

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:	School of Healthcare
Subject(s):	<i>Nursing (Pre-registration)</i>
Programme(s) / Module(s):	BSc(Hons)Nursing Advanced Diploma in Nursing I have reviewed work for a range of modules across these programmes.
Awards (e.g. BA/BSc/MSc etc):	BSc(Hons) AdDip N

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

There are no matters for 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?

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

This is the final year of my appointment as external examiner and during my tenure I have been made to feel a part of the Leeds University team; this is a particular strength of how the University perceives external examiners and how the School in particular works in a truly collaborative manner. The team always include me in discussions regarding planned changes to curriculum, or assessments, such is their drive to ensure that teaching provision and mechanisms for assessment are contemporary and of the highest standard. The team always examine the profile of marks between cohorts and seek to explore reasons for changes in the profile of marks, and again include me as external in these discussions. Marking and assessment procedures within the School are exemplary.

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.*

Learning outcomes are always clearly written with descriptors that are commensurate with the academic level being studied. The learning outcomes reflect the syllabus content and enable students to demonstrate their knowledge in a variety of ways. The programme and module aims reflect the relationship between theory and practice within nursing.

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.*

There is a sound institutional process for managing academic standards at Leeds University. Programme and module aims and learning outcomes are commensurate with those at other institutions. The nature of the programme means that students are also required to demonstrate clinical competencies, and there is evidence of these being incorporated into theoretical assignments where students are required to demonstrate application of theory to practice.

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 schedule includes a wide range of mechanisms to test student knowledge, skills and attitudes. Assessments are structured in a progressive manner across the programme. Students are always furnished with assignment guidelines and marking criteria are transparent. The assessments test the learning outcomes. Marking is conducted in a robust manner, there is always evidence of internal moderation, and students receive clear written feedback on their assignments together with helpful annotation on the text. The majority of students are able to achieve the required standards; where there are anomalies in cohorts, teams look for explanations and make appropriate changes to delivery of teaching where required.

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.*

Students are able to demonstrate their academic and clinical knowledge across the range of assessments. Results across and between cohorts of students is generally comparable.

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

Whilst I do not directly see practice components, the links between theory and practice are explicit within modules, therefore I am confident that the clinical requirements are also tested appropriately.

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.

Modules are updated in light of student feedback and also in relation to students marks. Teaching delivery is altered in relation to anomalies between cohorts. Modules are constantly reviewed and updated.

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.

The curriculum is influenced by current research in two areas:

1: the curriculum is taught using evidence based education strategies. For example: Students work together in creating a group presentation which tests their ability to work in teams and also tests the content of the module.

2: Current research conducted within the department and externally is cited in student work, therefore I am confident that research is afforded a high profile within learning and teaching.

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

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, I have been provided with an annual update of regulations and processes in operation.

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.*

Yes, teams have always furnished me with appropriate and adequate documentation.

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, draft examination papers and answer guidelines are always sent for review. The team is always receptive to external examiner comments: for example, one examination paper included three case studies, and I encouraged the team to change the details of one or more of the cases described to reflect the diverse cultural population of Leeds. This was acted on and has been a consistent feature of subsequent papers. This is just one example of the collaborative nature of working arrangements fostered.

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 have consistently received a full range of scripts for review, either in hard copy or through access to the VLE. Scripts are always annotated and feedback is always typed and provides students with a balanced view of their work

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

I have reviewed library based projects which take the form of undergraduate dissertations. Generally, the standard of the work produced by students is very high and clinically relevant.

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?

The administration staff: >, <>, and <> have been excellent.
The exam board itself maintains the highest of standards and usually runs without incident; academic debate is encouraged.

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

These are discussed outwith the Board, but are commented upon as required.

Other comments

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

In this my final term of office, I would like to thank everyone at the University of Leeds for extending me their kindness and hospitality. The processes in place mean that external examiners are fully integrated into the team within the University; there is a real commitment to collaborative working with external examiners and this is just one example of exemplary practice within the institute.

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

6 February 2014

Dear

Re: External Examiner's Report 2012-2013

Thank you for your External Examiner's Report Academic for 2012-2013. I note your positive comments about the programmes and how they are consistent with NMC standards and those of other institutions.

Thank you also for your comments in respect of how research is integrated into the student curriculum and how assessment process gives evidence to this. I note your comments relating to the oncology modules which have been brought to the attention of the module leader.

I would also like to take this opportunity to thank you for your consistent, constructive and supportive comments and agreement to extend your term of office for a further year. This is greatly valued by all colleagues within the School of Healthcare and St Gemma's Hospice. Your diligence, flexibility and reliability have also been of particular help and support in ensuring the quality of our processes and the module teams look forward to working with you over the current session.

Yours sincerely