

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

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| Faculty / School of: | Health Sciences |
| Subject(s): | <i>Undergraduate and post registration nursing</i> |
| Programme(s) / Module(s): | BSc (Hons) Child Nursing – all associated child and Shared theory and practice modules New Perspectives on Child Protection The Special Care Baby The Neonate in Intensive Care |
| Awards (e.g. BA/BSc/MSc etc): | BSc (Hons) Child Nursing |

Name and home Institution / affiliation of Examiner**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 Quality Assurance**
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?

I was provided with all the details of the programme by the child team upon my commencement. Within this information was the report from the previous external examiners.

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.*

All the modules examined met the learning outcomes. The structure and content of the modules allowed the students to gain broad and specific knowledge relevant to the module which would be transferable into the practice area. Over the three years the students level of expected knowledge and skills are comparable with the level of award

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.*

Across the three year programme the modules cover relevant topics which relate well to the NMC Standard's for Pre-registration. The content enables the students to develop knowledge and skills related to professional values, communication and interpersonal skills, nursing practice and decision making, and leadership, management and team working. Professional values, communication, interpersonal skills and leadership are particularly evident in the shared modules, with the child field modules building on this level of knowledge and integrating it with key knowledge required of the children's nurses such as partnership working, safeguarding, advocacy, law and ethics, evaluating evidence based practice and health promotion to mention a few. The programme is very similar in its format to the programme I am involved in at the University of <>.

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 been able to review work that has been undertaken by a variety of assessment methods over the last year. Across the modules there is a variety of assessment methods such as exams, essays, workbooks and OSCE's. The variety allows the students to perform to the best of their ability and gives everyone a chance to be able to be assessed in their preferred way. I was able to attend for the presentations in the neonatal module and this was very informative as it gave a good insight into the level of knowledge the students actually had, as sometimes this can be disguised in an essay. I particularly enjoyed the poster presentations given in the Experience of Adolescence module, where the student presentations and feedback are filmed and results given quickly. This model could be used in other modules, and I have now implemented this in the University of <>.

The teaching across the modules utilises a variety of teaching methods which again allows all students to engage and at some point be taught using their preferred learning method. The overarching marking grids are very clear and easy to understand. The marking keys forwarded with examination papers have also been very clear and enables you to identify easily where students have obtained or lost marks. Feedback on the assessments has generally been very good, however, there have been a couple of occasions where some markers have given lower grades and the feedback has been quite limited.

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 variety of assessment methods across the three years does allow the students to demonstrate their achievements and shows their ability to meet the module learning outcomes. For each assessment reviewed there has been a variety of abilities demonstrated, with many students being average, and an expected distribution of students who consistently achieve highly and others who just obtain a pass mark or consistently fail at first attempt. Some students early in their programme show the ability to analyse and on occasions critically analyse the literature, whereas other students remain very descriptive across the three years. The findings of the ability of the students are comparable to my experience at the University of <>

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

All students are assessed in practice by their clinical mentor and assessment documentation completed. As this is my first year as the external examiner, I will be meeting with students who are on the programme on the 23rd September. At this meeting I will be discussing with the students both their academic and clinical experience of the programme and will be in a better position to comment on this post meeting.

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.

As this is my first year in practice I am unable to compare the programme to previous years. The team work closely to ensure the students gain a positive experience across the three year and have an interesting and varied programme. As noted above giving filmed feedback following presentations is worthy of consideration for other modules.

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.

Research is woven through the programme to enable students to critically analyse literature and relate this to their clinical practice. Utilising evidence based practice is part of the nurses role on a daily basis and the taught components of the modules alongside the assessments allows the students to link theory to practice. At the end of the third year when students undertake their dissertation they bring all this knowledge together. The topics in the dissertations are relevant to their area of nursing and were interesting to read.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

For Examiners involved in mentoring arrangements

9. 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

10. 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.

I have had contact with members of the child team throughout the year and have been given any information required. I was forwarded electronic copies of handbooks and the marking criteria. Any queries relating to modules and marking throughout the year has been answered by the team. I have been able to undertake my role without any problems.

11. 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.

I received a CD containing all the policies and procedures I need to be aware of as an external examiner. I have received information for the team and also have access to modules on line. There have been a couple of occasions where I had not been granted access to relevant modules, however, this was very quickly arranged and did not result in any delay.

12. 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 have been forwarded draft question papers for examinations to review this year for the neonatal module. Feedback was given to the module leader and appropriate responses were received in return.

13. 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?

As this has been my first year in post it initially took a little while to understand the process. I have been asked to review a good variety of work over the course of the year for all types of assessments. The team have always ensured I have reviewed work ranging from fails to very good passes, giving me total confidence in the evaluation of the standard of student work. It has been difficult on occasions to deal with the amount of work that comes through in a small time period, and there have been a couple of occasions where the work has required an extremely tight turn around, on one occasion 3 days. However, I have been advised this was unexpected.

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

I very much enjoyed reading the dissertation. The students had chosen a variety of topics which were relevant to children's nursing. Some students had chosen quite complicated questions, and did very well to provide a good analysis of the literature. I was given a mixture of dissertations to review which spanned the ability range. All students were generally given very good feedback.

15. 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?

All arrangement for documentation to be completed throughout the year for the module assessment board has been good. I am shortly to attend the Board of Examiners.

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

I have not yet been part of a process to consider mitigating circumstances. All students who have some form of disability are noted on their scripts.

Other comments

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

I would like to reiterate that the team provide a good programme over the three year period which allows the students to develop the relevant skills. They use a variety of teaching and assessment methods to encourage the students to remain engaged with the programme.

Baines Wing
University of Leeds
Leeds LS2 9JT

**UNIVERSITY OF LEEDS**

27 January 2015

Dear

Re: External Examiner's Report –2013/2014

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

It is encouraging to note that the work submitted by child students at the University of Leeds is comparable to other institutions such as your own in and that you consider the programme to contain a good variety of assessment methods which enable students to perform to the best of their abilities. The team has noted your strong support for the filming of the student poster presentations and feedback with the "Experience of Adolescence" module; as this was the last time this module will be delivered the team will consider if this method of student feedback can be implemented elsewhere in the current programme.

I do note there have been a few occasions when you have found feedback to be limited from some markers. This is an aspect which the team is working hard to address and hopefully therefore you will notice improvements next year. The team offers its apologies for the occasional short response times we have asked of you, and assure you that these were exceptional and should not recur in the future.

It is pleasing to note that you have enjoyed effective communications with the team both in terms of receiving the information you require and obtaining prompt responses to any queries you may have. It is encouraging for the team to receive this feedback.

The team members would like to thank you for your advice and support over the last year, which they have found most helpful, and look forward to continuing to work with you throughout the current session.

Yours sincerely,