

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION

Subject area and awards being examined:

School of: <u>Healthcare</u>	Subject(s): <u>Learning Disabilities</u>
Programme(s) / Module(s): <u>DipHE/Advanced Diploma in Nursing</u>	awards: (e.g. BA/BSc/MSc etc.) <u>Dip/Adv. Dip.</u>

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.

I have no matters to raise which require urgent attention.

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

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.*

It is my judgement that the intended learning outcomes of this programme remain appropriate and commensurate with 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.*

This programme is in tune with the central tenets of the QAA Benchmark Statement for Nursing and adequately addresses the four key themes of the learning process therein. The intended learning outcomes of these are commensurate with those expected on a programme leading to a higher education qualification at level 5 and are similar to those of the equivalent stages of our own BSc programme. The varied nature of evidence for assessment – theoretical, reflective, portfolio and clinical – meet the requirements of the QAA too.

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.*

I consider that the combination of theoretical assessments, reflective portfolios and clinical competency assessments is an appropriate strategy in order to achieve the ILOs. Many modules have two-part assessments which require demonstration of academic knowledge as well as application of that knowledge within a theoretical and/or real context. This is supported by clinical placements which themselves are assessed.

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 assessments that I examined were appropriate to the intended learning outcomes. The pattern and ranges of marks are similar to other programmes with which I am associated. Thus, I feel that the performance of these students is comparable. There are, of course, some very weak students and some who justifiably achieve high marks.

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

N/A..

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.

I am not familiar with any enhancements being made to the programme but I am aware that this programme is nearing its end. This is very disappointing and will remove the influence of a significantly different discipline of nursing from the university. Learning Disability nursing is a bridge between health and social science and the practitioners are required to be able to navigate this bridge, something which they do very well. Often, the very existence of such nurses challenges and informs our colleagues.

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.

It is clear that an evidence-based research grounding is ensconced within the curriculum but this is to some degree superseded, I think, by the grounding in policy and law. This may be due to cultural or national issues but it comes across very strongly.

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 External Examiners' Meeting in the School of Healthcare in January 2011 and the Module Exams Board in early July 2011. I felt adequately prepared for these and was appropriately informed.

The personnel in the School were very responsive to my requests for clarification on issues and provided additional documents to facilitate me in making judgements on sets of marks.

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.*

Yes.

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

Yes.

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

Yes. The administrative personnel were very efficient in all of my interactions with them. My two visits to the University during 2011 were well organised by administrative personnel and all matters were efficiently attended to. I attended on module board which was satisfactorily managed.

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

N/A

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School of Healthcare

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UNIVERSITY OF LEEDS

10 May 2012

Dear

Re: External Examiner's Report – 2010/2011

Thank you for your External Examiner Report for the Advanced Diploma in Nursing (Learning Disabilities) programme and the support you have given to the programme team over the 2010-11 academic year.

The team very much appreciates the positive comments you have made regarding the programme and the support given to students.

All students are encouraged to participate in a research focussed curriculum which addresses the legal frameworks that govern health and social care. The flexibility of individual module assessment guidelines enable students to explore areas of personal interest which often reflects a policy and law perspective. The team endeavours to provide academic supervision and feedback which addresses the research balance.

Whilst it has been decided that learning disabilities programmes are no longer to be offered at the University, the School will ensure that students on our health and social care courses continue to have an understanding of the healthcare needs of people with learning disabilities in order that they can respond appropriately.

The team looks forward to working with you in the coming year and to continuing the positive working relationship which has been established.

With best wishes,

Yours sincerely

Head of School of Healthcare



INVESTOR IN PEOPLE