

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:	Health Sciences
Subject(s):	<i>Undergraduate and post registration nursing</i>
Programme(s) / Module(s):	BSc (Hons) Child Nursing – all associated child and Shared theory and practice modules New Perspectives on Child Protection
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons) Child Nursing

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

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

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 modules remain the same as the previous year. Therefore all the modules examined met the learning outcomes. The structure and content of the modules allowed the students to gain broad and specific knowledge relevant to the module which would be transferable into the practice area. Over the three years the students level of expected knowledge and skills are comparable with the level of award

- 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.*

Across the three year programme the modules cover relevant topics which relate well to the NMC Standard's for Pre-registration. The content enables the students to develop knowledge and skills related to professional values, communication and interpersonal skills, nursing practice and decision making, and leadership, management and team working. Professional values, communication, interpersonal skills and leadership are particularly evident in the shared modules, with the child field modules building on this level of knowledge and integrating it with key knowledge required of the children's nurses such as partnership working, safeguarding, advocacy, law and ethics, evaluating evidence based practice and health promotion to mention a few. The programme is very similar in its format to the programme run at the University of <<>>.

- 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.*

I have been able to review work that has been undertaken by a variety of assessment methods over the last year. Across the modules there is a variety of assessment methods such as exams, essays, workbooks and OSCE's. The variety allows the students to perform to the best of their ability and gives everyone a chance to be able to be assessed in their preferred way.

The teaching across the modules utilises a variety of teaching methods which again allows all students to engage and at some point be taught using their preferred learning method. The overarching marking grids are very clear and easy to understand. The marking keys forwarded with examination papers have also been very clear and enables you to identify easily where students have obtained or lost marks. Feedback on the assessments has generally been very good and consistent.

- 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 variety of assessment methods across the three years does allow the students to demonstrate their achievements and shows their ability to meet the module learning outcomes. For each assessment reviewed there has been a variety of abilities demonstrated, with a normal distribution curve displayed. Some students early in their programme show the ability to analyse and on occasions critically analyse the literature, whereas other students remain very descriptive across the three years. The findings of the ability of the students are comparable to my experience at the University of <<>>

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

All students are assessed in practice by their clinical mentor and assessment documentation completed. I met with a mix of students and discussed both the theory and practice elements of their programme. All the students were enjoying the programme. They all were thoroughly enjoying their clinical placements. They felt well supported by the academic team whilst they were out in the clinical area. They also noted good support by their clinical mentors.

- 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 been asked to review and comment on the wording of written exam, and the changes being made to the child protection assessment. The changes identified should improve the assessment for the students allowing them to demonstrate their knowledge more effectively

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.

Research is woven through the programme to enable students to critically analyse literature and relate this to their clinical practice. Utilising evidence based practice is part of the nurses role on a daily basis and the taught components of the modules alongside the assessments allows the students to link theory to practice. At the end of the third year when students undertake their dissertation they bring all this knowledge together. The topics in the dissertations are relevant to their area of nursing.

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.

I have had contact with members of the child team throughout the year and have been given any information required. Any queries relating to modules and marking throughout the year has been answered by the team. I have been forwarded the marking grids in advance for reviewing the essays. I have been able to undertake my role without any problems

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 have received information from the team where necessary and also have access to modules on line. There have been a couple of occasions where I had not been granted access to relevant modules, however, this was very quickly arranged and did not result in any delay.

I had problems on two occasions accessing the online material. One because the VLE was down for annual maintenance. It would be useful to know the dates of the annual maintenance in advance. I also had a problem when reviewing one shared modules as I was not sent the expected answer sheet. I therefore had to review the answers against other students to check for parity across the marks.

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 have been forwarded examination papers for review and comment. No major problems were identified with them

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 have been asked to review a good variety of work over the course of the year for all types of assessments. The team have always ensured I have reviewed work ranging from fails to very good passes, giving me total confidence in the evaluation of the standard of student work. It has been difficult on occasions to deal with the amount of work that comes through in a small time period,

I have discovered that compared to other universities, Leeds forwards a large percentage of the student submissions for review by the external examiner.

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

Students chose some very interesting subjects for their dissertations. Some of the topics would have limited literature; however the students produced some good work.

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?

All arrangement for documentation to be completed throughout the year for the module assessment board has been good. Details of the Board of Examiners were received in plenty of time.

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

I have not been part of a process to consider mitigating circumstances. All students who have some form of disability are noted on their scripts.

Other comments

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

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

I should like to thank you, on behalf of the BSc (Hons) Nursing (Child) programme team, for your very positive external examiner's report. Your report has been discussed with the programme management group as part of the annual review process.

I am pleased to inform you that the University now has an agreed timetable for VLE down-time and I have requested that this year's dates are sent to you.

Unfortunately, workload can be demanding on occasions. This is caused by spreading assessments over the full year and also ensuring that any students requiring a 2nd attempt at assessments have this opportunity to do so before the start the next academic year. You should have now received a schedule setting out when assignments will be sent to you and the required date for return during the 2015/2016 session. Please do not hesitate to contact the programme leader should you not have received this information.

The School has detailed guidelines on the sample of work that external examiners should be asked to review. These are designed to ensure that a besides all fails, a representative sample of assessments will be scrutinised. Details are given in the Code of Assessment, and are as follows: "The module leader will select a sample of checked and non-checked scripts which includes all fails, highest marks, borderline at any band including pass/fail and a selection of upper, middle and lower grades of each band, in liaison with the External Examiner for external review. External Examiners will be invited to request further scripts for scrutiny as necessary. Where the number of students undertaking the assessment is below 10, all work will be sent to the External Examiner." If you feel that you are being asked to review a larger sample of work, please contact the programme leader so that she can address this issue with academic staff.

The team is very grateful for your feedback and would like to thank you for the advice and support you provided during the 2014/2015 session. The team found this invaluable in their continued process of improving the programme and the student experience.

With kind regards,

Yours sincerely,