

The Aims and ILOs are similar to my institution and appear to meet the required benchmarks.

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 assessment methods appear clearly tailored to each individual module and are very appropriate to the ILOs. I have seen a good range of scripts, which indicate a good level of student performance.

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.*

The academic standards appear comparable to those in my institution. From the assignments I have seen, there appeared to be a weaker student cohort at the beginning of the year, and a stronger student cohort at the end.

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

From the reflective accounts I have seen, the assessment of practice appears to be very appropriate for the assistant practitioner level.

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.

The electronic submission appears to have embedded well into the module. The feedback given was very extensive, although on some occasions repetitive and lengthy.

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.

It appears that the modules are taught by subject specialists that contribute their research knowledge in an effective way to the module.

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

Not applicable

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, the CD was very helpful.

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.*

All required documentation was easily available.

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, in relation to the Return to Practice module. The nature and level of questions were very appropriate, and when I made comments, they were efficiently and professionally considered.

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?

Yes, there was sufficient work available, and I felt at ease to ask for more if I had needed.

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

Dissertations did not form part of the modules which I examined.

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?

Excellent administrative arrangements and support throughout my period as External Examiner. I was able to attend the required meetings, sadly, in the last year, the Examination Boards were exactly the same dates as in my home institution, therefore I was unable to attend as I would have liked to.

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

Although these were not discussed at the Exam Board, I believe they were dealt with as per protocol.

Other comments

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

I was very impressed with the professional expertise and supportiveness in running the Examination Boards which has made an excellent impression that I will always treasure. I am sorry that my tenure as External examiner is now ending, and I wish all the staff continuing success with their excellent work.

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

6 February 2014

Dear

Re: Annual External Examiner Report for 2012-13 – Certificate of Higher Education for Assistant Healthcare Practitioners and HECS 3024 - Pain Management Module

On behalf of the programme and module management teams, I should like to thank you for the return of your very positive annual report. It is pleasing to read that you have continued to enjoy the working relationship you have with the teams, and that you regard the staff as professional and efficient.

It is reassuring that you consider the delivery and assessment of teaching comparable to other similar institutions and that you have had the opportunity to engage with our electronic marking. The teams do try to provide detailed feedback to assist the students in their future development, as you have noted, and will take on board your observation that this can, on occasions, be somewhat lengthy.

Your praise of our administrative systems is much appreciated and has been forwarded to the relevant staff.

The teams have particularly valued your support and advice over the tenure of your appointment and wish you well for the future.

Yours sincerely,