

## The University of Leeds

### EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

#### Part A: General Information

##### Subject area and awards being examined

Faculty / School of:	Healthcare
Subject(s):	<i>Nursing (Adult) programme</i>
Programme(s) / Module(s):	HECS 1098 Theory & Practice 1 (40 credits) (Level 1) HECS 2008 Healthcare Ethics & Law (10 credits) (Level 2) HECS5168M Ethics in Contemporary Health and Social Care (15 credits) Level M
Awards (e.g. BA/BSc/MSc etc):	Bsc; M

##### 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*

##### **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?*

No I was not provided with these. However, I was provided the details of the previous external examiner who then e mailed me offering support and guidance as a mentor during my first year as external examiner.

##### **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.*

HECS 1098 Theory & Practice 1 (40 credits) (Level 1) is a new module. The learning objectives are clear and appropriate to the level of study and for the subject being taught for this module. I commented in my external report, after the assessment period in May/June this year, at how impressed I was with the type of assessment being undertaken by the first years. It was detailed, examined elements of their practice and allowed them to reflect on their first placements and discuss their experiences accordingly. This provided a valuable insight for the students, but also for the academic staff, to gauge the level of understanding and competence each student was demonstrating during their practice placements. It also highlighted any areas of support, which may have been required.

HECS 2008 Healthcare Ethics & Law (10 credits) (Level 2) is a shared module and taught in year 2. The assessment set is interesting and challenges the student to consider not only how clinical practice is delivered but also how it *should* be delivered. Again this has resulted in the students thinking carefully about ethics and law and applying it to their own practice. The learning objectives are clear and appropriate to the level of study and the subject element of the module.

I was present during the presentations for the HECS5168M Ethics in Contemporary Health and Social Care. The presentations were interesting and quite well delivered. These allow for the student to reflect upon an area of practice and the ethical and legal implications of this area of practice. The students are meant then to introduce a discussion around their subject of interest, demonstrating their knowledge of this area. The presentation is accompanied by a discursive piece of work on the same subject. The learning objectives are again appropriate to this level of study and the assessment is good.

**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, I believe the ILOs and Aims are commensurate with other national institutions, national benchmarks and meet the Framework for Higher Education Qualifications.

**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.*

I have commented upon this in the box above; however, the assessment tasks for the three modules, which I have reviewed, have all been innovative, challenging for the students and appropriate in testing the competence of these students in their area of practice.

**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 standard of work is variable, as is normal when reviewing work which covers a large number of students. The work at the lower end has generally demonstrated a lack of understanding and really only a superficial awareness of the importance of the subjects, which have been discussed. The work in the mid range has shown a satisfactory understanding and, further up the marks, a good understanding. The students are also able to utilise the literature well to provide evidence and support arguments made. The work in the top range of marks is excellent. The academic ability of these students is particularly impressive, in their ability to critically engage with the subjects they are discussing, using a plethora of evidence to support their arguments. It should be noted that the feedback for those who are struggling is detailed, supportive and very focussed to help the student identify those areas they need to focus upon to improve their marks.

**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 learning objectives and the assessment for the 1<sup>st</sup> year module is again challenging but well suited to the needs of the students in their first year. It allows for them to reflect on good practice and then their practice. It also allows the practice mentors to have some input and for their academic tutors to support their development throughout the first year.

**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 introduction of marking on to the VLE system has been well received by the students and has made my job a lot easier! I was provided with good support and advice from the computer services and from the Module leader, <<>>.

The first year module I have already commented upon but I would like to stress how impressed I am with their assessment task for the reasons I have already highlighted.

**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.*

**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.*

This material was good.

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.*

Generally 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?

I was not provided with drafts.

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?

I have been provided with a range of marks work and this has made the review process very manageable.

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

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?

Unfortunately the meeting for the Board of Examiners falls in our Freshers' week at <>; I am therefore unable to attend.

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

## Other comments

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

My only comment is that, on occasion, I have received some scripts very late. I appreciate that this will be a result of time constraints placed upon the internal examiners and moderators; however, when provided with a very large number of scripts it would be useful to have a reasonable period of time to be able to look through these pieces of work and afford the time appropriate to assess the marking and moderation which has taken place.

Baines Wing  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

23 January 2013

Dear

**Re: External Examiner's Report –2011/2012  
BSc (Hons) Nursing (Adult) and Healthcare Ethics and Law Modules**

I should like, on behalf of the programme and module teams, to thank you for your external examiner's report for the academic year 2011-2012 and for your contribution to the work of the teams.

The module teams continue to work hard to ensure that learning outcomes are achieved and it is pleasing to read that you consider the assessment methods to be sufficiently challenging and stimulating to enable the students to demonstrate their acquisition of knowledge and skills.

The teams will endeavour to ensure that scripts are available for you as outlined in the assessment schedules. Where there are late submissions or extensions the individual module managers will contact you prior to making scripts available. The teams would like to assure you that the assignment titles were approved by the outgoing external examiner prior to your appointment, so that these could be agreed by the beginning of the academic session. You will, of course, have the opportunity to comment on the assignment titles for this session's assignments. The assignment titles for the Healthcare Ethics and Law modules are, as you are aware, student negotiated following the guidelines set out in the module handbook.

The teams look forward to continue working with you in the coming academic year.

Yours sincerely