

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

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

<b>School of:</b> <b>Programme(s) / Module(s):</b> <b>Master in Midwifery; PGD; PGC.</b> <b>Modules;</b> <b>Preparation of supervisors of Midwives</b> <b>Complex care pathways</b> <b>Pregnancy birth and the puerperium</b>	<b>Subject(s):</b> <b>awards: (e.g. BA/BSc/MSc etc.)</b>
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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](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.*

***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.*

## 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 programme aim is clear and likewise the aims of the modules within this programme. The modules meet the academic requirements expected at study at this level. Each module has pertinent learning outcomes relevant to the module content and appropriately evaluated in the assessment.

Students have access to a wide range of learning resources to enable them to meet the programme learning outcomes

### 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 learning outcomes meet the requirements of the NMC Standards for the Preparation of the Supervisors of Midwives and the content and delivery of this programme is pertinent to these students. All modules reviewed compare favourably with those in other institutions in terms of learning outcomes, variety of assessment and student achievement.

### 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.*

There are a variety of assessment methods used in the modules that enable the student to undertake assessments appropriate to the learning outcomes of the module. These would include case studies, management of care, critical reflective thinking, verbal presentations.

Marking is fair and consistent with appropriate comprehensive feedback given enabling all students, no matter what grade received, to appreciate where improvement could be made.

The assessment criteria is clearly presented and feedback reflects the assessment grid. Second marking and / or moderation is used appropriately and agreement between markers is clearly expressed.

### 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 assessments were indicated from the commencement of the module with adequate preparation time and support available. In the preparation of supervisors of midwives module students have support from a clinical mentor as well as an academic mentor, to enable them to meet the learning outcomes through the module assessment.

The mark range demonstrated as normal; distribution curve indicating students to have achieved as expected. These were comparable to similar modules 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

The preparation of supervisors of midwives module has a clinical component that reflects the NMC standards.

### 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.*

A change to the assessment in the preparation of supervisors of midwives module, which had seemed to be rather onerous, to one which would still serve to challenge students both professional and academically in both verbal and written format. The continued use of self assessment and peer assessment is to be commended.

**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 students assessments demonstrate the contemporary use of evidence to inform the curriculum.

## ***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.*

Information is sent at the beginning of each year outlining roles and responsibilities. Module leaders have kept me informed of any issues related to the module and the programme leader in relation to the programme.

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.*

Appropriate documentation has been received, Information regarding changes to the programme / modules has been received and the module / programme team ensure inclusivity at all times.

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

An appropriate selection of work was sent for review.

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

Information and guidance is sent in a timely fashion.

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

*Appropriate measures are in place to ensure students are treated fairly.*

### ***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.*

*The programme / module team communicate with me on a number of issues related to the programme or module. This serves to establish and maintain good working relations.*

School of Healthcare

Baines Wing  
University of Leeds  
Leeds LS2 9JT



UNIVERSITY OF LEEDS

10 May 2012

Dear

**Re: External Examiner's Report – 2010/2011**

On behalf of the Programme Management Team I would like to thank you for your external scrutiny of our post-registration midwifery provision during the 2010-2011 academic session.

I note that you received documentation associated with modules in full and in a timely manner and you have been assured that quality standards have been met. I am pleased to learn that there is good communication between you, the programme team and administrators.

The team appreciated your commendation of the self and peer assessment within Preparation of Supervisors of Midwives HECS 3191 / HECS 5153M and would like in particular to thank you for your advice on current modules and the recently developed post graduate certificate.

The number of students on programmes and modules which you externally review has decreased in recent years and consequently the number of scripts sent for external scrutiny has reduced (with the exception of HECS 3191 / HECS 5153M). There will be a 'sea-change' during the 2011-2012 academic year as the new postgraduate certificate in care of the critically ill childbearing women is implemented and the team looks forward to working with you during this time.

With best wishes,

Yours sincerely