

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 Education
Subject(s):	Clinical Education
Programme(s) / Module(s):	Module EDUC 5300M Context, design and principles of learning and teaching in clinical settings Module EDUC 5310M Practice, assessment and evaluation of learning and teaching in clinical settings
Awards (e.g. BA/BSc/MSc etc):	Post Graduate Certificate

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

There are no identified matters for urgent action

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?

N/A

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

N/A

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 learning outcomes have been carefully designed with clear and informative logical structure and content and are fit for the award.
The programme remains a challenging one that ensures students have an opportunity to apply theoretical perspectives in educational practice in the context of clinical settings.
As the programme philosophy makes clear the development of a structured, systematic and reflective approach to learning is integral to the students' development.*

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, mapping clearly demonstrates requirements of professional bodies and QAA are being met and I have found this to be a high quality programme
Students in Nursing and Midwifery contexts are able to meet the mandatory requirements for their field of practice
The student voice is listened to and acted on including two Student Staff Forums which form part of the Programme Management Team*

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.*

*Assessments are carefully designed and very appropriate to the aims, learning outcomes and award.
Clear procedures are in place for marking and moderating which reflect the work of students I have externally examined and from face-face feedback with students on the programme
There are both formative and summative assessment components and there is consistency and fairness in marking
Formal observations of practice by university tutors are appropriate and provide the student with informative feedback*

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.*

Yes, the standard is excellent, students are demonstrating academic and professional development at the required level and I have not been able to identify any weaknesses.

Feedback on this programme is a strength and the support students receive in their workplace from an allocated university tutor: for the NMC registration, students must demonstrate 360 hours of formally logged practice and the programme is designed to enable this to be achieved

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 student portfolio of evidence is of a high standard and presents a clear view of the student's progression and standard across the programme. Practice is a key component of this programme and is informed by theory and feedback which I have found particularly good.

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.

I have had conversations with the Programme Leader during this academic year in relation to programme re-validation (24 March 2014) which was a joint meeting with the NMC and Faculty: my views were welcomed and I received a full report.

This month I met with the Programme Team to discuss the report in more detail and the actions required from the re-validation which was successful; this was very beneficial and informative, they were able to explain in more detail progression and changes to the curriculum with re-validation.

I found the opportunity to discuss the programme with students and gain their feedback very helpful as an External Examiner which is good practice that should be across other programme.; this provided me with a more informed view and seeing the students face-face I was able to learn much more about application of theory to practice and the programme overall.

The student's feedback was very positive and they clearly conveyed the challenging approach to academic study and application of evidence based practice, the programme they stated took them out of their comfort zone. It was evident that they have an excellent relationship with their peers and their academic team whom they described as motivated and committed staff. I t was good to hear how students were learning more about their multi-disciplinary peers, sharing practice and working collaboratively although within time constraints due to competing demands of study and work.

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.

The programme is underpinned by research and subject specialisms for the high calibre of students / professionals undertaking this

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

N/A

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.

Yes thank you very informative and sufficient for me to undertake my role as required

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.

Yes I have received all that is required

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?

Yes this was satisfactory

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?

Yes thank you very sufficient

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

N/A

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?

*Yes, policies and procedures for examination boards were carried out fully and I have been able to attend the Board of Examiners and I am satisfied with the recommendations made.
Meeting with other External Examiners was very helpful and issues raised are being taken up by the Chairperson*

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

Yes

Other comments

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

As previously, I was invited to attend the School of Education prior to the Examination Board, November 2014 and with another External Examiner we were welcomed by the Programme Leader and provided with an update, outcome of the Student Staff Committee and student feedback. An important aspect for me was discussion on the re-validation and subsequent action plan: in relation to the NMC recommendations; my comments / suggestions were welcomed.

Engaging in discussion with students on the programme was very informative: professionals from different fields of practice; Ambulance Service, Lecturer, Clinical Coordinator, Dr Emergency Medicine, Pharmacist, they gave open and honest feedback about their programme, The outcome of the discussion reinforced the value of this programme to their professional and academic development working in complex and specialised practice.

Thank you to the Support Services who provide me with all I need and who maintain effective communications throughout the academic year.

The Programme is clearly led by an experienced, well-organised and committed Programme Leader who maintains very good communication with me and who makes my contribution feel valued, meeting the other members Programme Team also conveyed the very positive attitude and commitment of staff to the students and programme development.

Thank you

24 March 2015

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Dear <>

External Examiner: PG Cert in Clinical Education, 2 modules for students which provide qualified nurses & midwives with a teacher qualification:
EDUC 5300M Context Design & Principles of Learning & Teaching in Clinical Settings
EDUC 5310M Assessment and Evaluation of Learning in Clinical Studies

I am writing to thank you for, and respond to, your recent report on these modules. I also wish to put on record our appreciation of your support to the Course Management team during the recent revalidation of the programme by the NMC. We were pleased to see your comments about the value of meeting with the students, especially to discuss the NMC Revalidation report, and pleased to hear that they enjoy the challenge of the programme and that it achieves its aim of fostering interprofessional collaboration.

It is good to hear your positive endorsement of the programme development and the student experience, especially the contribution to this of the programme leader and the team she inspires. I will also pass on your positive feedback about the Support Services. It is good to know that they are supporting you in your role and maintaining the communication loop throughout the year.

Thank you again for your contribution to the quality of our programme. I look forward to welcoming you to the School again later this year.

With best wishes

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Head of School of Education

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:	Education
Subject(s):	<i>Clinical Education</i>
Programme(s) / Module(s):	M Ed Clinical Education
Awards (e.g. BA/BSc/MSc etc):	MEd (incl PG Cert) in Clinical Education

Name and home Institution / affiliation of Examiner

Completed report

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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. The programme continues to provide high quality learning experiences for students and the standards achieved are consistent with Masters degrees in research intensive institutions.

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.*

The intended learning outcomes are appropriate for this programme. The ILOs are consistent with the designated levels of postgraduate study and reflect the situation of clinicians who are developing as educators in their particular fields of expertise. The ILOs reflect the changing contexts of health care provision. Furthermore, the ILOs are appropriate for the increasingly diverse mix of professionals recruited to the course.

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 aims and ILOs are consistent with the Framework for Qualifications and equate to similar programmes at other universities.

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.*

The design and structure of the assessment and the arrangements for marking and classification of awards relate well to the ILOs. As recorded previously, marking is rigorous and second marking is carried out assiduously. The feedback to students supports learning and is sufficiently challenging to stretch the students to achieve higher levels. Students comment very favourably on this aspect of the programme.

Steps have been taken to improve consistency of grading and feedback in the extended course team, through internal moderation activities. Overall, students continue to receive a high degree of personalised attention and feedback, which is reflected in their performance and in the overall standards achieved in the assessed work.

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 programme and assessments are designed both to test and to stretch students' abilities in and across the range of ILOs. The standards are strongly maintained at the grade boundaries. Students whose work is referred get clear guidance on where the work falls short of acceptable standards and on the steps that have to be taken for improvement. At distinction level, some assignments stand out as exceptional in their contextualised analyses of clinical education challenges.

Students comment very favourably on the ways in which they are prepared for teaching and learning activities, through clear advance information and guidance on focused reading and task preparation.

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 teaching practice assessments are identified by both tutors and students as particularly valuable for professional learning and development.

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.

Inter-professional learning continues to enrich the students' learning experiences. The programme has successfully adapted and developed as new groups have been introduced and the professional 'mix' has changed. In the past year the inclusion of dental practitioners has been successfully managed by the course team. The programme has also been re-validated according to NMC criteria.

In addition to the sessions on how to learn from and through assessment feedback, areas of good practice worthy of wider dissemination include the approaches used in the bespoke research methodology module and also the use of technological applications in micro-teaching and peer learning.

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.

As previously, the course team is alert to recent research and publications, actively encouraging students to review and critique new research as well as the established literature. Practice development is informed by the latest research where this is feasible.

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.

Yes

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.

Yes

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?

In discussions with the teaching team, it has been noted that the essay questions are structured in a way that allows students flexibly to contextualise their responses. This approach generally works well.

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?

Yes, fully marked and annotated scripts were provided, reflecting the work of a sufficient range of students. Issues arising at grade boundaries or on resubmission were flagged for attention.

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

Yes, the critical studies often achieve a high standard in scholarship and small-scale research. The critical studies equip the increasing numbers of students who want to progress to doctoral level studies.

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?

Yes

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

Yes

Other comments

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

This course is led by a highly committed and professional team. High standards in teaching and assessment have been maintained. The course team conducts regular evaluations and has introduced some creative evaluation techniques. New team members have been inducted into the teaching team and into the course programme, in supportive ways.

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24.12.2014

24 March 2015

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Dear <>

**Postgraduate Programme in Clinical Education
Certificate in Clinical Education and Master in Education (Clinical Education)**

Thank you very much for your report and contribution to the School of Education Board of Examiners – and to the Clinical Education Course Team during the NMC revalidation.

We are gratified that you find the Clinical Education programme continues to provide high quality learning experiences for students and is achieving standards achieved consistent with Masters degrees in other research intensive institutions. The Programme Leader will appreciate recognition of the steps <> has taken to improve consistency of grading and feedback across the extended course team as a result of internal moderation activities and <> work in recruiting and inducting new course team members. It is also good to know that you felt the programme successfully adapted and developed as new groups were introduced, changing the professional 'mix'. The work with the dental cohort stretched the course team and they will appreciate your recognition of how well they managed this aspect of their work. This will have been enabled, as you note, by the high degree of personalised attention and feedback students receive and which is reflected in their performance and in the overall standards achieved in the assessed work.

We look forward to continuing to work with you in the future.

Yours sincerely

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Head of School of Education