

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</i>
Programme(s) / Module(s):	<ol style="list-style-type: none"> 1. MSc Nursing with Registration 2. HECS 3126 Fundamentals of Diabetes Care
Awards (e.g. BA/BSc/MSc etc):	<ol style="list-style-type: none"> 1. Masters 2. BSc

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

. 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?

NA

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

NA

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 MSc Pre-registration nursing programme is a well structured programme that satisfies the requirements of the professional body, The Nursing and Midwifery Council, and the requirement of level FHEQ 6 and Masters as the programme contains modules at both levels.

The FHEQ level 6 module HECS 3126 has suitable LOs and satisfies professional as well as academic requirements

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.*

In my judgement the MSc Pre-registration nursing programme and the module HECS 3126 satisfies FHEQ and professional expectations. The depth of knowledge that students demonstrate and the academic level expected compares favourably with other institutions that I am familiar with.

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.*

MSc Pre-registration nursing programme- the assessment is via course work mainly plus examination and clinical competencies achieved in practice settings. The assessments are demanding and students are required to display M level academic skills and a clear application to clinical practice. Marking is thorough and students receive good feedback and feed forward. Generally students do well and some of the higher range work is praiseworthy.

Module HECS 3126 student undertake an unseen examination that tests recall, application and clinical application. I would say it tested students adequately and gives students the chance to demonstrate knowledge at a high level.

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.*

MSc Pre-registration nursing programme-the MSc pre-registration approach is not commonplace however from my experience of BSc pre-registration nursing programmes and MSc Nursing and Advanced Clinical Practice programmes (for qualified staff) I would say that students in the main meet the challenge of M level requirements academically whilst having limited clinical exposure in an impressive manner. They demonstrate high level thinking skills and much of their work (especially the dissertations) is related to areas that are under researched and a good contribution to new knowledge is found.

Module HECS 3126-the examination tests the LOs

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

MSc Pre-registration nursing programme I have not yet seen the clinical competencies document however in September I am meeting students from the programme and I would be interested to review competency documents.

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.

MSc Nursing - The Module assessment information document has been developed and the information is useful and helps on-going programme quality enhancement and must be most helpful to feed into annual programme review.

The dissertation marking documents that provides headings I consider to be good practice

Module HECS 3126-not aware of any changes

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.

It is clear from students' work that current and relevant research informs teaching. Some of the dissertations were excellent demonstrating excellent skills in systematic literature reviewing and empirical research.

Module HECS 3126-relevant and up to date clinical research informs teaching and is evidenced within the assessment

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

NA

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.

The CD is a good idea
I am always sent a copy of the module handbook with marking

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

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
Useful and collegial discussion is encouraged by the School

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 am quite satisfied

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

Topics chosen were wide ranging and often novel. Many would lead quite easily onto doctoral development or publication, I think that the choice of a systematic review or an empirical study is good practice. The best approach is then available rather than requiring empirical research. The systematic reviews are thorough and academically sound.

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 School has excellent administrative arrangements. I am given good notice of work coming to me and told when it is in the post. Any queries are responded to promptly.

I attended the board last September and all arrangements were first class.

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

I cannot comment on this as I have not been involved in any such issues.

Other comments

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

It is a pleasure to act as an external examiner at Leeds due to the level of the students' work, the professional and informed preparation students receive and the professional nature of the whole process demonstrated by the programme lead, the academic team and the administrative staff,

School of Healthcare

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Leeds LS2 9JT



UNIVERSITY OF LEEDS

24 January 2014

Dear Dr Griffiths

Re: External Examiner's Report 2012/2013

Thank you for your very positive annual report which I have recently received for the MSc Nursing with Registration and the module HECS 3126 Fundamentals of Diabetes Care.

It is particularly encouraging to read your comments on the assessment and marking process which you identify as being thorough, with students receiving good feedback and feed forward. Also thank you for your positive comments regarding the quality of the MSc Nursing with Registration students' dissertations which you note are often related to areas that are under researched and provide a good contribution to new knowledge. In regard to this I am delighted to report that one student has already had her dissertation accepted for publication. In addition I note your positive comments regarding the excellent communication you have received from the programme team and the support clerks.

As you are aware the programme has recently undergone a major review which has enabled the inclusion of many innovative and exciting changes to be incorporated. These include the introduction of an option module, opportunities for the students to study abroad and a stronger focus on leadership in healthcare. The team is looking forward to delivering this new programme and evaluating the impact and working with you over the next academic year.

Yours sincerely