

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

**PART A: GENERAL INFORMATION**

*Subject area and awards being examined:*

<b>School of:</b> Healthcare	<b>Subject(s):</b> Healthcare
<b>Programme(s) / Module(s):</b> (1) Mentor course <ul style="list-style-type: none"><li>• HECS 2141 Support for Learning in Practice</li><li>• HECS 3192 Support for Learning in Practice</li><li>• HECS 5155 Support for Learning in Practice</li></ul> (2) DipHE Professional Practice	<b>Awards: (e.g. BA/BSc/MSc etc.)</b> (1) Mentor (2) Diploma in Higher Education

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](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**

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**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.*

Marking of students' assignments is of a very good standard for both the 'Support for Learning in Practice' (SLIP) modules and the Diploma in Higher Education in Professional Studies (DipHE) programme, in that the marking criteria for the appropriate academic levels are adhered to. Use of the marking criteria are also utilised as a mechanism for providing students with structured and detailed feedback. Annotated comments in the text of the scripts are of commendable standard, as they prove helpful to students, and should be maintained.

Over the four years of my tenure, my observation is that the high standard of assessment of students' work has been maintained and further enhanced. The few queries that I have raised over the tenure have been addressed fully.

The MAB meetings are conducted in the most professional manner and very efficiently, and arising issues are discussed as appropriate.

## 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 intended learning outcomes of the SLIP courses at FHEQ levels 5, 6 and 7, are fully appropriate for the awards that the students on the courses aim to achieve. They enable students to achieve the standards set by the Nursing and Midwifery Council's (NMC) (2008) *Standards to Support Learning and Assessment in Practice* publication.

The content and structure of the modules are designed to achieve their purpose in preparing knowledgeable and skilled mentors, and I get the impression that they do achieve this purpose.

### 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 modules comprising the SLIP programme fully meet the current national benchmarks such as those delineated by the QAA's (2008) FHEQ for the three levels, and thereby achieve fitness for award; and the NMC's (2008) *Standards to Support Learning and Assessment in Practice*, and thereby achieve fitness for purpose and for practice. They are of equal standards to those of equivalent approved mentor preparation programmes at other higher education institutes that I know of. Students on the M level (level 7) module demonstrate a particularly high standard of academic work.

The DipHE programme which is made up of several modules, also achieves national standards in full, and meets the expectations of similar programmes at other HEIs.

### 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.*

Student assessment strategies in the SLIP modules comprising of an essay and supporting evidence enable the assessment of knowledge, comprehension, application of theories and critical analysis, as well as the competence required for effective mentoring. These assessment methods achieve validity and reliability criteria through assessing the ILOs of the modules that they are meant to assess; and achieve reliability through internal moderation and external examination, for instance.

Student performance in assessments indicates that they experience good quality teaching and learning on the course. Structured feedback on students' assessed work using marking criteria headings, and annotated feedback in the text of the scripts provided by the markers should help students with subsequent assignments.

The assessment methods for the DipHE programme, and the arrangements for marking of module assessment components, as well as the classification of awards, also appear valid and consistent.

The academic standards demonstrated by students on the courses are, in my experience, comparable to those at other HEIs that I know of in terms of students' ability to demonstrate higher education level thinking, and application of concepts to their professional practice.

**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 above-mentioned strategies do enable students to demonstrate their achievement of aims and ILOs of the courses. Students use a wide range of up to date literature and research materials in their assessed work, whereby they also demonstrate critical analysis. The academic standards achieved by the students are of comparable academic standards to those of students on other mentor preparation courses.

**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 practice component of the SLIP programme (the 'Supporting Evidence' component) comprises students learning being facilitated and assessed by practise-based supervisors, and incorporates assessment of competence of students on pre-registration programmes.

**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.*

No enhancement has been effected to the SLIP and DipHE courses. Presentation of module marks electronically at MAB meetings is an area of good practice, in addition to the 'supporting evidence' component that I have mentioned in previous reports.

**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.*

Research and evidence based practice is a component of the mentor's role and capability that is taught within the SLIP courses, and based on the reading material (textbooks, etc) recommended to students on the courses, and on their performance in assessments, it is quite clear that evidence-based teaching also prevails.

## ***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.*

The course information and university assessment regulations that have been made available to me have enabled me to fulfil my external examiner role effectively. Whenever I have requested additional information, they have been made available to me promptly.

**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, I have received all documentation that I have needed to fulfil my role effectively.

**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 was sent an appropriate sample of students' work for me to be able to evaluate the standard of student achievement on the courses adequately.

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

The administrative arrangements are good in that I generally have sufficient space to examine students' work before the MAB meetings. The electronic presentation of the module marks at MAB meetings works effectively.

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

Yes, mitigating circumstances mechanisms are in place, and they are implemented as appropriate.

***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.*

None in 2010/11

***Other Comments***

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

Nil

22<sup>nd</sup> July 2011

School of Healthcare

Baines Wing  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

30 April 2012

Dear

Thank you very much for your External Examiner's report for the academic year 2010-2011. We note your positive comments regarding the Support for Learning in Practice modules (HECS 2141, HECS 3192 and HECS 5155M) and the Diploma of Higher Education in Professional Studies.

We are very appreciative of your detailed, helpful and constructive feedback. The Support for Learning in Practice and Diploma HE Professional Studies teams would like to take this opportunity to thank you for your involvement over the past four years and wish you well for the future.

With kind regards,

Yours sincerely

Head of School of Healthcare

