

The University of Leeds
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):	
Programme(s) / Module(s):		awards: (e.g. BA/BSc/MSc etc.)	
Postgraduate Diploma and Postgraduate Certificate in Leadership and Management in Health and Social care Nursing (Post-Registration)		MSc	
Nursing Studies		BHSc	
Healthcare Studies		BHSc	

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.

n/a

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?

Yes

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.

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 for the all the modules that I have reviewed within the above programmes are appropriate to the programmes of study and reflect the different levels of studies being undertaken by students.

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.*

I can confirm the the programmes of study were comparable with other institutions. I am an external examiner for a Masters Programme in Leadership at another university and the standard of the programme at Leeds University is comparable to this. I am responsible for post qualifying level 3 nursing studies at The Open University and I can confirm that the materials I have seen for example through the library project are comparable with the aims and standards of our programmes at this level.

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 that I have seen in my first year as external examiner are appropriate to the learning outcomes of the modules that I have examined. The quality of learning and teaching is good as most students are able to demonstrate that they have been able to apply relevant theories and concepts to their assessed work. I have commented on the library based project which I thought worked particularly well as a level 3 piece of assessed work.

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 were comparable to other courses that I am aware of. The range of student marks was also comparable to similar programmes of studies in other institutions.

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

Not applicable

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.

This is my first year as external examiner

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.

The work of academics within the school of health care is appropriately drawn on in the programmes delivered to the students. Students work also demonstrates an ability to relate a wide range of theory to the practice of health care they are addressing in their assessed work.

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 had excellent access to course materials to inform my decision-making.

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 attended an excellent day at the School of Healthcare where my role as an external examiner and the programme specifications were outlined.

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?

General administrative arrangements are good for the process of external examining but I have not yet attended a Board of Examiners so cannot comment on this part of the process.

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

I have not had reason to deal with these situations in my first year as external examiner.

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.

Other Comments

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

I have enjoyed my first year as external examiner and I have been really impressed with the dialogue I have been able to have with academic and administrative staff at the university. Where I have given feedback with regards to any issues that I have raised with regard to any student's work this has been taken on board and appropriate actions have been taken. I am looking forward to continuing in my role as external examiner.

School of Healthcare

Baines Wing
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Leeds LS2 9JT



UNIVERSITY OF LEEDS

14 May 2012

Dear

Re: External Examiner's Report 2010-2011

Thank you for your external examiner's annual report and your supportive comments in relation to the programmes and modules you have overseen. It is pleasing to note that you have found your first year in this role to be positive.

The MSc Leadership and Management in Health and Social Care programme recruited 22 new students in September and the forthcoming year will see second year students commence their dissertation and consequently, it is hoped, result in the first students to graduate with an MSc award from this programme.

Some changes have been made to the BHSc (Hons) Nursing (Post Registration) programme for this session onwards. From September 2011 students will undertake HECS 3254 Research Dissertation rather than the Library Based Project module, which is being archived as part of the rationalisation of the School's provision. HECS 3254 is a new module developed following a School review of our undergraduate research modules. The 2 modules are similar and the new module will continue to provide appropriate learning opportunities to meet the educational needs of the diverse group of student on the programme.

It is pleasing to note that you consider the BHSc (Hons) Nursing Studies and Healthcare Studies programmes continue to fill their educational aims with a wide variety of modules being assessed and evaluated positively. These programmes are now in transition and the final students are expected to complete within the coming year.

The teams look forward to working with you in the 2011/2012 session.

With best wishes,

Yours sincerely