

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	Healthcare
Subject(s):	
Programme(s) / Module(s):	Advanced Practice
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?

Not applicable

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 enjoyed being an External Examiner on this programme and it has been gratifying to see the programme develop and flourish over this time. As advanced practice continues to evolve I have every confidence that this programme is well placed to be at the forefront of the educational and professional requirements in this field.

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.*

This is a well structured programme based on years of experience and involvement within advanced practice. With this foundation it is encouraging to see how the learning outcomes and aims of the programme have evolved over time. I am confident that these meet the needs of advanced practice as a subject area at Master's 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 aims and learning outcomes meet and exceed the nationally recognised criteria within this subject area. The expertise and experience of the teaching staff in this field has an undoubted positive impact on the programme outcomes and the overall student experience.

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 mix of assessment methods utilised in this programme enable a thorough and comprehensive experience for the student. The assessment methods are intended to test the student in both theoretical and, equally importantly, the practical aspects of advanced practice and the balance in the design and structure of these tools ensure this happens. The marking arrangements are transparent and fair to the students and it is apparent that teaching staff apply themselves to this task diligently. Student performance overall would indicate a high standard of teaching within this programme.

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 structure and delivery of this programme provides ample opportunity for students to demonstrate their learning. The teaching methodology and structure of the assessments and clinical practice all contribute to achieving this.

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

See comments in section 3.

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.

This is a well established programme which has steadily built upon the expertise and experience of academic staff year upon year.

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.

It is quite clear from the quality of the student assessments that research is central to this process.

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

Not applicable

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

Not applicable

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.

The information provided to me was adequate and appropriate to allow me to fulfil my functions.

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 all the necessary documentation in good time to enable me to have a full understanding of the programme and assessment processes.

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?

Not applicable

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 am satisfied that I received adequately sized samples of work to enable me to conduct the external examining process with confidence. When the online marking processes were utilised this was easy to follow and understand.

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

A wide ranging selection of topics were undertaken all of which had a direct and pertinent bearing on advanced practice within health care.

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?

Overall all of the administrative arrangements were conducted in an excellent fashion throughout the academic year. I wasn't required to attend an Assessment Board in the current academic year (within the constraints of the deadline for this report) to be able to comment on this aspect.

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

As I was not in attendance at any Assessment Boards in the current academic year I can't comment on this aspect.

Other comments

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

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:

4 November 2015

Dear

Re: External Examiner's Report –2014/2015 - MSc Advanced Practice

Thank you for your external examiner's report for the 2014-2015 academic session.

On behalf of the programme team for the MSc in Advanced Practice, we would like to thank you for your continued support of this programme. It is gratifying to note you continue to feel that you have a good relationship with the staff in the School of Healthcare. We are delighted that you consider the programme has flourished over time and that it is well placed to be at the forefront of the educational and professional requirements in this field.

We are pleased that you remain fully supportive of the learning outcomes and aims of the programme and are confident that these continue to meet the needs of advanced practice as a subject area at Master's level.

Thank you for your endorsement that the expertise and experience of the teaching staff has an undoubted positive impact on the programme outcomes, student performance and the overall student experience.

We should also like to thank you for taking on additional external examining responsibilities in the short term, this is very much appreciated.

As you are now coming towards the end of your term of office, we should like to wish you well for the future and hope that you have a long and happy retirement.

With kind regards,

Yours sincerely