

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

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):	MSc Nursing with Registration Module- Fundamentals of Diabetes Care HECS 3126
Awards (e.g. BA/BSc/MSc etc):	MSc

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

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?

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

I have found throughout my tenure that the School operates in a very thorough and professional manner. The curriculum was rewritten in line with NMC guidance and innovative assessments were provided. Marking and moderation is always excellent with detailed feedback to enhance students' further work. The communication from the School is first class and both academics and support staff are to be commended.

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 aims and ILOs satisfy NMC requirements are at a suitable FHEQ level.

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 programme satisfies NMC and QAA Benchmarks

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 is a mixture of challenging assessments that provide a suitable preparation for registered nurses

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.*

Common with other students there was a range of ability. Some excellent submission and dissertations demonstrating academic ability and a maturity of professional discussion. Students who gained lowed marks tended to a) not adhere to the clear guidelines and/or b) failed to take their discussion to a suitable critical level.

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

This was conducted in a suitable manner to satisfy NMC requirements

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.

It is a new programme running alongside the previous programme and no concerns were raised by me.

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.*

This is well addressed and the assessments require suitable recent evidence, if missing this is pointed out by the marker. The dissertations were of good quality and some areas of distinct originality reviewed or researched empirically

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

n/a

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

I was one and made contact but didn't hear from her again so I assumed that all was well.

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 receive information in a suitable and timely manner from the University, Examination support staff and from module leaders.

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 always receive module handbooks and relevant paperwork in a timely manner. Good practice is that I received an email telling me that work is coming also.

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 viewed examination papers and my suggestions were received positively

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?

I always received a suitable sample of work and when the work was on Grademark I received a clear indication of a suitable sample. Feedback is good (and feed forward). Students are given clear information on why the mark was arrived at and suggestions on how to improve the work.

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

There was a good range of dissertation topics.
All were double blind marked

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?

I usually attend one board and last year I met students before the examination board.

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

I understand that is done by an internal board so I therefore cannot make any comment on this.

Other comments

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

This is my last year as an external. I am finishing a year early due to personal and work commitments. I commend the academic and support teams within the School as throughout I have been given excellent information at all stages of the process and communication has been excellent and responses rapid. The standard of marking and feedback has been good throughout my tenure and the assessments as well as satisfying NMC requirements also provide the level that is expected for M level work. My suggestions and comments have been listened too and acted upon. There was excellent information provided when the move to Grademark started.

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, on behalf of the programme team, to thank you for your very positive annual report for the MSc Nursing with Registration programme and HECS 3126 Fundamentals of Diabetes Care.

I am very pleased to hear that you have received excellent communication with the academic and support staff and that information has always been sent to you in a suitable and timely manner. It is particularly encouraging to read your comments on the originality of the student dissertations and the high quality of marking and feedback across all of the modules.

It has been a challenging year for the team running two different curricula but it is pleasing to note that this has not caused you concern as the External Examiner for both programmes. The new 2013 curriculum is now in its second year of implementation and I am delighted to advise that 4 students have joined the programme at the beginning of the second year as a result of being able to demonstrate prior learning. This has enabled them to be exempt from the first year of the programme via the APL process and we will watch their progress with interest.

I note that you are finishing your tenure as External Examiner a year early due to personal and work commitments. I would like to take this opportunity to thank you for the help, support and encouragement you have given the MSc Nursing programme and diabetes module teams and to wish you all the very best for the future.

Yours sincerely