

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

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Nursing Programme(s) / Module(s):	Subject(s): Bsc (Hons) child, neonatal care and other modules with child component elements, awards: (e.g. BA/BSc/MSc etc.)
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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.

No

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.

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.*

All of these issues have been addressed with each interim report sent over the course of the academic year for each module examined.

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.*

Yes comparable with <<<>> and as recently completed period of external examinership for <<<>>.

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.*

Usual array of assessment methods, however some innovative approaches also including poster and presentation defence in adolescent module and short MCQ and other components in neonatal module which test different aspects of knowledge.

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.*

Standards are clearly linked to NMC outcomes/proficiencies and related curriculum taxonomy. There is a bell curve distribution of marks with each module assessed, some students clearly working at a higher level of analysis and evaluation, others are still at predominantly the descriptive beginning to analyse stages. Feedback is good and focused on progression rather than being punitive.

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

Practice assessment not viewed this year but reflective components undertaken theoretically have addressed key areas of clinical practice. Have met with a group of undergraduate students on two occasions this year and was able to discuss aspects of practice through their presentations, which was good.

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.

Invitation to come in and assess with 2 of the module team for poster presentations (HECS 3075) which I feel was an area of good practice that helped enormously with understanding the assessment process and demonstrating good inter rater reliability and validity for students we are hoping to continue with this practice this year in May 2012

- good annotated and typewritten feedback to students especially in relation to development on the library based projects that I have reviewed this year.

Highly motivated and committed child health/mental health/neonatal teams who are clear about maintaining the focus on knowledge development in students for raising standards in future practice.

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.

This element is addressed through modules rather than undertaking explicit research projects and more clearly through the dissertation module (library based project) but students are beginning to demonstrate through written work the use of evidence based practice and rationales for care delivery.

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.*

Yes I have access to module handbooks, marking criteria, email information and access to lecturers and programme leader if I have had to query or seek advice and guidance about student work.

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 all module handbooks regularly sent across via email or in the bag of scripts, I have a CD with all polices and procedures about being an external examiner at Leeds .

10. Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?

Yes a range of scripts have been sent over the course of the year, including examinations, poster presentations, and for the first time this year, library based projects. I have also sent interim reports for all the work assessed over the course of the year with any recommendations documented here rather than leaving them for the final external examiner report.

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

I have not been able to attend an examination board this year at Leeds due to my commitments at my place of work, however I have been able to come across and externally review student presentations as the external and this was very beneficial.

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

Not applicable this time as I have not viewed mitigating circumstances of students. Although I am always aware of students who may be dyslexic when undertaking work as this is signposted on scripts .

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.

Action plan for the forthcoming year: I would like to visit students in the practice setting if possible and time commitments on both sides allow.

School of Healthcare

Baines Wing
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UNIVERSITY OF LEEDS

30 April 2012

Dear

Re External Examiner's Report 2010-2011

On behalf of the pre-registration BSc (Hons) Nursing (Child) programme and the Graduate Certificate in Neonatal Care, I should like to thank you for your positive external examiner's report. This report was discussed with the relevant programme management group as part of the annual review process.

It is encouraging to note that you consider the work submitted by child branch students at the University of Leeds to be comparable to that of their peers at other institutions. It is reassuring to note that you consider students on both programmes to be exposed to a wide range of assessment strategies; the School is keen to ensure that students have the opportunity to demonstrate their skills and knowledge acquisition and application in a number of ways. Your comment on the detailed and constructive feedback given by the module team is much appreciated.

The programme manager will be in contact with you to arrange a visit to the clinical areas, as you requested, at a mutually convenient time.

The child team is very grateful for and would like to thank you for your support over the last year and looks forward to working with you during the current academic year.

Yours sincerely