

# 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:	SCHOOL OF HEALTHCARE
Subject(s):	<i>NURSING/LEADERSHIP &amp; MANAGEMENT IN HEALTH AND SOCIAL CARE/RESEARCH DISSERTATION</i>
Programme(s) / Module(s):	<p><b>PROGRAMMES:</b>            MSC LEADERSHIP AND MANAGEMENT IN HEALTH AND SOCIAL CARE            PG CERT LEADERSHIP AND MANAGEMENT IN HEALTH AND SOCIAL CARE            BHSc (HONS) NURSING (POST REGISTRATION) (BHS-NUR-ADV)</p> <p><b>MODULES:</b>            HECS5197: MANAGING HEALTH AND SOCIAL CARE            HECS5152: RESEARCH DISSERTATION            HECS5287: INNOVATION IN HEALTH &amp; SOCIAL CARE            HECS3138: LEADERSHIP IN HEALTH &amp; SOCIAL CARE            HECS5291: PERFORMANCE MANAGEMENT AND COMMISSIONING            HECS3254: RESEARCH DISSERTATION            IOFN5003M: LEADERSHIP IN HEALTH AND SOCIAL CARE</p>
Awards (e.g. BA/BSc/MSc etc):	MSC/PGCERT/BHSC

#### 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](mailto: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*

NO

#### 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 DISCUSSED PREVIOUS EXTERNAL EXAMINER REPORTS AND THE RESPONSE OF THE SCHOOL TO THESE IN MY CONVERSATIONS WITH THE PROGRAMME AND MODULE LEADS

**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*

AS I HAVE ONLY BEEN IN POST FOR ONE YEAR AND ABOUT TO COMPLETE, I WILL ONLY COMMENT ON MY EXPERIENCE OF THE PROGRAMMES THUS FAR.

### 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.*

**HECS5291:** The intended learning outcomes had a strong association with current health/social /human resource management practice with clear development of students' understanding of local policies and related reports on performance management and the role of commissioning. This was integrated with actual practice exemplars and appropriate use of peer reviewed literature.

**HECS3138:** The module content supports the assessment criteria/learning outcomes, which allows for a problem-solving approach to what are national/international issues within health and social care

**HECS5197:** Topics discussed by students in their essays reflect the current issues in health/social care/allied and management service provision..

**HECS5152:** The programme provides an excellent development of theory and research practice, which supports the outcome qualification and academic level and establishes a clear association with professional practice.

**HECS5287:** The choice of this module within the Leadership programme is an essential component to management of change, understanding of different models of implementation and evaluation – this offers professionals the opportunity to not only deliver service, but at the same time 'develop service'. There are socioeconomic implications for innovation, which every leader should participate in, this is evident within the learning outcomes for this module, which are appropriate for the overall Award.

**HECS3254:** The module is appropriate to CPD development of qualified nurses in relation to caring principles and practice in 21<sup>st</sup> century UK health and social care. Research topics under review were areas of on-going interest in all fields of nursing. Most dissertations demonstrated good, to very good knowledge of the research process and critical appraisal of a wide scope of literature.

**IOFN5003M:** Programme topics covered and variety of associated learning resources are reflected in the knowledge base demonstrated by script content.

### 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.*

**HECS5291:** The module content fits with the process of addressing learning outcomes, but also allows students to integrate current practice issues with management theory and work organizational cultures. The standard of teaching and learning materials were high in comparison to similar programmes at other institutions and national benchmarks/higher education qualifications.

**HECS3138:** The module content supports the assessment criteria/learning outcomes, which allows for a problem-solving approach to what are national/international issues within health and social care. The standard of teaching and learning materials were high in comparison to similar programmes at other institutions and national benchmarks/higher education qualifications

**HECS5197:** The module content supports the assessment criteria/learning outcomes

**HECS5152:** The module maintains a very high standard as indicated by the range of topics and the different teaching methods employed around this subject area compared to other institutions. The attention to delivering accurate and clear information about the research process and the significance of each stage in a review is still apparent in the work submitted by the above student (despite the mark). Teaching resources on Blackboard indicate students were both facilitated and guided to their chosen topics and encouraged to be proactive in planning their review.

**HECS5287:** The module maintains a very high standard of teaching and learning compared to other institutions – particularly beneficial is the attention to using a range of models/principles of implementation and reviewing of the evidence base behind each module within management. At Level 7, the range of pass marks over 50% for a presentation were comparable to other institutions. For those presentations that scored over 70% - there was an indication of a high standard compared to other institutions.

**HECS3254:** The distribution of marks, indicate a high standard of critical reading, appraisal and writing for CPD students. Over the course of my time as external examiner I will be able to give a more succinct account of comparisons with other HEIs.

**IOFN5003M:** The depth of knowledge around leadership theory is high in comparison to other institutions.

### 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.*

**HECS5291:** The assessment method and assignment task were very relevant to current issues in performance management and commissioning. The standard of teaching and learning materials were high and VLE provision of associated learning materials clearly signposted.

**HECS3138:** The assessment method and assignment task were very relevant to current issues in performance management and commissioning. The standard of teaching and learning materials were high and VLE provision of associated learning materials clearly signposted.

**HECS5197:** The assessment method and assignment task were very relevant to current issues in performance management and commissioning. The standard of teaching and learning materials were high and VLE provision of associated learning materials clearly signposted.

**HECS5152:** The Module Leader gave very clear guidance on how the assessment was to be conducted and presented for submission. The assessment method and assignment task were very relevant to current issues in performance management and commissioning. The standard of teaching and learning materials were high and VLE provision of associated learning materials clearly signposted.

**HECS5287:** Prior reading before lecture sessions and combination of case study examples and formal lecture sessions indicate essential and recommended content of a leadership in health and social care programme and support delivery to a range of student learners at this academic level. Sessions were constructed around the learning outcomes for the module and offered relevant material for students to access for their assessments. This was reflected in the content of presentations and assessment outcome. The process of assessment i.e. presentation was analogous to how professionals should present areas of innovation and service development in a practice setting and gives a strong foundation in use of a business/social/cultural model (s) in health and social care. The process of assessment by markers and moderators appeared objective and fair. The arrangements for students to be assessed via presentation were very clear. The use of an assessment sheet, which includes the learning outcomes/task criteria as a marking guide (very useful) and weighting of marks, both provide detailed feedback to each student on their presentation.

**HECS3254:** Feedback from markers, were appropriate to the standard of dissertation work presented. Feedback was concise and highlighted key areas for further development of both academic writing and the assessment learning outcomes. Module handbook highlights a combination of teaching methods used to deliver the subject area. The module content/structure is aligned to the fundamental principles of qualitative and quantitative research and the research process. The module leader gave very clear assignment

guidance on how to complete the dissertation.

**IOFN5003M:** The assessment standard was very good for this assignment and there was clear information provided for students about the construction of their assignment and process. The assessment standard was very good for this assignment and there was clear information provided for students about the construction of their assignment and process

**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.*

**HECS5291:** Spread of topics under discussion in each essay, maintained a strong association with current health/social /human resource management practice. The scripts, demonstrated clear understanding of local policies and related reports on performance management and the role of commissioning.

**HECS3138:** Most scripts demonstrated very good synthesis (and critical discussion) of theoretical concepts of leadership styles, application to current clinical practice, and integration of the health and social care literature. Application to practice improvements and patient recovery was evident within student assignments.

**HECS5197:** Most scripts which scored higher marks demonstrated good interpretation and application of the literature to a relevant issue of management leadership

**HECS5152:** This was a very significant and relevant subject area to research and the student has very nicely linked this to practice and impact on patient experience. I agree with the marker and internal moderator that more attention to understanding and demonstrating knowledge of the review methods and interpretation of the findings of studies was needed.

**HECS5287:** This is a very high standard of teaching and learning compared to other institutions – particularly beneficial is the attention to using a range of models/principles of implementation and reviewing of the evidence base behind each module within management. At Level 7, to have a range of pass marks over 50% for a presentation is comparable to other institutions. For those presentations that scored over 70% - this indicates a high standard compared to other institutions. Most topics presented by the students reflect new innovations or an aspect of service provision, which required further service development. These are areas where the sources of evidence from the literature highlighted significant gaps or problems with service development.

**HECS3254:** dissertation submissions with marks of 70% plus reflected an excellent knowledge of the research process; strong critical appraisal of the relevant literature related to the chosen topic. Content also demonstrated access to a wide range of reference sources and good integration with clinical practice issues in nursing. Dissertations between, 45% to 60% demonstrated a sound knowledge of the research process but required more depth of critical appraisal and review of the chosen research topic. Most dissertations scored in the 60 – 69% band demonstrated good to very good knowledge of the research process and critical appraisal of a wide scope of literature. Dissertations given marks of 35% and below lacked any academic structure, poor grammar, lack of knowledge about most aspects of the research process and unclear link to nursing practice.

**IOFN5003M:** assignment submissions mostly demonstrated a clear interpretation of the assignment tasks and provided very good critical appraisal and analysis of the leadership theory literature. This was also evident in the application to the respective work situations.

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

NOT APPLICABLE

**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.*

PLEASE SEE COMMENTS ON INDIVIDUAL MODULES ABOVE

**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.*

All programmes indicated very good attention to a) introducing students to the wider research based literature on the relevant subject areas by provision of tailored reference sources on VLE, inclusion of reference sources with each formal lecture session and linking information to wider health and social care policy b) including evidence based and research based terms in the module and programme learning outcomes – most students were able to synthesise their knowledge and around theoretical concepts related to their practice by accessing research sources.

**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

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 HAD SUFFICIENT ACCESS TO ALL MATERIAL ABOUT MY EXTERNAL EXAMINER ROLE AND RESPONSIBILITIES. I WAS ABLE TO REQUEST ADDITIONAL INFORMATION WHERE THIS WAS RELEVANT TO MY ROLE.

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 PROGRAMME SPECIFICATIONS, INDIVIDUAL MODULE HANDBOOKS WITH ACCESS TO ADDITIONAL MATERIAL ON THE VLE WEBSITE.

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?

YES – MARKERS FEEDBACK AND SUBSEQUENT ANNOTATIONS WERE CONSISTENT WITH ALLOCATED MARKS AND CROSS MATCHED TO THE ASSIGNMENT LEARNING OUTCOMES

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

YES

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?

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

TO MY KNOWLEDGE THERE WERE ONLY A FEW MITIGATING CIRCUMSTANCES THAT WERE BROUGHT TO MY ATTENTION – NONE RELATED TO MEDICAL EVIDENCE

Other comments

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

NO FURTHER COMMENTS

School of Healthcare

Baines Wing  
University of Leeds  
Leeds LS2 9JT



UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:

22 February 2016

Dear

Re: **External Examiner's Report –2014/2015**  
**MSc and Postgraduate Certificate in Leadership and Management in Health and Social**  
**Care and BSc (Hons) Nursing (Post-Registration)**

Thank you for your positive and supportive external examiner's report for the aforementioned programmes.

It is pleasing that you consider the range of modules you reviewed to be of a consistently high standard. The module teams work hard to ensure that the taught content remains fit for purpose and is informed by the most up to date and relevant research. It is particularly gratifying to note that you found the assessment methods to be very relevant to current leadership and management issues; the teams strive to ensure that the modules and the assessments students engage in are meaningful to their workplace practice.

I should like, on behalf of the teams, to thank you for your contribution to these programmes since your appointment and to wish you well in your new role.

With kind regards,

Yours sincerely,

Head of School of Healthcare

