

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):	<i>Nursing</i>
Programme(s) / Module(s):	Postgraduate Certificate in Clinical Assessment BSc (Hons) Nursing BSc (Hons) Healthcare Practice
Awards (e.g. BA/BSc/MSc etc):	MSc & BSc (Hons)

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?

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

This has been an enjoyable appointment which has spanned 5 years. I was pleased to be able to extend my initial term by the extra year, and feel that there has been good progress made within the programmes during my time in post. Whilst some programmes of study have been retired, others have evolved and developed in accordance with educational demands. It has been particularly interesting to see the successful development of co-delivered modules; both in terms of academic levels (undergraduate and post graduate), and also pre-registration/post-registration stages. I believe both of these developments will enhance programme delivery.

Throughout my appointment, I have found standards at Leeds to be very good and all the modules and programmes I have been involved with have been consistently delivered. Standards have varied year on year, but this is due to natural variations in the ability of the cohorts rather than down to teaching or module delivery. Overall, standards have been good, including marking and feedback to students. Evidence suggests that the students are well supported and the majority of the students engage positively with their studies. Processes and procedures have been adhered to and I have had no concerns during my appointment.

I would like to thank all the staff, both academic and administrative, for enabling me to fulfil my role with relative ease. My overall impression is that the teaching standards are high and module delivery is well organised.

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 aims and intended learning outcomes of the modules I have reviewed relate well to the overall programme aims. The individual modules combinations allow for a suitable programme content at a standard appropriate to the level of the course. I consider the overall standard is high and there is a clear distinction between the levels. The combination of modules within each pathway provides suitable content appropriate to the requirements of the course and is at a level appropriate to the award. There is a clear distinction between the levels and the overall standard is good.

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 programmes are comparable to my own institution and most others I have worked with.

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 range of assessment strategies across the various modules and I consider the assessment methods appropriate to the learning outcomes of the individual modules. The methods range from traditional essays and written examinations, through to work-based learning projects and OSCEs, providing well- rounded programmes and allowing the students to develop a range of strategies in meeting the learning outcomes. The pass rates are generally good for all the modules I have been associated with, indicating a good quality of teaching and learning.

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 pass rates indicate that the majority of students were able to work at a level expected for their specific programme. Although there were some variations in performance between different cohorts, this was within the normal range. I would consider this year's submissions to be slightly better than some previous cohorts, although I am sure this is as a consequence of natural variances rather than anything to do with the programme delivery. The pass rates are what I would expect in relation to other institutions I have worked with. Failed and borderline students have been provided with precise and constructive feedback and support.

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 OSCEs utilised as an assessment strategy is appropriate to the assessment of the physical examination component within the Postgraduate Certificate in Clinical Assessment programme.

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.

The co-delivery of the ECG interpretation module at both undergraduate and postgraduate level for the first time seems to have been successful. Although module content was comparable between the two levels, there is a clear distinction in the assessment level. This would seem to be an efficient way of delivering an already well established module and something I shall take back to my own institution.

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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 modules that I have reviewed have been current with regards to evidence-based research, and this is evident in the assessment strategies. All modules require the student to demonstrate the referencing of relevant, contemporary literature within the assessment component, indicating the need for evidence-based teaching and learning is recognised.

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.

I have received all the information I have required to fulfil my role effectively. Communication has been open and forthcoming from all module leaders, and both academic and support staff have answered any queries quickly and efficiently.

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?

The majority of modules utilise already validated papers, which I have been previously aware of. Where papers have been amended or components added to, I have been consulted. I have no concerns regarding the suitability of the examinable components.

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 have had access to an appropriate number of scripts from each module to be confident that the marking processes are adhered to and the level of feedback to the students is consistent. I have received all scripts from smaller cohorts and a representative sample from larger ones. As in previous years, I would consider the level of feedback to be generally of a high standard.

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

Where students were required to choose their topic for longer pieces of work, most students chose appropriate subjects. Those students who made inappropriate choices or failed to reach an appropriate standard had frequently failed to access the appropriate support.

Received 17/08/2015

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?

Although I have not been involved with this directly, the protocols addressing it seem transparent and I have no reason to presume they have not been adhered to.

Other comments

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

Please refer to my comments in section B

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

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

It is very pleasing to note that you have continued to enjoy good relationships with the Postgraduate Certificate in Clinical Assessment and BSc (Hons) Healthcare Practice programme teams.

The teams are pleased to note your positive comments regarding your time as external examiner for our programmes. It is reassuring to note your observation regarding the standard of work achieved by our students and we very much appreciate your comments on the level of feedback given to students on their assessed work and the support the teams provide in general. We are also pleased to note that you consider that the aims and learning outcomes relate well to the assessment strategies and that you are confident the teaching, learning and assessments are all informed by evidence-based practice.

The teams have greatly valued your contribution to the assessment of our students and the development of our provision during your tenureship as external examiner and wish you well for the future.

With kind regards,

Yours sincerely