

**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:

Healthcare

Subject(s):

*Nursing, Leadership and Management*

Programme(s) / Module(s):

BSc (Hons) Nursing top up degree  
MSc Leadership and Management

Awards (e.g. BA/BSc/MSc etc):

**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*

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**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?*

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**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*

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## 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.*

For both the BSc (Hons) Nursing programme and the MSc Leadership and Management I believe the learning outcomes were appropriate for the awards. I have been consulted about the learning outcomes for the Masters programme when there were changes to the programme.

I believe the structure and content of the programmes fits with the learning outcomes and the standards are appropriate for the awards.

**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 programmes are similar in standards to other institutions.

**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 for both the BSc and the Masters programme are appropriate and I have consistently said how good the library based project in the BSc programme is as a method of assessment and academic skill development.

The masters programme utilises a range of assessment methods including assignments and student presentation. The assessments help students develop skills relevant to leadership and management and do not just assess learning of content, this is good.

**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 students were given adequate opportunity to demonstrate their ability to achieve the aims of the programmes and the intended learning outcomes. In the last cohort of BSc (Hons) students the team alerted me to a higher than usual number of fails. The team noted that these students are now in practice which may have made it difficult to attend taught sessions and tutorials. I have asked if there is the possibility of developing more on-line support for these students.

**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. 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 Masters programme has been enhanced through the development of international and commissioning modules. I have been consulted throughout the development of the Masters programme.

**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.*

Evidence for practice can be seen to influence and inform both the undergraduate and post graduate modules that I have examined. I have noted that I was pleased to see Masters students undertaking primary research when undertaking their dissertations. This is encouraging as students can struggle to manage this when studying part time alongside senior management roles.

## 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**

No

## 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.*

I received sufficient guidance materials

**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.*

I received module handbooks which included marking criteria along with the module materials that were sent to me

**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?**

I do not externally examine modules with exams. I looked at planned assessment arrangements for new modules.

**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 I received sufficient examined work and the scripts were clearly marked and annotated as appropriate.

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

Yes choice of subjects for both the BSc (Hons) and MSc dissertations was appropriate. As I have noted for the BSc (Hons) I think the library based project is an excellent assessment and for the MSc programme it was good to see students undertaking primary research.

**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?**

I did not attend a Board of Examiners last year, my next BoE is the 11<sup>th</sup> of November.

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

Not applicable

## Other comments

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

I have made the following suggestions/recommendations to the BSc (Hons) team and Masters team this year  
BSc (Hons) – for management assignment – the team could consider making this a ‘staged’ assignment with the reflective accounts submitted first with tutor feedback. Some students did not do well as their reflective accounts were weak or inappropriate. Some credits could then be given for the submission of these accounts. More care is also needed with regards to anonymity.  
BSc (Hons) For qualified practitioners doing the library based project more online resources and support may enhance student pass rates.  
Masters dissertation – more care needs to be taken anonymising where primary research was undertaken, particularly in the appendices of dissertations.

School of Healthcare

Baines Wing  
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Leeds LS2 9JT

**UNIVERSITY OF LEEDS**

6 February 2014

Dear

**Re: External Examiner's Report Academic Year 2012-2013 - BHSc (Hons) Nursing (Post Registration) and MSc/PGC Leadership and Management**

On behalf of the programme teams I should like to thank you for your annual examiner report for 2012-13 session. The teams have greatly valued your support and input to the above programmes and look forward to working with you in your final year of appointment.

Your positive comments about these programmes and the marking and assessment procedures are much appreciated. It is encouraging that you note the visibility of research in the programmes delivery and comment on the continued success of the Library Based Project as well as noting that some of the masters' students now undertake primary research. Your observation regarding anonymity of location of primary research is noted and has been relayed to the HECS5152 dissertation module leader.

It was a disappointment to have a number of fails on the HECS 3254 Research Dissertation module. The module team has put into place a number of strategies to support the students to engage with structured academic support earlier in the module. These strategies focus on a more structured timeline for the completion of assessment milestones to enable positive student and academic supervisor interaction.

The HECS 3138 Leadership module team welcomes your comments and has discussed strategies for the development of the reflective accounts.

I should also like to take this opportunity to thank you for your consistent, constructive and supportive comments which have aided the on-going delivery of the programmes and as for your input into the revision and validation of existing and new modules in the masters programme. Your diligence, flexibility and reliability have been of particular help in ensuring the quality of our processes. The teams look forward to working with you over the year to come.

With best wishes,

Yours sincerely

Head of School of Healthcare



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